



<b>Course Title</b>	Unified Lifetime Sports	<b>Unit Title</b>	Unit 5 Track & Field
<b>Grade Level</b>	High School	<b>Pacing</b>	15 90 Minute Sessions
<b>Stage 1: Identify Desired Results</b>			
By the end of this unit, what should students know, understand, and be able to do?			
<b>Content Standards</b>			
<b>Rigor Track</b>		<b>Standard Track</b>	
Evaluate data that lead to improved performance in a variety of physical activity experiences.		Apply fundamental motor skills and complex skills needed to participate successfully in at least three lifetime activities.	
Implement leadership skills to promote responsibility in self and others.		Implement leadership skills to promote responsibility in self and others.	
<b>Understandings</b> Students will understand that...		<b>Essential Questions</b>	
Using data to make decisions is essential to planning.		What data are you collecting to improve your game proficiency?	
Leadership comes in many forms. Respecting personality types and communication styles has a positive impact on group success.		What data are you collecting to improve the proficiency of your peers?	
		How does data collection inform your training/practice decisions?	
<b>Knowledge</b> Students will know...		<b>Skills</b> Students will be able to...	

SMART Goal Setting Data	Use personal and team data to track improvement in skill. Use personal and team data to determine what changes should/should not be made to practice plans.
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**Stage 2: Assessment Evidence**  
What collection of assessments will PROVE that students have learned everything described in Stage 1?

**Performance Task or Project-Based Learning**

Rigor Track - Collaborative Planning Document Tracker Rubric & Score Sheet  
Standard Track - Track and Field Skill Progress Tracker Rubric

**Other Evidence (Formal, Informal, Formative, Summative, Diagnostic, etc.)**

Journals  
Recording Sheets

**Stage 3: Learning Plan, Experiences, and Instruction**  
What collection of experiences and instruction will help students learn the essentials that are outlined in Stage 1 and master the assessments described in Stage 2?  
Be sure to identify **the shifts** and the **WHERE TO** elements.

Page references are from the Special Olympics Physical Education Resources publication. [CLICK HERE](#) to access the publication.

**Planning Calendar**

Day 1	Day 2	Day 3	Day 4	Day 5
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<p>HOW DO WE IMPROVE OUR SKILL?</p> <p>Unit Introduction &amp; Track &amp; Field Rules Overview</p> <p>Skill Practice:</p> <p>Running/Sprinting Technique</p> <p>Baton Pass Technique</p> <p>Throwing Technique</p> <p>Long Jump Technique</p> <p>Broad Jump Technique</p>	<p>HOW DO WE IMPROVE OUR SKILL?</p> <p>Skill Practice</p> <p>Event Practice:</p> <p>50 yard dash</p> <p>100 yard Dash</p> <p>4x 4 Relay</p> <p>Softball Throw</p> <p>Running Long Jump</p> <p>Standing Broad Jump</p>	<p>HOW DO WE IMPROVE OUR SKILL?</p> <p>Skill Practice &amp; Data Collection</p> <p>Event Practice &amp; Data Collection</p> <p>50 yard dash</p> <p>100 yard Dash</p> <p>4x 4 Relay</p> <p>Softball Throw</p> <p>Running Long Jump</p> <p>Standing Broad Jump</p>	<p>HOW DO WE IMPROVE OUR SKILL?</p> <p>Skill Practice &amp; Data Collection</p> <p>Event Practice &amp; Data Collection</p> <p>50 yard dash</p> <p>100 yard Dash</p> <p>4x 4 Relay</p> <p>Softball Throw</p> <p>Running Long Jump</p> <p>Standing Broad Jump</p>	<p>HOW DOES DATA HELP CREATE AN INCLUSIVE ENVIRONMENT</p> <p>Planning &amp; Reflection - <a href="#">Tips for Assessment</a> <a href="#">Baseline Skill Assessment Results</a></p> <p>Rigor Track - Collaborative Planning Document - Using this week's data to seed heats and evens for next week's 4 day track meet <a href="#">Journal Entry</a></p> <p>Standard Track - Skill Cue Assessment - Essential Elements of Track &amp; Field. <a href="#">Responsibilities and Reflection</a></p>
<b>Day 6</b>	<b>Day 7</b>	<b>Day 8</b>	<b>Day 9</b>	<b>Day 10</b>
Track Meet 1 Day 1	Track Meet 1 Day 2	Track Meet 1 Day 3	Track Meet 1 Day 4 <a href="#">Certificates awards</a>	<p>WHAT DOES IT MEAN TO BE INCLUSIVE?</p> <p>Planning &amp; Reflection - Skill Growth - Track &amp; Field</p> <p>Rigor Track - Collaborative Planning Document <a href="#">Journal Entry</a></p> <p>Standard Track - Skill Cue Assessment - Essential Elements of Track &amp; Field. <a href="#">Responsibilities and Reflection</a></p> <p>Utilizing <a href="#">Sports Ed. Model</a> create 4 teams for Track Meet 2</p>
<b>Day 11</b>	<b>Day 12</b>	<b>Day 13</b>	<b>Day 14</b>	<b>Day 15</b>

Track Meet 2 Day 1	Track Meet 2 Day 2	Track Meet 2 Day 3	Track Meet 2 Day 4 <a href="#">Certificates awards</a>	WHAT DOES IT MEAN TO BE INCLUSIVE? Planning & Reflection - Course Reflection - All units Rigor Track - Collaborative Planning Document <a href="#">Journal Entry</a> Standard Track - Skill Cue Assessment - Essential Elements of Track & Field. <a href="#">Responsibilities and Reflection</a>
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Adapted from Wiggins, Grant and J. Mc Tighe. (1998). *Understanding by Design*, Association for Supervision and Curriculum Development  
ISBN # 0-87120-313-8 (ppk)