



Course Title	Unified Lifetime Sports	Unit Title	Unit 6 - Culmination Project
Grade Level	High School	Pacing	15 90 Minute Sessions
Stage 1: Identify Desired Results			
By the end of this unit, what should students know, understand, and be able to do?			
Content Standards			
High-Rigor Track		Standard Track	
Generate several hypotheses for strategies that include persons of diverse backgrounds and physical abilities in a variety of physical activity settings.		Implement leadership skills to promote responsibility in self and others	
Understandings Students will understand that...		Essential Questions	
Use communication and collaboration skills to navigate challenges associated with the inclusion of all peers in the successful completion of challenging group tasks.		What does it mean to be inclusive? What does successful leadership look like?	
Knowledge Students will know...		Skills Students will be able to...	
Inclusivity Collaboration Communication Goal Setting		Analyze, plan and apply strategies for team success in challenging group tasks. Demonstrate an understanding of the value of collaborative input from all members of a team. Demonstrate an understanding of the necessity of identifying the strengths of team members to overcome obstacles faced by the team.	

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 (Inclusion Plan)

Standard Track - Responsibility Reflection Poster

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

Culminating Activity:

March Madness

Olympic Ceremony

Class Dance

Cornhole Tournament

Multi-school Track Meet

Multi-school Pickleball/Tennis/Badminton Tourney

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
WHAT DOES IT MEAN TO BE INCLUSIVE?	WHAT DOES IT MEAN TO BE INCLUSIVE?	WHAT DOES IT MEAN TO BE INCLUSIVE?	WHAT DOES IT MEAN TO BE INCLUSIVE?	WHAT DOES IT MEAN TO BE INCLUSIVE?
Course Introduction & Syllabus Review	Disability Awareness & Understanding	Appropriate Interactions & Respectful Discourse	Radioactive River Activity	Planning & Reflection - Team Problem Solving
Unified Overview (Page 23)	Our Commitment to social inclusion.	6 Main Themes for Inclusion (Page 30)	Reflection - What strategies helped your team get across the river? Who participated in the plan? Who participated in the execution of the plan? What roles did you and your teammates play?	Rigor Track - Collaborative Planning Document Journal Entry
Culminating Activity Suggestions:	Use Sports Ed. Model to create Teams. Teams create, implement and perform a Culminating Activity.	Teams inclusive of Project Manager, Media Promotions, Planners/Organizers, Officials, AwardsRecognitions,		Standard Track - Responsibility Reflection Poster
March Madness (Example of March Madness)				
Olympic Event				

Dance Cornhole Tournament Multi-School Track Meet Multi-School Pickleball Tourney		Hosts/Hospitality.		
Day 6	Day 7	Day 8	Day 9	Day 10
WHAT DOES IT MEAN TO BE INCLUSIVE? UNIT 1 - TEAMWORK Student-Researched Activity and Discussion Team 1 Demonstrate culminating activity with class participation	WHAT DOES IT MEAN TO BE INCLUSIVE? UNIT 1 - TEAMWORK Student-Researched Activity and Discussion Team 2 Demonstrate culminating activity with class participation	WHAT DOES IT MEAN TO BE INCLUSIVE? UNIT 1 - TEAMWORK Student-Researched Activity and Discussion Team 3 Demonstrate culminating activity with class participation	WHAT DOES IT MEAN TO BE INCLUSIVE? UNIT 1 - TEAMWORK Student-Researched Activity and Discussion Team 4 Demonstrate culminating activity with class participation	WHAT DOES IT MEAN TO BE INCLUSIVE? Planning & Reflection - Team Problem Solving Rigor Track - Collaborative Planning Document Journal Entry Standard Track - Responsibility Reflection Poster
Day 11	Day 12	Day 13	Day 14	Day 15
Team 5 Demonstrate culminating activity with class participation	Practice/skill Development for main culminating event Chosen by the class from the presentation of culminating activity	Practice/skill Development for main culminating event Chosen by the class from the presentation of culminating activity	Culminating Event: invite other physical Education class to watch event and cheer on participants. For example, if March Madness Game chosen by class as culminating event it can be inclusive of the entire school community.	Planning & Reflection - Bocce Rigor Track - Collaborative Planning Document Journal Entry Standard Track - Responsibility Reflection Poster

Adapted from Wiggins, Grant and J. Mc Tighe. (1998). *Understanding by Design*, Association for Supervision and Curriculum Development ISBN # 0-87120-313-8 (ppk)