

# Unit 1 - Outdoor Team Sports

Content Area: **Basic Skills**  
Course(s):  
Time Period: **September**  
Length: **1**  
Status: **Published**

## Enduring Understandings:

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- Reinforce positive habits and reasoning to make better health & lifestyle choices
- • Increase in physical fitness and sport-specific skills Foster new friendships and social inclusion among classmates
- Advance social and leadership competencies
- Deepen understanding of activity/game/sport rules and strategies
- Opportunities to develop movement confidence and competence in a variety of physical activities/activity settings
- Rules are an essential element in ensuring safety, fairness, and enjoyment of team sports
- Team sports have specific skills that allow you to be successful in participation of that sport

## Essential Questions:

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- Can you have fun while playing a team sport?
- What are the rules associated with a team sport?
- What are the specific skills that allow for successful participation in a team sport?
- What is the value of playing team sports?
- Will I be safe and included playing team sports?

## Lesson Titles:

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- Baseball
- Capture the Flag
- Introduction/ Orientation to Unified PE
- Kickball
- Leadership and relationships in class and sports
- Soccer

## Inter-Disciplinary Connections:

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Outdoor team sports will also cover other content areas in addition to just physical education. Students will learn and discuss the history of sports, as well as the science behind the movement of physical activity. Students will utilize language arts literacy skills in order to cover written content.

LA.WHST.9-10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
LA.WHST.9-10.2.A	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
SCI.9-12.5.1.12	All students will understand that science is both a body of knowledge and an evidence-based, model-building enterprise that continually extends, refines, and revises knowledge. The four Science Practices strands encompass the knowledge and reasoning skills that students must acquire to be proficient in science.
VPA.1.1.12	All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.
TECH.8.1.12.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

## Equity Considerations

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### Asian American Pacific Islander Mandate

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<https://www.commonwealthfund.org/publications/explainer/2022/may/impact-climate-change-our-health-and-health-systems>

This article shares the importance of being aware of climate change as it relates to physical and mental health. Being in good health, and being able to adapt to ever-changing weather conditions is a key part of living and long, healthy life.

- Economic
- Political
- Social

### Climate Change

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### LGBTQ and Disabilities Mandate

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Topic (Person and Contribution Addresses): LGBTQ players in sport and the Stigmas they carry

Materials Used: <https://www.nbcnews.com/think/opinion/first-openly-gay-nfl-player-carl-nassib-could-be-turning-ncna1271896>

Addresses the Following Component of the Mandate: The first openly gay man to actively play for the NFL at the time of coming out

was not until 2021.

- Economic
- Political
- Social

## **Holocaust Mandate**

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Topic: Equal pay for women in sports.

Materials Used: <https://www.nytimes.com/2022/02/22/sports/soccer/us-womens-soccer-equal-pay.html>

Addresses the Following Component of the Mandate:

- Bias
- Bigotry
- Bullying
- Holocaust Studies
- Prejudice

## **Amistad Mandate**

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Topic: Racism in Sports

Materials Used: <https://www.nbcnews.com/news/world/english-soccer-has-been-blighted-racism-also-leads-charge-against-n1274180>

Addresses the Following Component of the Mandate: There are implicit biases and stereotypes across all sports, especially soccer. This article shares how a black soccer player was criticized for playing the sport and mocked when making mistakes in games, regardless of the skills that got him to the professional level.

- African Slave Trade
- Amistad
- Contributions of African Americans to our society
- Slavery in America
- Vestiges of Slavery in this Country

## **Career Readiness, Life Literacies, & Key Skills:**

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CRP.K-12.CRP1.1

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through

their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP.K-12.CRP3.1	Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
WRK.9.2.12.CAP.5	Assess and modify a personal plan to support current interests and post-secondary plans.
WRK.9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.
WRK.9.2.12.CAP.12	Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients.
TECH.9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
TECH.9.4.2.CT.1	Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
TECH.9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

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## **Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:**

- Classwork
- Game play
- Reflection
- Rules
- Skills, safety, sportsmanship
- Technique Introduction
- Tournament
- Warm up/ Stretches/ Squad Line

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## **Modifications**

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## **Alternative Assessment**

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolio

## **Benchmark Assessment**

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Writing prompt

Skills based assessment

Reading response

## **Formative Assessment:**

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- Anticipatory Set
- Closure
- Game Play
- Question of the Day
- Skill Set
- Squad Warm ups
- Warm-Up

## **Summative Assessment:**

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- Alternate Assessment
- Benchmark
- Marking Period Assessment
- Quiz/ demonstration on baseball
- Quiz/ demonstration on team rules and sportsmanship
- Quiz/demonstration on capture the flag basics

- Quiz/demonstration on Kickball
- Quiz/Demonstration on soccer

## **Resources & Materials:**

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- Articles
- Balls and Nets for each sport
- Study Guides