

Unit 3- Individual Team Sports

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

Enduring Understandings:

- 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
- Being physically fit enhances quality of life.
- Deepen understanding of activity/game/sport rules and strategies
- Individual/Dual sports have specific skills that allow you to be successful in participation of that sport
- 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 individual/dual sports.
- There is a correct and safe way to exercise in order to prevent injury.

Essential Questions:

- . What are the rules associated with an individual/dual sport?
- How can I become more mentally prepared and confident for competition and sports performance?
- What are specific skills that allow for successful participation in an individual/dual sport?
- Why is good sportsmanship especially important in individual/dual sports?

Lesson Titles:

- Introduction/ Orientation to Unified PE Unit 3
- Pickle ball/ badminton
- Table Tennis
- Tennis
- Track

Career Readiness, Life Literacies, & Key Skills:

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.

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.CI.2

Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

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).

Career planning requires purposeful planning based on research, self-knowledge, and informed choices.

Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.

Brainstorming can create new, innovative ideas.

Inter-Disciplinary Connections:

Individual team sports cross over to other content areas. The history of each sport will be evaluated as well as the science behind the sport amongst others.

LA.WHST.9-10.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

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

Asian American Pacific Islander Mandate

Topic (Person and Contribution Addresses): Younghoe Koo, Asian American NFL field goal kicker.

Materials Used: https://www.espn.com/nfl/story/_/id/30588259/how-younghoe-koo-career-went-nfl-nightmare-pro-bowl

Addresses the Following Component of the Mandate:

- Economic
- Political
- Social

Climate Change

<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.

LGBTQ and Disabilities Mandate

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

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

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 the country

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

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

Modifications

Benchmark Assessment

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolio

Formative Assessment:

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

Benchmark Assessment

Writing prompt

Skills based assessment

Reading response

Summative Assessment:

- Alternate Assessment
- Benchmark
- Marking Period Assessment
- Quiz/ demonstration pickle ball/ badminton
- Quiz/ demonstration Table tennis
- Quiz/demonstration Tennis
- Quiz/demonstration Track and Field

Resources & Materials:

- Articles
- baton, shot put, measuring tape
- Gym
- pickle ball, nets
- Ping pong table, paddles and balls
- Study Guides
- Tennis courts, nets, racquets
- Track access