

Team Sports

Content Area: **Health & Physical Education**
Course(s): **Physical Education I**
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Unit Overview:

Team sports is something that many children are exposed to from a very young age. Team sports is a very important aspect of comprehensive health and pe that everyone should be introduced to at some point. In this unit, students will learn how to work efficiently with one another in order to reach a common goal. Team sports often have the image of aggression in many peoples' minds. However, in this unit, team sports will be introduced in a way that each student will be able to be successful on some level and reach their goals, without fear of embarrassment or failure. A variety of sports will be introduced in order to give each student the opportunity to find at least one activity that they enjoy and may continue practicing.

Essential Questions:

- How do team sports differ from individual sports?
- What are the benefits of team sports?
- Can participating in team sports benefit people throughout their entire lives?
- What types of team sports are there?

Enduring Understandings:

- Team sports are played in small or large groups of people, in which one team is working toward a common goal. Team sports can not be played alone.
- Team sports are a great way for people to learn about teamwork and accountability. It is important to know how to work well with others.
- The skills that one learns through team sports are skills that can be carried over into the workplace and one's everyday life.
- Team sports can include, but are not limited to, soccer, football, volleyball, lacrosse, ultimate frisbee, etc.

Standards/Indicators/Student Learning Objectives (SLOs):

HPE.2.1.12	All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.
HPE.2.1.12.A	Personal Growth and Development

HPE.2.1.12.A.1	Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.
HPE.2.1.12.A.2	Debate the social and ethical implications of the availability and use of technology and medical advances to support wellness.
HPE.2.1.12.A.CS1	Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.
HPE.2.1.12.D	Safety
HPE.2.1.12.D.1	Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies.
HPE.2.1.12.E	Social and Emotional Health
HPE.2.1.12.E.CS1	Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict.
HPE.2.2.12	All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.
HPE.2.2.12.A	Interpersonal Communication
HPE.2.2.12.A.CS1	Effective interpersonal communication encompasses respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture.
HPE.2.2.12.A.CS2	Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.
HPE.2.2.12.C	Character Development
HPE.2.2.12.C.1	Analyze the impact of competition on personal character development.
HPE.2.2.12.C.2	Judge how individual or group adherence, or lack of adherence, to core ethical values impacts the local, state, national, and worldwide community.
HPE.2.2.12.C.CS1	Individual and/or group pressure to be successful in competitive activities can result in a positive or negative impact.
HPE.2.2.12.C.CS2	Core ethical values impact behaviors that influence the health and safety of people everywhere.
HPE.2.4.12	All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.
HPE.2.4.12.A	Relationships
HPE.2.4.12.A.3	Analyze how personal independence, past experience, and social responsibility influence the choice of friends in high school and young adulthood.
HPE.2.4.12.A.CS1	Individuals in healthy relationships share thoughts and feelings, have fun together, develop mutual respect, share responsibilities and goals, and provide emotional security for one another.
HPE.2.5.12	All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.
HPE.2.5.12.A	Movement Skills and Concepts
HPE.2.5.12.A.1	Explain and demonstrate ways to apply movement skills from one game, sport, dance, or recreational activity to another (e.g., striking skills from/to tennis, badminton, ping pong, racquetball).
HPE.2.5.12.A.2	Analyze application of force and motion (weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.
HPE.2.5.12.A.3	Design and lead a rhythmic activity that includes variations in time, space, force, flow, and

	relationships (creative, cultural, social, and fitness dance).
HPE.2.5.12.A.4	Critique a movement skill/performance and discuss how each part can be made more interesting, creative, efficient, and effective.
HPE.2.5.12.A.CS1	Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.
HPE.2.5.12.B	Strategy
HPE.2.5.12.B.1	Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies.
HPE.2.5.12.B.2	Apply a variety of mental strategies to improve performance.
HPE.2.5.12.B.3	Analyze factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness.
HPE.2.5.12.B.CS1	Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork.
HPE.2.5.12.C	Sportsmanship, Rules, and Safety
HPE.2.5.12.C.1	Analyze the role, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance and behavior.
HPE.2.5.12.C.2	Develop rule changes to existing games, sports, and activities that enhance safety and enjoyment.
HPE.2.5.12.C.3	Determine the current impact of globalization and technology on the development of, participation in, and viewing of games, sports, dance, and other movement activities, and predict future impact.
HPE.2.5.12.C.CS1	Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction.
HPE.2.5.12.C.CS2	Cultural practices regarding physical activity, sports, and games reflect a microcosm of society.
HPE.2.6.12	All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.
HPE.2.6.12.A	Fitness and Physical Activity
HPE.2.6.12.A.1	Compare the short- and long-term impact on wellness associated with physical inactivity.
HPE.2.6.12.A.CS1	Taking personal responsibility to develop and maintain physical activity levels provides opportunities for increased health, fitness, enjoyment, challenges, self-expression, and social interaction.

Lesson Titles:

- Intro to team sports... What is teamwork?
- Soccer: Dribbling and Passing
 - Knockout
- Soccer: Shooting and Throw-Ins
 - Nothing but net
- Soccer: 5v5 tournament
- Football: Passing and Receiving
- Football: "Egg Toss"
- Football: Ultimate Football

Career Readiness, Life Literacies, & Key Skills:

WRK.9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
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.9.4.12.CI	Creativity and Innovation
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.CT	Critical Thinking and Problem-solving
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
TECH.9.4.12.CT.2	<p>Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).</p> <p>There are strategies to improve one's professional value and marketability.</p> <p>Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.</p> <p>Innovative ideas or innovation can lead to career opportunities.</p> <p>Career planning requires purposeful planning based on research, self-knowledge, and informed choices.</p> <p>With a growth mindset, failure is an important part of success.</p>

Inter-Disciplinary Connections:

SOC.6.2	World History: Global Studies
	Human settlement activities impact the environmental and cultural characteristics of specific places and regions.

Equity Considerations

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.

- Amistad
- Contributions of African Americans to our Society
- Slavery in America
- Vestiges of Slavery in this Country

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

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

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.

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

Alternative Assessment

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolio

Benchmark Assessment

Writing prompt

Skills based assessment

Reading response

Summative Assessment:

- Marking Period Assessment
- Unit Assessment- Skill
- Unit Assessment- Written

Resources & Materials:

- Equipment
 - Soccer Balls
 - Footballs
 - Cones
 - Soccer Nets
 - Pinnies

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

- Demonstrate how working in a group can help to achieve a common goal.
- Compare the difference between team sports and individual sports.
- Prove how accountability plays a role in group success.
- Apply concepts of teamwork and trust to working with a group to achieve a goal.
- Draw conclusions what may happen if a group does not work together.
- Assess the fundamentals of soccer and football passing compared to one another.
- Compare and contrast the over all goal in both soccer and football.
- Connect team sports to how it may apply to future jobs.

Formative Assessment:

- Anticipatory Set
- Closure
- Warm-Up

Modifications

ELL Modifications:

- Choice of test format (multiple-choice, essay, true-false)
- Continue practicing vocabulary
- Provide study guides prior to tests
- Read directions to the student
- Read test passages aloud (for comprehension assessment)
- Vary test formats

IEP & 504 Modifications:

*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.

Possible Modifications/Accommodations: (See listed items below):

- Allow for redos/retakes
- Assign fewer problems at one time (e.g., assign only odds or evens)
- Differentiated center-based small group instruction
- Extra time on assessments
- Highlight key directions
- If a manipulative is used during instruction, allow its use on a test
- Opportunities for cooperative partner work
- Provide reteach pages if necessary
- Provide several ways to solve a problem if possible
- Provide visual aids and anchor charts
- Test in alternative site
- Tiered lessons and assignments
- Use of a graphic organizer
- Use of concrete materials and objects (manipulatives)
- Use of word processor

G&T Modifications:

- Alternate assignments/enrichment assignments
- Enrichment projects
- Extension activities
- Higher-level cooperative learning activities
- Pairing direct instruction with coaching to promote self-directed learning
- Provide higher-order questioning and discussion opportunities
- Provide texts at a higher reading level
- Tiered assignments
- Tiered centers

At Risk Modifications

The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition, the following may be considered:

- Additional time for assignments
- Adjusted assignment timelines
- Agenda book and checklists
- Answers to be dictated
- Assistance in maintaining uncluttered space
- Books on tape
- Concrete examples
- Extra visual and verbal cues and prompts
- Follow a routine/schedule
- Graphic organizers
- Have students restate information
- No penalty for spelling errors or sloppy handwriting
- Peer or scribe note-taking
- Personalized examples
- Preferential seating
- Provision of notes or outlines
- Reduction of distractions
- Review of directions
- Review sessions
- Space for movement or breaks
- Support auditory presentations with visuals

- Teach time management skills
- Use of a study carrel
- Use of mnemonics
- Varied reinforcement procedures
- Work in progress check

Technology Materials and Standards

Computer Science and Design Thinking Standards
