

# MS PE Ultimate Frisbee

Content Area: **Health & Physical Education**  
Course(s): **Health I**  
Time Period: **September**  
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## Unit Overview:

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Ultimate is a noncontact invasion sport played with a flying disc. The sport was created in the 1960s by a group of high school students in New Jersey before spreading throughout North America — and the world. By 2010, there were over 5 million players in the United States alone. One of the core concepts born within the Ultimate community is that of the Spirit of the Game (SOTG). From its inception until today, Ultimate has relied on self-officiating in order to make the game accessible in all communities. Self-officiating relies on SOTG as an overarching concept of sportsmanship and responsibility.

## Essential Questions:

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1. What are some of the rules that make Ultimate Frisbee unique compared to other games we play throughout the year?
2. How does one score in the game of Ultimate Frisbee?
3. How many players are there typically for each team?
4. Where was Ultimate Frisbee created? Why is that relevant?
5. What is one of the best ways to ensure that you are involved in the game and get a chance to catch and throw the frisbee?

## Enduring Understandings:

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1. Ultimate frisbee is unique in that the game starts with a throw off, the team in possession can throw the frisbee forward or backward, there is no contact allowed between opposing teams and the game is self-officiated. Spirit of the Game: Ultimate stresses sportsmanship and fair play. Competitive play is encouraged, but never at the expense of respect between players, adherence to the rules, and the basic joy of play.
2. Each time the offense completes a pass in the defense's end zone, the offense scores a point.
3. Ultimate teams are made up of 7 players on each side.
4. The game originated in 1968 by a group of high school students from Columbia High School in Maplewood New Jersey. This is relevant because a game that is played worldwide was created at a high

school in our own state.

5. Moving without the frisbee will allow you to get "open" and therefore be more involved in the game.

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### **Standards/Indicators/Student Learning Objectives (SLOs):**

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HE.6-8.2.2.8.MSC.1	Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).
HE.6-8.2.2.8.MSC.2	Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.
HE.6-8.2.2.8.MSC.4	Analyze, and correct movements and apply to refine movement skills.
HE.6-8.2.2.8.MSC.6	Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.
HE.6-8.2.2.8.MSC.7	Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.  Effective execution of movements is determined by the level of related skills and provides the foundation for physical competency and literacy to participate with confidence in a broad range of physical activities (e.g., games, sports, aerobics, martial arts, recreational activities).  Feedback from others and self-assessment impacts performance of movement skills and concepts.

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### **Lesson Titles:**

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Lesson 1 - History and Rules of the game (Study guide and packet)

Lesson 2- Proper technique of holding and throwing frisbee

Lesson 3 - Throwing to a moving target

Lesson 4 - Practice Games

Lesson 5 - Self-Regulated Games

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

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WRK.9.2.12.CAP.4	Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.
TECH.9.4.2.CI	Creativity and Innovation
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

Critical Thinking and Problem-solving

Brainstorming can create new, innovative ideas.

Different types of jobs require different knowledge and skills.

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

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

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## Inter-Disciplinary Connections:

LA.W.8.2.B

Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

LA.W.8.2.D

Use precise language and domain-specific vocabulary to inform about or explain the topic.

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## Equity Considerations

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### 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 to this country

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### 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

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## **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

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## **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.

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## **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](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 Assessments**

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Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

## **Benchmark Assessment**

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Writing prompt

Skills Based Assessment

Reading response

## **Summative Assessment:**

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- Alternative Assessment
- Benchmark
- Written Assessment

## **Resources & Materials:**

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Unit Packet and Study Guide (History & Rules)

Frisbees

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

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1. The students will be able to recall basic rules and history about the sport of Ultimate Frisbee.
2. The students will be able to execute skills learned in class (throwing and catching of the frisbee) to play a game of Ultimate.
3. The students will be able to critique each other throughout the game. Ultimate frisbee is a self-officiated game.
4. The students will be able to implement "Spirit of the Game" which involves sportsmanship and fair play.

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**Formative Assessment:**

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- Anticipatory Set
- Closure
- Warm-Up

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**Modifications**

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**ELL Modifications:**

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- 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

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**IEP & 504 Modifications:**

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\*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:**

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- 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**

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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**

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TECH.8.1.8

Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

## **Computer Science and Design Thinking Standards**

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