Unit 19: Track and Field

Content Area: **Physical Education**
Course(s): **Physical Education**
Time Period: **Week 37**
Length: **2 Weeks**
Status: **Published**

Unit Overview

During this unit, the students will learn the vocabulary related to Track and Field and will demonstrate how to perform each individual event using correct form. The events include: 55 meters, 100 meters, 200 meters, 400 meters, 800 meters, 1 mile run, 4x100 baton relay, long jump, high jump, and shot put.

Standards

HPE.2.5.6.A.1	Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
HPE.2.5.6.A.2	Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.
HPE.2.5.6.A.CS1	Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.
HPE.2.5.6.B.1	Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, team and group activities.
HPE.2.5.6.B.2	Compare and contrast strategies used to impact individual, team and group effectiveness and make modifications for improvement.
HPE.2.5.6.B.CS1	There is a relationship between applying effective tactical strategies and achieving individual and team goals when competing in games, sports, and other activity situations.
HPE.2.5.6.C.1	Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.
HPE.2.5.6.C.2	Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.
HPE.2.5.6.C.3	Relate the origin and rules associated with certain games, sports, and dances to different cultures.
HPE.2.5.6.C.CS1	Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.
HPE.2.6.6.A.1	Analyze the social, emotional, and health benefits of selected physical experiences.
HPE.2.6.6.A.2	Determine to what extent various activities improve skill-related fitness versus health-related fitness.
HPE.2.6.6.A.3	Develop and implement a fitness plan based on the assessment of one's personal fitness level, and monitor health/fitness indicators before, during, and after the program.
HPE.2.6.6.A.4	Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.
HPE.2.6.6.A.5	Relate physical activity, healthy eating, and body composition to personal fitness and health.

HPE.2.6.6.A.6	Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.
HPE.2.6.6.A.CS1	Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status.

Essential Questions

1. How can participation in physical activities contribute to the development of social and cultural awareness?

2. How might track and field become a lifelong fitness activity?

3. Why is it important to maintain balance and control while engaging in any type of track and field event?

Application of Knowledge and Skills...

Students will know that...

- 1. Key terms related to track and field: meter, relay, aerobic, anaerobic, hurdles, batons, shot put, and cardiovascular endurance.
- 2. The difference between aerobic and anaerobic exercise.
- 3. The proper form for running, jumping, and throwing events.

Students will be able to...

- A. Perform all events.
- B. Complete each event.
- C. Gradually increase their throwing distance (shot put) jumping distance (long jump), height distance (high jump), and times (running events) as the unit progresses.
- D. Apply all learned concepts about optimal aerobic and anaerobic performance to each event.

Assessments

- Unit Test Summative: Written Test A written test on track and field. 2.5.6.A.1-2, 2.5.6.B.1-2, 2.5.6.C.1-3, 2.6.6.A.1-6
- Participation & Effort Formative: Other visual assessments 2.5.6.A.1-2, 2.5.6.C.1-3

Activities

Explain each track and field event and the accompanying rules.

Demonstrate each event with emphasis on safety and proper techniques.

Engage all students in the never-ending relay to learn correct form for baton passing.

Review all running events and explain distances in meters.

Discovery Education Video- "How to Jump Hurdles"

Activities to Differentiate Instruction

Differentiation for special education:

- General modifications may include:
    - Modifications & accommodations as listed in the student's IEP
    - Assign a peer to help keep student on task
    - Modified or reduced assignments
    - Reduce length of assignment for different mode of delivery
    - Increase one-to-one time
    - Working contract between you and student at risk
    - Prioritize tasks
    - Think in concrete terms and provide hands-on-tasks
    - Position student near helping peer or have quick access to teacher
    - Anticipate where needs will be
    - Break tests down in smaller increments
- Content specific modifications may include:

    - Mini-lessons- shorter distances
    - Specialized equipment-lighter throwing objects and padded hurdles
    - Adjust heights for jumping events

Differentiation for ELL's:

- General modifications may include:
    - Integrate activities into thematic units
    - tap the student's prior knowledge and experience, which may be different from other students in the class
    - teach learning strategies and scaffold complex texts
    - organize students into a variety of learning groups
    - Collaboration with ELL Teacher
- Content specific vocabulary important for ELL students to understand include: meter, relay, aerobic, anaerobic, hurdles, batons, shot put, cardiovascular endurance

Differentiation to extend learning for gifted students may include:

Adjust heights for jumping events

Integrated/Cross-Disciplinary Instruction

Health- safety and warm-up/cool down exercises to help prevent injuries

Social Studies- the history of the sport

Math- Metric system

Resources

PeCentral.com

Teachphysed.com

Discovery Education Video-

http://player.discoveryeducation.com/index.cfm?guidAssetId=B096012C-0513-4A92-B2DE-8D313153C830&blnFromSearch=1&productcode=US

21st Century Skills

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
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.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to

ensure the desired outcome.