Unit 05: Invasion Games

Content Area: **Physical Education**
Course(s): **Physical Education**
Time Period: **Week 11**
Length: **4 Weeks**
Status: **Published**

Unit Overview

In this unit, students will focus on invasion games that allow a variety of movements into another team's territory in an attempt to "steal" objects and return to their own territory without being captured. Invading players must decide on strategies that will enable the capture of objects. To prevent teams from capturing their objects, decisions about guarding are important. Chasing, fleeing and dodging are skills utilized in these games. Offensive and defensive strategies will be highlighted in all game situations. Students will learn about how to work as a team to achieve goals and how these activities are linked to fitness.

Standards

HPE.2.5.2.A.1	Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
HPE.2.5.2.A.2	Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
HPE.2.5.2.A.4	Correct movement errors in response to feedback.
HPE.2.5.2.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.2.5.2.B.1	Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.
HPE.2.5.2.B.2	Explain the difference between offense and defense.
HPE.2.5.2.B.3	Determine how attitude impacts physical performance.
HPE.2.5.2.B.4	Demonstrate strategies that enable team and group members to achieve goals.
HPE.2.5.2.B.CS1	Teamwork consists of effective communication and other interactions between team members.
HPE.2.5.2.C.1	Explain what it means to demonstrate good sportsmanship.
HPE.2.5.2.C.2	Demonstrate appropriate behaviors and safety rules and explain how they contribute to moving safely during basic activities.
HPE.2.5.2.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.2.6.2.A.1	Explain the role of regular physical activity in relation to personal health.
HPE.2.6.2.A.2	Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.
HPE.2.6.2.A.CS1	Appropriate types and amounts of physical activity enhance personal health.

Essential Questions

1. What strategies can be used to influence and improve performance during invasion games?
2. How does being active lead to a healthier life?
3. How does teamwork help with the success of the game?

Application of Knowledge and Skills...

Students will know that...

- 1. healthy living and good cardio-vascular health can improve fitness.
- 2. Invasion games have rules and safety procedures.
- 3. There are strategies that are essential to playing invasion games.
- 4. teamwork and sportsmanship are important life skills.

Students will be able to...

- A. Describe the rules for each invasion game.
- B. Explain how strategic planning and teamwork can help teams be successful.
- C. Describe how being active contributes to overall fitness.
- D. Demonstrate proper safety rules and procedures through game play and the ability to follow directions.
- E. Describe and demonstrate chasing, fleeing and dodging and explain why they are needed in invasion games.

Assessments

- Capture Game Pre-Test: Students will grab and retrieve items and place them in designated areas. A performance rubric will be used to score accuracy and speed. 2.5.2.A.1 2.5.2.A.2 2.5.2.B.1 2.5.2.B.3 2.5.2.B.4 2.5.2.C.1 2.5.2.C.2
- Invasion Game Formative Assessment: Students will be evaluated on their ability to follow rules and regulations, and to display teamwork and sportsmanship. 2.5.2.A.1 2.5.2.A.2 2.5.2.A.4 2.5.2.B.1 2.5.2.B.2 2.5.2.B.3 2.5.2.B.4 2.5.2.C.1 2.5.2.C.2 2.6.2.A.1 2.6.2.A.2
- Invasion Circuit: Students will play through a circuit of games, such as: Capture The Jewels, Mission Impossible, Four-Corner Capture the Flag, Kingball, Jewel Thieves, Treasure Island, Treasure Hunt, and Sneak Attack. Students will be measured on physical agility, quickness, and teamwork. 2.5.2.A.1 2.5.2.A.2 2.5.2.A.4 2.5.2.B.1 2.5.2.B.2 2.5.2.B.3 2.5.2.B.4 2.5.2.C.1 2.5.2.C.2 2.6.2.A.1 2.6.2.A.2

Activities

- Capture The Flag: A game in which teams of students must cooperatively tag and grab the opponents' flag and successfully bring it back to their base.
- Invasion Game Demonstration: Students will mime proper rules and regulations of invasion games in front of the class.
- Game Situations: Capture the Jewels, Mission Impossible, Kingball, Jewel Thieves, Treasure Island, Treasure Hunt, Sneak Attack

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
    - Students who need additional support will be provided with individualized instruction by the teacher during game play.
    - Invasion games allow children of all abilities an opportunity to contribute positively on offense or defense.

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: chasing, fleeing, dodging

Differentiation to extend learning for gifted students may include:

- Invasion games allow children of all abilities an opportunity to contribute positively on offense or defense.

Integrated/Cross-Disciplinary Instruction

- Social Studies connection: Link invasion games to countries that invade other countries for natural resources. Connect the offensive and defensive strategies that may be used.

Resources

- Teachphysed.com
- Teacher-created handouts and lessons

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.