Unit 05: Invasion Games

Content Area: **Physical Education**
Course(s): **Physical Education**
Time Period: **Week 10**
Length: **4 Weeks**
Status: **Published**

Unit Overview

This unit includes invasion games that focus on students moving objects back to their "base" area without getting captured. Students must utilize decision-making, chasing, fleeing and dodging skills. Offensive and defensive strategies and effective teamwork will be explored.

Standards

HPE.2.5.4.A.1	Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
HPE.2.5.4.A.2	Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.
HPE.2.5.4.A.4	Correct movement errors in response to feedback and explain how the change improves performance.
HPE.2.5.4.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.2.5.4.B.1	Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).
HPE.2.5.4.B.2	Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.
HPE.2.5.4.B.CS1	Offensive, defensive, and cooperative strategies are applied in most games, sports, and other activity situations.
HPE.2.5.4.C.1	Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.
HPE.2.5.4.C.2	Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.
HPE.2.5.4.C.CS1	Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.

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 games?

Application of Knowledge and Skills...

Students will know that...

- 1. living a healthy lifestyle and being physical fit contribute to success in life.
- 2. invasion games require specific strategies and skills.
- 3. teamwork and sportsmanship positively enhance peer relationships.

Students will be able to...

- A. Identify the rules for each invasion game.
- B. Explain how strategic planning and teamwork can help team's 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 chasing, fleeing and dodging and why they are needed in invasion games.

Assessments

• Capture Game Pre-Test - Diagnostic: Instructional/Assessment Focus - Students will grab and retrieve items and place them in designated areas in a timed event. 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 Performance Test - Formative: Dramatization - A written test on the rules and strategies of a variety of invasion games. 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 - Summative: Exhibition - Using a rubric, students will be assessed as they complete a circuit of games that includes: Capture the Jewels, Mission Impossible, Four-Corner Capture the Flag, Kingball, Jewel Thieves, Treasure Island, Treasure Hunt, and Sneak Attack. 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: students will use teamwork skills to grab the opponents' flag and bring it back to their base.
- Invasion Game Demonstration: Students will mime proper rules and strategies of invasion games.

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.
- All students will help others by tagging them back into the game.
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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

- 21st Century Skills connection: teamwork; collaboration; planning strategies
- Health: connection between fitness and exercise

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.