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Department of Curriculum and Instruction



Belleville Public Schools

Curriculum Guide

Comprehensive Health/Physical Education Grade 8

Mass Games

Belleville Board of Education

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Unit Overview

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

- Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.
- Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities.
- Implementing effective offensive, defensive, and cooperative strategies is necessary for all players to be successful in game situations
- Understand basic skills and cognitive concepts that will enable them to participate in mass game activities.

Enduring Understanding

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

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Essential Questions

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- What are the essential skills required in order to participate in each mass game?

- What value is it to work with others in a mass games unit?
- In what ways are teamwork and good sportsmanship vital to success within a group?
- How does mass games allow a large number of individuals to participate in a competitive and fitness oriented task?
- How does selection of activities benefit and motivate those seeking a lifestyle of wellness and fitness?

Exit Skills

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

- Explain and demonstrate the transition of movement skills from isolated settings into applied settings
- Apply the concepts of force and motion to impact performance
- Create, explain, and demonstrate, as a small group, a planned movement sequence that includes changes in rhythm, tempo, and musical style
- Detect, analyze, and correct errors and apply to refine movement skills
- Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings
- Assess the effectiveness of specific mental strategies applied to improve performance
- Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement
- Assess player behavior for evidence of sportsmanship in individual, small - group, and team activities
- Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small – group, and team activities
- Analyze the impact of different world cultures on present - day games, sports, and dance.

New Jersey Student Learning Standards (NJSL-S)

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

2.5.8.A.1: Explain and demonstrate the transition of [movement skills](#) from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).

2.5.8.A.2: Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.

2.5.8.A.4: Detect, analyze, and correct errors and apply to refine movement skills.

2.5.8.B.1: Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.

2.5.8.B.2: Assess the effectiveness of specific mental strategies applied to improve performance.

2.5.6.B.3: Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.

2.5.8.C.1: Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.

2.5.8.C.2: Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.

2.5.8.C.3: Analyze the impact of different world cultures on present-day games, sports, and dance.

2.6.8.A.1: Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.

2.6.8.A.2: Use health data to develop and implement a personal fitness plan and evaluate its effectiveness.

HPE.2.4.8.C.4	Predict short- and long-term impacts of teen pregnancy.
HPE.2.4.8.C.5	Correlate prenatal care with the prevention of complications that may occur during pregnancy and childbirth.
HPE.2.5.6.B.3	Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.
HPE.2.5.8.A.1	Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).
HPE.2.5.8.A.2	Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.
HPE.2.5.8.A.3	Create, explain, and demonstrate, as a small group, a planned movement sequence that includes changes in rhythm, tempo, and musical style (creative, cultural, social, and fitness dance).
HPE.2.5.8.A.4	Detect, analyze, and correct errors and apply to refine movement skills.
HPE.2.5.8.A.CS1	Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.
HPE.2.5.8.B.1	Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.
HPE.2.5.8.B.2	Assess the effectiveness of specific mental strategies applied to improve performance.
HPE.2.5.8.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.

Interdisciplinary Connections

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

Please list all and any additional **Interdisciplinary Connections/Cross-Curricular** New Jersey Student Learning Standards that

link to this unit, and which are not included in the NJSLS section above.

Learning Objectives

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Students will be able to

- Explain and perform mass game skills that combine mechanically correct movement in smooth flowing sequences during drills and mass games.
- Analyze hoe mass games skills and games allow for self-expression, creativity and teamwork.
- Apply rules and procedures for mass games and describe how they enhance participation and safety.
- Demonstrate the use of offensive, defensive and cooperative strategies in mass games.
- Develop ways to increase leadership, sportsmanship and teamwork on individual and teams basis through mass games.

Suggested Activities & Best Practices

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

- Components of Fitness
- Muscular Endurance
- Muscular Strength
- Cardio Vascular Endurance
- Flexibility

Assessment Evidence - Checking for Understanding (CFU)

By identifying the **Evidence of Student Learning with Checking for Understanding (CFU)** techniques used during the lesson and/or for Closure (Madeline Hunter), please list the variety of means used to assess students' learning (e.g. quizzes, tests, academic prompts, observations, homework, journals).

Think, pair, share-formative assessment

Unit test-summative assessment

Learning Center Activities-alternate assessment

Apply rules and procedures for mass games and describe how they enhance participation and safety.-
benchmark assessment

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart

- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

Assortment of Physical Education equipment
 Teacher web-based search engines
 Audio/visual equipment

Kickball's, tee ball tee, tee ball and bat, playground balls, jump ropes, scooters, volleyballs, tug of war ropes, mass game worksheets, mass games study guide, mass games written exam.

Ancillary Resources

Technology Infusion

Upon completion of this sections, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

- Microsoft Office 365
- Google classroom
- Chrome books
- Youtube

Alignment to 21st Century Skills & Technology

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Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

21st Century Skills/Interdisciplinary Themes

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

Please list only the **21st Century/Interdisciplinary Themes** that will be incorporated into this unit.

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

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Please list only the **21st Century Skills** that will be incorporated into this unit.

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

Please remember: Effective educational **Differentiation** in a lesson lies within content, process, and/or product.

Please identify the ones that will be employed in this unit.

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides

- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Special Education Learning (IEP's & 504's)

Please identify the **Special Education Learning** adaptations that will be employed in the unit, using the ones identified below.

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

Please identify the **English Language Learning** adaptations that will be employed in the unit, using the ones identified below.

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

Please identify Intervention Strategies that will be employed in the unit, using the ones identified below.

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

Please identify the **Talented and Gifted** adaptations that will be employed in the unit, using the ones identified below.

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Using the template below, please develop a **Sample Lesson** for the first unit only.

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Unit Name: Baseball

NJSLS:

See linked standards

Interdisciplinary Connection:

Statement of Objective:

SWBAT establish and identify a proper batting stance in order to make contact with the ball of choice (varies) and type/speed of pitch.

SWBAT describe and execute different baseball skills using vocabulary words and demonstrations to perform each skill throughout the game

SWBAT display good sportsmanship and teamwork during game situations

Anticipatory Set/Do Now:

Do Now:

Students will enter girls gymnasium, place their belongings in their designated areas inside the locker room and report to their squad spot.

While attendance is being taken we will begin warm-ups - incorporating both static and dynamic

The first student who is sitting down in their spot, not talking and ready to listen will be my warm-up leader. A new student will get chosen each day.

Warm-ups: Toe touches, butterfly stretch, arm circles, arm stretches, shuffle run, high knees, butt kicks, karaoke's, light jog.

Anticipatory Set:

The sport that we will be working on this week is the one sport that players play the most games in an entire season - not including post-season games. What sport do you think this is? "Baseball" YES! Does anyone know when opening day for baseball is? During our lesson today we are going to learn how to hold the bat, swing the bat and look for a good pitch!

Learning Activity:

Activity 1 - "All around the world" warm-up. Students will spread out in a single filed line between the two lanes (the black and red line) and face the same direction. The teacher will indicate the dynamic movement students will be performing. When the whistle is blown. Each round will last for about 30 seconds, then the movement will change. The whistle is the start and stop cue. Students should be moving in the same direction at all times.

Activity 2 - There will be four stations during todays lesson. Students will be split up into each stations about 4-5 students and will rotate every 3 minutes.

Station 1 - "Batting Stance" - Students will be swinging different bats and getting a feel for which bat they swing better. Hitting a baseball is all in your batting stance and swing. A player could get really hurt if they do not know how to swing a bat the proper way. Also, students will learn how to handle the bat after they have swung and made contact with a ball. DO we just throw the bat anywhere? Do we place it down?

Station 2 - "Toss and Hit" - Students will have a partner, one student will be hitting the ball into the mats on the wall and the other student will be tossing the ball. Student A is kneeling down tossing the ball to Student B's strike zone. What's a strike zone? A strike zone is the batter's strike area, the area where they will feel the most comfortable swinging at the ball. Students will switch after 10 hits.

Station 3 - "Word Wall" - Students will be responsible for writing down words related to baseball that they know. Together each group will come up with 5-6 words and write them down on the poster board. Students will be creating their own word wall as a class for our baseball lesson.

Station 4 - "Fielding" - Students will spread out with a partner. One partner will be on one black line and another partner on the opposite black line. Partners will be fielding the ball to each other by throwing ground balls and pop flies. This will help students to get used to catching a ball.

Student Assessment/CFU's:

1. Where should your lead hand be?
2. Student Demo - Show me your batting stance; Show me your swing
3. What is a strike zone?
4. What is a ball? What is a strike? What is an out?
5. What are two different ways an out can be made?

Materials:

Allow use of a batting tee, change ball, smaller bat, under hand toss

Listed above

21st Century Themes and Skills:

Differentiation/Modifications:

Integration of Technology:

