

# **Unit 1 - Invasion Games Copied from: PE 9, Copied on: 12/15/21**

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## **Department of Curriculum and Instruction**



**Belleville Public Schools**

**Curriculum Guide**

# **Comprehensive Health and Physical Education, Grade 9**

## **Unit 1 - Invasion Games**

**Belleville Board of Education**

**54 Ralph Street**

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## **Unit Overview**

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An invasion game is the term used for any game where the aim is to attack an opponent's territory and score a goal or point. Usually consisting of teams of equal players these fast paced games focus on teamwork, keeping possession, scoring and defending. This unit will include, but is not limited to:

- Soccer
- Football
- Basketball
- Handball
- Ultimate Frisbee
- Floor Hockey

## **Enduring Understanding**

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- Performing movement skills in the correct manner improves overall performance increases the likelihood of participation in lifelong physical activity.
- Understand that movement will improve the performance of specific skills and enable one to transfer skills to a variety of sports and activities.
- Implementing effective offensive, defensive and cooperative strategies is necessary for players to be successful in game situations.
- To gain the maximum benefits of games and sports, everyone must make a commitment to sportsmanship and follow the rules

## **Essential Questions**

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- How does effective and appropriate movement affect wellness?
- Why do I need to understand the concept of movement when I can already perform the movement?
- How does strategy influence performance?
- Why do I have to show good sportsmanship and follow the rules?
- What can invasion activities teach me about life?
- Why is sportsmanship important?
- How can teamwork be carried over into my professional life?

## **Exit Skills**

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- Develop confidence in gross and fine motor skills to provide a foundation for participation in physical activities.
- Develop and refine gross motor skills (hopping, jumping, and running).
- Use objects and props to develop spatial and coordination skills (throws and catches balls and Frisbees)

## **New Jersey Student Learning Standards (NJSL)**

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HE.9-12.2.1.12.CHSS.7	Describe how individuals and local, state, and global advocacy organizations can collaborate to address common local and global health and social issues (e.g., hunger, clean water, organ/tissue donation).
HE.9-12.2.1.12.CHSS.8	Investigate how local, state, and global agencies are addressing health issues caused by climate change and share this information in an appropriate setting.
HE.9-12.2.2.12.LF	Lifelong Fitness
HE.9-12.2.2.12.PF.1	Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime.
HE.9-12.2.2.12.PF.2	Respect and appreciate all levels of ability and encourage with care during all physical activities.
HE.9-12.2.2.12.PF.3	Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training principles (FITT) and the components of skill related fitness.
HE.9-12.2.2.12.PF.4	Determine the role of genetics, age, nutrition, sleep, the environment, and exercise type on body composition and personal health (e.g., anabolic steroids, human growth hormones, stimulants).
HE.9-12.2.2.12.PF.5	Analyze fitness knowledge in strength, conditioning, agility, and the physiological responses of the energy systems effects on the mind and body before, during, and after physical fitness activities.
HE.9-12.2.2.12.MSC	Movement Skills and Concepts
HE.9-12.2.2.12.MSC.1	Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickle ball).
HE.9-12.2.2.12.MSC.2	Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.
HE.9-12.2.2.12.MSC.3	Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness).
HE.9-12.2.2.12.MSC.4	Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior.
HE.9-12.2.2.12.MSC.5	Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.  The quality of feedback from others, self-assessment as well as effort and repetition influences movement skills, concepts, and performance.  Healthy habits and behaviors are created by personal learning experiences, knowledge,

beliefs, and goals towards living and maintaining a healthy lifestyle of fitness, self-expression, social interaction, and enjoying movement in a safe and healthy environment (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming).

Advanced technique and concepts will elevate student's confidence, performance, skills, and participation in physical activity (e.g., games, sports, aerobics, fitness activities).

Physical and emotional growth often relies on taking personal responsibility for developing and maintaining physical fitness levels that also provide opportunities for self-expression, enjoyment, and emotional satisfaction.

Individual and team execution requires interaction, respect, effort, and positive attitude.

## Interdisciplinary Connections

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LA.SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LA.L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.9-10.1.B	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
LA.L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.9-10.2.C	Spell correctly.
9-12.HS-LS2-3.5.1	Energy drives the cycling of matter within and between systems.
9-12.HS-LS2-4.5.1	Energy cannot be created or destroyed— it only moves between one place and another place, between objects and/or fields, or between systems.
	Numbers and Number Systems
	Statistics and Probability

## Learning Objectives

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- SWDAT Explain and perform movement skills with developmentally appropriate control in isolated settings and applied settings.
- SWDAT Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
- SWDAT Correct movement errors in response to feedback.
- SWDAT Demonstrate good sportsmanship. Shake hands, congratulate other team, and promote kindness.
- SWDAT List rules of a game and explain the importance of the rules to the safety of the game.
- SWDAT Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.

**Action Verbs:** Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

<b>Remember</b>	<b>Understand</b>	<b>Apply</b>	<b>Analyze</b>	<b>Evaluate</b>	<b>Create</b>
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				
	Predict				



## Suggested Activities & Best Practices

- Dribbling Drills
- Shooting Drills
- Defensive Drills
- Offensive Drills
- Throwing Drills
- Mini 2v2 Practice Games
- Modified Games
- Ultimate Games
- Historical Athlete Project (Amistad, LGBTQ)
- Field Impact Analysis (Climate Change)

## **Assessment Evidence - Checking for Understanding (CFU)**

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- Current Event Assignments - alternative assessment
  - Multimedia Reports - formative assessment
  - Written Reports - summative assessment
  - Surveys - formative assessment
  - Evaluation rubrics - Sport Ed - formative assessment
  - Self- assessments - alternative assessment
  - Teacher Observation Checklist - formative assessment
  - Explaining - formative assessment
  - Quarterly Exam -formative assessment
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- Common Benchmarks
  - Current Event Assignments
  - Evaluate
  - Evaluation rubrics - Sport Ed
  - Explaining
  - Multimedia Reports
  - Self- assessments
  - Surveys
  - Teacher Observation Checklist
  - Written Reports
  - Youtube Video Analysis

## **Primary Resources & Materials**

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- Pinnies
- Cones
- Goals
- Soccer Balls
- Footballs

- Frisbees
- Basketballs
- Gator Balls
- Scoreboards
- Whistles
- Chromebooks (Assignments, Current Events, Etc.)

## **Ancillary Resources**

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- Sport Ed Model Packet (instructions, rules, roles, etc.)
- Current Events Worksheet
- Medical Writing Assignment

## **Technology Infusion**

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- Youtube Videos (skills, drills, history, etc.)
- P.E. Google Classroom (Rules, Assignments, Information, Announcements, etc.)
- Chromebooks (Assignments, Current Events, Quarterly, Etc.)

# Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts  
 Photostory 3  
 Kid Story Builder  
 Music Maker Jam  
 Paint A Story  
 Office 365  
 MS PowerPoint  
 Stack 'Em Up  
 NqSquared Numbers  
 Physamajig  
 Xylophone 8

Wikipedia  
 Skydrive  
 Lync  
 SkyMap  
 Skype  
 Office 365  
 Puzzle Touch  
 Easy QR  
 Memorylage  
 Life Moments  
 Word Cloud Maker

Where's Waldo?  
 MS Excel  
 Flipboard  
 Office 365  
 Nova Mindmapping

Ted Talks  
 Record Voice Pen



Originally taken from <http://www.coetail.com/vzimmer/files/2013/02/1Padagogy-Wheel.001.jpg>  
 And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

## **Alignment to 21st Century Skills & Technology**

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WRK.9.2.12.CAP	Career Awareness and Planning
WRK.9.2.12.CAP.1	Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.
WRK.9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).  With a growth mindset, failure is an important part of success.  Innovative ideas or innovation can lead to career opportunities.

## **21st Century Skills/Interdisciplinary Themes**

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-Communication & Collaboration

-Life and Career Skills

-Critical Thinking and problem solving

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- Life and Career Skills

## **21st Century Skills**

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-Global Awareness

-Health Literacy

- Civic Literacy
- Global Awareness
- Health Literacy

# Differentiation

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- Mini 2v2 modified games
- Post rules and explanation of game throughout the gym
- Demonstrate game/activity
- Youtube videos of professionals playing
- 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
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

## Hi-Prep Differentiations:

- Sport Ed model - Students act as coaches/trainers/referees
- 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
- Project-based learning
- Problem-based learning
- Stations/centers

- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

#### **Lo-Prep Differentiations**

- Exploration by interest
- Fitness Journal
- Flexible grouping
- Goal setting with students
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Varied journal prompts
- Varied supplemental materials

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

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- Use Visuals such as video clips and pictures
- Preview of content, concepts and vocabulary
- Have student repeat directions to check for understanding

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- Change equipment based on skill level
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- modified assignment format
- modified test content
- modified test format

- modified test length
- multi-sensory presentation
- multiple test sessions
- Post rules of the game with pictures and diagrams
- 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
- Show youtube videos as a guide
- student working with an assigned partner

## **English Language Learning (ELL)**

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-Glencoe Comprehensive Health and Human Sexuality Translated Materials

-Partner Work with a translator

- 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
- Glencoe Comprehensive Health and Physical Education Virtual Textbook - translated videos
- 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
- Show videos of sports from their native countries
- Translated Sport Ed Model packets
- 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**

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-Use PowerPoint in conjunction with notes

-tutoring by peers

-providing study guides

- 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
- Larger balls and goals
- Less competitive, smaller, modified games
- 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
- Smaller playing fields
- 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)**

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- Create campaigns to demonstrate advocacy

-Advance problem-solving

-Above grade level placement option for qualified students

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Assign students the role of coach or trainer
- 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
- Incorporate higher level plays and strategies into games
- 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

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**Unit Name:** Ultimate Frisbee

**NJSLS:** (linked below)

**Interdisciplinary Connection:** Language Arts

**Statement of Objective:**

- SWDAT Demonstrate proper throwing technique by participating in different frisbee throwing drills that focus on both forehand and backhand form.
- SWDAT Accurately catch a frisbee both stationary and on the move.
- SWDAT Compare and Contrast the rules of ultimate frisbee to that of soccer and football
- SWDAT Demonstrate proper throwing and catching techniques with non dominant hand.

**Anticipatory Set/Do Now:** locker room, squads, warm-up

**Learning Activity:** Explanation/demo of cutting techniques and form. Students will discuss defensive strategies with a partner. Students will partake in mini 2v2 games.

**Student Assessment/CFU's:** partner assessment, teacher observation (linked)

**Materials:** frisbees, pinnies, cones

**21st Century Themes and Skills:** (linked)

**Differentiation:** by process (linked)

**Integration of Technology:** YouTube clip

HE.2.2.12	Physical Wellness
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