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Belleville Public Schools

Curriculum Guide

Comprehensive Health and Physical Education, Grade 10

Unit 1 - Invasion Games

Belleville Board of Education

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Unit Overview

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

Enduring Understanding

- Different strategies impact the outcome of games.
- Participation opportunities have expanded over time.
- There are many long term benefits of a proper warm up and cool down.
- Nutrition plays a vital role in performance and recovery.
- 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

- What role do team sports play in your overall fitness level?
- How does nutrition play a role in team sport performance?
- How does one's role in team sports impact the social dynamic?
- 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

- 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).
- Develop problem-solving skills, cooperation, and the ability to trust others.
- Develop in the areas of sportsmanship and teamwork and will also be knowledgeable in game strategies and rules.

New Jersey Student Learning Standards (NJSL)

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.9-12.2.2.12.LF.2	Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures.
HE.9-12.2.2.12.LF.4	Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity.
HE.9-12.2.2.12.LF.5	Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new).
HE.9-12.2.2.12.LF.8	Identify personal and community resources to explore career options related to physical activity and health.
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.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.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	<p>Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.</p> <p>The quality of feedback from others, self-assessment as well as effort and repetition influences movement skills, concepts, and performance.</p> <p>Advanced technique and concepts will elevate student's confidence, performance, skills, and participation in physical activity (e.g., games, sports, aerobics, fitness activities).</p> <p>Individual and team execution requires interaction, respect, effort, and positive attitude.</p> <p>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.</p>

Interdisciplinary Connections

LA.K-12.NJLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
TECH.8.1.12.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.

Learning Objectives

- 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.

- SWDAT Compare and Contrast his/her role on offense and defense.
- SWDAT Demonstrate an understanding of score keeping.
- SWDAT Determine how attitude impacts physical performance.

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

Remember	Understand	Apply	Analyze	Evaluate	Create
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	Use	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)

- Quarterly Exam - summative assessment
- 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
- Youtube Video Analysis - formative assessment

Primary Resources & Materials

- Pinnies
- Cones
- Goals
- Soccer Balls
- Footballs
- Frisbees
- Basketballs
- Gator Balls
- Scoreboards
- Whistles
- Chromebooks (Assignments, Current Events, Etc.)

Ancillary Resources

- Sport Ed Model Packet (instructions, rules, roles, etc.)
- Quarterly Exam Review Sheets (one per sport)
- Quarterly Exam (one per sport)
- Current Events Worksheet
- Medical Writing Assignment

Technology Infusion

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

Alignment to 21st Century Skills & Technology

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.
TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.

21st Century Skills/Interdisciplinary Themes

Communication & Collaboration

Life & Career Skills

Critical Thinking & Problem Solving

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

21st Century Skills

Global Awareness

Health Literacy

Technology Literacy

- Civic Literacy
- Global Awareness

- Health Literacy

Differentiation

Differentiations:

- Small group instruction
- Mini 2v2 modified games
- Post rules and explanation of game throughout the gym
- Demonstrate game/activity
- Youtube videos of professionals playing
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- 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
- Sport Ed model - Students act as coaches/trainers/referees
- 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
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Exploration by interest
- Flexible grouping
- Fitness Journal
- Goal setting with students
- 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)

Use of visual aids such as video clips and pictures

Assign a peer partner

Have student repeat directions to check for understanding

Modify activities for better understanding of concepts

Preview of content, concepts, and vocabulary

Use of typed rules/regulations packets

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- Change or modify 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
- highlighted text visual presentation
- modification of game play rules and regulations
- modification of Physical Education drills and equipment
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- partner with a peer during instruction
- 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 video as a guide
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

Assign student a peer partner

Glencoe Comprehensive Health and Physical Education virtual textbook translated

Modify content for better understanding

Use of translated rules/regulations packets

- 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
- provide peer translator/partner during drills
- 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

Use of peer partners/tutors

Provide study guides

Use of typed rules/regulations packets

- 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)

Create campaigns to demonstrate advocacy

Advanced problem solving

Opportunities to teach classes

Assign as peer partner

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Assign as a peer partner for students who need more help
- 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

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.9-12.2.2.12.LF.1	Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community.
HE.9-12.2.2.12.LF.2	Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures.
HE.9-12.2.2.12.LF.3	Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime.
HE.9-12.2.2.12.LF.4	Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity.
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Individual and team execution requires interaction, respect, effort, and positive attitude.

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.

The decisions one makes can influence an individual's growth and development in all dimensions of wellness.

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).