# Unit 2 - Striking Games

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## Title Section

## Department of Curriculum and Instruction

**Belleville Public Schools**

**Curriculum Guide**

# Comprehensive Health and Physical Education, Grade 10

# Unit 2 - Striking Games

**Belleville Board of Education**

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## Unit Overview

Striking Games are activities in which players score points by striking an object and running to designated playing areas or prevent opponents from scoring by retrieving the object and returning it to stop the play. By playing these games, participants will learn the key skills and tactics for games such as:

- Baseball
- Kickball
- Softball
- Cricket

## 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 are some offensive strategies used in striking games?
- What is the importance of defense?
- What skills are incorporated in striking games?
- Is teamwork important in striking games?
- How can we move effectively and efficiently?
- How do rules differ between the different striking games?
- How do we interact with others during physical activity?
- How will physical activity help us now and in the future?
- What are the personal and social behavioral expectations in striking games?
- What are the concept, principles, strategies and tactics used in striking games?

## Exit Skills

- Students have a basic understanding of the skills and rules of striking games.
- Use effective communication skills and display good character values under challenging situations.
- 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.

## New Jersey Student Learning Standards (NJSLS)

| | |
|---|---|
| HPE.2.2.12.C.1 | Analyze the impact of competition on personal character development. |
| HPE.2.2.12.C.CS1 | Individual and/or group pressure to be successful in competitive activities can result in a positive or negative impact. |
| HPE.2.5.12.A.1 | Explain and demonstrate ways to apply movement skills from one game, sport, dance, or recreational activity to another (e.g., striking skills from/to tennis, badminton, ping pong, racquetball). |
| HPE.2.5.12.A.2 | Analyze application of force and motion (weight transfer, power, speed, agility, range of motion) and modify movement to impact performance. |
| HPE.2.5.12.A.3 | Design and lead a rhythmic activity that includes variations in time, space, force, flow, and relationships (creative, cultural, social, and fitness dance). |
| HPE.2.5.12.A.4 | Critique a movement skill/performance and discuss how each part can be made more interesting, creative, efficient, and effective. |
| HPE.2.5.12.A.CS1 | Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort. |
| HPE.2.5.12.B.1 | Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies. |
| HPE.2.5.12.B.2 | Apply a variety of mental strategies to improve performance. |
| HPE.2.5.12.B.3 | Analyze factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness. |
| HPE.2.5.12.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. |
| HPE.2.5.12.C.1 | Analyze the role, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance and behavior. |
| HPE.2.5.12.C.2 | Develop rule changes to existing games, sports, and activities that enhance safety and enjoyment. |
| HPE.2.5.12.C.3 | Determine the current impact of globalization and technology on the development of, participation in, and viewing of games, sports, dance, and other movement activities, and predict future impact. |
| HPE.2.5.12.C.CS1 | Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction. |
| HPE.2.5.12.C.CS2 | Cultural practices regarding physical activity, sports, and games reflect a microcosm of society. |
| HPE.2.6.12 | All students will apply health-related and skill-related fitness concepts and skills to develop |

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| | and maintain a healthy, active lifestyle. |
| HPE.2.6.12.A.CS1 | Taking personal responsibility to develop and maintain physical activity levels provides opportunities for increased health, fitness, enjoyment, challenges, self-expression, and social interaction. |

## Interdisciplinary Connections

| | |
|---|---|
| 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.9-10.2 | 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-LS3-2.2.1 | students understand that empirical evidence is required to differentiate between cause and correlation and to make claims about specific causes and effects. They suggest cause and effect relationships to explain and predict behaviors in complex natural and designed systems. They also propose causal relationships by examining what is known about smaller scale mechanisms within the system. They recognize changes in systems may have various causes that may not have equal effects. |
| | Numbers and Number Systems |

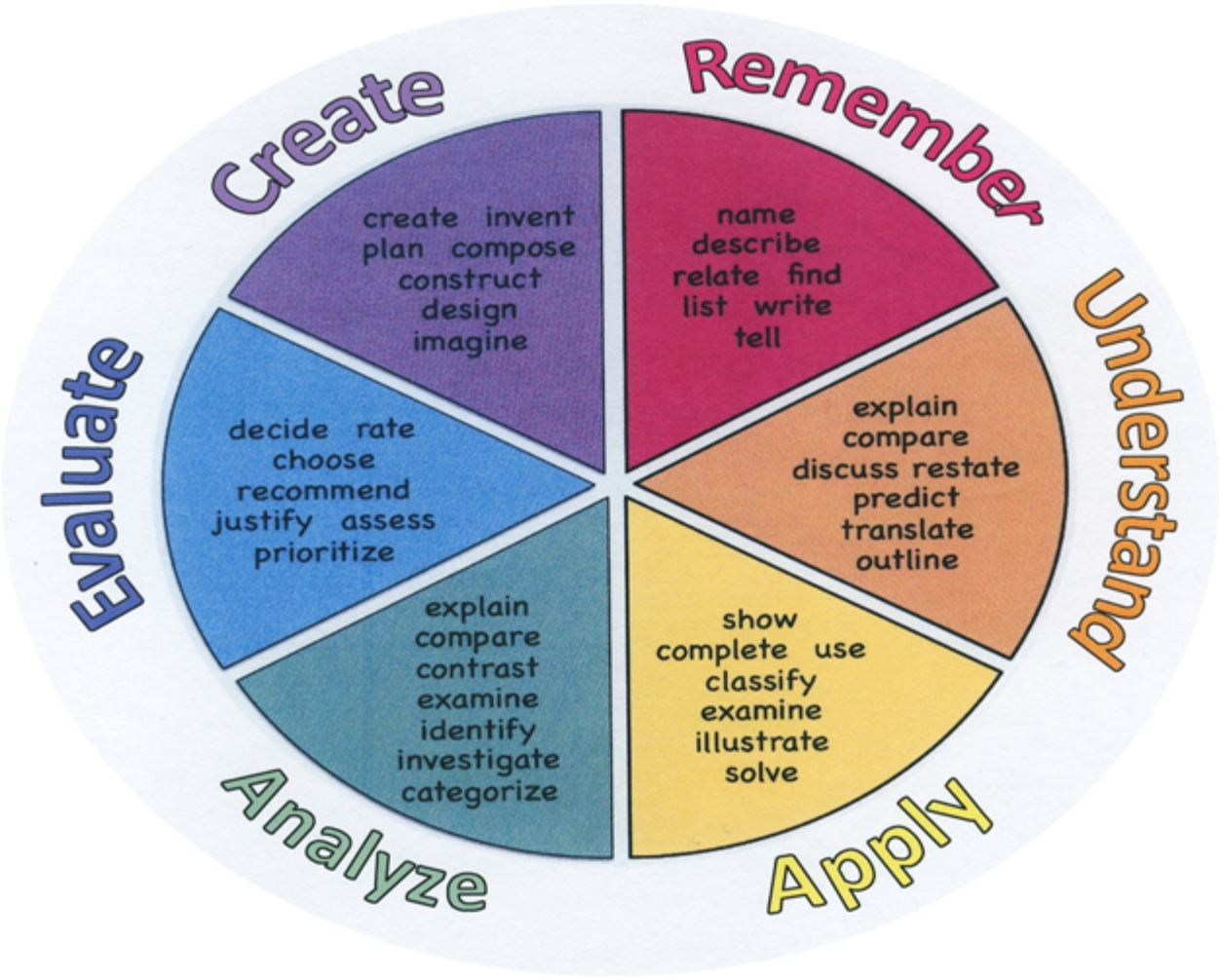
## Learning Objectives

- 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 | 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

- Hitting Drills
- Throwing Drills
- Footwork Practice
- Bunting Drills
- Defensive Strategies
- Base Running Drills
- Modified Games
- Ultimate Games

## 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
- Bases
- Balls
- Bats
- 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

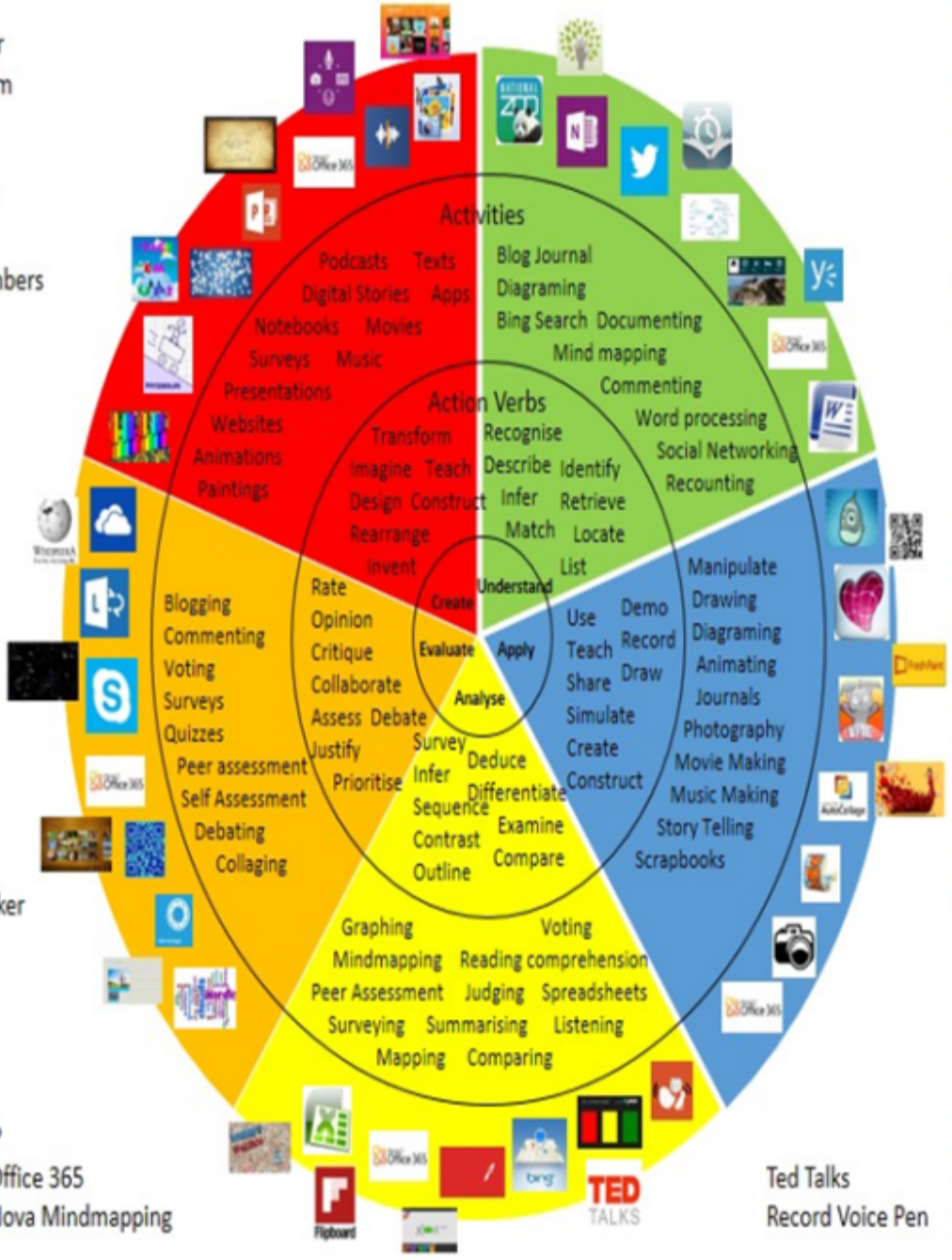
## Technology Infusion

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

# 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 Office 365
Flipboard Nova Mindmapping

Ted Talks
Record Voice Pen

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

## 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. |
| CRP.K-12.CRP11 | Use technology to enhance productivity. |
| CAEP.9.2.12.C | Career Preparation |
| 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. |

## 21st Century Skills/Interdisciplinary Themes

- 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

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial 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
- 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
- Fitness Journal
- 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)

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- Change and 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
- modified assignment format
- modified test content
- modified test format
- modified test length

- multi-sensory presentation
- multiple test sessions
- Post pictures and diagrams of the rules around the gym
- 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)

- teaching key aspects of a topic.  Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- • Glencoe Comprehensive Health and Physical Education Virtual Textbook - translated videos
- 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 workpresented 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
- Translated rules and diagrams
- 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

- 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 workpresented 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
- Partnering with peers - Sport Ed model
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- Smaller fields, larger equipment, batting tees
- 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)

- 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
- Sport Ed - Act as coach/trainer
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize higher level plays and game strategies
- Utilize project-based learning for greater depth of knowledge

## Sample Lesson

**Unit Name:** Kickball

**NJSLS:** (linked)

**Interdisciplinary Connection:** English Literacy, Health Literacy, Statistics and Probability

**Statement of Objective:**

- SWDAT Explain how to play and the basic rules of the game of kickball.
- SWDAT Apply the skills and techniques used to play the game.

**Anticipatory Set/Do Now:** Teacher will demonstrate how to kick the ball using the proper part of the foot (instep), then students will stretch and play "Pepper" in groups of 3.

**Learning Activity:** Teacher will split students up into two teams and play a game of kickball. Students will demonstrate proper form while throwing and kicking. Students will also understand the rules and score keeping.

**Student Assessment/CFU's:** Teacher Observation, Skills rubric

**Materials:** Field, Bases, Pinnies, Kickball

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

**Differentiation/Modifications:** By Process (linked)

**Integration of Technology:** Youtube Video Analysis

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