Unit 5: Mass Games

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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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Board Approved:

Unit Overview

- 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

- 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.

Essential Questions

- 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 completive and fitness oriented task?
- How does selection of activities benefit and motivate those seeking a lifestyle of wellness and fitness?

Exit Skills

- 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 (NJSLS-S)

2.1.8	Personal and Mental Health
2.1.8.CHSS	Community Health Services and Support
	Advocacy for personal, family, community, and global health can influence and change the interaction of people and their health.
2.1.8.CHSS.7	Collaborate with other students to develop a strategy to address health issues related to climate change.
2.2.8.MSC.1	Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).
2.2.8.MSC.2	Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.
2.2.8.MSC.3	Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).
2.2.8.MSC.4	Analyze, and correct movements and apply to refine movement skills.
2.2.8.MSC.5	Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.
2.2.8.MSC.6	Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.
2.2.8.MSC.7	Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.

2.2.8.PF.1	Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.
2.2.8.PF.2	Recognize and involve others of all ability levels into a physical activity.
2.2.8.PF.3	Execute the primary principles of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames).
2.2.8.PF.4	Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program.
2.2.8.PF.5	Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health.
2.2.8.LF.2	Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one’s lifetime.
2.2.8.LF.3	Explore by leading self and others to experience and participate in different cultures' physical fitness activities.
2.2.8.LF.6	Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities.
2.2.8.LF.7	Evaluate personal attributes as they relate to career options in physical activity and health professions.

Interdisciplinary Connections

Key SUBJECTS AND 21st CENTURY THEMES

Mastery of key subjects and 21st century themes is essential for all students in the 21st century.

Key subjects include:

- English, reading or language arts
- World languages
- Arts
- Mathematics
- Economics
- Science
- Geography
- History
- Government and Civics

Learning Objectives

- Explain and perform mass game skills that combine mechanically correct movement in smooth flowing sequences during drills and mass games.
- Analyze how 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

-Components of Fitness
-Muscular Endurance
-Muscular Strength

-Cardio Vascular Endurance
-Flexibility

RELAXATION EXERCISES
Relaxation exercises can help improve mood without going on a buying spree. Learn more through YouTube and other websites by typing the keywords “relaxation” and “meditation”.

Assessment Evidence - Checking for Understanding (CFU)

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

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

Exit Slips
Rubrics
Self Assessment Worksheets

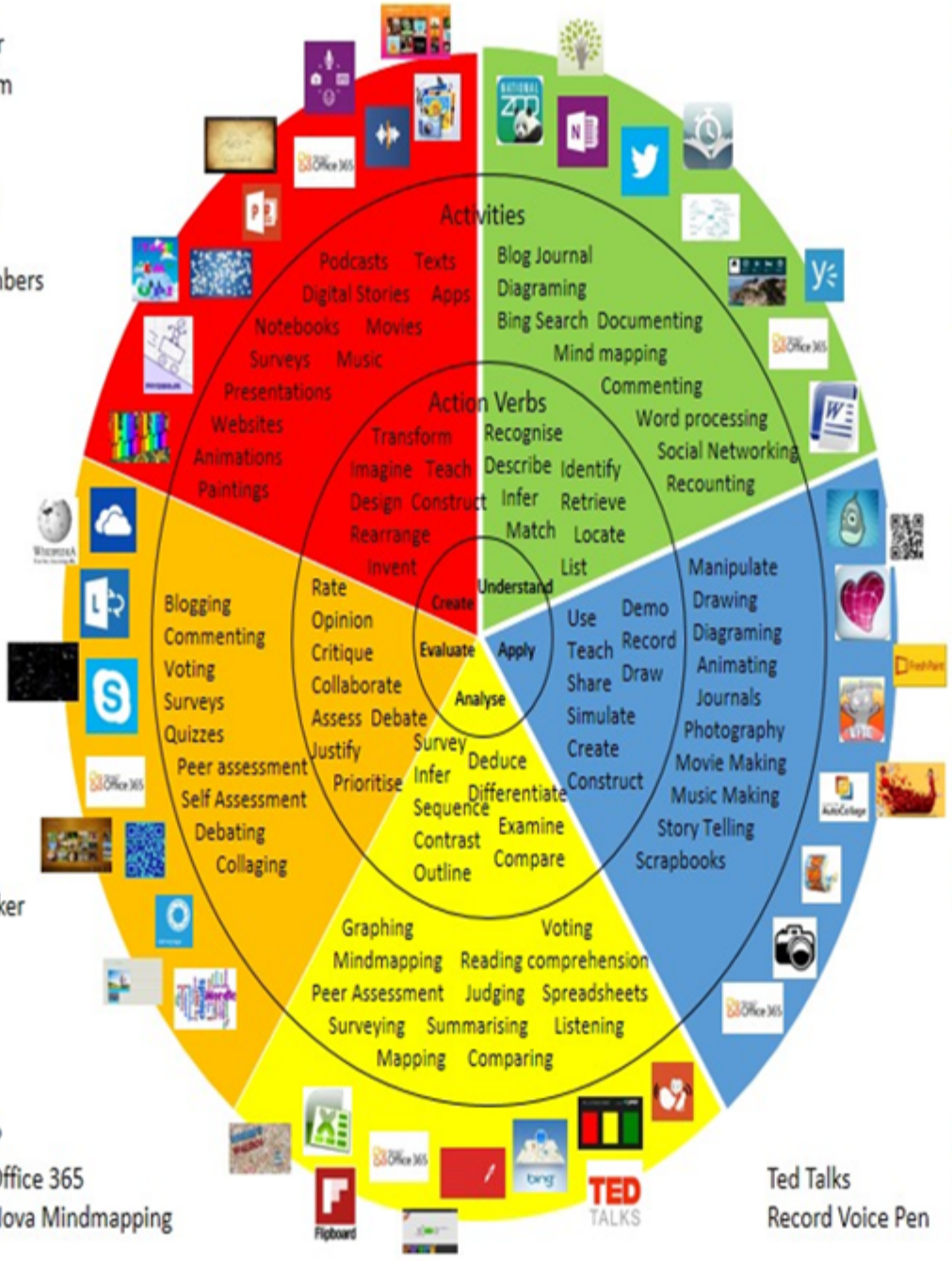
Technology Infusion

- Microsoft Office 365
- Google classroom
- Chromebooks
- Youtube

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/iPadagogy-Wheel.001.jpg
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

Alignment to 21st Century Skills & Technology

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.

9.4.8.CT.2	Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
9.2.8.CAP.7	Devise a strategy to minimize costs of post-secondary education.

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.

Media Literacy
Life and career skills
Critical Thinking and problem solving

- 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

Health Literacy

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

Differentiation

As a Reminder:

The basis of good differentiation in a lesson lies in differentiating by content, process, and/or product.

Key SUBJECTS AND 21st CENTURY THEMES

Mastery of key subjects and 21st century themes is essential for all students in the 21stcentury.

Peer Groupings

Various Equipment

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.

Peer Groupings

Various Equipment

- 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.

Peer Groupings

Various Equipment

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- 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
- 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.

Peer Groupings

Various Equipment

- 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
- 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.

Peer Groupings

Various Equipment

- 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

Unit Name: Baseball

NJSLS:

See linked standards

Interdisciplinary Connection:

ELA

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 is 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. Whats a strike zone? A strike zone is the batters 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 flys. This will help students to get used to catching a ball.

Student Assessment/CFU's:
1. Where should your lead hand be?
2. Studuent 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:

Media Literacy
Life and career skills
Critical Thinking and problem solving

Differentiation/Modifications:

Peer Groupings

Various Equipment

Integration of Technology:

Chromebook

2.2.8.MSC.5	Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.
2.2.8.MSC.6	Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.
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