

Unit III: Individual and Dual Sports

Content Area: **Physical Education and Health**
Course(s):
Time Period:
Length: **30 Days**
Status: **Published**

State Mandated Topics Addressed in this Unit

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N/A	N/A

Unit Summary

The purpose of this unit is that students need individual sports to keep them healthy. Students need to perform individual activities to improve their coordination, skill level, stamina, and self confidence. Students need to work at their own pace. Students need to find success to enjoy lifelong activities. Students can practice individual activities independently which is essential after graduation.

Learning Objectives

- Describe the role, responsibilities, and preparation of players
- Explain the rules/regulations of various individual and dual sports including but not limited to pickleball, cornhole, and kubb.
- Identify proper and improper play of other participants
- Perform proper and legal techniques of basic skills for various individual and dual sports
- Recognize strategies to improve their performance

Essential Skills

- How can I become more mentally prepared for competition and sports performance?
- How does effective and appropriate movement affect wellness?
- To what extent does strategy influence performance in competitive games and activities?
- Why do I have to show good sportsmanship and follow the rules when others do not?
- Why do I have to understand concepts of movement when I can already perform the movement?
- Why is it important to study physical education?
- Why is it important to study so many subjects in school?

Standards

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.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.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.

Enduring Understanding

- Implementing effective offensive, defensive and cooperative strategies is necessary for all.
- 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.
- Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.

Instructional Tasks/Activities

- Artists demonstration of game rules
- Do nows and/or exit slips
- Drill and practice of various basketball skills. Including shooting, passing, dribbling, rebounding, defense, and footwork.
- Drill and practice of various flag football skills. Including flag-pulling, throwing, catching, handoffs, snapping, defense, routes and positions.
- Drill and practice of various hockey skills. Including dribbling, passing, trapping, and shooting.
- Drill and practice of various speedball skills. Including the chest pass, catching, dribbling and shooting.
- Drill and practice of various volleyball skills. Including blocking, serving, passing, digging, spiking and setting.
- Guided practice
- Student participation in a variety of team sports with varying rules and regulations.
- Teacher demonstration and explanation.
- Whole class and small group discussions

Assessment Procedure

Student progress will be measured by formative and summative assessments. Students will be assessed based

on teacher observation, student participation, skill checks, preparedness, sportsmanship (professionalism) and cooperation.

- Participation in activities
- Preparation for class
- Sportsmanship
- Teacher observation

Accommodations & Modifications & Differentiation

Accommodations and Modifications should be used to meet individual needs. Their IEP and 504 plans should be used in addition to the following suggestions.

Gifted and Talented

- Compare & Contrast
- Conferencing
- Debates
- Jigsaw
- Peer Partner Learning
- Problem Solving
- Structured Controversy
- Think, Pair, Share
- Tutorial Groups

Instruction/Materials

- alter format of materials (type/highlight, etc.)
- color code materials
- eliminate answers
- extended time
- extended time
- large print
- modified quiz
- modified test
- Modify Assignments as Needed

- Modify/Repeat/Model directions
- necessary assignments only
- Other (specify in plans)
- other- named in lesson
- provide assistance and cues for transitions
- provide daily assignment list
- read class materials orally
- reduce work load
- shorten assignments
- study guide/outline
- utilize multi-sensory modes to reinforce instruction

Environment

- alter physical room environment
- assign peer tutors/work buddies/note takers
- assign preferential seating
- individualized instruction/small group
- modify student schedule (Describe)
- other- please specify in plans
- provide desktop list/formula

Honors Modifications

Resources

- Resource 1
- Resource 2
- Resource 3
- Resource 4
- Resource 5