Physical Education Grade 7 Unit 4: Team Sports

Content Area: **Health & PE**
Course(s):
Time Period: **MP3**
Length: **3 Weeks**
Status: **Published**

Rationale and Transfer Goals

The rationale of the Team Sports Unit is to provide students with team building skills while promoting cardiovascular fitness. Constant movement helps to increase cardiovascular fitness while engaging positively with others. A team aspect can help students build confidence and self-esteem while promoting all aspects of wellness. It helps students form bounds socially as well as physically. It teaches students safety, effective communication, goal setting, and consequence for rules not followed. These are all aspects that could be carried to other areas of life.

Enduring Understandings

Effective execution of movements is determined by the level of related skills and provides the foundation for physical competency and literacy to participate with confidence in a broad range of physical activities (e.g., games, sports, aerobics, martial arts, recreational activities).

Feedback from others and self-assessment impacts performance of movement skills and concepts.

Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities.

A variety of effective fitness principles applied consistently over time, enhance personal fitness levels, performance, and health status (e.g., Frequency, Intensity, Time, Type (F.I.T.T).

Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.

Community resources can provide participation in physical activity for self and family members

Essential Questions

What are the benefits of becoming physically fit?

What are some of the characteristics of a great teammate?

How can sports enhance your life?

What are some everyday skills used to play a sport?

Why is it important to have team and individual goals when playing a sport?

Why are rules and regulations important in sports?

Are professional rules in sports always the same as physical education rules? Why?

Why are rules and regulations important in sports?

How does cooperation with others affect our individual performance?

Content - What will students know?

-
    - the rules and regulations of a game
    - basic concept of the game
    - recognition of different moves and penalties:
    - Roles of offensive and defensive players
    - they have to shoot or pass when they stop dribbling the ball
    - safety rules involving the activity being taught
    - Vocabulary contingent to the sport

Skills - What will students be able to do?

- Recognize at least three key positions of the sport
- Work together for a common goal
- Demonstrate proper warm-up and cool down procedures
- Respect classmates and equipment that is given
- Perform basic movement skills needed for sport
- Recognize that physical fitness is an important factor within a healthy lifestyle
- Recognize all skills used for game, perform 2 at a basic level
    - Throwing
    - Catching
    - Dribbling
    - Passing
    - Agility
    - Jumping
    - Blocking

- Follow Through

Activities - How will we teach the content and skills?

Stations used to teach skills such as:

- Throwing
- Catching
- Dribbling
- Passing
- Agility
- Jumping
- Blocking
- Follow through

Lead up games to practice skills and rules for game

- Individual activities
- Partner activities
- Group activities

Evidence/Assessments - How will we know what students have learned?

-
    - Observations of students 2-3 times a week
    - Student observations

*fitness log

- Teacher observations
- Asking of the essential questions
- Students may grade each other on execution of skills
- Practice, Practice, Practice
- Reflection
- Improvement of skill level

Spiraling for Mastery

• Students will use skill related fitness in activities
  ○ Agility
  ○ Balance
  ○ Coordination
  ○ Power
  ○ Reaction
  ○ Speed
• Define “team” and knows the responsibility of members
• Apply teamwork for attainment of individual and team goals.
• Research the rules of team sports (e.g., football, soccer, basketball, volleyball, handball)
• Apply rules of team sports in cooperative play
• Incorporate communication into effective team play
	• Components of Fitness
	• Locomotive skills
	• Non-Locomotor skills (bending, twisting)
	• Manipulative movements (throwing, kicking, striking.)
	• Skill related Fitness
		Soccer by Numbers
		Sharks and Minnows
		Cops and Robbers
		Knockout
		Circle Shot
		½ Field Game
		Fives Pass
		Tap Away
		Dribble Tag
		Sideline games
		4 corner basketball
		Ultimate Football
		Knockout
		Steal the Bacon
		Horse
		passing relays
		shooting relays
		marker handball
		cross court handball
		ultimate handball
		
		Winners Court
		Hot potato
		Whammy Ball
		Game Play

Key Resources

www.pecentral.com

http://www.sparkpe.org/

http://www.lessonplanet.com/teachers/5678-line-dance?page=1

Other resources in teacher files

21st Century Life and Careers

9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process

Interdisciplinary Connections/Companion Standards

ELA

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RST.6-8.3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

RST.6-8.7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

RST.6-8.8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

Science

MS-LS2-4. Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations

- effect of health and exercise on physical and biological states

Math

Statistics and Probability 8. SP

A. Investigate patterns of association in bivariate data.

students work with data and statistics related to team sports and games