10th Grade PE - Unit 1-3 outdoor team sports

Content Area: **Health & PE**
Course(s):
Time Period: **September**
Length: **5 Weeks**
Status: **Published**

Targeted Standards

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.
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.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.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.
	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).
	Advanced technique and concepts will elevate student's confidence, performance, skills, and participation in physical activity (e.g., games, sports, aerobics, fitness activities).
	Individual and team execution requires interaction, respect, effort, and positive attitude.

Rationale & Transfer Goals

Outdoor team sports is a way for students to learn the game and get cardiovascular exercise. It builds communication skills and promotes teamwork goals. For students to succeed in this game they will need to strategize together and communicate their plans. Soccer, football and ultimate frisbee provides students with team building skills while promoting cardiovascular fitness. Constant movement allows students to think quickly and use teammates to problem solve while engaging in fitness activity.

Enduring Understandings - What are the most essential conclusions that students should be guided towards throughout this unit?

How can we apply and analyze the use of momentum, force, and torque to enhance or change the performance of movement skills during physical activity?

How might the short- and long-term physical, social, and emotional benefits and potential problems associated with regular physical activity affect you.

Why is there a need for rules and regulations?

What are the benefits of teamwork and good sportsmanship?

What basic components of physical fitness are used in team sports?

What are the similarities between NJSIA football and flag football?

Why is their a difference between NJSIA soccer and recreational soccer?

Essential Questions - What are the questions that will guide critical thinking about the content in this unit? Essential Questions should be thought starters toward the enduring understandings.

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How might the short- and long-term physical, social, and emotional benefits and potential problems associated with regular physical activity effect you.

Why is there a need for rules and regulations?

What are the benefits of teamwork and good sportsmanship?

How can we score ?

Content/Objectives

Content - What students will know

How to apply movement concepts and skills that foster participation in physical activities throughout life.

• How to evaluate personal participation as a leader and a follower.

• The key points in the game of football, soccer, frisbee.

• The rules governing play.

Skills - What students will be able to do

• Employ strategies to improve communication and listening skills and assess their effectiveness.

• Engage in a variety of sustained, vigorous physical activities to enhance each component of fitness.

• Perform at a level needed to enhance cardiovascular fitness.

• Throw a football using the proper technique

• Catch a football using the proper technique.

• Play a modified game of flag football, soccer and frisbee.

Instructional Activites

Evidence (Assessments) - How we know students have learned

Participation

Sample Assessment Item

students will be graded on participation in skills, games, and team activities.

Activities/Strategies - How we teach content and skills

Class lecture on field layout and rules of play

Drills on skills:

• Passing and receiving with students in groups.

• Punting practice with students in groups.

Introduce pass patterns:

• Run pass pattern drills

• Modified flag football game

numbers soccer

Spiraling for Mastery - Where does this unit spiral back to other units or previous years?

Spiral Focus from Previous Unit

*Motor Skills

*Agility

*Flexibility

*Components of Fitness

Content or Skill for this Unit

*Students will apply teamwork for attainment of individual and team goals.

*Research the rules of football

*Apply rules of team sports in cooperative play

*Incorporate communication into effective team play

Instructional Activity

* sport by numbers

*Passing Relays

*1/2 Field Games

*Game Play

*Tournament Play

21st Century Skills - What are the 21st Century Skills that are a part of this unit?

- • 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- • 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
- • 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- • 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

Interdisciplinary Connections - How does this content impact the following groups

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.

RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.

RST.9-10.2. Determine the central ideas, themes, or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

RST.9-10.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

RST.9-10.7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

- standards supporting written and print communication across all areas of the course

Science

HS-LS1-3. Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis. [Clarification Statement: Examples of investigations could include heart rate response to exercise]

HS-LS2-3. Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.

HS-LS2-8. Evaluate evidence for the role of group behavior on individual and species' chances to survive and reproduce.

- Connections to study of exercise physiology and associated anatomy
- Basic understanding of communicability of diseases in discussion of wellness

Math

Creating Equations A -CED

A. Create equations that describe numbers or relationships. 1. Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.

Modeling with Geometry G-MG

A. Apply geometric concepts in modeling situations. 1. Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).

Interpreting Categorical and Quantitative Data S-ID N-ILN

A. Summarize, represent, and interpret data on a single count or measurement variable

1. Represent data with plots on the real number line (dot plots, histograms, and box plots).

Making Inferences and Justifying Conclusions S-IC

B. Make inferences and justify conclusions from sample surveys, experiments, and observational studies

- math processes related to fitness and health data, geometry in gameplay, and quantitative representations

Key Resources

www.presidentschallenge.org

www.fitness.gov

www.pecentral.com

www.sparkpe.org