Physical Education

Stonington Public Schools



Physical Education 11 & 12:
Team Sports

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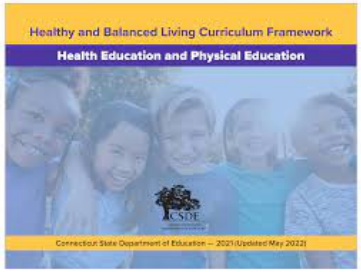
Physical Education 11 & 12: Team Sports

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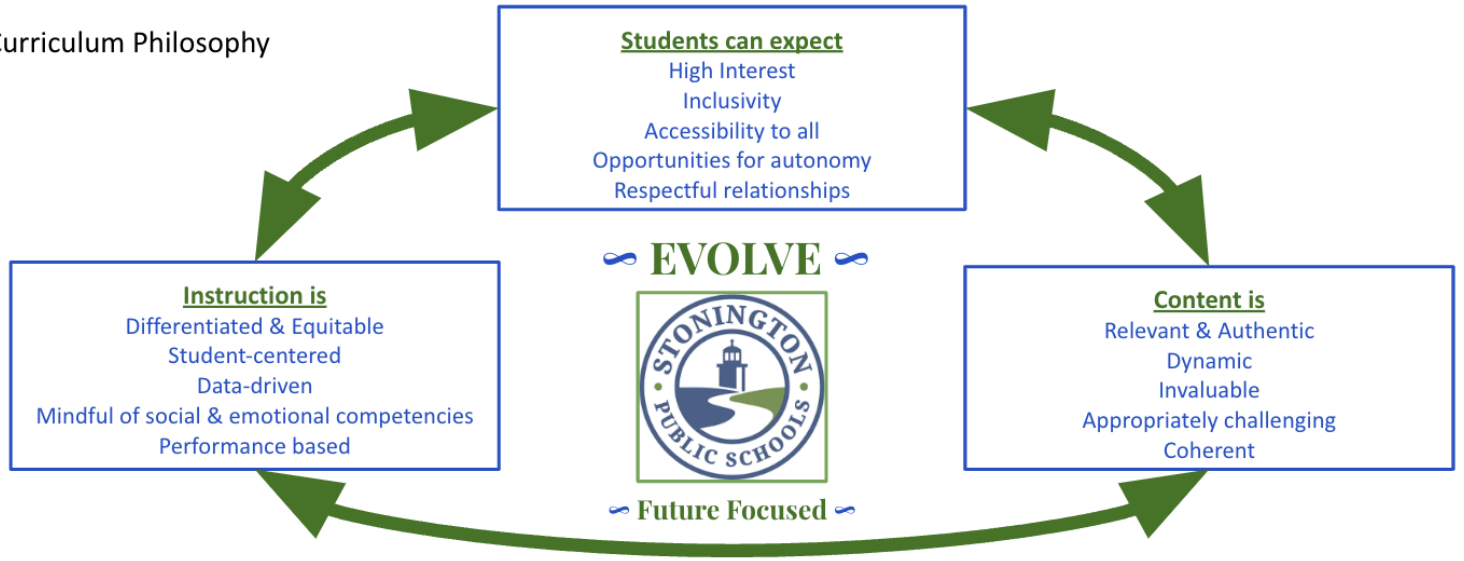
Health Education and Physical Education: Educating the Whole Child



The mission of the Connecticut State Board of Education is to ensure equal opportunity, equity, and excellence in education for all Connecticut students in preparation for college, career, and life. Physical Education is an essential academic subject that supports this mission through the physical, intellectual, and social-emotional development of students. Quality physical education programs prepare students by providing them with:

- the ability to move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person;
- skills and knowledge that encourage lifetime healthy behaviors and goal setting; and
- practices that foster effective cross-cultural communication, problem solving, negotiation, and conflict resolution skills.

Curriculum Philosophy



Curriculum Philosophy from a Student Perspective

Students in Stonington Public Schools will engage with an inclusive, evolving curriculum that will drive students to understand themselves as learners. While learning their individual strengths through a variety of experiences, students will build the self-awareness, self-management, and entrepreneurship needed to have knowledgeable voices and make positive impacts on the modern world.

Curriculum Philosophy from an Instructional Perspective

Instruction in Stonington Public Schools will utilize culturally, socially and emotionally conscious practices to include multiple perspectives. It will be meaningful to students by incorporating multifaceted pedagogical approaches including inquiry, collaboration, and reflection. Instruction will provide all students opportunities to respond, equitable assessments, and constructive feedback. Teachers will engage in dynamic and reflective practices to advance their craft.

Curriculum Philosophy from a Content Perspective

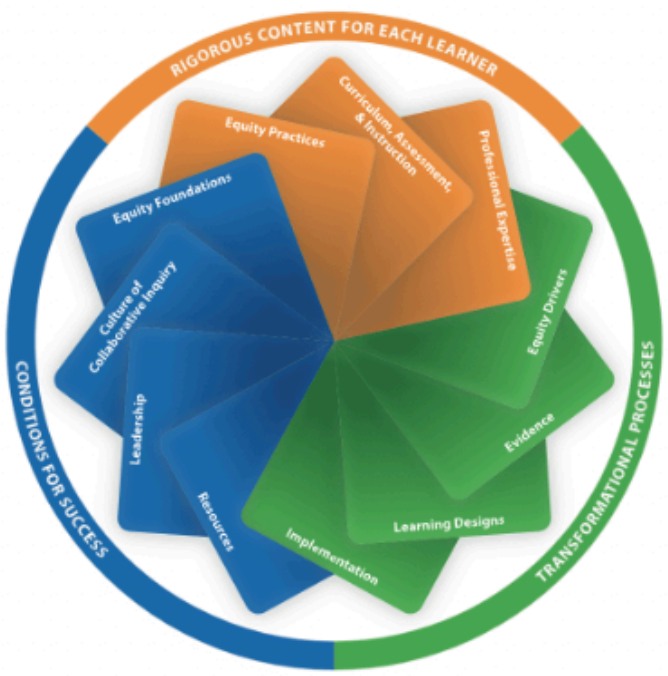
Content in Stonington Public Schools will be constantly adapting to reflect current and relevant information along with the state and national standards for each discipline. Through a rich, authentic, and coherent curriculum, students will learn that the past informs the future. The curriculum will be complex and will provide optimum challenges for all students with the goal of preparing knowledgeable, solution driven, productive citizens who are ready and prepared for the diverse global community.

All graduates of Stonington Public Schools will possess the self-leadership skills for post-secondary success in enrollment, enlistment, or employment.

Curriculum Equity Statement

Board of Education Goal 2: Future-Focused Teaching and Learning

Stonington Public Schools will prepare every student for their own educational journey by implementing forward-thinking practices that foster equity and inclusion to allow all students access to educational programming.



Learning results in equitable and excellent outcomes for *all* students when educators…

- Prioritize high-quality curriculum and instructional materials, assess student learning, and understand curriculum and its implementation through instruction.
- Understand their students' historical, cultural, and societal contexts, embrace student assets through instruction, and foster relationships with students, families, and communities.
- Establish expectations for equity, create structures to ensure equitable access to learning, and sustain a culture of support for all students and staff.
- Prioritize equity in professional learning practices, identify and address their own biases and beliefs, and collaborate with diverse colleagues.

("Standards for Professional Learning - Standards 2022")



Stonington High School

Mission Statement

Stonington High School establishes a motivating, challenging, and equitable environment that educates all students to their highest levels of academic achievement. Our curriculum and culture promote diversity, critical thinking, and collaboration among students, staff, families, and the community. Our students identify their strengths, hone interdisciplinary and self-leadership skills and explore their interests leading them to become active, responsible, and productive citizens in an ever-changing global society.

Vision of the Graduate

I will possess the cognitive, academic, interpersonal, and self-leadership skills needed for post-secondary success in enrollment, enlistment, or employment. Through the 4-Cs, I will acquire an extensive core body of knowledge and essential experiences necessary to achieve my future aspirations.

Convince	Communicate	Consider	Connect
Be a critical thinker, using a variety of relevant evidence to support a position or present an idea to a chosen audience with clarity and confidence. Collaborate with others, resolve conflicts, and respect differing ideas. Assess personal interests, strengths and needs.	Use clear language and/or other forms of expression effectively to convey ideas collaboratively with others in a respectful manner. Build relationships with humility, honesty and trust. Self advocate and persist.	Analyze and evaluate information, data, and feedback to develop innovative options to solve challenging situations and/or problems. Recognize one's influence and take the perspectives of others Move ahead despite obstacles, take risks, cope with challenges and show strength of character.	Use knowledge from all disciplines and/or technology to be a participative and productive, and responsible contributor to society. Empathize and work with others in the school, the community and the world. Explore, share and achieve passions and goal.

Physical Education: Team Sports

Critical Areas of Focus (Course Description)

The Team Sports course will focus on competitive team sports. Units may include, but are not limited to, soccer, lacrosse, basketball, flag football, team handball, volleyball, softball, and floor hockey. Students will develop the physical skills necessary to be competent in many forms of movement, knowledge of team sports concepts such as offensive and defensive strategies and tactics, and appropriate sportsmanship and participation within a team or group setting. Fitness concepts and health topics are presented throughout the course.

Length ½ year, Credit ½
Grades 11-12 students must take .5 credits in Physical Education

Pacing Guide (Semester Course)

Unit 1	Unit 2	Unit 3
Net/Wall Sports Examples Pickleball/Deck Tennis Volleyball	**Striking/Target Sports** Examples Softball Kickball	**Invasion Sports** Examples Flag Football Basketball Floor Hockey Ultimate Frisbee
Units may be taught in any order (season dependent)		
4C: Consider		

Physical Education Standards and CASEL'S Core Competencies of Social and Emotional Learning (SEL) Crosswalk	
Physical Education is an ideal course to build and nurture students' social and emotional skills. By drawing connections between CASEL's core competencies and the Physical Education Academic Learning Standards, physical educators can provide effective reinforcement of SEL through physical activity. (link)	
SEL Competencies	**Physical Education Academic Learning Standard**
Self-awareness: The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."	**Standard 4**: The physically literate individual exhibits responsible personal and social behavior that respects self and others. **Standard 5:** The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.
Self-management: The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.	**Standard 2:** The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance. **Standard 3:** The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. **Standard 4:** The physically literate individual exhibits responsible personal and social behavior that respects self and others.
Social awareness: The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school and community resources and supports.	**Standard 4:** The physically literate individual exhibits responsible personal and social behavior that respects self and others.
Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively and seek and offer help when needed.	**Standard 4:** The physically literate individual exhibits responsible personal and social behavior that respects self and others. **Standard 5:** The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.
Responsible decision-making: The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.	**Standard 2:** The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance. **Standard 3:** The physically literate individual demonstrates the knowledge & skills to achieve and maintain a health-enhancing level of physical activity and fitness.

	Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Content Standards

Healthy & Balanced Living Curriculum Framework

National Health Education and Physical Education Standards

High School Grade-Level Outcomes

By the end of Grade 12, the learner will be able to:

- Demonstrate college and career readiness as demonstrated by the ability to plan and implement different types of personal fitness programs.
- Demonstrate competency in two or more lifetime activities.
- Describe key concepts associated with successful participation in physical activity.
- Model responsible behavior while engaged in physical activity.
- Engage in physical activities that meet the need for self-expression, challenge, social interaction, and enjoyment.

Content Standards covered in all units

Standard 3: Students will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Physical Activity Knowledge

- S3.H2.L2 Demonstrates the ability to analyze and apply technology and social media as tools for supporting a healthy, active lifestyle.
- S3.H5.L2 Demonstrates the ability to analyze the impact of life choices, economics, motivation and accessibility on exercise adherence and participation in physical activity in college or career settings.

Assessment and Program Planning

- S3.H12.L2 Demonstrates the ability to analyze the components of skill related fitness in relation to life and career goals and designs an appropriate fitness program for those goals.

<u>Standard 4:</u> Students will exhibit responsible personal and social behavior that respects self and others.

Personal Responsibility

- S4.H1.L2 Demonstrates the ability to accept differences between personal characteristics and the idealized body images and elite performance levels portrayed in various media.

Rules and Etiquette

- S4.H2.L2 Demonstrates the ability to examine moral and ethical conduct in specific competitive situations\

Working with Others

- S4.H4.L2 Demonstrates the ability to accept others' ideas, cultural diversity, and body types by engaging in cooperative and collaborative movement projects.

Safety

- S4.H5.L1 Demonstrates the ability to apply best practices for participating safely in physical activity, exercise, and dance

<u>Standard 5:</u> Students will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.

Health

- S5.H1.L1 Demonstrates the ability to analyze the health benefits of a self selected physical activity.

Challenge

- S5.H2.L2 Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity.

Social Interaction

- S5.H4.L2 Demonstrates the ability to evaluate the opportunity for social interaction and social support in a self-selected physical activity or dance.

Content Standards

<u>2024 National Physical Education Standards For Grades 9-12</u>

Standard 1. Develops a variety of motor skills.
Standard 2. Applies knowledge related to movement and fitness concepts.
Standard 3. Develops social skills through movement.
Standard 4. Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity.

Unit 1

Name of Unit:	**Length of unit: (number of classes/minutes per meeting)**
Net/Wall Sports	7 classes (80 minutes)

Content Standards Addressed in the Unit:

Healthy & Balanced Living Curriculum Framework

Standard 1: Students will demonstrate competency in a variety of motor skills and movement patterns.

Lifetime Activities

- S1.H1.L2 Demonstrates the ability to refine activity-specific movement skills in one or more lifetime activities (football).

Standard 2: Students will apply knowledge of concepts, principles, strategies, and tactics related to movement and performance.

Movement Concepts, Principles, and Knowledge

- S2.H2.L2 Demonstrates the ability to describe the speed vs. accuracy trade-off in throwing and striking skills.
- S2.H3.L2 Demonstrates the ability to identify the stages of learning a motor skill.
- S2.H5.L2 Demonstrates the ability to apply strategies and tactics when analyzing errors in game play in net/wall and/or target games.

Standard 3: Students will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Physical Activity Knowledge

- S3.H3.L2 Demonstrates the ability to apply rates of perceived exertion and pacing.

Fitness Knowledge

- S3.H10.L2 Demonstrates the ability to adjust pacing to keep heart rate in the target zone, using available technology (e.g., heart rate monitor), to self-monitor aerobic intensity.

Standard 4: Students will exhibit responsible personal and social behavior that respects self and others.

Working with Others

- S4.H3. L2 Demonstrates the ability to assume a leadership role (e.g., task or group leader, referee, coach) in a physical activity setting.

Big Ideas:	**Essential Question(s):**
• Performance in net/wall sports is influenced not only by individual skill but also by effective teamwork, strategic thinking, and an understanding of the game's rules and dynamics.	• How do the rules and strategies of net/wall sports influence the way the game is played and the outcomes of matches? • In what ways can teamwork and communication impact performance in net/wall sports?
Students will know:	**Students will be able to:**
• The official rules and regulations of net/wall sports, including scoring systems and player positions. • The key terms and vocabulary specific to various net/wall sports, such as "serve," "set," "spike," and "rally." • Different strategies and tactics for both offense and defense in net/wall sports, including positioning and movement patterns. • The physical conditioning and fitness components necessary for success in net/wall sports, including agility, strength, and endurance. • The importance of safety protocols and injury prevention measures while participating in net/wall sports. • The historical development and cultural significance of various net/wall sports.	• Describe the rules and scoring systems for various net/wall sports, such as tennis, volleyball, and badminton. • Analyze and evaluate different strategies used in net/wall sports to improve gameplay. • Demonstrate fundamental skills such as serving, passing, and volleying in at least two different net/wall sports. • Effectively execute game plays and tactics in a competitive setting, demonstrating teamwork and communication. • Demonstrate good sportsmanship and respect towards opponents and teammates during games and practices. • Reflect on their personal skill development and set goals for improvement in net/wall sports.

Volleyball ● How and when to use a pump, set, and serve in the game of volleyball. ● How to properly score a volleyball game. Pickleball/Deck Tennis ● The differences between the two sports. ● Procedure to serve in deck tennis and pickleball. ● Techniques of a forehand and backhand ● How to properly score a deck tennis match.	Volleyball ● Demonstrate proficiency in the volleyball skills of serving, bumping, and setting. ● Effectively keep score of a volleyball game (rally points) ● Properly rotate through the different positions Pickleball/Deck Tennis ● Demonstrate proficiency in the Pickleball/Deck Tennis skills of Serving, Forehand, and a backhand return. ● Effectively keep score of a Pickle/ball Deck Tennis match.

Significant tasks:

Throughout the unit: Discussions about strength & conditioning, nutrition, stress management, and current events to promote healthy and active lifestyles will occur when applicable.

Significant Task: Volleyball
Students will first learn the skills of the game by observing the teacher and/or student volunteers. They will then work in small groups (6-7 students) to practice bumping and setting with each other. Students can keep track of how many bumps and/or sets they can accomplish without the ball hitting the ground to turn the practice into a formative assessment. Each small group will be paired with another and they can work on volleying across the net. They can work on serving back and forth to each (serve, catch, serve back). Students can also practice over-head, and/ or underhand serves to each other. After the warm-up and skill practices, and after the students comprehend the rules and scoring, a round-robin tournament could occur. Students will receive individual and team feedback throughout the practice drills and the actual game.

Tournament Brackets: https://www.printyourbrackets.com

Timeline: 6 classes @ 80 minutes

Significant Task: Pickleball/Deck Tennis

Students will begin with a group discussion of the rules of the game. Modeling of the serving technique will be shown and then small groups (6-7 students) will work on bumping and setting in a circle. They will then work on serving to each other without returning the ball. The whole class will regroup to review the techniques of forehand (stand side-on and transfer weight from back foot to front foot) and backhand. Students will work with a partner and another team of 2 (4 players per court). The groups will count how many times they rally (return ball) to each other. Students will receive individual and group feedback on serving, forehand, and backhand skills.

A Pickleball/Deck Tennis Tournament can be the culminating activity. Students should have enough skill and knowledge so they will not need the interaction of the teacher to explain rules and scoring.

Example of the tournament rotation.There are 6 courts, thus any class over 24 students will require some students to sit out a round of games.

Timeline: ~7 classes @ 80 minutes

4C: Consider:
Use the skills learned from net & wall sports to solve challenging situations.

- What would be the different strategy for certain hits?
- What would happen on close calls (conflict resolution).

Common Learning Experiences:

- Small group warm-up practice of skills
- Vocabulary review
- Opportunities to Respond: Active Engagement
- Current Events as applicable
- Concept Quizzes
- Supporting Emerging Multilingual Learners
- Additional Guidance

- Alternate Activity
- Key Ideas
- Discussion callouts

Key vocabulary:

Opposition, Weight Transfer, Torque, Bump, Set, Serve

Key Differences

Playing Surface:

- Deck Tennis: Typically played on a flat surface, often on a deck or court, and can be played indoors or outdoors.
- Pickleball: Played on a court similar to a badminton court, which can be indoors or outdoors, with specific dimensions.

Equipment:

- Deck Tennis: Uses a rubber ring (deck tennis ring) that players toss back and forth.
- Pickleball: Uses a paddle and a plastic ball with holes (pickleball).

Number of Players**:**

- Deck Tennis: Can be played as singles or doubles, often with a focus on casual play.
- Pickleball: Can also be played as singles or doubles, and is popular in recreational and competitive settings.

Objective:

- Deck Tennis: Players aim to toss the ring to land it on a target area or to prevent the opponent from catching it.
- Pickleball: Players aim to hit the ball over the net into the opponent's court and score points by making it land in the designated court area.

Scoring System:

- Deck Tennis: Scoring can vary, but it generally involves counting successful catches or landing the ring in a target area.
- Pickleball: Uses a rally scoring system where points can be scored by either the serving or receiving team, typically played to 11 or 21 points.

Game Flow:

- Deck Tennis: The game is generally fast-paced with quick exchanges, focusing on tossing and catching.
- Pickleball: Involves volleys, serves, and more strategic play, combining elements of tennis, badminton, and table tennis

Evidence of Understanding - Common Assessments

- SHS Physical Education Participation Scoring Guide.
  - participation, punctuality, ability to follow directions, rules, and sportsmanship.
- Feedback on techniques while participating in activities.
- Final exam on various physical education activities that allow students to demonstrate the biomechanics of movement.
- Self Assessment
    - When I was an effective offensive player on my team I would…
    - When I was an effective defensive player on my team I would…
    - I displayed leadership in class when I...

Teacher notes:

- Resources:
  - Bert, G., & Summers, L. (2013). Meeting Physical Education Standards Through Meaningful Assessment. Human Kinetics.
  - https://portal.ct.gov/-/media/sde/health-education/publications/healthy_and_balanced_living_curriculum_framework_may_2022.pdf

- Anticipated Student Misconceptions:
  - Rally points is the proper way to score Volleyball, not just the team that is serving earn points.
  - If the ball hits the top of the net, it is a good and live ball
  - If the ball hits the line, it is in.

- Differentiation Strategies:
  - Modified pacing, depth and breadth of Significant Task components in response to specific student needs
  - A different type of ball (softer, lighter) may benefit a lower level player and may help to have a game with just lower level students using a modified ball. When

- Safety Considerations:
  - Students should not kick the volleyballs. They are expensive, they are not made to be kicked, and dangerous to other students.

- Prior Knowledge:
  - Middle School knowledge of the game.
  - Opposition, Weight Transfer, Torque- Serving a Volleyball uses similar body mechanic as to throwing

- Interdisciplinary Connections:
  - Math- Keeping score
  - Geometry- Angle, and speed of the ball
  - Career connections
  - Curriculum Home Page for SPS Teachers
  - Promoting Equity using SEL

Unit 2

Name of Unit:	**Length of unit:**
Striking/Target Sports	~ 5 classes @ 80 minutes

Content Standards Addressed in the Unit:

Healthy & Balanced Living Curriculum Framework
(Standards covered in all units)

Standard 1: Students will demonstrate competency in a variety of motor skills and movement patterns.

Lifetime Activities

- S1.H1.L2 Demonstrates the ability to refine activity-specific movement skills in one or more lifetime activities (softball).

Fitness Activities

- S1.H3.L2 Demonstrates competency in two or more specialized skills in health-related fitness activities.

Standard 2: Students will apply knowledge of concepts, principles, strategies, and tactics related to movement and performance.

Movement Concepts, Principles, and Knowledge

- S2.H2.L2 Demonstrates the ability to describe the speed vs. accuracy trade-off in throwing and striking skills.
- S2.H3.L2 Demonstrates the ability to identify the stages of learning a motor skill.
- S2.H5.L2 Demonstrates the ability to apply strategies and tactics when analyzing errors in game play in net/wall and/or target games.

Standard 3: Students will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Physical Activity Knowledge

- S3.H3.L2 Demonstrates the ability to apply rates of perceived exertion and pacing.

Standard 4: Students will exhibit responsible personal and social behavior that respects self and others.

Working with Others

- S4.H3. L2 Demonstrates the ability to assume a leadership role (e.g., task or group leader, referee, coach) in a physical activity setting.

Big Ideas:	**Essential Question(s):**
● The mastery of skills, strategies, and teamwork in striking and target sports fosters personal growth, enhances performance, and promotes a lifelong appreciation for physical activity.	● How do the principles of technique, strategy, and teamwork contribute to success in striking and target sports? ● How do teamwork and sportsmanship affect game play?
Students will know:	**Students will be able to:**
● The fundamental concepts of striking and target sports, including the mechanics of swinging, aiming, and releasing. ● The basic anatomy and physiology related to movement in striking and target sports, such as muscle groups used and the importance of coordination. ● The official rules, scoring systems, and regulations for various striking and target sports. ● The differences between individual and team-based striking sports and how they affect gameplay. ● Safety protocols and guidelines specific to striking and target sports to prevent injuries. ● The importance of proper equipment usage and maintenance for safety and performance. ● The historical origins and cultural significance of various striking and target sports. ● Notable athletes and milestones in the history of these sports. ● Common strategies used in striking and target sports, including offensive and defensive tactics. ● The key techniques that contribute to successful performance in these sports, such as footwork, hand-eye	● Demonstrate proper techniques for striking sports such as softball, including grip, stance, and follow-through. ● Execute target sports skills focusing on accuracy and technique. ● Explain the rules and scoring systems for various striking and target sports. ● Identify and describe the different roles and strategies within team-based striking sports. ● Develop and implement strategies for effective gameplay in both striking and target sports. ● Analyze opponents' techniques and strategies to adapt gameplay accordingly. ● Collaborate with peers in team-based striking sports to enhance team dynamics and communication. ● Demonstrate sportsmanship and respect for opponents and teammates during competition. ● Self-assess and evaluate personal performance in striking and target sports, identifying areas for improvement. ● Provide constructive feedback to peers on their performance and techniques. ● Recognize the importance of physical fitness and conditioning in enhancing performance in striking and

coordination, and mental focus. ● The role of physical fitness in enhancing performance in striking and target sports, including strength, agility, and endurance. ● The components of fitness and how they can be developed through practice and training. Softball ● The following softball skills: ○ Throwing- Opposition- If you throw with your right hand, you step out with your left foot. ○ Catching/ fielding- If you are catching with some high (above your waist/ head), thumbs are together. If you are catching something low (below your waist) pinkies are together. ○ Hitting- Torque- This is twisting power from one's core, hips, and shoulders ○ Tracking- Using your eyes to follow and predict where the ball is going to land. ● Running bases- If you are on base, and a "pop fly" is caught by the fielding team, the runner must "tag up" or stay on their current base. ● Pitching- Underhand pitching.	target sports. Softball ● Demonstrate proficiency in the base running rules. ● Demonstrate proficiency in the softball skills of batting, throwing, and catching. ● Participate successfully in a softball game ● Be an effective teammate

Significant tasks:

Throughout the unit: Discussions about strength & conditioning, nutrition, stress management, and current events to promote healthy and active lifestyles will occur when applicable.

Significant Task: Softball *(Other sports may be played such as Baseball, Hockey, Golf, Lacrosse, Racquetball)*
In both a whole class setting and in smaller teams, students will review basic skills and rules of softball. They will concentrate on improving these skills through drills and game situations. Emphasis will be placed on development of skills such as batting, bunting, fielding, ground balls, fly balls, base running and throwing. Then students will focus on their catching and throwing skills. Students will then form teams (a variety of options for team creation) and play in a game situation to improve their skills and understanding of the game. Students will receive feedback both in a whole team format and individually. Students will also work together to regulate their own games.

Kickball is another common striking game.

Timeline: ~ 5 classes/80 minutes

Target Sports: *Bowling, Golf, Disc Golf, Tchoukball.*
Ultimate Frisbee (described in Unit 3, can be considered a Target Game.

4C: Consider:
Use the skills learned from striking and target sports to solve challenging situations.

<u>Common Learning Experiences:</u>

- Team warm up at the beginning of class (proper techniques are modeled by instructors and/or advanced students who act as leaders/ captains for their team)
- Vocabulary discussion and utilization throughout the warmup, drills, and game situation.
- Cooperative teamwork strategies
- Encouraging feedback to help students improve their skills while also demonstrating their abilities.
- Opportunities to Respond: Active Engagement
- Current Events as applicable
- Concept Quizzes
- Supporting Emerging Multilingual Learners
- Additional Guidance

- Alternate Activity
- Key Ideas
- Discussion callouts

Key vocabulary:

Strike, Target, Grip, Follow-Through, Swing, Accuracy, Aiming, Stance, Backswing, Bunt, Fielding, Darts, Teamwork, Sportsmanship, Opposition, Catching, Fielding, Torque,

Softball: batter, pitcher, catcher, infield, outfield, base, strike, homerun, double play, error, steal, foul ball, walk, strike out
Ultimate Frisbee: Frisbee, End Zone, Turnover, Pass, Catch, Layout, Stall Count, Marking, Handler, Cutter, Pull, Zone Defense, Man-to-Man Defense, Offense, Defense, Substitution, Field Dimensions

Evidence of Understanding - Common Assessments

- SHS Physical Education Participation Scoring Guide.
    - participation, punctuality, ability to follow directions, rules, and sportsmanship.
- Feedback on techniques while participating in drill activities and game format
- Key vocabulary quizzes
- Final exam that allows students to demonstrate the biomechanics of movement during a striking or target game.
- Self Assessment
        - When I was an effective offensive player on my team I would…
        - When I was an effective defensive player on my team I would…
        - I displayed leadership in class when I…

Teacher notes:

- Resources:
    - Bert, G., & Summers, L. (2013). Meeting Physical Education Standards Through Meaningful Assessment. Human Kinetics.
    - https://portal.ct.gov/-/media/sde/health-education/publications/healthy_and_balanced_living_curriculum_framework_may_2022.pdf

- Anticipated Student Misconceptions:
  - Some students try to pitch overhand.

- Differentiation Strategies:
  - Teachers offer different size, and weighted bats.
  - Modified pacing, depth and breadth of Significant Task components in response to specific student needs

- Safety Considerations:
  - *Note: Each teacher will identify the safety considerations that occur in each individual activity.*
  - We use a “soft” softball with aluminum bats. Students need to know to drop the bat, not throw the bat when they hit the ball. If your team is batting and you are not up, you need to pay attention and stand in the designated spot. If we are playing on the turf field, the track is a good place for the “dugout”

- Prior Knowledge:
  - It is similar to baseball and/ or California kickball (base running)

- Interdisciplinary Connections:
  - Math- Keeping score
  - Geometry- Angle, and speed of the ball, tracking (eyes) where the ball is going to land
  - Career connections
  - Curriculum Home Page for SPS Teachers
  - Promoting Equity using SEL

Unit 3

Name of Unit:	**Length of unit: (number of classes/minutes per meeting)**
Invasion Sports	3 classes (80 minutes)

Content Standards Addressed in the Unit:

Healthy & Balanced Living Curriculum Framework

(Standards covered in all units)

Standard 1: Students will demonstrate competency in a variety of motor skills and movement patterns.

Lifetime Activities

- S1.H1.L2 Demonstrates the ability to refine activity-specific movement skills in one or more lifetime activities (basketball).

Standard 2: Students will apply knowledge of concepts, principles, strategies, and tactics related to movement and performance.

Movement Concepts, Principles, and Knowledge

- S2.H2.L2 Demonstrates the ability to describe the speed vs. accuracy trade-off in throwing and striking skills.
- S2.H3.L2 Demonstrates the ability to identify the stages of learning a motor skill.
- S2.H5.L2 Demonstrates the ability to apply strategies and tactics when analyzing errors in game play in net/wall and/or target games.

Standard 3: Students will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Physical Activity Knowledge

- S3.H3.L2 Demonstrates the ability to apply rates of perceived exertion and pacing.

Fitness Knowledge

- S3.H10.L2 Demonstrates the ability to adjust pacing to keep heart rate in the target zone, using available technology (e.g., heart rate monitor), to self-monitor aerobic intensity.

Standard 4: Students will exhibit responsible personal and social behavior that respects self and others.

Working with Others

- S4.H3. L2 Demonstrates the ability to assume a leadership role (e.g., task or group leader, referee, coach) in a physical activity setting.

Big Ideas:	**Essential Question(s):**
● Invasion sports are team-based games where the objective is to invade the opponent's territory to score points while employing strategy and defending one's own territory from being invaded.	● How do teamwork and strategy influence success in invasion sports?
Students will know: ● The basic rules of various invasion sports, including fouls, game duration, and scoring systems. ● Fundamental offensive and defensive strategies, such as spacing, positioning, and movement patterns. ● Key terminology associated with invasion sports, including terms like "offense," "defense," "set plays," and "transition." ● The importance of physical conditioning and specific exercises that improve performance in invasion sports. ● The roles and responsibilities of team members in invasion sports and how effective communication enhances teamwork. ● Safety practices to prevent injuries during practices and games, including proper warm-up and cool-down techniques. ● The cultural significance and history of selected invasion sports, understanding their impact on society. Basketball ● The major basketball skills ○ Shooting ○ Passing	**Students will be able to:** ● Identify and explain the basic rules and strategies of various invasion sports (e.g., soccer, basketball, football, and ultimate frisbee). ● Demonstrate fundamental skills related to invasion sports, such as dribbling, passing, shooting, and defending. ● Apply offensive and defensive tactics in gameplay scenarios, demonstrating an understanding of positioning and movement. ● Analyze their own performance and the performance of peers in invasion sports through self-assessment and peer feedback. ● Work collaboratively with teammates to develop game strategies and enhance overall team performance. ● Recognize the importance of physical fitness and conditioning in improving performance in invasion sports. Basketball ● Demonstrate an understanding of the rules necessary to play a basketball game ● Demonstrate an understanding of the strategies of a

○ Dribbling ● How to ○ Rebound ○ Movie to space ○ Game play strategies ○ Pivoting techniques ○ Lay-up ● The difference between offense and defense ● Scoring of a basketball game Flag Football ● the rules necessary to play a flag football game. ○ 6 points for a touchdown ○ 1 point conversion is 5 yards away ○ 2 point conversion is 10 yards away ○ There is not blocking, but can set a “basketball” pick ○ No flag guarding ○ Make sure flags are on your hips ● The strategies of a flag football game. ● The appropriate time to accelerate and when to decelerate. Floor Hockey ● The game starts with a face-off. ● Offensive strategies- Depth and wide, create space ● Defensive strategies- Be compact, use zone, or man to man, pressure the person the ball/ puck ● Proper holding of the stick ○ If the stick is on the right-side of your body, then your right-hand is on the bottom of the stick.	basketball game ● Demonstrate competency in basketball skills ● Participate successfully in a basketball game Flag Football ● Demonstrate the biomechanics of movement. ○ Step in opposition to throw. ○ Transfer weight from the back foot to the front foot ○ Torque- Twist power from core, hips, and shoulders ○ Track the ball & other players, while the ball is in flight. ○ Demonstrate acceleration in an open space and deceleration in a closed/crowded space. ● Finish a throw by pointing towards the target ● Demonstrate competency in the following flag football skills: ○ Passing ○ Receiving ○ rules and scoring ● Develop an understanding of: ○ passing patterns ○ hand-offs ○ game play strategies ○ punting/kicking ● Apply safety skills and concepts. ● Demonstrate safety and knowledge of legal game play.

○ If the stick is on the left-side of your body, then your left-hand is on the bottom of the stick. ○ Thumbs are pointing down. Ultimate Frisbee ● the official rules and regulations of Ultimate Frisbee, including scoring, turnovers, and fouls. ● the fundamental skills required for Ultimate Frisbee, such as different types of throws (forehand, backhand, hammer) and catching techniques. ● the layout of the Ultimate Frisbee field, including the dimensions, end zones, and key markings. ● the concept of the Spirit of the Game, which emphasizes sportsmanship, respect, and self-officiating in Ultimate Frisbee. ● the different roles on a team, including handlers and cutters, and how these roles contribute to effective gameplay.	● Cooperate as a team and be both an effective offensive and defensive player ● Compete in a flag football tournament Floor Hockey ● Pass the hockey puck with the stick without the stick going above the waist. ● Demonstrate the proper holding of the stick ● Participate successfully in a floor hockey game Ultimate Frisbee ● demonstrate fundamental skills such as throwing, catching, and cutting effectively during gameplay. ● explain and implement offensive and defensive strategies, including positioning and teamwork, to enhance their performance on the field. ● exhibit good sportsmanship and respect for opponents, adhering to the Spirit of the Game, which emphasizes fair play and integrity.

Significant tasks:

Throughout the unit: Discussions about strength & conditioning, nutrition, stress management, and current events to promote healthy and active lifestyles will occur when applicable.

Other invasion sports can be played such as Soccer, Lacrosse, Handball.

Significant Task: Basketball
A group discussion can occur to review the rules, skills, and concepts of basketball. Student volunteers can model the skills as review. To practice, small groups of students can work together and shoot and pass to each other at their own hoops. A typical skill rotation is one teammate will shoot, and another teammate will rebound, and then pass to another teammate. Teammates will take turns switching the person who is rebounding and passing.
Once the warm up activity is complete, two games can be played simultaneously using both courts that run the width of the gym. Games can be played for 5 minutes and then the players can be switched. Students will receive individual and group feedback on playing offense, defense, rebounding, shooting, and passing.
Once the students know the skills, teams will be able to play in a Basketball Tournament without much coaching from the teacher. Students can create their own teams and lineups. When students are not playing, they should be encouraging and coaching their teammates.

Timeline: 3 classes/80 minutes

Significant Task: Flag Football
Students will be assessed on their prior knowledge of the rules for flag football. This assessment could be a pre-test or students could work in a small group to list the rules. In a group discussion, students would recall what they remember and the instructor could clarify any eliminations or corrections. Volunteers can model proper game techniques to the whole group and then partner groups could practice the techniques with feedback from instructors and advanced students. Students should be divided into four groups using a choice such as captains, counting off by numbers, student choice, or teacher has teams made out prior to class (based on skills, leadership, etc). Once the students are grouped, begin a round-robin tournament with two flag-football games being played simultaneously. As teams are playing, students are being assessed on proficiency in passing, catching, running, tracking opponents, working cooperatively, being a good teammate, and showing sportsmanship. Feedback is given as needed, either 1:1, with a team, or with the whole class.

Tournament Brackets: https://www.printyourbrackets.com

Timeline: ~ 7 classes @ 80 minutes

Significant Task: Floor Hockey
Students can begin this unit by recalling their prior knowledge of the rules and techniques of floor hockey. Student volunteers could model the proper stick holding, how to face off, positions, and scoring. To practice the skills small teams of 6-7 students can work on

passing the puck/ ball. Once the small teams have warmed up and are adequate at the skills larger games can occur. One option is to arrange the students into four teams to do a round-robin tournament (1v2 2v3 3v4, 1v3 2v4, 1v4). Another option would be to create 2 teams, but each team has 2 shifts (4 small groups) and every 5 minutes the different shifts come on. It is a running score and one game is continuous. Students will receive feedback both individually and in the team setting.

Timeline: ~ 3 classes/ 80 minutes

Ultimate Frisbee:
Students can use their prior knowledge of other invasion game rules and techniques to enhance their understanding of ultimate frisbee. Student volunteers can demonstrate essential skills such as proper disc handling, positioning, and scoring mechanics. Following this, students can be organized into small teams of 6-7 to practice passing the frisbee, allowing them to build confidence and proficiency. As they become more skilled, larger games can be introduced. Throughout the unit, students will receive individualized and team-based feedback to support their development and foster a collaborative learning environment.

4C: Consider:
Use the skills learned from invasion sports to solve challenging situations.

Culminating Task:
Post Test asking various questions from net & wall, striking, target and invasion sports.
Using data from semester fitness tests, students will create a goal setting scenario for their future

Common Learning Experiences:

- Warm up drills
- Review of techniques
- Cooperative teamwork
- Score keeping
- Opportunities to Respond: Active Engagement
- Current Events as applicable
- Concept Quizzes
- Supporting Emerging Multilingual Learners
- Additional Guidance
- Alternate Activity
- Key Ideas

- Discussion callouts

Key vocabulary:

Defense, Offense, Goal, Dribbling, Passing, Shooting, Foul, Strategy, Positioning, Transition
Balance, Tracking, Follow Through, Foul, Rebound, Pivot, Lay-up

Evidence of Understanding - Common Assessments

- SHS Physical Education Participation Scoring Guide.
    - participation, punctuality, ability to follow directions, rules, and sportsmanship.
- Feedback on techniques while participating in activities.
- Final exam on various physical education activities that allow students to demonstrate the biomechanics of movement.
- Self Assessment
        - When I was an effective offensive player on my team I would…
        - When I was an effective defensive player on my team I would…
        - I displayed leadership in class when I...

Teacher notes:

- Resources:
    - Bert, G., & Summers, L. (2013). Meeting Physical Education Standards Through Meaningful Assessment. Human Kinetics.
    - https://portal.ct.gov/-/media/sde/health-education/publications/healthy_and_balanced_living_curriculum_framework_may_2022.pdf

- Anticipated Student Misconceptions:
    - Players who know more about the game should be helping others develop their knowledge and skills for the game.
    - Playing defense takes more effort and energy, then skill, everyone can be good defenders with a growth mindset.

- Differentiation Strategies:
    - Modified pacing, depth and breadth of Significant Task components in response to specific student needs
    - Play proper defense. There are different size basketballs they may help a certain game/ player/ team.
    - There different object to use depending on the students (Hockey puck, or a Floor Hockey Ball)

- Safety Considerations:
  - *Note: Each teacher will identify the safety considerations that occur in each individual activity.*
  - Do not foul.
  - Watch/ track the ball coming off of the rim or backboard. Do not shoot from mid-court as it is dangerous to others.
  - Everyone wear safety goggles
  - No high sticking
  - No checking, as little contact as possible
  - Goalkeeper has a designated area as the crease. The goalkeeper can use a baseball glove, goalie stick, and their hands. Hands are only used inside the crease and can only roll the ball out so no one high sticks trying to bat the ball out of the air.

- Prior Knowledge:
  - Middle School knowledge, recreational knowledge.

- Interdisciplinary Connections:
  - Math- Keeping score
  - Geometry- Angle, and speed of the ball coming off of the rim and backboard.
  - Career Connections
  - Curriculum Home Page for SPS Teachers
  - Promoting Equity using SEL