

Team Sports

Physical Education

Grade(s) 9th - 12th, .5 Credits

Course Overview

The course is designed to improve the physical fitness and skill development of students who enjoy team sports. Students will learn about the concepts of sportsmanship, teamwork and strategies that are essentials to their successful participation in team sports. Units of study may include ultimate frisbee, speedball, soccer, football, softball, volleyball, basketball, floor hockey and cricket. The pool activities may include water polo, basketball, volleyball and low organized games. Students need a towel, athletic shoes, socks, shorts, t-shirt and a swim suit to participate in this class.

Timeframe	Unit	Scope And Sequence Instructional Topics
7 Day(s)	Ultimate Frisbee	1. Demonstrate 2. Practice 3. Game Play
8 Day(s)	Speedball	1. Demonstrate 2. Practice 3. Game Play
3 Week(s)	Soccer	1. Demonstrate 2. Practice 3. Game Play
3 Week(s)	Football	1. Throwing and Catching 2. Receiver Routes 3. Punting and Kicking 4. Game Play
3 Week(s)	Softball	1. Demonstrate 2. Game Play 3. Game Play
3 Week(s)	Volleyball	1. Rules, Safety and Sportsmanship 2. Forearm Pass and Set 3. Serve 4. Game play with Strategy
3 Week(s)	Basketball	1. Jump Shot 2. Partner Shooting 3. Rules, Safety and Sportsmanship 4. Game Play
3 Week(s)	Swim	1. Basic Water Safety 2. Stroke Refinement 3. Fitness 4. Water Games
3 Week(s)	Conditioning	1. Lifetime Fitness Plan 2. Lifetime Fitness Components

Materials and Resources

Students need a towel, athletic shoes, socks, shorts, t-shirt and a swim suit to participate in this class.

Prerequisites

none

Course Details

Unit: Ultimate Frisbee

Duration: 7 Day(s)

Essential Questions

- How will working with others on a team help me out in other aspects of my life?
- How will daily physical activity improve my health?
- What are some benefits of daily physical activity and nutritious diet to your health?
- How can you keep myself safe while participating in physical activity?
- How can you become involved in physical activity in the community?
- What skills and knowledge do you need to effectively participate and enjoy physical activity?

Materials and Resources

- Frisbees
- Athletic Shoes
- Open Space

Topic: Demonstrate

Duration: 2 Day(s)

Learning Targets

- S- Students will be able to catch the frisbee using two hands.

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S- Students will be able to throw a frisbee using different variations.
Forehand, backhand etc.

Topic: Practice

Duration: 2 Day(s)

Learning Targets

- S- Student will be able to catch the frisbee 3 out of 5 times.
- S- Student will be able to throw the frisbee with accuracy at a moving target.
- R- Students will recognize the importance of using different throws.

Topic: Game Play

Duration: 3 Day(s)

Learning Targets

- K- Students will gain an understanding of basic offensive and defensive strategies.
- R- Students will apply the rules of ultimate frisbee during a game.

Unit: Speedball

Duration: 8 Day(s)

Essential Questions

- How will working with others on a team help me out in other aspects of my life?
- How will daily physical activity improve my health?
- What are some benefits of daily physical activity and nutritious diet to your health?
- How can you keep myself safe while participating in physical activity?
- How can you become involved in physical activity in the community?
- What skills and knowledge do you need to effectively participate and enjoy physical activity?

Materials and Resources

- Soccer ball
- Open space
- Cones

Topic: Demonstrate

Duration: 2 Day(s)

Learning Targets

- S-The student will be able to convert the ball.
- K- The students will know the two ways to advance the ball on offense.

Topic: Practice

Duration: 2 Day(s)

Learning Targets

- S-The student will throw and catch the ball with a partner
- S-The student will be able to convert the ball to themselves or a partner.

Topic: Game Play

Duration: 4 Day(s)

Learning Targets

- K-The student will understand how to score during game play.
- R-The students will comprehend how to convert and advance the ball in different situations.

Unit: Soccer

Duration: 3 Week(s)

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Essential Questions

- How will working with others on a team help me out in other aspects of my life?
- How will daily physical activity improve my health?
- What are some benefits of daily physical activity and nutritious diet to your health?
- How can you keep myself safe while participating in physical activity?
- How can you become involved in physical activity in the community?
- What skills and knowledge do you need to effectively participate and enjoy physical activity?

Materials and Resources

- Soccer Ball
- Cones

Topic: Demonstrate

Duration: 2 Day(s)

Learning Targets

- S- Students will gain an understanding of the soccer style kick.
- S- Students will be able to demonstrate the various passes used throughout the game of soccer.

Topic: Practice

Duration: 8 Day(s)

Learning Targets

- S- Students will improve upon the various passes by kicking at stationary and moving targets.
- S-The student will be able to dribble the soccer ball under control while moving.

Topic: Game Play

Duration: 5 Day(s)

Learning Targets

- K-The student will know the basic rules of soccer.
- S-The will be able to demonstrate a soccer style kick during the game.

Unit: Football

Duration: 3 Week(s)

Essential Questions

- How will working with others on a team help me out in other aspects of my life?
- How will daily physical activity improve my health?
- What are some benefits of daily physical activity and nutritious diet to your health?
- How can you keep myself safe while participating in physical activity?
- How can you become involved in physical activity in the community?
- What skills and knowledge do you need to effectively participate and enjoy physical activity?

Materials and Resources

- Football
- Cones
- Open Space

Topic: Throwing and Catching

Duration: 2 Day(s)

Learning Targets

- S-The student will be able to throw the football using the proper technique.
 - While throwing, the students will:
 - Spread fingers on laces gripping the ball toward the back
 - Turn sideways to the target
 - Step forward with foot opposite your throwing arm
 - Bring ball back to ear level
 - Lead with the throwing elbow and extend arm fully toward the target
 - Snap wrist downward as you release the ball
 - Follow through across your body as you release the ball
- S-The student will be able to catch the football using the proper technique.

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While catching, the students will:

- Keep both eyes on the ball at all times
 - Make a triangle with both hands, palms facing away from your body
 - Extend the arms toward the ball as it approaches
 - Use primarily the fingertips to catch the ball
 - Proceed to tuck the ball away
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Topic: Receiver Routes

Duration: 2 Day(s)

Learning Targets

S-The students will utilize proper pass and run patterns within groups.

The students will use the following routes during game play.

- In
 - Out
 - Quick Slant
 - Curl
 - Post Pattern
 - Go
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Topic: Punting and Kicking

Duration: 1 Day(s)

Learning Targets

S-The students will practice the proper techniques of kicking and punting a football

While kicking a football, the students will:

- Develop proper steps to the football using a 3 step approach
- Plant non-dominant foot upon arrival to football
- Dominant leg should be straight upon arrival while the kickers foot, plantar-flexed- extending through the ball
- Head should stay down and allow the momentum of their leg swing to carry through the kick

While Punting a football, the students will:

- Catch the ball upon arrival
 - Hold the ball out in front of you with the laces pointed up
 - Take a step with non-dominant foot
 - Bring the dominant foot back and step into the ball
 - Drop the ball toward your kicking foot and strike with the top of your foot
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Topic: Game Play

Duration: 2 Week(s)

Learning Targets

K-The students will understand and follow the rules and safety considerations of football.

Identification of field boundaries, scoring, and specific rules needed for game play. The students will demonstrate safe behaviors during play.

R-The students will incorporate offensive and defensive strategies during game play.

The students will demonstrate understanding of strategies using proper positioning, anticipating what's going to happen and using ideas/teamwork to think of different tactics to improve upon.

Unit: Softball

Duration: 3 Week(s)

Essential Questions

How can communication help your team be successful?

Why is a clear understanding of the rules of softball needed to be successful?

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Materials and Resources

Bats
Softballs
Gloves
Bases
Open Space

Topic: Demonstrate

Duration: 2 Day(s)

Learning Targets

S-The student will be able to hold the bat using the correct grip.

S-The student will be able to catch the ball using a glove.

Topic: Game Play

Duration: 2 Week(s)

Learning Targets

K-The students will have an understanding of the positions involved with the game of softball.

S- The students will demonstrate proper techniques of throwing and catching a softball during game play.

R- The students will be able to identify boundaries and understand the rules of the game.

R- The students will utilize strategies of the game and implement them the best way they can.

Topic: Game Play

Duration: 5 Day(s)

Unit: Volleyball

Duration: 3 Week(s)

Essential Questions

How will working with others on a team help me out in other aspects of my life?

How will daily physical activity improve my health?

What are some benefits of daily physical activity and nutritious diet to your health?

How can you keep myself safe while participating in physical activity?

How can you become involved in physical activity in the community?

What skills and knowledge do you need to effectively participate and enjoy physical activity?

Materials and Resources

Volleyball
Nets
Open gym space

Topic: Rules, Safety and Sportsmanship

Duration: 1 Day(s)

Learning Targets

K-The students will understand and follow the rules and safety considerations of game play.

The students will identify court boundaries, scoring, and specific rules needed to play the game.

Topic: Forearm Pass and Set

Duration: 2 Day(s)

Learning Targets

S-The students will perform the forearm pass in a controlled manner so that they can place the ball in an intended location.

The forearm pass should be performed using the following cues:

- Hand position- cupped fist or open hand with one on top of the other; both positions which place the thumbs closed and parallel to each other. Thumbs pointed down.
- Feet should be shoulder width apart with knees bent.
- Ball should contact the forearm and absorb the ball
- Shoulders aligned with direction of where your passing to

S-The students will perform the set so that they can place the ball in an intended location.

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The set is most often used to position a teammate for spiking.
The set should be performed using the following cues:

- Feet shoulder width apart and knees bent
 - Hands should be opened loosely in a webbed formation. Thumbs should face in towards each other so the hands form a triangle window. The setter should be able to see the ball through that window while setting.
 - Hands and legs extend to straight upon contact with the ball.
 - The ball should contact the last 1/2 inch of the finger ends be absorbed and pushed back out.
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Topic: Serve

Duration: 1 Day(s)

Learning Targets

S-The students will be able to serve the ball effectively to the location intended for.

The serve should be performed using the following cues:

- Feet parallel and non-dominant leg steps forward on the serve
 - Ball placement is in the non-dominant hand. The hand is held straight out in front of the body at waist height. Ball is tossed up to the height where you want to high it from. Dominant hand starts in line with the ball and is drawn back in a throwing motion. The hand is higher than the elbow. The elbow leads the motion forward. The ball is contacted with the bottom of the hand with a snap.
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Topic: Game play with Strategy

Duration: 2 Week(s)

Learning Targets

R-The students will utilize teamwork and strategies of the game while playing.

The students will demonstrate understanding of the strategies using proper positioning, anticipating what's going to happen and using teamwork to think of different tactics to improve game play.

They will understand the importance of using the three hits.

The best sequence of hits:

- bump, set, spike
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Unit: Basketball

Duration: 3 Week(s)

Essential Questions

How will working with others on a team help me out in other aspects of my life?

How will daily physical activity improve my health?

What are some benefits of daily physical activity and nutritious diet to your health?

How can you keep myself safe while participating in physical activity?

How can you become involved in physical activity in the community?

What skills and knowledge do you need to effectively participate and enjoy physical activity?

Materials and Resources

Basketballs

Baskets

Topic: Jump Shot

Duration: 1 Day(s)

Learning Targets

S-The students will perform the proper techniques for a jumps shot.

Cues to perform a jump shot:

- Have your body square to the hoop
 - Bend your knees and keep your shoulder width apart
 - Make sure the thumb of your guide hand is pointing to your forehead
 - Jump straight up so you land in the same spot
 - Release the ball right before you reach the top of your jump, forcing the ball up and forward with one hand only.
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Topic: Partner Shooting

Duration: 1 Day(s)

Learning Targets

S- The students will shoot from a variety of locations on the court.

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Topic: Rules, Safety and Sportsmanship

Duration: Ongoing

Learning Targets

K-The student will understand and follow the rules and safety considerations of basketball.

The students will identify the boundaries, scoring and specific rules needed to play the game. The students will exhibit safe behaviors while playing.

Topic: Game Play

Duration: 2 Week(s)

Learning Targets

S- The students will actively engage in 5 on 5 basketball games

Unit: Swim

Duration: 3 Week(s)

Essential Questions

How can you keep yourself and others safe in and around water?

What recreational activities can be done in water?

Which strokes are best for what type of swimming?

Topic: Basic Water Safety

Duration: Ongoing

Description

These are basic skills necessary to help a person be safe in and around water.

Learning Targets

The students will be able to be safe and keep others safe around water.

Topic: Stroke Refinement

Duration: Ongoing

Description

Students will know and understand how to efficiently swim the cardiovascular strokes: front crawl, backstroke and breast stroke and the resting strokes: sidestroke & elementary backstroke.

Learning Targets

Students will be able to safely swim in the water.

Topic: Fitness

Duration: Ongoing

Description

Students will be exposed to a variety of fitness activities from which they choose to participate for their lifetime: Aqua aerobics, Aqua joggers, Fitness circuit, Aerobic swim.

Learning Targets

Students will be able to use swimming as a fitness activity.

Students will be exposed to a variety of fitness activities from which they choose to participate for their lifetime: Aqua aerobics, Aqua joggers, Fitness circuit, Aerobic swim.

The assessment will be 3 intervals of 6 minute swimming with a 1 minute rest between the intervals. It should be evaluated based on continuous effort that the fitness strokes are the primary strokes being used. They should minimize the use of elementary backstroke and sidestroke and should not be resting during the interval part of the swim assessment. Modification should be made for a beginner swimmer to assist them in successfully performing this assessment.

Topic: Water Games

Duration: Ongoing

Description

Students will be exposed to variety of water games from which they can choose to do throughout their life. Games will include: Water polo, Water basketball, Low organized games.

Learning Targets

Students will learn recreational activities that are lifelong.

Unit: Conditioning

Duration: 3 Week(s)

Essential Questions

- How does knowing the 5 components of fitness help a person achieve a higher physical health level?
- How can you tell what your overall level of fitness is?
- How does the FITT principle help you maintain overall health?
- What is the purpose of setting a goal and why is making a lifetime fitness plan helpful for maintaining overall health?
- How can a person safely engage in physical activity for their lifetime?

Topic: Lifetime Fitness Plan

Duration: 0 Day(s)

Description

Students will create a lifetime fitness plan. This plan will be a comprehensive realistic plan that they plan to do to be healthy for their life.

When making a fitness plan you should include the FITT Principle:
Frequency: How often you do your plan? Number of days per week.

Intensity: How hard are you going to work? 60-80% max. heart rate is suggested. Max. heart rate is 220-(your age). Please do the math. For muscle strengthening and endurance must include how heavy a weight.

Time: How long are your workouts? For Cardiovascular, it is suggested to be physically active 60 minutes a day. For muscle strengthening and endurance, if weight training must include reps & sets. For static flexibility it is suggested that you hold stretches 30-60 seconds to improve flexibility. Dynamic flexibility being done at the beginning of each workout.

Type: What type of physical activity are you doing? It should be one of the fitness components:

- Muscular Strength
- Muscular Endurance
- Cardiovascular Endurance
- Flexibility-dynamic for static
- Body Composition
- Agility and Speed

Goal setting- When doing anything in life you need to set a goal of where you want to be or what you want to accomplish. You need to have that picture in your mind and believe that you can get there. Then, just follow your plan (FITT plan) to get there.

Learning Targets

Students will follow the safety rules of the facility and be able to help in an emergency situation.

Topic: Lifetime Fitness Components

Duration: Ongoing

Description

The students will experience a wide variety of activities from the 5 fitness component areas so that they can choose what activities to include in their Lifetime fitness plan.

Students will complete the FitnessGram Test which assesses an individual's fitness level in each of the fitness areas once at the beginning of the fitness unit. The results will help them develop their lifetime fitness plan.

Cardiovascular Fitness: The ability of the circulatory system (heart and blood vessels) to supply oxygen to working muscles during exercise.

Body Composition: The relative percentage of body fat compared to lean body mass (muscle, bone, water, organs)

Flexibility: The range of movement possible at various joints.

Muscular strength: The amount of force that can be produced by a single contraction of a muscle

Muscular endurance: The ability of a muscle group to continue muscle movement over a length of time.

Learning Targets

The students will write a personal fitness plan.

The personal fitness plan explains how they will stay fit for life.

Students will be able to actively participate with others exhibiting sportmanship, cooperation, understanding of team play while finding enjoyment from the activity.

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