

PHYSICAL EDUCATION CURRICULUM GRADES 9-12 Recreational games

North Smithfield School Department

TITLE OF UNIT: Recreational Games

GRADES : 9-12

Recreational: backyard games (spike ball, bocce, ladder golf, baggo)

DATE PRESENTED: _____ **DATE DUE:** _____ **LENGTH OF TIME:** 22 days

OVERVIEW OF UNIT:

This Unit will introduce the activities/sports of Bocce, Ladder Golf, Baggo, and spikeball. Students will be sharpening basic eye-hand coordination by increasing their level of accuracy consistency and control. They will also be working on critical social skills, giving various forms of feedback, listening skills and retention. Students will develop an increased sense of confidence that will focus on life-long leisure/sport activities that they will carry with them for the rest of their lives.

ESSENTIAL QUESTIONS

How are the necessary concepts and skills applied to enhance all dimensions of wellness?

STANDARDS: Physical Education

1.Students will demonstrate competency in many movement forms and proficiency in a few movement forms.

2.Students will apply movement concepts and principles to the learning and development of motor skills.

3.Students will understand the implications of and the benefits derived from involvement in physical activity.

4.Students will apply physical activity-related skills and concepts to maintain a physically active lifestyle and a health-enhancing level of physical fitness.

5.Students will demonstrate responsible personal and social behavior in physical activity settings.

6.Students will understand that internal and external environments influence physical activity.

PHYSICAL EDUCATION STANDARDS: See curriculum for specifics

• Competency in many movements

- Competency 1.1.1 -1.1.2
- **Net:** volleyball, badminton, table tennis, pickle ball, tennis
- Warm-up and cool down 1.1.3
- Proficiency 1.2.1 -1.2.2

• Movement concepts and principles

- Movement competence and proficiency 2.1.1
- Skills, strategies and rules to specific activity/sport 2.1.3
- Critical elements/sport specific skills 2.2.1
- Movement skills, concepts, and principles 2.3.1-2.3.2
- Basic offensive and defensive strategies 2.4.1

• Benefits from physical activity

- Social benefits 3.3.1-3.3.2
- Cognitive benefits 3.4.1-3.4.3

• Physically active life style

- Participates in a wide range of activities and is able to connect how the activity is related to his/her fitness and health 4.5.1

Personal and social behavior

- Appropriate clothing and protective equipment 5.1.1
- Safety considerations 5.1.2
- Behaviors 5.1.3
- Safety protocol 5.1.4 -5.1.5
- Warm-up and cool-down 5.1.6 activities to prevent injuries. 5.1.5
- Rules 5.2.1
- Proper, appropriate, and safe attire 5.2.1
- Communication 5.3.1
- Respect 5.3.2
- Decisions of game officials 5.3.3
- Conflicts in appropriate ways 5.4.1
- Conflict resolution process 5.4.2
- Working cooperatively 5.5.1
- Appropriate 5.6.1
- Prevent injuries 5.6.2
- Opportunities of participation 5.7.1
- Positive and negative verbal communication 5.7.2-5.7.3
- Cooperative and productive group processes 5.8.1
- Common goals 5.8.2

Internal and external environments

Applied Learning Standards:

problem solving communication critical thinking research reflection/ evaluation

ENDURING UNDERSTANDING:

- Understanding there is a correlation between physical activity and achieving team goals when competing or participating in games or other sport activities.
- Knowing and applying offensive and defensive strategies.
- Knowing and applying the concept of teamwork.
- Creating spatial awareness (on and off the ball movement).

PRIOR KNOWLEDGE:

- Offensive and defensive strategies
- Concept of teamwork

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STUDENT OBJECTIVES, SKILLS and/or NEW KNOWLEDGE:

1. Competency in many movements

1.1.1 Understands that **competency** is sufficient ability to safely and knowledgeably participate in an activity; or the ability to perform and apply skills.

1.1.2 Shows competency in many movement forms:

- **Recreational:** backyard games (spike ball, bocce, ladder golf, baggo)
 - **Skills:** throwing, rolling, tossing , striking, accuracy
 - **Rules:** scoring

1.1.3 Applies **warm-up** and **cool-down** principles in a fitness plan:

- warm-up
 - low intensity activity, e.g. walking, jogging
 - dynamic stretching, e.g. walking lunges, high knees (stretching with movement)
 - static stretching, e.g. triceps overhead stretch (stretching with no movement)
- cool-down
 - low intensity activity, e.g. walking, jogging
 - static stretching.

1.2.1 Understands that **proficiency is**

- adequate ability to engage in the activity in a meaningful way.
- active participation in increased complexity of movement forms to safely participate in an activity.
- adequate understanding of the rules of the activity.

1.2.2 Demonstrates **proficiency** (e.g., basic skills) in an

- **Recreational:** backyard games (spike ball, bocce, ladder golf, baggo)
 - **Skills:** throwing, rolling, tossing , striking, accuracy
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2. Movement concepts and principles

2.1.1 Applies activity- specific knowledge to develop movement competence and proficiency.

2.1.3 **Applies skills, strategies and rules to specific activity/sport**

- **Recreational:** backyard games (spike ball, bocce, ladder golf, baggo)
 - **Skills:** throwing, rolling, tossing , striking, accuracy
 - **Rules:** scoring

2.2.1 Identifies and applies critical elements/sport specific skills to enable the development of movement competence or proficiency:

- **Recreational:** backyard games (spike ball, bocce, ladder golf, baggo)
 - e.g. in baggo stepping forward with opposite foot and maintaining a consistent underhand throwing motion

2.3.1 Understands

- **movement skills**, e.g. striking skills - tennis and volleyball serve; similarities and differences.
- **concepts (understanding)**, e.g. transfer of similar concepts from skill to skill; similarities and differences.
- **principles (why)**, e.g. good performance is linked to process ; similarities and differences between activities at a more complex level.

2.3.2 Transfers and use movement skills, concepts and principles in

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the following:

- **Recreational:** backyard games (spike ball, bocce, ladder golf, baggo)
 - e.g. transferring the underhand tossing motion from the release of the bocce ball to a ladder golf ball

3. Benefits from physical activity

3.1.1 Identifies and analyzes the **physical benefits of regular** participation in physical activity (grades 9-10), e.g.

3.1.2 Analyzes, predicts, and evaluates the **physical benefits of** regular participation in physical activity(grades 11-12), e.g.

- **health benefits**
 - improves bone strength
 - improves muscular strength and endurance
 - improves sleep patterns/quality
 - increases energy
 - increases immune system function
 - lowers blood pressure
 - reduces stress
 - strengthens cardio-vascular system
- **disease prevention and health risks**
 - chronic illnesses
 - heart disease
 - high cholesterol
 - hypertension/high blood pressure
 - obesity
 - osteoporosis
 - respiratory diseases
 - stroke
 - Type II diabetes
- **physiological changes**
 - increase muscle mass
 - increases metabolism
 - longevity
 - reduces body fat, controls weight
 - components of fitness target
 - muscular strength
 - muscular endurance
 - flexibility
 - cardio vascular

5. Personal and social behavior

5.1.1 Wears **specific and appropriate clothing and protective equipment** to participate in physical activity. (handbook)

5.1.2 Understands and applies **safety considerations** for all physical education activities:

- proper attire
 - sneakers and socks
 - sweatshirt/sweatpants for outdoor activities (suggested)
- rules of the game
- proper use of equipment

5.1.3 Identifies and avoids **actions or behaviors that endanger others**, e.g.

- **bullying/ cyber bullying**
- **inappropriate physical contact** e.g.
 - tackling in flag football
 - tripping
 - pushing/shoving
- **inappropriate use of equipment** e.g.
 - swinging bats, sticks, rackets, clubs, bow and arrows

5.1.4 Describes **safety protocol** to avoid

- blood-borne pathogens
- transmission of disease
- inhaler usage/breathing emergencies
- dehydration
- hypo/hyperthermia during physical activity

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- inappropriate attire for weather conditions
 - injury.
- 5.1.5 Applies **safety protocol** in all physical activity settings, e.g.
- weight room
 - gymnasium
 - locker room
 - turf fields
 - outdoor facilities
- 5.1.6 Selects and uses appropriate **warm-up and cool-down activities** to prevent injuries.
- Dynamic
 - Static
- 5.2.1 Explains why and how **rules** make participation in physical activity safe, e.g.
- Rules for specific sports, e.g.
 - hockey – no checking
 - flag football – no tackling
 - proper attire and footwear
- 5.2.2 Understands and applies the criteria for **proper, appropriate, and safe attire** for physical activity:
- Athletic shorts of appropriate length (following NSHS Handbook) or sweat pants
 - Jewelry (loose and dangling removed)
 - Sneakers (tied)
 - T-shirts or athletic jersey (following NSHS Handbook)
- 5.3.1 **Communicates** effectively with others to promote respect, tolerance, and conflict resolution in cooperative and competitive activities.
- 5.3.2 Shows **respect** for others in positive and negative game situations.
- 5.3.3 **Accepts all decisions** of game officials, e.g. teachers, students, and coaches (good sportsmanship).
- 5.4.1 Resolves conflicts in appropriate ways such as:
- Proper communication
 - Walking away from a situation
 - Getting help
 - Talking to trusted adults
- 5.4.2 Applies a **conflict resolution process** when confronted with a behavior choice:
- *define the conflict*
 - *agree to solve the problem*
 - *exchange reasons for opinions*
 - *revise opinions*
 - *brainstorm solutions*
 - *determine the best solution.*
- 5.5.1 Comprehends the benefits of **working cooperatively** in a group to achieve one main goal by:
- Demonstrating **positive behavior** in both competitive and cooperative settings.
 - Recognizing **good sportsmanship** from teammates and opponents.
 - Makes **good decision-making** based on the **safety** of self and others.
 - Demonstrates cooperation with peers and others through **verbal and non-verbal behavior** to achieve group goals.
 - Demonstrates tolerance and acceptance in competitive as well as cooperative settings.
- 5.6.1 Applies the appropriate use of the following in all physical activity settings to ensure safety:
- appropriate equipment/clothing
 - field conditions and safety concerns
 - good sportsmanship
 - procedures and protocol
 - proper etiquette
 - rules and regulations

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- 5.6.2 Recognizes how to prevent injuries e.g.
- awareness of potential facility hazards
 - extreme weather conditions
 - hydration awareness
 - importance of warm-ups and cool downs
 - notify if injured
- 5.7.1 Understands that participating in physical activity provides opportunities to interact with a variety of peers and develop existing relationships.
- development and growth, taking control of life)
- 5.7.2 Differentiates between positive and negative verbal and non-verbal communication, e.g.
- body language
 - gestures
 - expressions
 - words
- 5.7.3 Demonstrates positive verbal and non-verbal communication, e.g.
- body language
 - gestures
 - expressions
 - words
- 5.8.1 Identifies and appreciates the key elements of cooperative and productive group processes:
- cooperation/collaboration
 - creativity/thoughtful
 - communication skills
 - active
 - reflective
 - positive risk taking
 - leadership/shared leadership
 - respect
 - trust
 - self-discipline
- 5.8.2 Demonstrates the following to achieve the common goal of the activity or sport:
- communication
 - conflict resolution
 - cooperation
 - etiquette
 - group identity
 - positive interaction
 - rules and procedures
 - roles and relationships
 - safe practices
 - short and long-term goals
 - sportsmanship
 - teamwork
- 6.1.1 Identifies various safe locations that are intended for physical activity, e.g.
- Bike paths – Blackstone Valley
 - Home setting, e.g. Backyard, basement
 - Lakes/beaches/pools/ Reservoir - fishing
 - Nature reserve areas - Audubon, Nature Trail
 - Parks – Pacheco Park, The Meadows
 - Playgrounds
 - Private and public facilities
 - YMCA
 - Wide World of Sports
 - RI Sport Center/146A Ice Rink

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- The Habitat
- Karate
- Recreation Department
 - Tennis courts
 - Outdoor basketball facilities
 - Organized youth sports teams, leagues and clubs
- School grounds - Disc Golf Course, weight room, gymnasium Skate parks
- Turf field/track
- Bowling Alley
- Bryant University
- Roads, sidewalks, and parking lots
- Scouting (boys and girls)
 - www.shapeupri.org (where to go in RI for physical activity, hiking, biking, rock climbing)

6.1.2 Understands what constitutes a safe location for physical activity:

- facilities and equipment are inspected and maintained
- regulations for safe and acceptable conduct are established
- alcohol and other drugs are prohibited
- law enforcement patrols provided
- night lighting may be provided
- safe locations for winter activities
- home play
 - www.healthychildren.org (American Academy of Pediatrics)

6.2.1 Identifies physical activities that can be performed in a variety of settings, e.g.

- **Recreational:** backyard games (spike ball, bocce, ladder golf, baggo, home setting)

ACTIVITIES, PRODUCTS, PERFORMANCE, and ASSESSMENTS: see curriculum introduction

- | | | |
|---------------------------------------|--|------------------------------------|
| ● Activity logs | ● Collaboration - interpersonal | ● Rubrics/checklists |
| ● Anecdotal records skill assessments | ● Graphic organizers | ● Tests and quizzes (pre and post) |
| ● Conferencing | ● Journals | ● Technology |
| ● Exhibits | ● Multiple Intelligences assessments, | ● Think-alouds |
| ● Interviews | e.g. | ● Writing genres |
| ○ Student to student | ○ Role playing - bodily | ○ Arguments/ opinion |
| ○ Teacher to student | kinesthetic | ○ Informative |
| ○ Student to third party | ● Oral presentations | |
| | ● Problem/Performance based/common tasks | |

HIGHER ORDER THINKING SKILLS: Web's Depth of Knowledge 2 – 4 or Bloom's Taxonomy

- | | |
|----------------------------------|-------------------------|
| Web's Depth of Knowledge | Bloom's Taxonomy |
| ● skill/conceptual understanding | ● apply |
| ● strategic reasoning | ● analyze |
| ● extended reasoning | ● synthesize/create |
| | ● evaluate |

ADDITIONAL RESOURCES: see curriculum for specifics

VOCABULARY

- | | | |
|---------------------|-------------------|---|
| ● Bocce ball (jack) | ● Spike ball | ● |
| ● Court | ● Spike ball net | ● |
| ● Baci | ● Pitchers box | ● |
| ● ladder | ● Baggo Board | |
| ● golf ball bolas | ● Baggo bean bags | |

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LESSON PLAN for SMALLER UNITS _____

LESSONS

- **Lesson # 1 Summary:**

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- Lesson #2 Summary:
- Lesson #3 Summary:
- Lesson # 4 Summary

OBJECTIVES for LESSON # _____

- Materials/Resources:**
- Procedures:**
 - **Lead -in**

 - **Step by step**

 - **Closure**
- Instructional strategies:** see curriculum introduction
- Assessments:** see curriculum introduction
 - **Formative**

 - **Summative**