

Englewood Public School District

Physical Education

Grade 10

Unit 4: Wiffleball, Lacrosse, and Cooperative Games

Overview: Students will continue to develop lifetime fitness habits through cooperative games and sports. Team work and sportsmanship will be emphasized as students are expected to work together and communicate to solve problems. Students will improve their coordination and balance as they engage in physical activities that can be played for leisure.

Time Frame: One Marking Period

Enduring Understandings:

Fostering communication skills through partner and group challenges.

Fostering trust skills through partner and group challenges.

Identifying challenges while working with other individuals.

Creating solutions to overcome the present challenges and completing the task at hand.

Wiffleball (baseball) can be a lifetime activity.

Playing wiffleball can be an effective way to increase fitness.

Understanding how indoor/outdoor team games and related activities can effect and benefit the overall health of an individual.

Essential Questions:

What fitness components are necessary to be successful in wiffleball?

What components of fitness does Lacrosse encompass?

What do balance, coordination, and flexibility have to do with the concepts and performance of Lacrosse?

How can Lacrosse increase the fitness level of each individual?

Why is it important to maintain a healthy level of physical fitness?

What are the five components of health related physical fitness?

Why is working cooperatively essential in life?

What are the required skills needed in order to effectively work cooperatively in a group?

How can applying the skills of building communication and trust be used in your own life?

Standards	Topics and Objectives	Activities	Resources	Assessments
<u>Comprehensive Health and Physical Education</u>	Topics Wiffleball		Equipment: <ul style="list-style-type: none">WiffleballWiffleball bat	Formative Assessments: <ul style="list-style-type: none">Teacher observation of participation

2.5.12.A.1

Explain and demonstrate ways to apply movement skills from one game, sport, dance, or recreational activity to another (e.g., striking skills from/to tennis, badminton, ping pong, racquetball).

2.5.12.A.2

Analyze application of force and motion (weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.

2.5.12.B.1

Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies.

2.5.12.C.1

Analyze the role, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance and behavior.

Objectives

Students will know and be able to:

- Fitness warm-up
- Proper throwing technique
- Proper catching technique
- Proper batting technique
- Concepts of base running
- Basic rules and strategies of the game of baseball
- Learn and perform in game play

Students will discuss in small groups why they think it is more or less difficult to hit a homerun in different ballparks. (NJSLS SL 9-10.1)

Students will engage in activities to compare the distances of various parks, thereby determining which park is the most difficult. (A.CED-1)(A.CED-4)

Wiffle Ball Activities, Tripod:

- Two Ball
- Two Ball Alternative
- Two Base
- Wall Ball
- Nellie Ball

Wiffle Ball, Kentucky Continuous Instructional Improvement Technology System

Wiffleball, TeAchnology:

- Throwing Overhand
- Underhand Pitching
- Catching
- Hitting

Wiffle Ball Lesson Plan, Chapter 2, Lesson 31, John Hamilton, Study.com

• Bases

Math of Homeruns:
<http://mathalicious.com/lessons/out-of-left-field>

Wiffle Ball Activities, Tripod,
<http://igreen.tripod.com/gerpe/id12.html>

Wiffle Ball, Kentucky Continuous Instructional Improvement Technology System,
<http://www3.wayne.kyschools.us/userfiles/237/Classess/11764/WiffleBallWeek6.pdf>.

Wiffleball, TeAchnology,
http://www.teach-nology.com/lessons/lsn_pln_view_lessons.php?action=view&cat_id=7&lsn_id=28225

Wiffle Ball Lesson Plan, Chapter 2, Lesson 31, John Hamilton, Study.com
<http://study.com/academy/lesson/whiffle-ball-lesson-plan.html>

Wiffle Ball, Coach Lewis PE, Iroquois High School,
<http://coachlewispe.weebly.com/2-lesson-plan.html>

• Written tests

Summative Assessments:

Softball/Wiffle Ball Rubric, Ashtabula Area City Schools,
<http://www.aacs.net/employees.cfm?subpage=1224920>

Badminton Rubric, Ashtabula Area City Schools,
<http://www.aacs.net/employees.cfm?subpage=1224920>

Wiffle Ball Skill Assessment, iRubric,
<https://www.rcampus.com/rubricshowc.cfm?sp=true&code=DX78578&>

Benchmark Assessments:

Common Formative Assessments

Alternative Assessments:

- Self-assessment
- Peer assessment

2.5.12.C.2
Develop rule changes to existing games, sports, and activities that enhance safety and enjoyment.

Wiffle Ball, Coach Lewis PE, Iroquois High School

Sport Science: Wicked Wiffle, Youtube

Indoor Wiffle Ball, Classroom, Bruce Pohlmann

Students will complete a Google Form survey reflecting on what they learned about math and homeruns. (NJSLs W.9-10.1)

Sport Science: Wicked Wiffle, Youtube,
<https://youtu.be/bYdR5kMzqJo>

Indoor Wiffle Ball, Classroom, Bruce Pohlmann,
<http://classroom.synonym.com/junior-high-physical-education-games-6159454.html>

Teacher Resource:

Wiffle Ball Lesson Plan, Coach Lewis PE, Youtube,
<https://youtu.be/vgG36BzPsuw>

Wiffle Ball Unit Notes, Anthem School,
<https://www.dvusd.org/Page/13036>

108 Stitches, The Physics of Baseball, A Teacher's Utilization Guide,
www.westernreservepublicmedia.org/baseball/images/baseball.pdf

Comprehensive Health and Physical Education

2.5.12.A.1
Explain and demonstrate ways to

Topics		Equipment:	Formative Assessments:
Lacrosse		<ul style="list-style-type: none"> • Lacrosse sticks • Balls • Cones • Goals 	<ul style="list-style-type: none"> • Teacher assessment-visual • Teacher assessment-verbal • Teacher observation of participation
Objectives	Students will watch clips from the film Crooked Arrows about Native	Crooked Arrows film:	

apply movement skills from one game, sport, dance, or recreational activity to another (e.g., striking skills from/to tennis, badminton, ping pong, racquetball).

2.5.12.A.2

Analyze application of force and motion (weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.

2.5.12.B.1

Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies.

2.5.12.B.2

Apply a variety of mental strategies to improve performance.

2.5.12.B.3

Analyze factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness.

2.5.12.C.1

Students will know and be able to:

- Demonstrate proper upright and front cradle standing with and without a lacrosse ball.
- Demonstrate correct carry and cradle around multiple cones in a zigzag manner.
- Understand the difference between cradling and carrying, as well as when the proper time is to use each.
- Participate in all carrying and cradling activities, as well as show sportsmanship during game play.

Americans invention of the game of lacrosse.**(6.1.12.D.1a)**

Students will discuss in small groups the role of Native Americans today in the game of lacrosse.**(NJSLs SL 9-10.1) (6.1.12.D.1a)**

Lacrosse Unit Plan, Veronica Rhea, Rowan University Department of Health and Exercise Science, NJ

Lacrosse Unit Plan, Dr. Cummiskey, Department of Kinesiology:

- Pass and Catch
- Maintaining Possession: Scooping & Cradling
- Offensive Strategy
- Shots on Goal & Goal Keeping
- Defensive Strategy

Primary and High School Lacrosse Lessons, Lacrosse SA:

- The Basics
- Ground Balls & Shooting
- Defense
- Intercepting & Blocking

<https://www.imdb.com/title/tt1954352/>

Lacrosse Unit Plan, Veronica Rhea, Rowan University Department of Health and Exercise Science, NJ, <http://users.rowan.edu/~rheav80/unit%20plan%20lacrosse.doc>.

Lacrosse Unit Plan, Dr. Cummiskey, Department of Kinesiology, <http://thenewpe.com/invasion/Lacrosse%20LPs%20303.doc>.

Primary and High School Lacrosse Lessons, Lacrosse SA, http://websites.sportstg.com/assoc_page.cgi?c=7-2638-0-0-0&sID=215284

Lacrosse Unit of Study, Fewell PE and Health, <https://fewellpeandhealth.weebly.com/uploads/1/5/3/5/1535991/lacrosse.pdf>

Physical Education Lacrosse, US Lacrosse, <https://www.uslacrosse.org/programs-grants/physical-education-lacrosse>

- Teacher observation of skills performance
- Written/skills tests/quizzes
- Projects/class assignments
- DMHS grading rubric

Summative Assessments: Lacrosse Rubric, Irvington High School, Fremont, CA, <https://www.fremont.k12.ca.us/Page/16623>

Lax Skill Rubric, Stafford County Public Schools, VA, <https://www.staffordschools.net/site/handlers/filedownload.ashx?moduleinstanceid=23005&dataid=38660&FileName=2017%20Lax%20Skill%20Rubric.pdf>.

Lacrosse Unit Assessments, North Plainfield, NJ, <https://www.nplainfield.org/cms/lib/NJ01000402/.../756/Rubric-%20Lacrosse.docx>

Lacrosse Rubric, Lancaster School District, NY, <http://www.lancasterschools.org/>

Analyze the role, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance and behavior.

2.5.12.C.2

Develop rule changes to existing games, sports, and activities that enhance safety and enjoyment.

Lacrosse Unit of Study,
Fewell PE and Health:

- Ready Stance
- Throwing and Catching
- Speedball
- Push-up Ball Fury
- Fitness Circuit
- Shooting & Goaltending
- Juggling
- Team Run
- Team Marathon
- Regulation Game

Physical Education
Lacrosse, US Lacrosse

Player Demo: Catching, US
Lacrosse, Video Library
Series:

- Catching
- Ground Balls: Partner Bridge Drill
- Ground Balls: Indoor Ground Ball
- Games: Pickup Your Room
- Games: Obstacle Course

PE Lacrosse Lesson Plan,
Max Hill

Toss Across Lacrosse, PE
Central

Lacrosse Unit Plan,
Sweetwater PE

- Cradling

Player Demo: Catching, US
Lacrosse, Video Library
Series,
<https://youtu.be/4-sjK4CXZcg>

PE Lacrosse Lesson Plan,
Max Hill, Youtube,
<https://youtu.be/8WolnuPNzXY>

Toss Across Lacrosse, PE
Central,
<http://www.pecentral.org/lessons/ideas/ViewLesson.asp?ID=7551#.WhQ9qFVryX0>

Lacrosse Unit Plan,
Sweetwater PE,
www.sweetwaterpe.org/uploads/1/1/4/6/1146254/hhs_lacrosse_unit_plan.docx

Teacher Resources:

Lacrosse PowerPoint,
Irvington High School,
Freemont, CA,
<https://www.fremont.k12.ca.us/Page/16623>

Lacrosse 101, SPARK,
<http://www.sparkpe.org/blog/lacrosse-101/>

Additional Websites:

- www.pecentral.org
- www.pelinks4u.org
- www.educationworld.com

ls.org/cms/lib/NY19000266/Centricity/Domain/212/Rubrics%20Only%20-%20Lacrosse.pdf.

Alternative Assessments:

- Self-assessment
- Peer assessment

- Overarm Throw and Catch
- Moving to Pass
- Checking and Keep Away
- Mini Game
- Tournament Plan
- www.teachers.net
- www.lesson-plans.theteacherscorner.net/pe
- www.lessonplanet.com

Comprehensive Health and Physical Education

2.5.12.A.1

Explain and demonstrate ways to apply movement skills from one game, sport, dance, or recreational activity to another (e.g., striking skills from/to tennis, badminton, ping pong, racquetball).

2.5.12.A.2

Analyze application of force and motion (weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.

2.5.12.B.1

Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies.

Topics		Equipment:	Formative Assessments:
Cooperative Games		<ul style="list-style-type: none"> • Hula hoops • Spider Web • Mats • Cones • Jump Ropes • Blind Folds • Cooperative walking ski's • Scooters • Polly Spots • Bean Bags • Beach Ball • Blankets 	<ul style="list-style-type: none"> • Teacher Assessment-visual • Teacher Assessment-verbal • Teacher observation of participation • Teacher observation of skills performance • Written test/quiz • Projects/class assignments • DMHS grading rubric
Objectives	Students will describe the schools' programs and policies to prevent bullying. Students will brainstorm additional ways that they can prevent bullying. (NJSLS SL 9.10.1)		
Students will know and be able to:			
<ul style="list-style-type: none"> • Become aware of and apply essential communication skills while working in pairs and in groups. • Become aware of and apply essential trust skills while working in pairs and in groups. • Work in teams to problem solve and overcome a variety of challenges. • Demonstrate an understanding of movement concepts and the use of motor skills • Effectively move safely through space while actively participating • Demonstrate responsible personal and social behavior 	<p>Survivor Houton, PE Central</p> <p>Giant Puzzle, PE Central</p> <p>Cooperative Handball, PE Central</p> <p>Cooperative Games Clipboard, PHE Canada</p> <p>Cooperation Games, Trust Games, Initiative Activities</p> <p>Students will research what it means to be an "upstander". (NJSLS W.9-10.7)</p>	<p>Websites:</p> <ul style="list-style-type: none"> • www.pecentral.org • www.pelinks4u.org • www.educationworld.com • www.teachers.net • www.lesson-plans.theteacherscorner.net/pe • www.lessonplanet.com <p>Indoor-Outdoor Team Games Equipment:</p> <ul style="list-style-type: none"> • Kickballs • Soccer balls(Indoor/Outdoor) 	<p>Summative Assessments:</p> <p>Cooperative Games Assessment, Ms. Gray, https://sites.google.com/a/sau41.org/ms-gray/fitness/cooperative-games-assessment</p> <p>Cooperative Games – Lead Your Own Activity, HFLC School District, Honeoye Falls- Lima Central School District, http://www.hflcsd.org/webpages/mmccginnis/index.cfm?subpage=813603</p>

2.5.12.B.2

Apply a variety of mental strategies to improve performance.

2.5.12.B.3

Analyze factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness.

2.5.12.C.1

Analyze the role, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance and behavior.

2.5.12.C.2

Develop rule changes to existing games, sports, and activities that enhance safety and enjoyment.

- Demonstrate the ability to use effective interpersonal skills
- Demonstrate the ability to use decision making skills of appropriate goal setting, risk-taking, and problem solving
- Understand that challenge, enjoyment, creativity, self-expression and social interaction are important, life-enhancing experiences and are found in recreational activities
- Demonstrate an understanding and respect for differences
- Play hard, Play safe, Play fun

Students will create posters describing how students can be “upstanders.” (NJSLs W.9-10.10)

- Footballs (Indoor/Outdoor)
- Gator balls
- Wiffle balls
- Wiffle ball bats
- Racquets
- Pinnies
- Cones

Survivor Houton, PE Central, <http://www.pecentral.org/lessonsideas/ViewLesson.asp?ID=10301#.WjQMUEtG1Bw>

Giant Puzzle, PE Central, <http://www.pecentral.org/lessonsideas/ViewLesson.asp?ID=769#.WjQMqEtG1Bw>

Cooperative Handball, PE Central, <http://www.pecentral.org/lessonsideas/ViewLesson.asp?ID=773#.WjQMMyEtG1Bw>

Cooperative Games Clipboard, PHE Canada http://webcache.googleusercontent.com/search?q=cache:tLavS9J4GrQJ:www.phecanada.ca/sites/default/files/cooperative_games.pdf+&cd=10&hl=en&ct=clnk&gl=us

Cooperation Games, Trust Games, Initiative Activities, http://www.michigan.gov/documents/mdch/Team_Work_Pr

Game Play Peer Rating Assessment, PE Central, <http://www.pecentral.org/lessonsideas/ViewLesson.asp?ID=12052#.WjQMbktG1Bw>

Alternative Assessments:

- Self-assessment
- Peer assessment

Key Vocabulary:

- **Cooperation** – the process of working together to the same end
- **Communication** – the imparting or exchanging of information or news
- **Problem Solving** – the process of finding solutions to difficult or complex issues
- **Trust** – firm belief in the reliability, truth, ability, or strength of someone or something
- **Challenge** – a task or situation that tests someone's abilities
- **Solutions** – a means of solving a problem or dealing with a difficult situation
- **Team Building** – the action or process of causing a group of people to work together effectively as a team, especially by means of activities and events designed to increase motivation and promote cooperation
- **Interpersonal Skills** – skills used by a person to interact with others properly
- **Decision making skills** – the cognitive process resulting in the selection of a belief or a course of action among several alternative possibilities
- **Goal setting** – the process of identifying something that you want to accomplish and establishing measurable **goals** and timeframes to that end
- **Risk-taking** – willing to take risky action in the hope of a desired result

Lacrosse

- **Cradle** – the active caring of the ball in the stick, done by turning the wrist back and forth
- **Placement** – the act of keeping the ball in the ideal spot of the stick's net
- **Toss** – the act of gently throwing the ball to another player, as in a passing motion
- **Defense** – the positions on a team tasked with retrieving the ball from the opposing team and preventing their scoring
- **Offense** – the positions on a team tasked with obtaining and scoring the ball
- **Scoops** – the act of using one's stick to "scoop" under a ground ball to pick it up.

Integration of 21st Century Standards:

9.2.12.C.1 Review career goals and determine steps necessary for attainment.

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this curriculum.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/ This particular unit has limited language barriers due to the physical nature of the curriculum.

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the requirements. This will include allowing more opportunities to demonstrate creativity.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> • Peer buddies for math problems • Speak and display terminology and movement • Relate to sports in students home country if new-comer • Videos should include closed captions in student’s native language (as appropriate) • Teacher modeling • Peer modeling • Label classroom materials • Word walls 	<ul style="list-style-type: none"> • Peer buddies for math problems • Simplify math problems • Provide prompts and reminders • Break tasks into manageable chunks • Utilize modifications & accommodations delineated in the student’s IEP • Change movement requirements • Focus on student’s attempts instead of precise form • Work with paraprofessional • Use multi-sensory teaching approaches. Textured balls, and other props provide helpful visual, auditory, and tactile reinforcement 	<ul style="list-style-type: none"> • Review behavior expectations and make adjustments as needed. • Provide analogies (this is like...) • Using visual demonstrations, illustrations, and models • Give directions/instructions verbally and in simple written format. • Peer Support • Reminders can be provided • Increase one on one time • Teachers may modify instructions by modeling what the student is expected to do 	<ul style="list-style-type: none"> • Students can present their posters about bullying to another class • Students can prepare questions for students that have been bullied • Inquiry-based instruction • Higher order thinking skills • Adjusting the pace of lessons • Interest based content (other sports) • Real world scenarios • Student Driven Instruction

	<p>of ideas.</p> <ul style="list-style-type: none"> • Work with a partner • Provide concrete examples and relate all new movements to previously learned moves (practice kicking into the air first). • Solidify and refine concepts through repetition. 		
--	---	--	--

Interdisciplinary Connections:

Math

A.CED.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.*

A.CED.4. Solve quadratic equations in one variable.

ELA - NJSLS/ELA:

NJSLS W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

NJSLS W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single

NJSLS SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

Social Studies:

6.1.12.D.1.a Assess the impact of the interactions and conflicts between native groups and North American settlers.

Integration of Technology Standards NJSLS 8:

8.1.12.C.1 Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

8.2.12.E.1 Demonstrate an understanding of the problem-solving capacity of computers in our world.

8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.

8.1.12.D.4 Research and understand the positive and negative impact of one's digital footprint.

Career Ready Practices:

CRP2. Apply appropriate academic and technical skills

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.