

Englewood Public School District

Physical Education

Grade 9

Unit 4: Wiffleball, Lacrosse, and Cooperative Games

Overview: Students will develop lifetime fitness habits as they engage in recreational sports and games. They will continue to develop their coordination and balance while demonstrating team work. Students must communicate and cooperative with peers while they continue to develop their physical skills.

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> 2.5.12.A.1	Topics		Equipment:	Benchmark Assessment:
	Wiffleball Objectives	Students will view a letter from President Roosevelt allowing professional baseball to continue during WW II. (RH 9-	<ul style="list-style-type: none"> Wiffleb all Wiffleb all bat 	<ul style="list-style-type: none"> Common Formative Assessment

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.

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

10.1)(RH 9-10.2)(RH 9-10.3)(6.1.12.D.10b)

Students will discuss why sports were important for people in the context of the war. (NJSL SL 9-10.1)

Wiffleball, TeAchnology:

- Throwing Overhand
- Underhand Pitching
- Catching
- Hitting

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

Wiffle Ball, Coach Lewis PE, Iroquois High School

Sport Science: Wicked Wiffle, Youtube

Indoor Wiffle Ball, Classroom, Bruce Pohlmann

Students will write a reflection about how they might feel if they lived in the time of WWII. Would they agree with the President? Why or why not? (NJSL W.9-10.10)

- Bases

Letter from President Roosevelt:
http://www.baseball-almanac.com/prz_lfr.shtml

Wiffleball, TeAchnology,
http://www.teach-nology.com/lessons/lsn_pln_view_lessons.php?action=view&catid=7&lsnid=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>

Formative Assessment:

- Prior knowledge assessment
- Self-assessment
- Peer assessment
- Teacher assessment-visual
- Teacher assessment-verbal
- Teacher observation of participation
- Teacher observation of skills performance
- Written and skills tests/quizzes
- Projects/class assignments

Summative:

- DMHS grading rubrics

Alternative:

- Projects/class assignments

<https://www.youtube.com/watch?v=69Ap8WsenXc>
Written tests

Softball/Wiffle Ball Rubric, Ashtabula Area City Schools,
<http://www.aacs.net/empl>

2.5.12.C.2

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

[/2-lesson-plan.html](#)

[oyees.cfm?subpage=1224920](#)

Sport Science:
Wicked Wiffle,
Youtube,
[https://youtu.be/bYdR5kMzqJo](#)

Alternative Assessment:

- Self-assessment
- Peer assessment
- Teacher observation of participation

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](#)

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,

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

Topics	Objectives	Equipment:	Benchmark Assessment:
Lacrosse	Students will discuss in small groups the similarities of lacrosse to other sports. Students will create a poster demonstrating those similarities (rule, etc.). (NJSL SL9-10.1)	<ul style="list-style-type: none"> • Lacrosse sticks • Balls • Cones • Goals 	<ul style="list-style-type: none"> • Common Formative Assessment
	Students will know and be able to:	Lacrosse Unit of Study, Fewell PE and Health:	Formative Assessment:
	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Ready Stance • Throwing and Catching • Speedball • Push-up Ball Fury • Fitness Circuit • Shooting & Goaltending • Juggling • Team Run • Team Marathon • Regulation Game 	<ul style="list-style-type: none"> • Prior knowledge assessment • Self-assessment • Peer assessment • Teacher assessment-visual • Teacher assessment-verbal • Teacher observation of participation • Teacher observation of skills performance • Written and skills tests/quizzes • Projects/class assignments
		Physical Education Lacrosse, US Lacrosse Player Demo: Catching, US Lacrosse, Video Library Series: <ul style="list-style-type: none"> • Catching 	Summative:

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

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.

- Ground Balls: Parnter 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
- Overarm Throw and Catch
- Moving to Pass
- Checking and Keep Away
- Mini Game
- Tournament Plan

Students will search online for images of the origins of lacrosse. Students will discuss the contribution of Native Americans for bringing this sport to America. (6.1.12.D.1a)(NJSL SL 9-10.1)(RH 9-10.1)(RH 9-10.2)

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/ViewLesson.asp?ID=7551#.WhQ9qFVryX0>

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

Additional Websites:

- www.pecentral.org

- DMHS grading rubrics

Alternative:

- Projects/class assignments

<https://www.youtube.com/watch?v=69Ap8WsenXc>
Written tests

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

Alternative Assessment:

- Self-assessment
- Peer assessment
- Teacher observation of participation

- www.pelinks4u.org
- www.educationworld.com
- 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,

Topics		Equipment:	
Cooperative Games	Students will gather information from various sources about bullying (watch documentary clips, read fist hand accounts).(NJSLS W.9-10.7)(RH 9-10.6)	<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 skills performance • Written test/quiz • Projects/class assignments • DMHS grading rubric
Objectives			
<ul style="list-style-type: none"> • Become aware of and apply essential communication skills while working in pairs and in groups. 	Students will discuss in small groups the impact of bullying on students lives.		
<ul style="list-style-type: none"> • Become aware of and apply essential trust skills while working in pairs and in groups. 	Survivor Houton, PE Central		
<ul style="list-style-type: none"> • Work in teams to problem solve and overcome a variety of challenges. 	Giant Puzzle, PE Central		
<ul style="list-style-type: none"> • Demonstrate an understanding of 	Cooperative Handball, PE Central		
	Cooperative Games Clipboard, PHE Canada		
		The Bully Project: http://www.thebullyproject.com/about_film	Alternative Assessment: <ul style="list-style-type: none"> • Self-assessment • Peer assessment • Teacher observation of participation

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

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,

movement concepts and the use of motor skills

- Effectively move safely through space while actively participating
- Demonstrate responsible personal and social behavior
- 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

Cooperation Games, Trust Games, Initiative Activities

Students will create an online social media campaign to prevent bullying in their school.(NJSLS W 9-10.6)

Websites:

- www.pecentral.org
- www.pelink4u.org
- www.educationworld.com
- www.teachers.net
- www.lesson-plans.theteacherscorner.net/pe
- www.lessonplanet.com

Indoor-Outdoor Team Games

Equipment:

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

and activities that enhance safety and enjoyment.

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

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

Cooperative
Handball, PE
Central,
<http://www.pecentral.org/lessons/ViewLesson.asp?ID=773#.WjQMyEtG1Bw>

Cooperative
Games
Clipboard, PHE
Canada
<http://webcache.googleusercontent.com/search?q=cache:tLavS9J4GrQJ:www.pecanada.ca/sites/default/files/c>

[operative_games.pdf+&cd=10&hl=en&ct=clnk&gl=us](#)

Cooperation
Games, Trust
Games,
Initiative
Activities,
[http://www.michigan.gov/documents/mdch/Team_Work_Problem_Solving_Games_4562537.doc](#).

Websites:

- [www.pecentral.org](#)
- [www.pelinks4u.org](#)
- [www.educationworld.com](#)
- [www.teachers.net](#)
- [www.lesson-plans.theteacherscorner.net/pe](#)
[www.lessonplanet.com](#)

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"> • Videos should include closed captions in student's native language (as appropriate) • Relate to sports in students home country if new-comer • Videos should include closed captions in student's native language (as appropriate) • Speak and display terminology and movement • Teacher modeling • Peer modeling • Label classroom materials • Word walls 	<ul style="list-style-type: none"> • Provide images (instead of independent research) • Utilize modifications & accommodations delineated in the student's IEP • Change movement requirements • Focus on student's attempts instead of precise form • Work with paraprofessional • Provide prompts and reminders • Break tasks into manageable chunks • Use multi-sensory teaching approaches. Textured balls, and other props provide helpful visual, auditory, and tactile reinforcement of ideas. • 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. 	<ul style="list-style-type: none"> • 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 • Review behavior expectations and make adjustments as needed. • Provide analogies (this is like...) 	<ul style="list-style-type: none"> • Students can create an online presentation about Native Americans invention of lacrosse • Students can share their presentation to younger grades • Inquiry-based instruction • Higher order thinking skills • Adjusting the pace of lessons • Interest based content (other sports) • Real world scenarios • Student Driven Instruction
Interdisciplinary Connections:			

ELA - NJSL/ELA:

RH.9-10.1. Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.9-10.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.9-10.3. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.

RH.9-10.6. Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

NJSLS W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

NJSLS W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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.10.b Compare and contrast the leadership abilities of Franklin Delano Roosevelt and those of past and recent presidents.

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 NJSL 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.