

Englewood Public School District

Physical Education

Grade 11

Unit 4: Wiffleball, Lacrosse, and Cooperative Games

Overview: Lifetime fitness habits will be encouraged as students play recreational sports, such as wiffle ball and lacrosse. Cooperative games that encourage team work and sportsmanship will also be emphasized as students are expected to communicate to solve problems during trust building activities. Students will continue to develop 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> 2.5.12.A.1	Topics Wiffleball	Students will research a professional baseball field	Equipment: <ul style="list-style-type: none"> • Wiffleball • Wiffleball bat • Bases 	Benchmark 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.

2.5.12.C.2

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

and will work in groups to create a virtual tour of their field including facts and history. (NJSLS W.11-12.6)(NJSLS W11-12.7)

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

Wiffle Ball, Coach Lewis PE, Iroquois High School

Sport Science: Wicked Wiffle, Youtube

Indoor Wiffle Ball, Classroom, Bruce Pohlmann

Famous Ballparks:

<https://www.ballparksofbaseball.com/>

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>

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

- Common Formative Assessment

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

Softball/Wiffle Ball Rubric, Ashtabula Area City Schools,

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

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,

		<p>Indoor Wiffle Ball, Classroom, Bruce Pohlmann, http://classroom.synonym.com/junior-high-physical-education-games-6159454.html</p> <p>Teacher Resource:</p> <p>Wiffle Ball Lesson Plan, Coach Lewis PE, Youtube, https://youtu.be/vgG36BzPsw</p> <p>Wiffle Ball Unit Notes, Anthem School, https://www.dvusd.org/Page/13036</p> <p>108 Stitches, The Physics of Baseball, A Teacher's Utilization Guide, www.westernreservepublicmedia.org/baseball/images/baseball.pdf</p>	<p>http://www.aacs.net/employees.cfm?subpage=1224920</p> <p>Badminton Rubric, Ashtabula Area City Schools, http://www.aacs.net/employees.cfm?subpage=1224920</p> <p>Wiffle Ball Skill Assessment, iRubric, https://www.rcampus.com/rubricshowc.cfm?sp=true&code=DX78578&</p>
Topics	Objectives	Equipment:	Benchmark Assessment:
Lacrosse	<p>Students will read an article about how video gamers need exercise and create a Twitter summary in 280 characters. (NJSL RI 11-12.2)</p> <p>Students will share their opinion in small groups, citing from the article and</p>	<ul style="list-style-type: none"> • Lacrosse sticks • Balls • Cones • Goals <p>Video games vs. exercise: https://newsela.com/read/video-games-exercise/id/25020/ Lacrosse Unit Plan, Veronica Rhea, Rowan University Department of Health and</p>	<ul style="list-style-type: none"> • Common Formative Assessment <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Prior knowledge assessment • Self-assessment • Peer assessment
	<p>Students will know and be able to:</p> <ul style="list-style-type: none"> • Demonstrate proper upright and front cradle standing with and without a lacrosse ball. 		

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

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

- 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.

personal experience.
(NJSLS RI 11-12.1)(NJSLS SL 11-12.1)

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

Lacrosse Unit of Study, Fewell PE and Health:

- Ready Stance
- Throwing and Catching
- Speedball
- Push-up Ball Fury
- Fitness Circuit
- Shooting & Goaltending

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/ssoc_page.cgi?c=7-2638-0-0&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>

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

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

- 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

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

Lax Skill Rubric, Stafford County Public Schools, VA,

performance and behavior.

2.5.12.C.2

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

- Juggling
- Team Run
- Team Marathon
- Regulation Game

Physical Education
Lacrosse, US Lacrosse

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

- Catching
- 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

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
- www.teachers.net
- www.lesson-plans.theteacherscorner.net/pe
- www.lessonplanet.com

<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/cms/lib/NY19000266/Centricity/Domain/212/Rubrics%20Only%20-%20Lacrosse.pdf>.

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.

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

Topics		Equipment:	Benchmark Assessment:
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">• Common Formative Assessment
Objectives			Formative Assessment:
Students will know and be able to:		Students will watch a clip of the reality show Survivor. Students will write a response stating why cooperation is so important for tribes to be successful. (NJSLS W.11-12.10)	<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
<ul style="list-style-type: none">• Facilitate the learning of the rules, playing regulations, and boundaries in the sport of basketball.		Survivor Houton, PE Central	
<ul style="list-style-type: none">• Understand the different player positions on the court (ex. point guard, shooting guard, forward).		Giant Puzzle, PE Central	
<ul style="list-style-type: none">• Dribble a basketball correctly using both hands in a stationary position as well as while moving across the court with proper head and body position.		Cooperative Handball, PE Central	
<ul style="list-style-type: none">• Demonstrate the three types of passes used in basketball (ex. chest, bounce, overhead passes).		Cooperative Games Clipboard, PHE Canada	
<ul style="list-style-type: none">• Use proper form shooting from a stationary position.		Cooperation Games, Trust Games, Initiative Activities	Summative: <ul style="list-style-type: none">• DMHS grading rubrics
<ul style="list-style-type: none">• Demonstrate the understanding of the three basic shots in basketball (lay-up, foul shot, and jump shot).		Students will create a new cooperative game with their peers. They will present the rules of the game and then the whole class will vote on which game to play. (NJSLS W.11-12.6)	
		Websites: <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	Alternative: <ul style="list-style-type: none">• Projects/class assignments
		Indoor-Outdoor Team Games Equipment: <ul style="list-style-type: none">• Kickballs• Soccer balls(Indoor/Outdoor)• Footballs (Indoor/Outdoor)• Gator balls• Wiffle balls	

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 proper defensive stance and position used in a variety of defenses.
- 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
- 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

- Wiffle ball bats
- Racquets
- Pinnies
- Cones

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

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

Cooperative Handball, PE Central,
<http://www.pecentral.org/lessonideas/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_Problem_Solving_Games_456253_7.doc.

Cooperative Games Assessment, Ms. Gray,
<https://sites.google.com/a/sau41.org/ms-gray/fitness/cooperative-games-assessment>

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>

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

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

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"> • Provide support for technology use • 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"> • Utilize modifications & accommodations delineated in the student’s IEP • Peer support for technology use • 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 	<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"> • Choice boards • Students can plan out a trip to their chosen ballpark, including costs • Inquiry-based instruction • Higher order thinking skills • Adjusting the pace of lessons • Interest based content (other sports) • Real world scenarios • Student Driven Instruction

	of ideas. <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. 		
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Interdisciplinary Connections:

ELA - NJSLS/ELA:

RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.

W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W.11-12.7. 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.

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on *grades 11–12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

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.

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.

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.