

Englewood Public School District

Physical Education

Grade 7

Unit 4: Speedball, Ultimate Frisbee, and Softball

Overview: Physical fitness and motor skills will be emphasized through games and sports, such as speedball, ultimate frisbee and softball. Team work will be emphasized as students learn to cooperate and communicate with their peers. Coordination and body awareness are also engaged as students develop lifelong fitness habits.

Time Frame: One Marking Period

Enduring Understandings:

Understanding how critical aerobic exercise is to the overall health of an individual.

Body awareness and coordination are necessary components of a well-grounded individual.

Cooperation within a team/group is necessary for success in all areas.

Students will learn how to incorporate team strategy and cooperation into real life situations and also learn why it is considered a lifelong recreational sport.

Students learn the basic skills and rules of the game of softball and how to apply it into a lifelong recreational activity.

Essential Questions:

What components of fitness does speedball encompass?

How does team handball increase the fitness level of each individual?

How does working on a team help improve cooperation skills?

What components of fitness does Ultimate Frisbee encompass?

How does team handball increase the fitness level of each individual?

How does working on a team help improve cooperation skills?

What are the basic skills and rules for the game of softball?

Comprehensive Health and Physical Education

2.5.8.A.1

Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).

2.5.8.A.2

Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.

2.5.8.A.4

Detect, analyze, and correct errors and apply to refine movement skills.

2.5.8.B.1

Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.

2.5.8.C.1

Assess player behavior for evidence of sportsmanship in individual, small group, and team activities.

2.5.8.C.2

Topics

Speedball

Objectives

Students will know and be able to:

- Explain the safety rules of each activity
- Effectively move safely through space while actively participating. This will benefit their development of spatial awareness.
- Demonstrate an understanding of movement concepts and the use of motor skills.
- Demonstrate the ability to use effective interpersonal skills
- To learn and practice good sportsmanship and teamwork
- To acquire self-discipline, self-control, and self-confidence
- Demonstrate an understanding and respect for themselves, each other, equipment, and the rules of the game.
- Demonstrate proper technique when dribbling a soccer ball.
- Demonstrate proper technique when passing a soccer ball.

Students will read an article about the profession of personal training. Students will work in groups to discuss the pros and cons of the job including hours and salary. **(SL.7.1)(RST 6-8.2)**

- Cardio Warm up and Flexibility
- Safety rules, equipment and precautions
- Dribbling drills
- Passing drills
- Trapping drills
- Heading drills
- Converting from ground to air drills
- Throw-in drills
- Defending
- Small group activities
- Small sided games (3v3, 4v4 etc)
- Class v. Class games

PE Central, Tap Ball

Students will solve real life math problems using information about purchasing sports equipment. **(7.EE.B.4).**

Equipment:

- Hockey nets
- Gator skin ball/indoor soccer ball
- Scoreboard
- Pinnies

Professional Trainer Job:
<https://newsela.com/read/dream-job-personal-trainer/id/23220/>

PE Central, Tap Ball,
<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=8561#.Wgxso0dryX0>

Speedball Screencast, Kristen O'Barr,
<https://youtu.be/e2LThvH7Ebc>

Teacher Resources:

Speedball: Beginning Lesson, Connie Lavergne
<https://youtu.be/Q2u5qc5e14s>

How to Play Speedball, Jason Juteau,
<https://youtu.be/ZmfkiVkfzQ>

Speedball, Ignite Sports,
<https://youtu.be/bljj3EmTO8w>

Solve Real World Math Problems:
<https://www.illustrativemathematics.org/content-standards/7/EE/B/4/tasks/986>

Formative:

- Teacher-Student Observations
- Level of skills and improvement through play
- Students' knowledge of rules through play

Summative: Peer Assessment

- <https://www.jmu.edu/kinesiology/hpainstitute/documents/2013/Speedball%20passing%20assessment.pdf>
- Speedball Skills Rubric
<https://www.rcampus.com/rubricshowc.cfm?code=BCW68C&sp=true>

Alternate Assessment: Observation of cooperation

Self-Assessment

Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.

- Demonstrate proper technique when chipping a soccer ball.
- Demonstrate proper technique when trapping a soccer ball.
- Demonstrate proper technique when shooting a soccer ball.
- Demonstrate proper technique when heading a soccer ball.
- Demonstrate proper technique when catching the ball as a goalkeeper
- Demonstrate proper technique when punting the ball as a goalkeeper
- Demonstrate proper technique when converting the ball from the ground to the air
- Play safe, play fair and have fun!

Comprehensive Health and Physical Education

2.5.8.A.1 Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).

2.5.8.A.2

Topics	Objectives	Equipment:	Formative:
Ultimate Frisbee	Students will design an experiment to test frisbees vs. flying rings using the engineering design process. (MS-ETS1-3)	<ul style="list-style-type: none"> • Frisbees • Cones • Scoreboard • Pinnies 	<ul style="list-style-type: none"> • Teacher Checklist of backhand throw, forehand throw, and pancake catch
Students will know and be able to do: <ul style="list-style-type: none"> • Demonstrate proper throwing and catching skills • Demonstrate a basic knowledge of offensive and defensive skills. • Apply all rules and skills learned to game play. 	Students work in groups to present their findings in a Google Slides presentation. (WHST.6-8.6) Students will post their presentations on the school website.	Frisbee Science: https://www.sciencebuddies.org/blog/fun-frisbee-science?from=Pinterest Why Ultimate Frisbee for your class?, Gym Class Ultimate Frisbee.com lesson plans,	Summative: Jennifer Marshall, Ultimate Frisbee Assessments, https://sites.google.com/site/jmarshallportfolio/assessments/ultimate-frisbee-assessments Basic Backhand Rubric, page 14, USA Ultimate

Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.

2.5.8.A.4

Detect, analyze, and correct errors and apply to refine movement skills.

2.5.8.B.1

Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.

2.5.8.C.1

Assess player behavior for evidence of sportsmanship in individual, small group, and team activities.

2.5.8.C.2

Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.

- Improve their cardiovascular endurance.
- Apply their knowledge of the Ultimate Frisbee rules to complete a game.
- Display increased skills development with throwing and catching a Frisbee.
- Be able to state how Frisbee can be played throughout one's life.

- Cardio Warm up and flexibility
- Teacher lecture and demonstration of backhand throw and catches (thumb up and thumb down)
- Skill drills and practice-line drills, keep away, cutting drill
- Teacher lecture and demonstration of rules and game play

Ultimate Frisbee Lesson Plans, Utah University, Brenda Hale - Forearm Throws

Why Ultimate Frisbee for your class?, Gym Class Ultimate Frisbee.com lesson plans:

1. Getting started
2. The Disc
3. Scoring
4. Defending
5. Self-Officiated Ultimate

Frisbee Unit Plan, Mesa Sports:

1. Throws
2. Group Jigsaw
3. Skills Development
4. Spin Jammers
5. Frisbee Softball
6. Frisbee Golf
7. Frisbee Written Test

<https://gymclassultimatefrisbee.com/>

Frisbee Unit Plan, Mesa Sports,
www.mesasports.org/pe/pe_jh_units/files/frisbee_full_unit_15_days.doc

8 Week Lesson Plan for Ultimate Frisbee, Dublin Youth Ultimate,
www.peai.org/wp-content/uploads/2014/04/8-Week-Set-of-Lesson-Plans.pdf

Rhythms of Life Disc Skills Curriculum, USA Ultimate,
<https://www.usultimate.org/assets/1/Page/ROL%20Disc%20Curriculum%208.31.2007.pdf>.

https://www.usultimate.org/assets/1/Page/Teaching%20Ultimate_beta3.pdf

Alternate Assessment:

- Student self assessment following game play
- Students will write a paragraph identifying how Frisbee can be a lifetime sport

8 Week Lesson Plan for Ultimate Frisbee, Dublin Youth Ultimate:

- Lesson 1 – Introduction
- Lesson 2 – Throwing to a moving target
- Lesson 3 – Forehand throw
- Lesson 4 – Throwing on either side
- Lesson 5 – Cutting (attacking)
- Lesson 6 – Clearing (making space)
- Lesson 7 – Defending
- Lesson 8 – Competition day

Rhythms of Life Disc Skills Curriculum, USA Ultimate

Comprehensive Health and Physical Education

2.5.8.A.1
Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).

2.5.8.A.2
Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.

Topics	Objectives	Equipment:	Formative:
Softball	<p>Students will read an article about women playing softball vs. baseball and analyze the argument that is made. Students will discuss in small groups allowing for varying opinions. (RI.7.8) (SL.7.1)</p> <p>Softball Unit Plan, Mesa Sports:</p> <ul style="list-style-type: none"> • Overhand Throwing • Catching and Fielding • Pitching • Base Running • Softball Stations • Pepper • Home Run Game 	<ul style="list-style-type: none"> • Softballs • Bases • Softball Bats • Scoreboard <p>Women in Softball: https://newsela.com/read/baseball-girls/id/33678/</p> <p>Softball Unit Plan, Mesa Sports www.mesasports.org/pe/pe_jh_units/files/softball_full_unit_15_days.doc Baker P.E. Softball Unit, Livonia Public Schools, MI, https://msu.edu/~bakers12/Softball%20Unit%20Plan.html</p>	<p>Summative: PE Central Softball Assessments:</p> <ul style="list-style-type: none"> • Students will write a paragraph describing safety procedures when playing baseball • Teacher checklist of students performance when swinging, throwing, catching and running • Teacher observation of student strategies during game play

2.5.8.A.4
Detect, analyze, and correct errors and apply to refine movement skills.

2.5.8.B.1
Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.

2.5.8.C.1
Assess player behavior for evidence of sportsmanship in individual, small group, and team activities.

2.5.8.C.2
Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.

lifelong recreational activity

- Softball Game
- Softball Test

Baker P.E. Softball Unit,
Livonia Public Schools, MI:

- Proper throwing technique
- Field positions
- Hitting
- Pitching
- Playing

PE Central Softball Lesson Plans:

- Throwing Multiplied
- Compare and Contrast Softball and Baseball
- Striking – Toss and Hit
- Slow Pitch Softball

Softball Unit Plan, Meg's
Fun Physical Education
Web Site:

- Throwing
- Catching and Fielding
- Batting
- Base Running
- Rules

Softball Unit, Tri-Valley
School District:

- Partner Throw and Catch
- Ground Ball Mania
- Pitch and Catch
- Batting Practice

Softball Activities, Great
Activities, PE Matters!

- Lacrosse Baseball

Softball Unit Plan, Meg's
Fun Physical Education Web
Site,
http://meg_stauffer.tripod.com/megsPEwebsite/id9.html

Softball Unit, Tri-Valley
School District:
www.tri-valley.k12.oh.us/userfiles/479/Classes/24026/Softball%20Lessons.pdf

Softball Activities, Great
Activities, PE Matters!

- Lacrosse Baseball,
<https://greatactivitiesonline.com/lacrosse-baseball/>
- Half Ball,
<https://greatactivitiesonline.com/half-ball/>
- Three Team Mush Ball,
<https://greatactivitiesonline.com/three-team-mushball/>

Batting Assessment,
<http://www.pecentral.org/LessonIdeas/ViewLesson.asp?ID=12773#.WgxXNUdryX0>

Softball Skills
Assessment,
<http://www.pecentral.org/LessonIdeas/ViewLesson.asp?ID=2370#.WgxXYEdryX0>

Alternate Assessment:

- Written assessment regarding the rules and concepts related to baseball

- Half Ball
- Three Team Mush Ball

Key Vocabulary:

Speedball

Aerial ball - A ball, which has been raised from the ground by the foot or from a throw-in. The ball must be caught on the fly. The aerial ball may be thrown from person to person.

Ground ball - A ball touching the ground either rolling or bouncing.

Dribble - A series of small kicks forward keeping the ball under control.

Drop kick - The player drops the ball and kicks it just after it touches the ground.

Pass - (throwing) - An aerial ball which may be thrown with one or two hands.

Penalty kick - A drop kick is taken from the penalty kick mark. This kick is taken when a defending player commits a violation inside of their penalty area.

Punt - The player drops the ball and kicks it before it touches the ground.

Throw-in - Any type of throw from outside the side line or goal line. All other players must be 5 yards away. Taken when the ball goes out of bounds.

Toss-up - A jump ball taken by opposing players facing the opponents goal. All other players must be 5 yards away. No one may score directly from a toss-up.

Trapping the ball - To stop the flight of the ball by securing it under one foot, between both feet or between the front of the legs and the ground.

Ultimate Frisbee

Brick - A pull that is untouched by the receiving team and lands out of bounds.

Blade - A forehand throw that is thrown high in the air and falls hard and fast to the left side.

Disc in - signals the opposing team that the disc is coming into play

Dump - A throw to a person who is usually used as a safety valve. Normally someone that is standing close or even behind the thrower for an easy outlet.

Foot Block - When the foot is used to block a pass immediately after it releases the players hand

Force - A tactic used by the defending team to force the thrower into a specific type of throw, or force them to throw to a specific area of the field.

Hack - Foul

Hammer - A forehand grip that is thrown over the head.

Handler - The person with the ultimate disc.

Hospital Throw - A throw that stays in the air for a long time, allowing multiple players to be going for the disc at the same time, thus increasing the chances for injury.

Huck - A long throw that extends at least half the distance of the field in an attempt to reach a downfield receiver

Layout - A diving catch or diving to defend the ultimate disc

Mark - Similar to a force, but the defender is attempting to block all possible throws by moving arms and legs to get in the way of the throw. Contact is not allowed.

Pick - Stepping in front of the disc while on defense and either catching or knocking it down

Pull - A long throw that starts play and initiates the opposing teams possession. This is used in a similar way to the kickoff in football

Scurvy - One of the ultimate embarrassments for a defender. It is the act of faking out the defender so bad that they believe the disc has been released.

Sky - When a player grabs or defends the ultimate disc at a much higher point than the other players on the field

Stack - offensive strategy that lines up offensive players one behind the other as they each break a separate way in an attempt to get open

Swing - Throwing the ultimate disc across field usually to reset the stall count or open up a different side of the field, this throw is not necessarily intended to move the disc closer to the goal line.

Softball

Ball – A pitch which does not enter the strike zone and is not struck at by the batter.

Base – The four points of the baseball diamond (first through third bases and home plate) that must be touched by a runner in order to score a run.

Batter – The offensive player who is currently positioned in the batter's box.

Batter's Box – Either of the areas next to home plate where the batter stands during his time at bat.

Double Header – Two games played in immediate succession.

Double Play – A defensive play in which two offensive players are put out as a result of one continuous action.

Dugout – The seating area for team members not currently on the playing field.

Fair Ball – A legally batted ball that settles on or over fair territory.

Fly Ball – A ball which goes high in the air when batted.

Foul Ball – A batted ball that lands on foul territory between home plate and first base or third base, bounds past first or third base on or over third territory, first touches foul territory beyond first or third base, or touches a player, umpire or any object not part of the playing field while over foul territory.

Home Plate – The base over which an offensive player bats, and to which he must return after touching all three bases in order to score a run.

Home Run – A play in which the batter makes it safely around all bases and back to home plate without stopping.

Inning – That portion of the game within which the teams alternate on offense and defense and in which there are three outs for each team. Each team's time at bat is a half-inning.

Line Drive – A ball which is batted directly to a fielder without touching the ground.

Out – A declaration by the umpire that a player who is trying for a base is not entitled to that base.

Pitch – The ball delivered by the pitcher to the batter.

Run – The score made by an offensive player who has rounded the bases and returned to home plate.

Safe – A declaration by the umpire that a runner who is trying for a base has not been tagged or forced out, and is therefore entitled to that base.

Single – A play in which the batter safely makes it to first base.

Strike – A legal pitch when so called by the umpire.

Integration of 21st Century Standards:

9.2.8.B.3

Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

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"> • Relate to sports in students home country if new-comer • Provide simplified word problems • 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"> • 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. • Change movement requirements Utilize modifications & accommodations delineated in the student’s IEP • Work with paraprofessional • Provide prompts and reminders • Break tasks into chunks • Focus on student’s attempts instead of precise form 	<ul style="list-style-type: none"> • Provide simplified word problems • 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 continue to research about women in sports • Students can “correct” peers math problems • Students can create more complex word problems for teacher to solve • 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:

RI.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

[RST.6-8.2](#). Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

[WHST.6-8.6](#). Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Science:

MS-ETS1-3. Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.

Math:

7.EE.B.4. Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.

Integration of Technology Standards NJSLS 8:

8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.

8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

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.

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