



Wolcott Public Schools

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Wolcott, Connecticut 06716
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**High School Curriculum
Advanced Team Sports
Grades 11 & 12**



Children are our Future...

Acknowledgements

Curriculum Writers:

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We acknowledge and celebrate the professionalism, expertise, and diverse perspectives of these teachers. Their contributions to this curriculum enrich the educational experiences of all Wolcott students.

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Advanced Team Sports

Advanced Team Sports

Mission Statement:

The mission of the Wolcott Public Schools is to promote the academic, social, and emotional development of all students to become contributing members of the global community.

Departmental Wellness Mission Statement:

The mission of the Wellness Department is for students to maintain a healthy lifestyle emotionally, socially and physically. Students will learn the necessary skills to control their emotions, accept diversity and be physically active outside of school. Students will understand the importance of expressing their feelings, being physically active and maintaining lifelong fitness in order to sustain overall health.

Departmental Philosophy:

Wellness at Wolcott High School provides students with the fundamentals, knowledge and basic skills to maintain an active and healthy lifestyle. Students are provided with a balanced sequential program of age appropriate activities such as: fitness, individual and team activities, as well as life-long activities. The Wellness Department provides a positive environment conducive to learning and building self-confidence. Students interact in an environment that fosters both growth and development allowing the students the ability to grow not only physically, but also intellectually, socially and emotionally. Our students exhibit qualities of respect, responsibility, empathy and sportsmanship through participation in a variety of wellness activities. An effective wellness program is an integral part of every student's formal educational experience. The National Association for Sport and Physical Education in Connecticut's K-12 Performance Standards have both served as the foundation in the development of the Wolcott High School Wellness curriculum.

Course Description:

This course is designed for students who are interested in learning advanced strategies and skill development of the following sports: Hockey, Lacrosse, Basketball, Flag Football, Soccer, and will include student choice for one unit. Advanced strategy and application of skills will be explored. Students will be assessed on the application of the strategies and skills used in game situations.

Advanced Team Sports

Ultimate Frisbee

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>H9.1 Maintain and further develop the fundamental movement skills in open environments.</p> <p>H9.2 Demonstrate competence in applying basic locomotor, nonlocomotor and manipulative skills in the execution of more complex skills.</p> <p>H9.3 Use complex movements and patterns within a variety of dynamic environments.</p> <p>H11.3 Apply, evaluate and analyze critical elements of physical activity concepts to increasingly complex game forms.</p>	<ol style="list-style-type: none"> 1. Students will experiment with trick catches. <ul style="list-style-type: none"> • Behind the head • Behind the back • Between the legs 2. Students will experiment different ways to pass the disc. <ul style="list-style-type: none"> • Skip • Between legs • Behind the back • Backhand or forehand • Overhead 3. Students will demonstrate knowledge of strategies. <ul style="list-style-type: none"> • Man to man defense • Zone defense • Offensive positioning • Offensive movement • Frisbee golf lead up game • Participate in ultimate Frisbee game 4. Students will demonstrate proficient knowledge of the rules in a game situation. 5. Students will be able to explain, identify and demonstrate the different roles in the games approach model. <ul style="list-style-type: none"> • Scorekeeper • Coach • Official/Referee 	<ul style="list-style-type: none"> • Observation grade based on strategies implemented during game play • Written Formative and Summative assessments on game strategies and concepts <p><u>Games Approach Model Rubric</u></p> <p>Student assessment on performing the particular roles/concepts related to the games approach model</p>	<ul style="list-style-type: none"> • Fronske, Hilda; Teaching Cues for Sports Skills, A Viacom Company • www.p.e.central.org • State of Connecticut, State Board of Education, Standards for Physical Education and Health, 2006

Advanced Team Sports

Indoor Soccer

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>H9.1 Maintain and further develop the fundamental movement skills in open environments.</p> <p>H9.2 Demonstrate competence in applying basic locomotor, nonlocomotor and manipulative skills in the execution of more complex skills.</p> <p>H9.3 Use complex movements and patterns within a variety of dynamic environments.</p> <p>H9.4 Develop advanced skills in selected physical activities.</p>	<ol style="list-style-type: none"> 1. Students will prepare to participate in a regulation soccer game. <ul style="list-style-type: none"> • Offensive and defensive strategies • Alley soccer, Pin soccer • Sideline soccer, Regulation game 2. Students will be able to explain and identify offside penalty during a soccer game. 3. Students will be able to identify the soccer positions and give their respective responsibilities. 4. Students will demonstrate proficient knowledge of the rules in a game situation. 5. Students will be able to explain, identify and demonstrate the different roles in the games approach model. <ul style="list-style-type: none"> • Scorekeeper • Coach • Official/Referee 	<ul style="list-style-type: none"> • Observation on skills implemented during regulation game. • Written Formative and Summative assessments on game strategies and concepts. <p><u>Games Approach Model Rubric</u> Student assessment on performing the particular roles/concepts related to the games approach model</p>	<ul style="list-style-type: none"> • www.p.e.central.org • State of Connecticut, State Board of Education, Standards for Physical Education 2006 • Zakrajsek, Dorothy; Quality Lesson Plans for Secondary Education; Human Kinetics

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Basketball

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>H9.1 Maintain and further develop the fundamental movement skills in open environments.</p> <p>H9.2 Demonstrate competence in applying basic locomotor, nonlocomotor and manipulative skills in the execution of more complex skills.</p> <p>H13.1 Apply safe practices, rules, procedures, etiquette and good sportsmanship in all physical activity settings, and take initiative to encourage others to do the same.</p>	<p>1. Students will be able to demonstrate competencies in all game concepts and strategies.</p> <p>2. Students will be able to identify and explain the difference between defenses.</p> <ul style="list-style-type: none"> • Zone Defense vs. Man to Man • Full Court vs. Half Court <p>3. Students will demonstrate proficient knowledge of the rules in a game situation.</p> <p>4. Students will be able to explain, identify and demonstrate the different roles in the games approach model.</p> <ul style="list-style-type: none"> • Scorekeeper • Coach • Official/Referee 	<ul style="list-style-type: none"> • Written Formative and Summative assessments on game strategies and concepts. • Observation of basketball game strategies and concepts. <p><u>Tournament Style (Round Robin)</u> Participate in tournament style round robin basketball tournament</p> <p><u>Games Approach Model Rubric</u> Student assessment on performing the particular roles/concepts related to the games approach model</p>	<ul style="list-style-type: none"> • State of Connecticut, State Board of Education, Standards for Physical Education 2006 • Zakrajsek, Dorothy; Quality Lesson Plans for Secondary Education; Human Kinetics • www.p.e.central.org

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Floor Hockey

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>H9.3 Use complex movements and patterns within a variety of dynamic environments.</p> <p>H9.4 Develop advanced skills in selected physical activities.</p> <p>H10.3 Demonstrate understanding of how rules, and safety practices and procedures need to be adjusted for different movement situations.</p> <p>H13.1 Apply safe practices, rules, procedures, etiquette and good sportsmanship in all physical activity settings, and take initiative to encourage others to do the same.</p> <p>H13.4 Demonstrate initiative in using appropriate skills for resolving conflicts peacefully and encouraging others to do the same.</p>	<ol style="list-style-type: none"> 1. Students will demonstrate knowledge of safety practices and procedures. <ul style="list-style-type: none"> • Students must wear protective eye goggles at all time. • Stick will remain below the waist during the backswing and follow thru. • Players must stay out of the goalie box at all times. 2. Students will demonstrate basic skills (pass, shoot, block and deek.) 3. Student will demonstrate knowledge of rules and fundamental skills. <ul style="list-style-type: none"> • Review basic offensive and defensive strategies 4. Students will be able to explain, identify and demonstrate the different roles in the games approach model. <ul style="list-style-type: none"> • Scorekeeper • Coach • Official/Referee 	<ul style="list-style-type: none"> • Written Formative and Summative assessments on game strategies and concepts. • Observation of floor hockey game strategies and concepts. <p><u>Tournament Style (Round Robin)</u> Participate in tournament style round robin floor hockey tournament.</p> <p><u>Games Approach Model Rubric</u> Student assessment on performing the particular roles/concepts related to the games approach model.</p>	<ul style="list-style-type: none"> • State of Connecticut, State Board of Education 2000 • State of Connecticut, State Board of Education, Standards for Physical Education 2004 • General Sportscraft Co., <u>Floor Hockey</u> • Cosom, <u>Safe-T Play Hockey Official Rulebook of Indoor and Outdoor Play</u> • www.p.e.central.org • www.whs.dist214.k12.il.us

Advanced Team Sports

Nitro Ball

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>H9.3 Use complex movements and patterns within a variety of dynamic environments.</p> <p>H9.4 Develop advanced skills in selected physical activities.</p> <p>H10.3 Demonstrate understanding of how rules, and safety practices and procedures need to be adjusted for different movement situations.</p> <p>H13.1 Apply safe practices, rules, procedures, etiquette and good sportsmanship in all physical activity settings, and take initiative to encourage others to do the same.</p> <p>H13.4 Demonstrate initiative in using appropriate skills for resolving conflicts peacefully and encouraging others to do the same.</p>	<ol style="list-style-type: none"> 1. Students will be able to state strategies to be used in a competitive game <ul style="list-style-type: none"> • Bump, set, spike • Offensive strategy is the spike • Defensive strategy is the block • Anticipate what will happen before it happens 2. Students will be able to recite volleyball rules <ul style="list-style-type: none"> • Game is played to 25 points, must win by 2 • Team consists of 6 players – adjusted according to class size • Can't reach over the net. • Can't spike the serve • Rotation occurs when the ball comes back to the serving side. • Ball must bounce on the court before every strike. • Ball must be served underhand either off bounce or in hand. 3. Students will be able to explain, identify and demonstrate the different roles in the games approach model <ul style="list-style-type: none"> • Scorekeeper • Coach • Official/Referee 	<ul style="list-style-type: none"> • Written Formative and Summative assessments on game strategies and concepts. • Observation of nitroball game strategies and concepts. <p><u>Tournament Style (Round Robin)</u> Participate in tournament style round robin nitroball tournament.</p> <p><u>Games Approach Model Rubric</u> Student assessment on performing the particular roles/concepts related to the games approach model.</p>	<ul style="list-style-type: none"> • State of Connecticut, State Board of Education 2000 • State of Connecticut, State Board of Education, Standards for Physical Education 2004 • www.p.e.central.org • www.activepe.com

Advanced Team Sports

Lacrosse

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>H9.2 Demonstrate competence in applying basic locomotor, nonlocomotor and manipulative skills in the execution of more complex skills.</p> <p>H9.4 Develop advanced skills in selected physical activities.</p> <p>H11.3 Apply, evaluate and analyze critical elements of physical activity concepts to increasingly complex game forms.</p>	<ol style="list-style-type: none"> 1. Understand and appreciate appropriate safety rules and procedures <ul style="list-style-type: none"> • No body contact • Cooperation with team members • No contact with sticks 2. Review basic skills (shooting, throwing, cradling, scooping) 3. Participate in game situation <ul style="list-style-type: none"> • End zone lacrosse • Possession lacrosse 4. Students will be able to explain, identify and demonstrate the different roles in the games approach model <ul style="list-style-type: none"> • Scorekeeper • Coach • Official/Referee 	<ul style="list-style-type: none"> • Written Formative and Summative assessments on game strategies and concepts. • Observation of lacrosse game strategies and concepts. <p><u>Tournament Style (Round Robin)</u> Participate in tournament style round robin lacrosse tournament</p> <p><u>Games Approach Model Rubric</u> Student assessment on performing the particular roles/concepts related to the games approach model</p>	<ul style="list-style-type: none"> • Zakrajsek, Dorothy; <u>Quality Lesson Plans for Secondary Education</u>; Human Kinetics • www.p.e.central.org <p>State of Connecticut, State Board of Education, Standards for Physical Education and Health, 2006</p>

Advanced Team Sports

Pacing Guide (1/2 Year Course)

September: Lacrosse/Nitro Ball

October: Ultimate Frisbee/Student Choice

November: Floor Hockey/Indoor Soccer

December: Basketball

January: Student Choice

February: Floor Hockey/ Indoor Soccer

March: Basketball

April: Student Choice

May: Ultimate Frisbee/Lacrosse

June: Nitro Ball/Student Choice

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Essential Questions

[8 – 12 Reflective, enduring questions that may be used throughout the course]

1. What are two game strategies that can be used in an Ultimate Frisbee game?
2. How do you calculate a player's shooting percentage?
3. What are two responsibilities of the coach, referee and scorekeeper during the games approach model?
4. When a penalty is called where does the puck start when play is resumed?
5. What is considered “off-sides” in an indoor soccer/hockey game?
6. What are the positions and their respective responsibilities in an indoor soccer game?
7. What are the different nitroball positions and what are their respective responsibilities?
8. What is the difference between man to man defense and zone defense during a basketball game?
9. What is the importance of setting a screen/pick on a defensive player during a basketball game?
10. What are two game strategies that can be used in a lacrosse game?

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Skills Objectives

[8-12 Students based measurable student objectives that will be accomplished by the end of the class]

1. Students will be able to demonstrate team sports game concepts, strategies and understand the importance of working together as a team.
2. Students will be able to understand and perform the games approached model during team sports game play.
3. Students will be able to explain and identify two games strategies that can be used in an Ultimate Frisbee game.
4. Students will be able to calculate their own shooting average during a basketball/lacrosse/hockey unit.
5. Students will be able to explain, identify and demonstrate a faceoff in hockey/lacrosse.
6. Students will be able to explain and identify an “Off-Sides” call in a soccer/hockey game.
7. Students will be able to explain and identify the positions and their respective responsibilities in a soccer game.
8. Students will be able to explain and identify the different nitroball positions and their respective roles.
9. Students will be able to explain, identify and demonstrate the difference between man to man defense and a zone defense.
10. Students will be able to explain, identify and demonstrate the importance of setting a screen/pick on a defensive player during a basketball game.
11. Students will be able to explain, identify and demonstrate two game strategies that can be used in a lacrosse game.

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Assessments

[That are aligned to the curriculum – this will be done through the data teams throughout the year – no need to do them now, I just wanted to let you know where they will go in the curriculum, as we complete them. Thank you.]