

# **TRUMBULL PUBLIC SCHOOLS**

**Trumbull, Connecticut**

## **COMPETITIVE RECREATIONAL GAMES**

**Grades 10-12**

**Wellness Department**

**2020**

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**Competitive Recreational Games  
Grades 10-12  
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The Trumbull Board of Education promotes non-discrimination in all of its programs, including educational opportunities and services provided to students, student assignment to schools and classes, and educational offerings and materials.

## CORE VALUES AND BELIEFS

The Trumbull High School community engages in an environment conducive to learning which believes that all students will **read and write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

## INTRODUCTION & PHILOSOPHY

Competitive Recreational Games is a one-semester course with a planned curriculum that provides content and learning experiences in advanced motor skills and movement concepts as they apply to physical activity and recreational activities. In this course, students will have the ability to participate in a variety of competitive sports in a safe and fun atmosphere. The course was developed to give students the opportunity to continue participating in competitive games beyond their normal physical education classes. Competitive Recreational Games encompasses the Recreational Sports and Activities Content Standards defined by the 2013 Society of Health and Physical Educators (SHAPE America) Grade-Level Outcomes for K-12 Physical Education.

## COURSE GOALS

The following course goals derive from the 2013 Society of Health and Physical Educators (SHAPE America) Grade-Level Outcomes for K-12 Physical Education.

Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

S1.H3.L2      Demonstrates competency in two or more specialized skills in health-related fitness activities.

Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.

S2.H1.L1      Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics, and/or outdoor pursuits appropriately.

S2.H2.L1      Uses movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill.

S2.H5.L2      Applies strategies and tactics when analyzing errors in game plan in net/wall and/or target games.

Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

S3.H3.L1 Identifies issues associated with exercising in heat, humidity, and cold.

Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.

S4.H2.L1 Exhibits proper etiquette, respect for others, and teamwork while engaging in physical activity and/or social dance.

S4.H3.L2 Assumes a leadership role (e.g., task or group leader, referee, coach) in a physical activity setting.

S4.H4.L1 Solves problems and thinks critically in physical activity and/or dance settings, both as an individual and in groups.

S4.H5.L1 Applies best practices for participating safely in physical activity, exercise, and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).

Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

S5.H1.L1 Analyzes the health benefits of a self-selected physical activity.

S5.H3.L1 Selects and participates in physical activities or dance that meet the need for self-expression and enjoyment.

S5.H4.L2 Evaluates the opportunity for social interaction and social support in a self-selected physical activity or dance.

## **COURSE ENDURING UNDERSTANDINGS**

Students will understand that . . .

- mastering physical activity movements requires practice and skill.
- they need to use proper concepts and distinct terminology in all games to reference plays and strategy.
- they must exhibit sportsmanship in all games and display strong personal and social expectations in game play.
- physical activity is important and necessary to live a healthy lifestyle.

## **COURSE ESSENTIAL QUESTIONS**

- How do I play a game/sport properly?
- What is each game's strategy for success?
- What does good sportsmanship look like?
- Why is physical activity important for living a healthy lifestyle?

## **COURSE KNOWLEDGE & SKILLS**

Students will know . . .

- how to play the games/activities of the course.

- the terminology and concepts of gameplay.
- strategies for gameplay.
- what good sportsmanship entails.
- the importance of physical activity.

Students will be able to . . .

- play the games/activities of the course.
- use game terminology correctly in the situations given.
- apply strategies for various games and situations.
- decipher the differences between good and poor sportsmanship.
- explain why physical activity is important for living a healthy lifestyle.

# COURSE SYLLABUS

**Course Name**

Competitive Recreational Games

**Level**

Non-leveled

**Prerequisites**

None

**Materials Required**

None

**General Description of the Course**

Competitive Recreational Games is designed to give students the opportunity to continue participating in competitive games beyond their normal physical education classes. Most activities are sport-/team-oriented. Teamwork, decision-making, sportsmanship, and strategy are demonstrated through active student performance. Students must become cognizant of the goals, objectives, and rules of games. Activities offered may include soccer, flag/ultimate football, floor hockey, volleyball, capture the flag, and other competitive activities.

**Assured Assessments**

Formative Assessments:

Formative assessments can include, but are not limited to:

- Daily visual assessments through observation (Units 1, 2)
- Peer assessments (Units 1, 2)

Summative Assessments:

- Google Forms review assessments (Units 1, 2)
- Written reflection assessments (Units 1, 2)
- Tournament breakdown / creation / understanding of advancement (Unit 2)

**Core Texts**

- *P.E. Games*.  
[https://www.youtube.com/channel/UCEHKx8f6jqJmCHS\\_nPgHjMg/videos](https://www.youtube.com/channel/UCEHKx8f6jqJmCHS_nPgHjMg/videos). Accessed November 3, 2020. Web.
- *PhysEdGames*. <https://www.youtube.com/user/PhysEdGames?reload=9>. Accessed November 3, 2020. Web.

# UNIT 1

## Competitive Team Sports and Activities

### Unit Goals

At the completion of this unit, students will:

- S1.H3.L2 Demonstrate competency in two or more specialized skills in health-related fitness activities.
- S2.H2.L1 Use movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill.
- S3.H3.L1 Identify issues associated with exercising in heat, humidity, and cold.
- S4.H2.L1 Exhibit proper etiquette, respect for others, and teamwork while engaging in physical activity and/or social dance.
- S4.H3.L2 Assume a leadership role (e.g., task or group leader, referee, coach) in a physical activity setting.
- S4.H4.L1 Solve problems and thinks critically in physical activity and/or dance settings, both as an individual and in groups.
- S4.H5.L1 Apply best practices for participating safely in physical activity, exercise, and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).
- S5.H4.L2 Evaluate the opportunity for social interaction and social support in a self selected physical activity or dance.

### Unit Essential Questions

- What strategies can be used to make a team more successful in a competitive activity?
- How does repetition of skill work apply to a game setting?
- How do I use technology to develop a specific game strategy?
- What is the importance of offensive and defensive concepts while participating in a high-level activity?

### Scope and Sequence

- Safety and game etiquette
  - Personal safety
  - Equipment use
  - Sportsmanship
  - Spatial awareness
- Game strategies
  - Offensive strategies
  - Defensive strategies

- Situational concepts
- Zone vs. man
- Researching concepts
- Team sports
  - Basketball
  - Ultimate/Flag football
  - Volleyball
  - Hockey
  - Soccer
  - Invasive games
  - Modified rugby
  - Alternative activities

### **Assured Assessments**

Formative Assessment:

- Daily visual assessments through observation
- Peer assessments

Summative Assessment:

- Google Forms review assessment
- Written reflection assessment

### **Resources**

#### Core

- *P.E. Games*. [https://www.youtube.com/channel/UCEHKx8f6jqJmCHS\\_nPgHjMg/videos](https://www.youtube.com/channel/UCEHKx8f6jqJmCHS_nPgHjMg/videos). Accessed November 3, 2020. Web.
- *PhysEdGames*. <https://www.youtube.com/user/PhysEdGames?reload=9>. Accessed November 3, 2020. Web.

### **Time Allotment**

- Approximately 25 classes

## **UNIT 2**

### **Racquet and Lifetime Sports**

#### **Unit Goals**

At the completion of this unit, students will:

- S1.H3.L2 Demonstrate competency in two or more specialized skills in health-related fitness activities.
- S2.H1.L1 Apply the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics, and/or outdoor pursuits appropriately.
- S2.H2.L1 Use movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill.
- S2.H5.L2 Apply strategies and tactics when analyzing errors in game plan in net/wall and/or target games.
- S4.H2.L1 Exhibit proper etiquette, respect for others, and teamwork while engaging in physical activity and/or social dance.
- S4.H3.L2 Assume a leadership role (e.g., task or group leader, referee, coach) in a physical activity setting.
- S5.H1.L1 Analyze the health benefits of a self-selected physical activity.
- S5.H3.L1 Select and participate in physical activities or dance that meet the need for self expression and enjoyment.

#### **Unit Essential Questions**

- What strategies can be used to make an individual, pair, or small group more successful in a competitive activity?
- What are the benefits of implementing an advanced skill set in a game?
- How do I self-manage a game by applying rules and sportsmanship without an official?
- What types of activities/games can an individual participate in for a lifetime?

#### **Scope and Sequence**

- Safety and game etiquette
  - Personal safety
  - Equipment use
  - Sportsmanship and leadership
  - Spatial awareness with racquets and paddles
- Game strategies
  - Skill sets
    - Form

- Technique
- Rotations
- Defensive strategies
  - Blocking
  - Staggered defense
  - Parallel defense
  - Zone defense
- Advanced skill development
  - Various serves
  - Top spin
  - Back spin
  - Side spin
  - Drop shots / Chop shot
  - Clear shot
  - Smash shot
  - Dig
- Sports
  - Badminton
  - Pickleball
  - Tennis
  - Spikeball
  - Bocce
  - Cornhole

### **Assured Assessments**

Formative Assessment:

- Daily visual assessments through observation
- Peer assessments

Summative Assessment:

- Google Forms review assessment
- Written reflection assessment
- Tournament breakdown / creation / understanding of advancement

### **Resources**

#### Core

- *P.E. Games*. [https://www.youtube.com/channel/UCEHKx8f6jqJmCHS\\_nPgHjMg/videos](https://www.youtube.com/channel/UCEHKx8f6jqJmCHS_nPgHjMg/videos). Accessed November 3, 2020. Web.
- *PhysEdGames*. <https://www.youtube.com/user/PhysEdGames?reload=9>. Accessed November 3, 2020. Web.

### **Time Allotment**

- Approximately 20 classes

## **COURSE CREDIT**

.25 credit in Wellness  
One class period every other day for a semester

## **PREREQUISITES**

None.

## **CURRENT REFERENCES**

- *PE Central: What Works in Physical Education*. <https://www.pecentral.org/>. Accessed November 3, 2020. Web.
- *SHAPE America National PE Standards*. <https://www.shapeamerica.org/standards/pe/>. Accessed November 3, 2020. Web.

## **ASSURED STUDENT PERFORMANCE RUBRICS**

- Trumbull High School School-Wide Problem-Solving Rubric (attached)
- Trumbull High School School-Wide Social & Civic Expectations Rubric (attached)
- Trumbull High School School-Wide Independent Learning and Thinking Rubric (attached)
- Competitive Recreational Games Daily Participation Rubric (attached)
- Trumbull High School Wellness Written Assessment Rubric (attached)

## Trumbull High School School-Wide Problem-Solving Rubric

Category/ Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Understanding X_____	<ul style="list-style-type: none"> <li>• Student demonstrates clear understanding of the problem and the complexities of the task</li> </ul>	<ul style="list-style-type: none"> <li>• Student demonstrates sufficient understanding of the problem and most of the complexities of the task</li> </ul>	<ul style="list-style-type: none"> <li>• Student demonstrates some understanding of the problem but requires assistance to complete the task</li> </ul>	<ul style="list-style-type: none"> <li>• Student demonstrates limited or no understanding of the fundamental problem after assistance with the task</li> </ul>
Research X_____	<ul style="list-style-type: none"> <li>• Student gathers compelling information from multiple sources including digital, print, and interpersonal</li> </ul>	<ul style="list-style-type: none"> <li>• Student gathers sufficient information from multiple sources including digital, print, and interpersonal</li> </ul>	<ul style="list-style-type: none"> <li>• Student gathers some information from few sources including digital, print, and interpersonal</li> </ul>	<ul style="list-style-type: none"> <li>• Student gathers limited or no information</li> </ul>
Reasoning and Strategies X_____	<ul style="list-style-type: none"> <li>• Student demonstrates strong critical thinking skills to develop a comprehensive plan integrating multiple strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Student demonstrates sufficient critical thinking skills to develop a cohesive plan integrating strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Student demonstrates some critical thinking skills to develop a plan integrating some strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Student demonstrates limited or no critical thinking skills and no plan</li> </ul>
Final Product and/or Presentation X_____	<ul style="list-style-type: none"> <li>• Solution shows deep understanding of the problem and its components</li> <li>• Solution shows extensive use of 21<sup>st</sup>-century technology skills</li> </ul>	<ul style="list-style-type: none"> <li>• Solution shows sufficient understanding of the problem and its components</li> <li>• Solution shows sufficient use of 21<sup>st</sup>-century technology skills</li> </ul>	<ul style="list-style-type: none"> <li>• Solution shows some understanding of the problem and its components</li> <li>• Solution shows some use of 21<sup>st</sup>-century technology skills</li> </ul>	<ul style="list-style-type: none"> <li>• Solution shows limited or no understanding of the problem and its components</li> <li>• Solution shows limited or no use of 21<sup>st</sup>-century technology skills</li> </ul>

## Trumbull High School School-Wide Social & Civic Expectations Rubric

Category/ Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Responsibility for Self X_____	<ul style="list-style-type: none"> <li>• Highly self-directed</li> <li>• Consistently displays ethical conduct in the classroom and on campus</li> </ul>	<ul style="list-style-type: none"> <li>• Self-directed</li> <li>• Displays ethical conduct in the classroom and on campus</li> </ul>	<ul style="list-style-type: none"> <li>• Occasionally self-directed</li> <li>• At times displays ethical conduct in the classroom and on campus</li> </ul>	<ul style="list-style-type: none"> <li>• Rarely self-directed</li> <li>• Seldom displays ethical conduct in the classroom and on campus</li> </ul>
Respects Others X_____	<ul style="list-style-type: none"> <li>• Sensitive and considerate to others</li> </ul>	<ul style="list-style-type: none"> <li>• Considerate to others</li> </ul>	<ul style="list-style-type: none"> <li>• At times considerate to others</li> </ul>	<ul style="list-style-type: none"> <li>• Insensitive to others</li> </ul>
Practices Interpersonal Skills X_____	<ul style="list-style-type: none"> <li>• Champions discussions to resolve differences through active listening and offers opinions without prompting in a positive and rational manner</li> </ul>	<ul style="list-style-type: none"> <li>• Actively discusses avenues to resolve differences when appropriate, and offers encouraging opinions when prompted</li> </ul>	<ul style="list-style-type: none"> <li>• At times, appears indifferent to others, does not seek avenues to resolve differences, and is inflexible in his or her own opinions</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates intolerance and lacks social interaction skills</li> </ul>
Cultural Understanding X_____	<ul style="list-style-type: none"> <li>• Demonstrates a high level of cultural understanding and respect for the uniqueness of others, their practices and perspectives</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates an appreciation of cultural understanding and respect for the uniqueness of others, their practices and perspectives</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates little appreciation of cultural understanding and respect for the uniqueness of others, their practices and perspectives</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a lack of appreciation of cultural understanding and respect for the uniqueness of others, their practices and perspectives</li> </ul>

## Trumbull High School School-Wide Independent Learning and Thinking Rubric

Category/ Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Proposal X_____	<ul style="list-style-type: none"> <li>• Student demonstrates a strong sense of initiative by generating compelling questions, creating uniquely original projects/work</li> </ul>	<ul style="list-style-type: none"> <li>• Student demonstrates initiative by generating appropriate questions, creating original projects/work</li> </ul>	<ul style="list-style-type: none"> <li>• Student demonstrates some initiative by generating questions, creating appropriate projects/work</li> </ul>	<ul style="list-style-type: none"> <li>• Student demonstrates limited or no initiative by generating few questions and creating projects/work</li> </ul>
Independent Research & Development X_____	<ul style="list-style-type: none"> <li>• Student is analytical, insightful, and works independently to reach a solution</li> </ul>	<ul style="list-style-type: none"> <li>• Student is analytical, and works productively to reach a solution</li> </ul>	<ul style="list-style-type: none"> <li>• Student reaches a solution with direction</li> </ul>	<ul style="list-style-type: none"> <li>• Student is unable to reach a solution without consistent assistance</li> </ul>
Presentation of Final Product X_____	<ul style="list-style-type: none"> <li>• Presentation shows compelling evidence of an independent learner and thinker</li> <li>• Solution shows deep understanding of the problem and its components</li> <li>• Solution shows extensive and appropriate application of 21<sup>st</sup>-century skills</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation shows clear evidence of an independent learner and thinker</li> <li>• Solution shows adequate understanding of the problem and its components</li> <li>• Solution shows adequate application of 21<sup>st</sup>-century skills</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation shows some evidence of an independent learner and thinker</li> <li>• Solution shows some understanding of the problem and its components</li> <li>• Solution shows some application of 21<sup>st</sup>-century skills</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation shows limited or no evidence of an independent learner and thinker</li> <li>• Solution shows limited or no understanding of the problem and its components</li> <li>• Solution shows limited or no application of 21<sup>st</sup>-century skills</li> </ul>

## Competitive Recreation Games Daily Participation Rubric

	<b>4</b> Exemplary	<b>3</b> Goal	<b>2</b> Working Towards Goal	<b>1</b> Needs Support	<b>0</b> Unacceptable
<b>Warm-Ups</b>  ~ Demonstrates proper form/technique  ~ Follows the daily warm-up / stretching routine  ~ Warms up / stretches without verbal cues & guidance	Always	Usually	Sometimes	Rarely	Never
<b>Participation</b>  ~ Displays/demonstrates a high level of intensity throughout the entire class  ~ Effort consistently reflects moderate to vigorous activity level  ~ Participates in all class activities/drills/games	Always	Usually	Sometimes	Rarely	Never
<b>Application of Knowledge &amp; Skills</b>  ~ Demonstrates proper skill mechanics consistently  ~ Applies strategy to gameplay  ~ Demonstrates an understanding of game/activity rules & scoring	Always	Usually	Sometimes	Rarely	Never
<b>Sportsmanship</b>  ~ Is respectful and cooperative to others during the lesson  ~ Demonstrates ethical, fair, and polite behavior regardless of winning or losing  ~ Displays a positive attitude	Always	Usually	Sometimes	Rarely	Never
<b>Safety</b>  ~ Follows safety considerations during the entire lesson  ~ Follows teacher's directions and class rules during the entire lesson  ~ Responds immediately to directions  ~ Maintains self-control throughout the lesson  ~ Demonstrates respect for equipment  ~ Follow rules regarding jewelry and gum	Always	Usually	Sometimes	Rarely	Never
<b>Basic Expectations</b>	<ul style="list-style-type: none"> <li>• <b>Preparation:</b> Students are expected to change into appropriate physical education attire.</li> <li>• <b>Punctuality:</b> After changing, students are to report to attendance lines no later than 5 minutes after the late bell. Students who are tardy will have points deducted from their final grade.</li> <li>• <b>Students who do not participate:</b> will receive a 0/20 for the daily grade.</li> <li>• <b>Skipping class:</b> will result in a 0/20 daily grade and other possible consequences.</li> <li>• <b>Cell phones / headphones / electronics:</b> must be locked in locker.</li> </ul>				

**Total: \_\_\_\_\_ / 20 points**

**Trumbull High School Wellness  
Written Assessment Rubric**

		<b>5-Day Assignment (100 points)</b>	<b>2-Day Assignment (40 points)</b>	<b>1-Day Assignment (20 points)</b>						
<p style="text-align: center;"><b>Writer is aware of purpose.</b></p> <ul style="list-style-type: none"> <li>• Writing shows awareness of audience               <ul style="list-style-type: none"> <li>○ No texting language; professional</li> </ul> </li> <li>• Writer completes the task at hand</li> </ul>		10	4	2						
<p style="text-align: center;"><b>Organization is clear.</b></p> <ul style="list-style-type: none"> <li>• Topic and concluding sentences</li> <li>• Transitions</li> <li>• Logical progression of ideas</li> </ul>		10	4	2						
<p style="text-align: center;"><b>Content is thorough.</b></p> <ul style="list-style-type: none"> <li>• Shows an awareness of health and wellness</li> <li>• Details are abundant and specific</li> <li>• Quotes, facts, and statistics enhance writing</li> <li>• Answers are complete and correct</li> </ul>		60	28	14						
<p style="text-align: center;"><b>Language is effective.</b></p> <ul style="list-style-type: none"> <li>• Vocabulary is vivid and specific</li> <li>• Writing has been proofread for spelling, capitalization, and grammar</li> <li>• Writing is fluent with no run-ons or fragments</li> </ul>		10	4	2						
<p style="text-align: center;"><b>Works Cited is included.</b></p> <ul style="list-style-type: none"> <li>• Title, author, and citation are included when required</li> </ul>		10	0	0						
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;"><b>Exemplar</b></td> <td style="text-align: center;"><b>90% – 100%</b></td> </tr> <tr> <td style="text-align: center;"><b>Proficient</b></td> <td style="text-align: center;"><b>70% – 89%</b></td> </tr> <tr> <td style="text-align: center;"><b>Needs Improvement</b></td> <td style="text-align: center;"><b>69% and lower</b></td> </tr> </table>		<b>Exemplar</b>	<b>90% – 100%</b>	<b>Proficient</b>	<b>70% – 89%</b>	<b>Needs Improvement</b>	<b>69% and lower</b>	<b>TOTAL</b>	<b>TOTAL</b>	<b>TOTAL</b>
<b>Exemplar</b>	<b>90% – 100%</b>									
<b>Proficient</b>	<b>70% – 89%</b>									
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