



Recreational Games - Invasion Games

Unit Focus

Invasion games involve two teams competing against each other to score points by invading each other's territory or defending their own. These games require a combination of physical skills, such as coordination, agility and speed, offensive and defensive strategies, and teamwork. Students will be able to engage in leadership development as they assume different roles in their games, including Tchoukball, Ultimate Frisbee, and other invasion games, as determined by student input. Ultimately, student groups must work together to apply their understanding of offensive and defensive strategies to develop a plan to help the team succeed in an unfamiliar game. Students will complete the PACER State Fitness Test during this unit and analyze their new data against their benchmark data from the launch unit.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
Healthy and Balanced Living Curriculum Framework Physical Education 9-12 • Demonstrates the ability to refine activity specific movement skills in one or more lifetime activities (outdoor pursuits, individual performance activities, aquatics, net/wall games, or target games). (S1.H1.L2) • Demonstrates competency in one or more specialized skills in health-related fitness activities. (S1.H3.L1) • Demonstrates the ability to identify and discuss the historical and cultural roles of games, sports, and dance in a society (S2.H1.L2) • Demonstrates the ability to employ effective self-management skills to analyze barriers and modify physical activity patterns appropriately, as needed (S4.H1.L1) • Demonstrates the ability to exhibit proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance (S4.H2.L1) • Demonstrates the ability to use communication skills and strategies that promote team or group dynamics. (S4.H3.L1) • Demonstrates the ability to assume a leadership role (e.g., task or group leader, referee, coach) in a physical activity setting. (S4.H3. L2) • Demonstrates the ability to solve problems and think critically in physical activity and/or dance settings, both as an individual and in groups (S4.H4.L1) • Demonstrates the ability to accept others' ideas, cultural diversity, and body types by engaging in cooperative and collaborative movement projects. (S4.H4.L2)	<i>Students will be able to independently use their learning to...</i> T1 Develop and maintain positive relationships through team building, sportsmanship, and compassionate and candid conversations. T2 Demonstrate improved physical performance in skills and movement patterns.	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 Individuals tackle obstacles by using a variety of strategies and techniques that move them forward. U2 People who respect individual rights and roles engage in respectful exchanges that allows others to understand what is being shared. U3 Individual actions can influence others thinking and actions. U4 Humans are responsible to acknowledge and maintain the rights of all individuals and groups. U5 People analyze all possible options and outcomes before taking action. U6 People choose when to demonstrate cooperation, collaboration, compromise and negotiation to build and maintain healthy relationships.	<i>Students will keep considering...</i> Q1 How do I assess a situation? Q2 How can I help my group be productive? Q3 Do my actions and/or decisions have a negative or positive impact on my self or others? Q4 What strategies can I use to help me in this moment? Q5 What behaviors should I employ in my current situation?

Stage 1: Desired Results - Key Understandings

- Demonstrates the ability to 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). (S4.H5.L1)

Madison Public Schools Profile of a Graduate

- Idea Generation: Studying a problem, need or model (mentor text, political piece, documents, art work, etc.) to consider limitations and imagine new solutions/transformations. (POG. 2.1)
- Collective Intelligence: Working respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective. (POG.3.1)

Acquisition of Knowledge and Skill

Knowledge

Students will know...

K1 invasion games rely on teamwork, establishing roles, and executing strategies and responsibilities in a specific role.
K2 that strategies and skills for invasion games include running, dodging, moving to open space, defensive positioning (positioning self between opposing players and the goal/ your territory), chasing, fleeing, twisting, bending stretching, curling.
K3 how invasion games employ offense and defense to try to "invade" your opponents space to score points.
K4 offense is the action of attacking or engaging an opposing team with the objective of scoring points and goals.
K5 give and go is when you pass to a teammate and move to open space toward the goal (offense)
K6 defense is the action of preventing from scoring.
K7 defensive players remain positioned between the goal and ball
K8 to force opponents to play the ball away from their own goal and toward the outside of the field/playing area
K9 Vocabulary: zone defense, man-to-man defense

Skill(s)

Students will be skilled at...

S1 working cooperatively with others
S2 being able to strategize with teammates (strategic organization)
S3 leveraging teammates abilities
S4 creating separation as an offensive strategy
S5 maintain possession/protect the ball
S6 knowing the responsibility of guarding your opponents based on the defensive scheme