

Physical Education Brunswick School Department
Grade 9
Speedball

Essential Understandings	<ul style="list-style-type: none"> ▪ Students will learn the benefits of physical activity, team work, and cooperation.
Essential Questions	<ul style="list-style-type: none"> ▪ How can an individual move the ball down the field? ▪ What ways can a team score and what is the point value for each way? ▪ What ways can teams play defense? ▪ When is a free kick awarded?
Essential Knowledge	<ul style="list-style-type: none"> ▪ Basic Rules: <ul style="list-style-type: none"> ○ The ball can be advanced down the field by punting, kicking or passing. ○ A player cannot use their arms or hands to catch a rolling or bouncing ball. ○ Players cannot hit or grab a ball out of offensive players' hands. ○ Scoring: one point each for a touchdown or goal kick, two points for a field goal, and three points for a drop kick. ○ Game play is four quarters with each quarter 10-15 minutes in length.
Vocabulary	<ul style="list-style-type: none"> ▪ <u>Terms:</u> <ul style="list-style-type: none"> ○ fly ball, ground ball, dribbling out of bounds, penalty kick, free kick, air-dribble and drop-kick
Essential Skills	<ul style="list-style-type: none"> ▪ Demonstrate proper one foot or two foot kick-ups, traps and overhead passes. ▪ Demonstrate good sportsmanship and ability to work as a team.

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<p>Related Maine Learning Results</p>	<p><u>Health and Physical Education</u> G. Movement/Motor Skills and Knowledge G1.Stability and Force Students change their motion and the motion of objects by applying the principles of stability and force to modify their performance in games/physical activities. a. Demonstrate how spin and rebound affect the motion of an object. b. Use the principle of opposition, point of contact, and point of release to change the path of an object during a game/physical activity. c. Adjust movements to accommodate external forces that decrease risk for injury. G2.Movement Skills Students demonstrate a variety of specialized movement skills specific to a game/physical activity while participating in a game/physical activity. G3.Skill-Related Fitness Components Students explain the relationship of skill-related fitness components to specialized movement skills. I. Personal and Social Skills and Knowledge I1.Cooperative Skills Students demonstrate collaborative skills while participating in skill activities. a. Accept constructive feedback. b. Give constructive feedback c. Include peers respectfully in activities. I2.Responsible Behavior Students demonstrate responsible and ethical personal behavior while participating in physical activities. I3.Safety Rules and Rules of Play Students predict how etiquette/rules improve games/activities. a. Explain how etiquette/rules contribute to productive participation. b. Predict how modifications to the environment can impact safety during games/physical activities.</p>
<p>Sample Lessons And Activities</p>	<ul style="list-style-type: none"> ▪ Groups of 3-4 will practice one foot pick-ups and then two foot kick-ups ▪ Split up into two teams and play 4 – eight minute quarters
<p>Sample Classroom Assessment Methods</p>	<ul style="list-style-type: none"> ▪ Ask students to demonstrate proper one foot and two foot kick-ups ▪ Daily assessment on effort, ability to demonstrate adequate skills and fair play

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Sample Resources	<ul style="list-style-type: none">▪ <u>Publications:</u><ul style="list-style-type: none">○ <u>Quality Lesson Plans for Secondary Education</u> – Zakrajsek, Carnes and Pettigrew
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