Unit 05: Geography Games

Content Area: **Physical Education**
Course(s): **Physical Education**
Time Period: **Week 15**
Length: **4 Weeks**
Status: **Published**

Unit Overview

While developing collaboration and agility skills, the students will be integrating content from social studies into their physical activities. Through participation in a variety of tag and throwing activities, students will improve fitness as well as bolster their knowledge of geography.

Standards

HPE.2.5.4.A.1	Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
HPE.2.5.4.A.2	Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.
HPE.2.5.4.A.4	Correct movement errors in response to feedback and explain how the change improves performance.
HPE.2.5.4.A.CS1	Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.
HPE.2.5.4.B.1	Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).
HPE.2.5.4.B.2	Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.
HPE.2.5.4.B.CS1	Offensive, defensive, and cooperative strategies are applied in most games, sports, and other activity situations.
HPE.2.5.4.C.1	Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.
HPE.2.5.4.C.2	Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.
HPE.2.5.4.C.CS1	Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.
HPE.2.6.4.A.2	Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.

Essential Questions

1. Why is it important to understand good sportsmanship and cooperation?

2. How can geography be included in cooperative games?

3. What are the characteristics of a good teammate?

Application of Knowledge and Skills...

Students will know that...

- 1. the rules of games may be modified to include a variety of subject areas.
- 2. safe play is essential during all games.
- 3. cooperation is important to sportsmanship.

Students will be able to...

- A. Perform strategies as a class/team.
- B. Demonstrate dodging and fleeing from opponents.
- C. Apply learned skills in game play.
- D. Demonstrate memory of local and national geography.

Assessments

Unit Assessment
Summative: Other visual assessments
Students will be assessed through participation in a variety of games. Skills, safety, and knowledge of rules will be evaluated through a performance rubric.
2.5.4.A.1
2.5.4.A.2
2.5.4.A.4
2.5.4.B.1
2.5.4.B.2
2.5.4.C.1
2.5.4.C.2
2.6.4.A.2

Activities

- King/Queen of the Class: Students are divided into five teams (one team in each corner and one team in the middle of the gym). The team in the middle is "king". Students throw a ball to knock a ball off a cone. When the ball falls off, the "king" team is replaced by the next team.
- Question/Answer Session: A series of teacher-created questions in which students answer what they

think is the best way to become fit.
- Four-Corner Tag: Students stand in the four corners of the gym. Several students are selected to stand in the center of the gym to be the "taggers". On a signal, the students run to a different corner of the gym while the students in the middle try to tag them. Students tagged become the new taggers.
- Fifty-State Work Sheet: Students will prepare for geography games by reviewing their knowledge of the states on a worksheet.
- United States Map Relay: Students will be divided into three groups. One person from each group grab a poly spot state and place it correctly on the map.

Activities to Differentiate Instruction

Differentiation for special education:

- General modifications may include:
    - Modifications & accommodations as listed in the student's IEP
    - Assign a peer to help keep student on task
    - Modified or reduced assignments
    - Reduce length of assignment for different mode of delivery
    - Increase one-to-one time
    - Working contract between you and student at risk
    - Prioritize tasks
    - Think in concrete terms and provide hands-on-tasks
    - Position student near helping peer or have quick access to teacher
    - Anticipate where needs will be
    - Break tests down in smaller increments
- Content specific modifications may include:
    - Students may use noodles or smaller balls.
    - The teacher will use verbal and non-verbal cueing, provide feedback, and include extra time for tasks.

Differentiation for ELL's:

- General modifications may include:
    - Integrate activities into thematic units
    - tap the student's prior knowledge and experience, which may be different from other students in the class
    - teach learning strategies and scaffold complex texts
    - organize students into a variety of learning groups
    - Collaboration with ELL Teacher
- Content specific vocabulary important for ELL students to understand include: strategy

Differentiation to extend learning for gifted students may include:

- Act as team leader

Integrated/Cross-Disciplinary Instruction

- Social Studies: US geography

Resources

- Ready to use, P.E. Activities, Joanne M. Landy and Maxwell J. Landy, Parker Publishing Company, 1992
- www.pecentral.com
- www.teachphysed.com
- Awesome Elementary School Physical Education Activities, Cliff Carnes, 1983
- Elementary P.E. Teacher's Survival Guide, Jeff Carpenter & Diane Tunnell, Parker Publishing Company, 1994
- Cones, pinneys, markers
- Poly-maps of the United States

21st Century Skills

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP3.1	Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity,

whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.