Unit 5: Combination of Games

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Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Sixth Grade Comprehensive Physical Education

Unit 5: Combination of Games

Belleville Board of Education

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Unit Overview

- Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.
- Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities.
- Implementing effective offensive, defensive, and cooperative strategies is necessary for all players to be successful in game situations
- Understand basic skills and cognitive concepts that will enable them to participate in mass game activities.
- Combining all fitness skills, game rules, and movement skills into team games.
- Applying sportsmanhip and strategies.
- Dance
- Yoga/Meditation

Enduring Understandings

- Combining all fitness activities taught, movement skills, and strategies into tournaments and team activities.
- Applying strategies, offensive and defensive.
- Applying knowledge learned in previous units.

- Game rules and safety rules.
- Goal setting and fitness testing.
- Yoga poses and breathing during meditation.

Essential Questions

- What are the essential skills required in order to participate in each mass game?
- What value is it to work with others in a mass games unit?
- In what ways are teamwork and good sportsmanship vital to success within a group?
- How does mass games allow a large number of individuals to participate in a completive and fitness oriented task?
- How does selection of activities benefit and motivate those seeking a lifestyle of wellness and fitness?
- What is a cobra pose?

Exit Skills

- Explain and demonstrate the transition of movement skills from isolated settings into applied settings
- Apply the concepts of force and motion to impact performance
- Create, explain, and demonstrate, as a small group, a planned movement sequence that includes changes in rhythm, tempo, and musical style
- Detect, analyze, and correct errors and apply to refine movement skills
- Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings
- Assess the effectiveness of specific mental strategies applied to improve performance
- Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement
- Assess player behavior for evidence of sportsmanship in individual, small - group, and team activities
- Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small – group, and team activities
- Analyze the impact of different world cultures on present - day games, sports, and dance.
- Yoga poses taught-basic
- Concentrate on breathing during meditation.

- Dance steps and culture.

New Jersey Student Learning Standards (NJSLS)

HPE.2.1.6.A	Personal Growth and Development
HPE.2.2.6.B	Decision-Making and Goal Setting
HPE.2.5.6.A	Movement Skills and Concepts
HPE.2.5.6.B	Strategy
HPE.2.5.6.B.2	Compare and contrast strategies used to impact individual, team and group effectiveness and make modifications for improvement.
HPE.2.5.6.C	Sportsmanship, Rules, and Safety
HPE.2.6.6.A	Fitness and Physical Activity
HPE.2.6.6.A.7	Evaluate the short- and long-term effects of anabolic steroids and other performance-enhancing substances on personal health.

Interdisciplinary Connections

MA.6.NS	The Number System
SCI.MS	Forces and Interactions
SOC.5-8.1.1	Chronological Thinking
SOC.5-8.1.2	Spatial Thinking
SOC.5-8.1.3	Critical Thinking
VPA.1.1.8.A	Dance
VPA.1.1.8.B	Music

Learning Objectives

Students will be able to:

- Explain and perform mass game skills that combine mechanically correct movement in smooth flowing sequences during drills and mass games.
- Analyze hoe mass games skills and games allow for self-expression, creativity and teamwork.
- Apply rules and procedures for mass games and describe how they enhance participation and safety.
- Demonstrate the use of offensive, defensive and cooperative strategies in mass games.
- Develop ways to increase leadership, sportsmanship and teamwork on individual and teams basis through mass games.
- Perform basic yoga poses.
- Focus on breathing during meditation.
- Perform basic dance steps to a variety of dances. Explain their culture.

Suggested Activities & Best Practices

- Components of Fitness
- Muscular Endurance
- Muscular Strength
- Cardio Vascular Endurance
- Flexibility
- Review
- Warm-Ups
- Locomotor Activities
- Group question and answer
- Peer assessments
- Small group discussions
- Large group discussions

Evidence of Student Learning - Checking for Understanding (CFU)

- Admit Tickets
- KWL Chart
- Evaluate

- Admit Tickets
- Anticipation Guide
- Common benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit tests

Primary Resources & Materials

- Assortment of Physical Education equipment
- Teacher web–based search engines
- Audio/visual equipment

Ancillary Resources

- https://www.shapeamerica.org
- https://www.pecentral.org
- https://www.brainpop.com
- https://www.gonoodle.com
- Just Dance
- https://www.cdc.gov

Technology Infusion

- Smart TV
- Chromebook
- Music- Kids Bop
- Timer

Alignment to 21st Century Skills & Technology

Mastery and infusion of 21st Century Skills & Technology and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts
- Mathematics
- Science and Scientific Inquiry (Next Generation)
- World languages
- Technology- Smart Board
- Visual and Performing Arts

TECH.8.1.8	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.2.8	Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

21st Century Skills/Interdisciplinary Themes

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

- Communication and Collaboration
- Information Literacy

- Media Literacy
- ICT (Information, Communication, and Technology) Literacy
- Life Skills
- Creativity and Innovation
- Critical Thinking and Problem Solving

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

- Extra time to complete assignments.
- Games and Tournaments.
- Goal Setting with students.

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation

- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Intervention Strategies

- Tutoring by Peers.
- Using videos, illustrations, pictures, and drawings to explain or clarify.
- Using authentic assessments with real-life problem-solving.

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Special Education Learning

- Additional time for skill mastery.
- Assistive technology
- Center-based Instruction.

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction

- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

- Tutoring by peers.
- Decreasing the amount of workpresented or required.
- Providing study guides.

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides

- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

Sample Lesson

Using the template below, please develop a **Sample Lesson** for the first unit only.

Unit Name:

NJSLS:

Interdisciplinary Connection:

Statement of Objective:

Anticipatory Set/Do Now:

Learning Activity:

Student Assessment/CFU's:

Materials:

21st Century Themes and Skills:

Differentiation/Modifications:

Integration of Technology: