

# Unit 5 Comprehensive Health/Physical Education, Gr. 6

Content Area: **PE/Health**  
Course(s): **Sample Course**  
Time Period:  
Length: **Sample Length & Grade Level**  
Status: **Published**

## **Title Section**

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## **Department of Curriculum and Instruction**



**Belleville Public Schools**

Curriculum Guide

## Comprehensive Health/Physical Education, Gr. 6

## Mass Games

**Belleville Board of Education**

**102 Passaic Avenue**

**Belleville, NJ 07109**

Dr. Richard Tomko, Superintendent of Schools

Board Approved: October 17, 2016

## Unit Overview

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- 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.

## CCSS/NJCCCS

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Please link all standards that apply in this section within the curriculum of the unit being written. Please include all Common Core and New Jersey Core Curriculum Standards.

|               |  |
|---------------|--|
| HPE.2.5.6     | All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.   |
| HPE.2.5.6.A   | Movement Skills and Concepts   |
| HPE.2.5.6.A.1 | Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities). |
| HPE.2.5.6.A.2 | Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.  |
| HPE.2.5.6.A.3 | Create and demonstrate planned movement sequences, individually and with others,   |

|                 |   |
|-----------------|---|
|                 | based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance).  |
| HPE.2.5.6.A.4   | Use self-evaluation and external feedback to detect and correct errors in one's movement performance.   |
| HPE.2.5.6.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.2.5.6.A.CS2 | Performing movement skills effectively is often based on an individual's ability to analyze one's own performance as well as receive constructive feedback from others.         |
| HPE.2.5.6.B     | Strategy  |
| HPE.2.5.6.B.1   | Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, team and group activities.   |
| 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.B.CS1 | There is a relationship between applying effective tactical strategies and achieving individual and team goals when competing in games, sports, and other activity situations.  |
| HPE.2.5.6.C     | Sportsmanship, Rules, and Safety  |
| HPE.2.5.6.C.1   | Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.  |
| HPE.2.5.6.C.2   | Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.                                 |
| HPE.2.5.6.C.3   | Relate the origin and rules associated with certain games, sports, and dances to different cultures.  |
| HPE.2.5.6.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.2.5.6.C.CS2 | There is a strong cultural, ethnic, and historical background associated with competitive sports and dance.   |
| HPE.2.6.6       | All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.                                       |
| HPE.2.6.6.A     | Fitness and Physical Activity   |
| HPE.2.6.6.A.1   | Analyze the social, emotional, and health benefits of selected physical experiences.  |
| HPE.2.6.6.A.2   | Determine to what extent various activities improve skill-related fitness versus health-related fitness.  |
| HPE.2.6.6.A.3   | Develop and implement a fitness plan based on the assessment of one's personal fitness level, and monitor health/fitness indicators before, during, and after the program.      |
| HPE.2.6.6.A.4   | Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.   |
| HPE.2.6.6.A.6   | Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.   |
| HPE.2.6.6.A.7   | Evaluate the short- and long-term effects of anabolic steroids and other performance-enhancing substances on personal health.   |
| HPE.2.6.6.A.CS1 | Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status.                                       |

## 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.

## **Enduring Understanding**

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- 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 games activities.

## **Essential Questions**

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- How can rules affect your successfully participating in a mass games unit?
- What are the essential skills required in order to participate in each mass game?
- What equipment is needed for 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 complete and fitness oriented task?
- How does selection of activities benefit and motivate those seeking a lifestyle of wellness and fitness?

## **Learning Objectives**

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Students will:

- 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.

## **Interdisciplinary Connections**

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Please list all and any cross-curricular content standards that link to this Unit.

## **Alignment to 21st Century Skills & Technology**

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### **Key SUBJECTS AND 21st CENTURY THEMES**

Mastery of key subjects and 21st century themes is essential for all students in the 21st century.

Key subjects include:

- English, reading or language arts
- World languages
- Arts
- Mathematics
- Economics
- Science
- Geography
- History
- Government and Civics

## **21st Century/Interdisciplinary Themes**

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

## **21st Century Skills**

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- 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

## **Technology Infusion**

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What technology can be used in this unit to enhance learning?

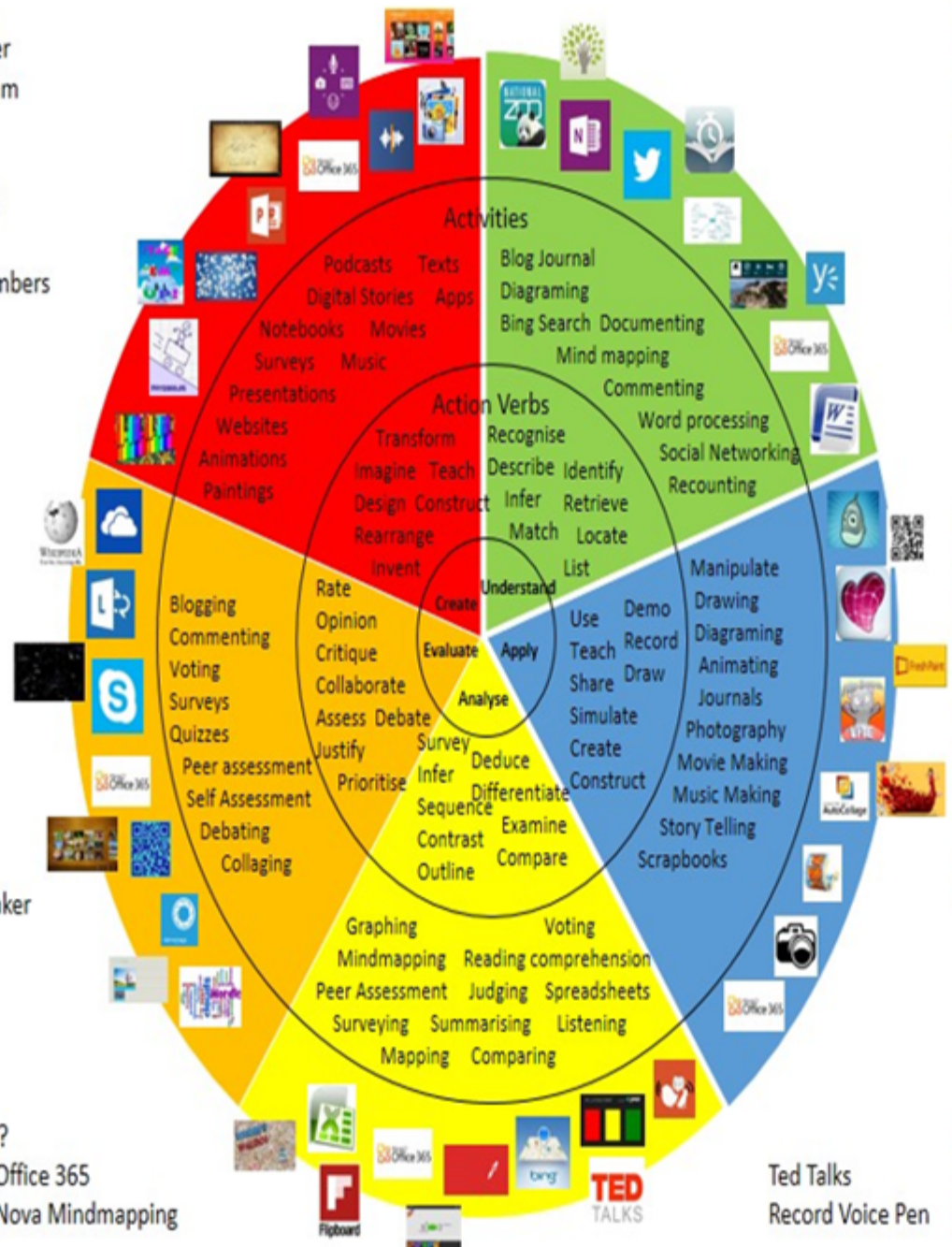
## Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts  
Photostory 3  
Kid Story Builder  
Music Maker Jam  
Paint A Story  
Office 365  
MS PowerPoint  
Stack 'Em Up  
NqSquared Numbers  
Physamajig  
Xylophone 8

Wikipedia  
Skydrive  
Lync  
SkyMap  
Skype  
Office 365  
Puzzle Touch  
Easy QR  
Memorylage  
Life Moments  
Word Cloud Maker

Where's Waldo?  
MS Excel  
Flipboard  
Office 365  
Nova Mindmapping

Ted Talks  
Record Voice Pen



## Differentiation

As a Reminder:

The basis of good differentiation in a lesson lies in differentiating by content, process, and/or product.

Resources:

- NJDOE: Instructional Supports and Scaffolds for Success in Implementing the Common Core State Standards <http://www.state.nj.us/education/modelcurriculum/success/math/k2/>

## **Special Education**

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- 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
- multiple test sessions
- multi-sensory presentation
- 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

## **ELL**

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- teaching key aspects of a topic. Eliminate nonessential information



- using videos, illustrations, pictures, and drawings to explain or clarify
- 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 work presented 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

## **Intervention Strategies**

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- 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 work presented 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

## **Evidence of Student Learning-CFU's**

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Please list ways educators may effectively check for understanding in this section.

- 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

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Assortment of Physical Education equipment

Teacher web-based search engines

Audio/visual equipment

Kickball's, tee ball tee, tee ball and bat, playground balls, jump ropes, scooters, volleyballs, tug of war ropes, mass game worksheets, mass games study guide, mass games written exam.

## **Ancillary Resources**

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Please list ALL other resources available to strengthen your lesson.

## **Sample Lesson**

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One Lesson per Curriculum must be in this lesson plan template. I.e. one lesson in one unit

Unit Name:

CCSS/NJCCCS:

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: