PE8 Cooperative Games and Challenges

Content Area: **Physical Education & Health**
Course(s):
Time Period: **Default**
Length: **32 days (Two Quarters)**
Status: **Published**

Unit Overview

In this unit, students will engage in a variety of team sports: skills and games.

Enduring Understandings

- Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.
- A variety of effective fitness principles applied consistently over time, enhance personal fitness levels, performance, and health status (e.g., Frequency, Intensity, Time, Type (F.I.T.T).
- Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities.
- Feedback from others and self-assessment impacts performance of movement skills and concepts.
- Effective execution of movements is determined by the level of related skills and provides the foundation for physical competency and literacy to participate with confidence in a broad range of physical activities (e.g., games, sports, aerobics, martial arts, recreational activities).

Standards

- 2.2.8.MSC.1: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).
- 2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.
- 2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills.
- 2.2.8.MSC.5: Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.
- 2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.
- 2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.
- 2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity.

- 2.2.8.LF.3: Explore by leading self and others to experience and participate in different cultures' physical fitness activities.
- 2.2.8.LF.4: Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.
- 2.2.8.LF.5: Engages in a variety of physical activities (e.g., aerobic-fitness, strengthening, endurance-fitness activities) using technology and cross-training, and lifetime activities.

Exemplar Learning Activities

A student will demonstrate an understanding of the rules, strategies, and etiquette in the units listed below.

Model activities may include...

Lead up games for Team Challenges (ie.) The Maze

Low level Team Challenges with the Rock Wall

High level Team Challenges with the Rock Wall

Cooperative Games such as:

Ga Ga Ball

Snow Ball
Team Marathons
Alley-Ball
Cage Volleyball
Tug-of-War
Kin-Ball
Noodle Hockey
Noodle Tag
23Target
Cage Ball

Crab Soccer

Materials

Core Materials:

- New Jersey CHPE Standards
- District provided material

Supplemental Materials:

- Spark Activities https://sparkpe.org/wscc/health-education

Evidence of Learning/Assessment

Formative Assessment

- Teacher Observation
- Exit Tickets
- Self-Assessment
- Skill Assessment

Summative Assessment

- Quizzes
- Tests
- Projects
- Skill Assessment

Accommodations & Modifications

Special Education

Follow IEP Plan which may contain some of the following examples…

- Preferred location
- Questions read aloud
- Extended time for completing tasks
- Vocabulary support/ study guides
- Limit the number of questions

- Scribe

504

Follow 504 Plan which may contain some of the following examples…

- Preferred location
- Questions read aloud
- Extended time for completing tasks
- Vocabulary support/study guides
- Limit the number of questions
- Scribe

ELL

- Translation device/dictionary
- Preferred location
- Questions read aloud
- Extended time for completing tasks
- Vocabulary support/ study guides
- Limit the number of questions
- Scribe

At-risk of Failure

- Preferred location
- Questions read aloud
- Extended time for completing tasks
- Vocabulary support/ study guides
- Limit the number of questions
- Scribe

Gifted & Talented

- Tiered grouping

Interdisciplinary Connections

Connections to NJSLS - English Language Arts

- RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (2-PS1-4)
- RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (2-PS1-4)
- W.2.8Recall information from experiences or gather information from provided sources to answer a question. (2-PS1-1), (2-PS1-2), (2-PS1-3)

Connections to NJSLS - Mathematics

- MP.2 Reason abstractly and quantitatively. (2-PS1-2)

Connections to NJSLS - Science

5-PS3-1. Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.

Connections to NJSLS - Social Studies

6.2.8.HistoryCC.1.a: Describe the influence of the agricultural revolution on population growth and the subsequent

development of civilizations (e.g., the impact of food surplus from farming).

Climate Change: Effects on the Natural World

- 2.1.8.CHSS.7: Collaborate with other students to develop a strategy to address health issues related to climate change.

Connection to NJDOE SEL Competencies

- Self-Awareness
- Self-Management
- Social Awareness
- Responsible Decision-Making
- Relationship Skills

Amistad Law:

N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students. Historical figures in science and sports.

Holocaust Law:

N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Bullying and respect for others.

Asian American and Pacific Islander Studies Legislation:

Every board of education shall incorporate the information regarding the contributions of Asian American and Pacific Islander musicians to our country in an appropriate place in the curriculum of elementary and secondary school students.

Historical figures in science and sports.

DEI

Beginning in the 2021-2022 school year, each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards P.L. 2021 Ch 32.

LGTB & Disability

A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36)

NJ Curriculum Mandates: Galloway Teacher Resource Crosswalk

Career Readiness, Life Literacies, and Key Skills

Critical Thinking and Problem Solving:

- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Career Ready Practices

- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.