| ***Physical Education Grade 5 Unit 3: Cooperative Games***  ***6 weeks*** | | | | | |
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| **Targeted 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.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).  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.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.  2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity.  2.2.8.PF.3: Execute the primary principals of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames).  2.2.8. PF.4: Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program.  2.2.8.PF.5: Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health.  2.2.8.LF.1: Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.  2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one’s lifetime.  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, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities  2.2.8.LF.6: Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities.  2.2.8.LF.7: Evaluate personal attributes as they relate to career options in physical activity and health professions. | | | | | |
| **Rationale and Transfer Goals:** The rationale of the Cooperative Games unit is to provide students with the basic knowledge and experience needed to understand the importance of cooperation as it relates to many life-skills. Through their participation in various teamwork activities, they will gain a better understanding of the level of cooperation that is required to be successful. | | | | | |
| **Enduring Understandings:**  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).  Feedback from others and self-assessment impacts performance of movement skills and concepts.  Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities.  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).  Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.  Community resources can provide participation in physical activity for self and family members. | | | | | |
| **Essential Questions**:  How does cooperation with others affect our individual performance?  What are the benefits of regular participation in cooperative games?  What are the benefits of teamwork and good sportsmanship? | | | | | |
| **Content/Objectives** | | | **Instructional Actions** | | |
| **Content**  ***What students will know*** | **Skills**  ***What students will be able to do*** | | **Activities/Strategies**  ***How we teach content and skills*** | | **Evidence (Assessments)**  ***How we know students have learned*** |
| * Team work * problem solving activities | * Teamwork activities * Game strategy * Working together to solve challenges while also incorporating fitness activities. * Enhance self-esteem * Promote collective responsibility * Develop a communication plan and implement it to complete the challenges * Work together as a team, show positive sportsmanship and figure out solutions to the problems presented. * Enhance concentration skills | | * partner stretching * group stretching * partner exercising * group exercising * partner relay races * group relay races * partner shapes * group shapes * partner words * group words * partner math symbols * group math problems | | * Observations of students 2-3 times a week * Student observations * Asking of the essential questions * Students may grade each other on execution of skills * Practice, Practice, Practice * Reflection |
| **Spiraling for Mastery** | | | | | |
| **Content or Skill for this Unit** | | **Spiral Focus from Previous Unit** | | **Instructional Activity** | |
| * Working together to solve challenges while also incorporating fitness activities. | | Refine body and spatial awareness | | * partner exercising * group exercising | |
| **21st Century Skills:** What are the [21st Century Skills](http://www.p21.org/about-us/p21-framework) that are a part of this unit, and where are they experienced?  **CRP3. Attend to personal health and financial well-being.**  Unit focus on personal health  **CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**  Critical thinking about personal fitness baseline, development of personal fitness goals, and step-planning to reach goals  **CRP6. Demonstrate creativity and innovation.**  Creativity in development of workout plans for variety and maintaining interest  **CRP11. Use technology to enhance productivity.**  Use of 21st century technology in collecting and analyzing fitness data  **CRP12. Work productively in teams while using cultural global competence.**  Students will work in small groups to create, problem solve, and participate in games | | | | | |
| **Key resources:** What are the resources that are essential for this unit (may also be listed in “Activities/Strategies”)?  [www.pecentral.com](http://www.pecentral.com)  <http://www.sparkpe.org/>  <http://www.lessonplanet.com/teachers/5678-line-dance?page=1>  *Fitness For Life* (book)   * **Other resources in teacher files** | | | | | |
| **Interdisciplinary Connections**  **ELA**  **NJSLSA.R1.** Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.  **NJSLSA.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.  [**RST.6-8.3**](http://www.corestandards.org/ELA-Literacy/RST/6-8/3/)**.** Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.  [**RST.6-8.7**](http://www.corestandards.org/ELA-Literacy/RST/6-8/7/)**.** Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).  [**RST.6-8.8**](http://www.corestandards.org/ELA-Literacy/RST/6-8/8/). Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.  **Science**  5-ESS3-1. Obtain and combine information about ways individual communities use science ideas to protect the Earth’s resources and environment.   * Connections between community development and health; e.g., walkability, recycling, etc.   **Math**  **Measurement and Data 5.MD**  A. Convert like measurement units within a given measurement system.  1. Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.    **B. Represent and interpret data.**  2. Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots.   * students converting units associated with measurement of health   **A. Use equivalent fractions as a strategy to add and subtract fractions. 5.NF**  1. Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general, a/b + c/d = (ad + bc)/bd.)   * fractions associated with games (e.g., “half court”) | | | | | |