| ***Physical Education Grade 8 Unit 1: Team-building***  ***3 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 Teambuilding Unit is to provide students with the basic knowledge and experience needed to understand the importance of cooperation, communication and trust as it relates to many life-skills. Through their participation in various teamwork activities, they will gain a better understanding of great leadership characteristics, effective communication, and what makes a great team member. When working effectively as a team, students should be able to apply skills used in other aspects of their life. | | | | | |
| **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**:  What are the benefits of working in a group?  What are some things you have learned by working with diverse peers?  How do we communicate in different social settings?  What is the importance of building a strong team, no matter who’s a part of it?  What are some strategies you us to motivate yourself or teammate?  How could interaction with others affect our individual performance?  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** |
| * safety rules involving activity being taught * communication is key   verbal  body language  eye signals  listen   * how to socially interact * how to give positive feedback * how to adapt to different types of competition * different strategies for games | * demonstrate self-confidence in individual and group activities * work cooperatively toward attainment of group goals * support all members of the class by giving positive feedback on group and individual assignments * delegate or accept roles as leaders or followers depending on their communication and athletic ability in the area being taught | | Accepting team roles  Leader  Shaper  Implementer  Coordinator  Follower  Completer  Building communication Skills  Speaking Skills  Listening Skills  Writing Skills  Creating an environment that is fun and non-threatening, using games that are non- competitive/competitive  Student self-assessment to improve in performance | | Student observations  Teacher observations  Asking of the essential questions  Students may grade each other on execution of skills  Practice, Practice, Practice  Observation of team play |
| **Spiraling for Mastery** | | | | | |
| **Content or Skill for this Unit** | | **Spiral Focus from Previous Unit** | | **Instructional Activity** | |
| * Can appropriately participate in team challenges/activities with all members of the class * Is able to incorporate teamwork, communication, cooperation, and problem solving to solve all team challenges * Displays respectful behaviors towards all classmates * Students will successfully complete a number of team challenges in order to improve their communication skills. | | * Cooperative Games * Lead up Activities | | Card Have You Ever:  FFEACH:  The Maze:  Speed Rabbit  Balloon Trolley’s  Trolley’s  Market Place Relay  The Great Communicator  Ready Aim  Tangle Knots  Follow the Leader  Scavenger Hunt  Double Sided Line  Chicken Baseball  Cops and Robbers  Trust  Human Puzzle  Circle Cit  Loop the Hoop | |
| **21st Century Skills:**  **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)  [www.mrgym.com/CooperativeGames.htm](http://www.mrgym.com/CooperativeGames.htm)  [www.learningforlife.org/exploring/resources/99-720/x08.pdf](http://www.learningforlife.org/exploring/resources/99-720/x08.pdf)  <https://www.schenectady.k12.ny.us/About_SCSD/Academic/Physical_Education/PhysicalEducation/PE.cooperativegames.k8.pdf>   * **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**  MS-LS2-4. Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations   * effect of health and exercise on physical and biological states   **Math**  Statistics and Probability 8.SP  A. Investigate patterns of association in bivariate data.   * students work with data and statistics related to team sports and games | | | | | |