Physical Education Grade 6 Unit 2: Team Activities

Content Area: **Health & PE**
Course(s):
Time Period: **MP2**
Length: **6 Weeks**
Status: **Published**

Rationale and Transfer Goals

The rationale of the Team Games unit is to provide students with team building skills while promoting cardiovascular fitness and introducing students to multiple team games and sports. Constant movement allows students to think quickly and use teammates to problem solve while engaging in fitness activities.

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 team sports?
- What are the benefits of teamwork and good sportsmanship?

Content - What will students know?

- Basketball
- Football
- Soccer
- Handball
- Ultimate Frisbee
- Volleyball
- Softball
- Kickball

Skills - What will students be able to do?

-
    - Hand-eye Coordination
    - Team work
    - Game strategy
    - Defensive strategy
    - Movement in occupied space
    - Passing
    - Shooting
    - Throwing

        Overhand

        Underhand

    - Bump
    - Spike
    - Set
    - scoring
    - rotating
    - Catching
    - Endurance
    - Hiking
    - Carrying
    - Follow Through
    - Trapping
    - Kicking
    - Power Kick
    - Touch Pass

Activities - How will we teach the content and skills?

Skill Development

- lay-up drills
- shooting drills
- Goaltending Drills
- Base running Drills
- Fielding Drills
- Kicking for Power Drills
- Kicking for Accuracy Drills

Lead Up Games

- Dribbling relay
- Bounce pass relay
- Chest pass relay
- Three court basketball
- All-touch basketball
- No-dribble basketball
- Sideline Basketball
- Cross court handball
- Marker handball
- Base running scenarios
- Throwing relay
- Run down
- Wiffle ball
- King of the court
- 1 Bounce Volleyball

- Nukem Volleyball
- Keep it up
- Can jam
- Frisbee Circle

Game Play

- Season Play
- Tournament Play

Evidence/Assessments - How will we know what students have learned?

- Preparation/Participation

  Visual assessments

  - Students will be graded based on their level of participation and preparation.

  Written assessments

  Students will be given a written assessment of the skills taught for each team game

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit	Instructional Activity
• Movement in occupied space • Endurance	• Gain confidence through fitness • Increase cardio respiratory endurance Safety rules for activity taught	• Base running Drills • Dribbling relay No-dribble basketball

Key Resources

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

21st Century Life and Careers

9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process

Interdisciplinary Connections/Companion Standards

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.

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.)

B. Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

fractions associated with dance counts