Physical Education Grade 6 Unit 3: Cooperative Games

Content Area: **Health & PE**
Course(s):
Time Period: **MP4**
Length: **6 Weeks**
Status: **Published**

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 - What will students know?

- Team work
- problem solving activities

Skills - What will students be able to do?

- 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

Activities - How will we teach the content and 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

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

- Observations of students 2-3 times a week
- Fitness testing the first day of class each 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

Key Resources

www.pecentral.comhttp://www.pecentral.com

www.pinterest.comhttp://www.pinterest.com

http://www.sparkpe.org/http://www.sparkpe.org/

http://www.lessonplanet.com/teachers/5678-line-dance?page=1http://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.

RST.6-8.3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

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. 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

Math

Ratios and Proportional Relationships 6.RP

A. Understand ratio concepts and use ratio reasoning to solve problems.

The Number System 6.NS

A. Apply and extend previous understandings of multiplication and division to divide fractions by fractions.

B. Compute fluently with multi-digit numbers and find common factors and multiples.