

Unit 2: Team Activities

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

NJSLS Health & PE

HE.3-5.2.2.5.LF.1	Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.
HE.3-5.2.2.5.LF.2	Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.
HE.3-5.2.2.5.LF.3	Proactively engage in movement and physical activity for enjoyment individually or with others.
HE.3-5.2.2.5.LF.4	Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga).
HE.3-5.2.2.5.LF.5	Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.
HE.3-5.2.2.5.PF.1	Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health.
HE.3-5.2.2.5.PF.2	Accept and respect others of all skill levels and abilities during participation.
HE.3-5.2.2.5.PF.3	Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance).
HE.3-5.2.2.5.PF.4	Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.
HE.3-5.2.2.5.PF.5	Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).
HE.3-5.2.2.5.MSC.1	Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).
HE.3-5.2.2.5.MSC.2	Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
HE.3-5.2.2.5.MSC.3	Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).
HE.3-5.2.2.5.MSC.4	Develop the necessary body control to improve stability and balance during movement and physical activity.
HE.3-5.2.2.5.MSC.5	Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.
HE.3-5.2.2.5.MSC.6	Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.
HE.3-5.2.2.5.MSC.7	Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.

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

- 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)).

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

Activities - How do 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

Assessments - How do 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
<ul style="list-style-type: none"> • Movement in occupied space • Endurance 	<ul style="list-style-type: none"> • Gain confidence through fitness • Increase cardio respiratory endurance • Safety rules for activity taught 	<ul style="list-style-type: none"> • 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](#)

Career Readiness, Life Literacies, & Key Skills

WRK.9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
WRK.9.2.5.CAP.4	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
TECH.9.4.5.CI.1	Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6).
TECH.9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

Interdisciplinary Connections

MATH.5.OA.B.3	Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.
MATH.5.NBT.B.5	With accuracy and efficiency, multiply multi-digit whole numbers using the standard algorithm.
SCI.5-PS2-1	Support an argument that the gravitational force exerted by Earth on objects is directed down.
MATH.5.M.A.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.