April Games and Game Design Unit

Content Area: **P.E.**
Course(s):
Time Period: **April**
Length: **4-5 Weeks**
Status: **Published**

Unit Overview

The games unit is a unit where the students will play a series of games that they come up with and teach the class.

Enduring Understandings

We can create games of our own that are fun and keep us physically active.

Essential Questions

How do we create games that are fun and keep us active?

Instructional Strategies & Learning Activities

Games Unit for 6th-8th

The teachers will demonstrate with a lesson(game) of their own. The students will participate in that game and then the following classes they will have time to work on their own game. Students will present their game to the class.

Students will have to figure out ways to safely cross the ocean(gym) under pressure situations. Students will have to demonstrate decision making, leadership skills and	Sinking Ship (Games Unit) There will be three teams on one side of the gym. Each team will be on a sinking ship(blue mat) in the ocean with one life boat(roller racer scooter). Their job is to get every member of their team safely to the shore(other side of the gym). In the middle of the	Materials: Assorted equipment. Blues mats, roller racers.	Teachers will make sure students are on task and completing the games sheet. Teachers will offer suggestions about student games. Are the students

communication skills.	gym there will be a small island of equipment that the team can use to get across the ocean. The students are not allowed to touch the gym floor or they must return to their sinking ship without any equipment. The game ends when one team rescues all of their teammates and gets them on the shore.		communicating? Is there teamwork?
Students will work on their game to present to the class. Students should have the entire "games sheet" completed with each student having a role in their game presentation.	Games Unit Teachers will explain to the students that their games presentation is being graded on clear explanation of the rules, creativity, if it's a safe game to be played, if all students follow and know their role in the group and if the game works(the game flows until the end or when there is a winner). Students will break off into their groups. Students will get their game sheets and pencils and work together to complete the assignment.	Game sheet	Teachers will make sure students are on task and completing the games sheet. Teachers will offer suggestions about student games. Completion of games worksheet.
Students will be presenting their projects to the class. Students will explain rules and procedures before playing a game of their creation.	Students will begin presenting their projects to the class. Students will have 10 minutes to explain and perform their game.	TBA	Teacher will observe the students and make sure students are participating in a safe and fair manner. Presentations.

Integration of Career Exploration, Life Literacies and Key Skills

	An individual's strengths, lifestyle goals, choices, and interests affect employment and income.
	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
9.4.8.CI.1	Assess data gathered on varying perspectives on causes of climate change (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4).
9.2.8.CAP.1	Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
9.2.8.CAP.2	Develop a plan that includes information about career areas of interest.
9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.
9.4.8.CT	Critical Thinking and Problem-solving
	An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.
	Communication skills and responsible behavior in addition to education, experience, certifications, and skills are all factors that affect employment and income.

Technolgy and Design Integration

No technology is used in this unit.

Interdisciplinary Connections

LA.W.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
LA.SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.

- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.

- **Definitions of Differentiation Components**:

    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

Students will be encouraged to challenge themselves through the design of the game.

Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

504 and IEP accommodations will be untilized.

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

See above.

Summative Assessments

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

See above.

Instructional Materials

See above.

Standards

2.2.8.MSC	Movement Skills and Concepts
	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).
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).
	Feedback from others and self-assessment impacts performance of movement skills and concepts.
2.2.8.MSC.4	Analyze, and correct movements and apply to refine movement skills.
	Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities.
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.
	Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.
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.