# May Single Day Games

Content Area: **P.E.**
Course(s):
Time Period: **May**
Length: **6-8 weeks**
Status: **Published**

## Unit Overview

Individual games support opportunities to continue physical activity in a variety of ways. Sportmanship, strategies, cooperation, and following rules are goals for each activity.

## Enduring Understandings

Games can be played and physical fitness achieved in a variety of ways and areas.

## Essential Questions

How do rules help appropriate play of games?

Why are playing games important to imiproving social skills?

How do these games help improve cooperative skills?

## Instructional Strategies & Learning Activities

Pin Blaster

Pyramid Ball

Braveheart

Capture the Flag

Star Wars

Pacman

Everybody's It

Mat Ball

Kickball

Nerf baseball

Direction Game

Bean Bag Game

Crab Soccer

Long Rope Challenge

Kinect-4

Lose your marbles

## Integration of Career Readiness, Life Literacies and Key Skills

Students must problem solve and cooperate to achieve goals of games.

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| | An individual's strengths, lifestyle goals, choices, and interests affect employment and income. |

## Technolgy Integration

Video streaming of techniques, skills, and cooperative strategies via teamwork used in various game situations.

## Interdisciplinary Connections

Students choose various responsibillies and strategies to successfully compete in various games.

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| LA.SL.6.1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 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:**

Challenges and modifications will be based on skill and personal choice in each 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 utilized.

## Benchmark Assessments

**Benchmark Assessments** are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

**Schoolwide Benchmark assessments:**

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

**Additional Benchmarks used in this unit:**

Various skills assessments and observing appropriate skills and techniques during game play will be used.

## 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:**

Teacher observation

Open discussion

## 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:**

Student presentations by turn-key instruction.

## Instructional Materials

Various PE equipment as needed to play the game.

## Standards

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| 2.2.8 | Physical Wellness |
| 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. |
| 2.2.8.PF | Physical Fitness |
| | 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.). |
| 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. |