Sept. Gr. 2 P.E. Indoor Single Day Games

Content Area: **P.E.**
Course(s):
Time Period: **September**
Length: **yearlong**
Status: **Published**

Unit Overview

Throughout the year students will engage in cooperative and skill practice/development activities and games due to inclement weather for outdoor planned lessons and/or for skill development practice or review.

Enduring Understandings

Games can be played to increase physical fitness and skill development.

Essential Questions

How are rules and using appropriate skills essential to play games.

How do we apply what we know about staying active and being a good team player to a P.E. games?

Instructional Strategies & Learning Activities

Activities include but are not limited to:

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

9.1.2.CAP	Career Awareness and Planning
	Different types of jobs require different knowledge and skills.
	Brainstorming can create new, innovative ideas.
9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
	Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Technology and Career Integration

No technology is used in this unit.

Interdisciplinary Connections

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:

Different size equipment may be offered to assist skill successes. Goals for game rules may be adjusted for skill success.

Modifications & Accommodations

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

Modifications and Accommodations used in this unit:

Physical and learning accommodations based on individual IEP's will be closely monitored.

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

DRA

Additional Benchmarks used in this unit:

Observation of students ability within individual lessons to demonstrate appropriate skills required in game

situations using self-correcting after being reminded of appropriate use of manipulatives and techniques. Teacher observation and checklist.

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:

Observation of students ability to demonstrate appropriate techniques and use of manipulatives in game situatuions/activities with minimal reminders. Individual discussion with students giving suggestions and corrections as needed for the activity.

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:

Observation of students ability to demonstrate appropriate techniques and use of manipulatives in game situatuions/activities withoutl reminders. Tracking of daily skills, progress of individual student for the entire unit.

Instructional Materials

Materials to be included are dependent on the rules of the games.

See each game rules and materials needed to identify materials (Games are located in the Games We Play Binder).

Standards

2.1.2.EH.2	Identify what it means to be responsible and list personal responsibilities.
2.1.2.EH.3	Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).
2.1.2.EH.4	Demonstrate strategies for managing one's own emotions, thoughts and behaviors.
2.2.2.MSC.1	Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hoping, skipping, running).
2.2.2.MSC.2	Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling).
2.2.2.MSC.3	Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges.
2.2.2.MSC.4	Differentiate manipulative movements (e.g., throwing, catching, dribbling).
2.2.2.MSC.5	Adjust and correct movements and skill in response to feedback.
2.2.2.MSC.6	Execute appropriate behaviors and etiquette while participating in activities, games, sports, and other events to contribute to a safe environment.
2.2.2.MSC.7	Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.
2.2.2.PF.2	Explore how to move different body parts in a controlled manner.
2.2.2.PF.3	Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building).