

05_Lifetime/ Cooperative Activities

Content Area: **TEMPLATE**
Course(s):
Time Period: **Full Year**
Length: **Type Length of Unit**
Status: **Published**

General Overview, Course Description or Course Philosophy

The K-2 physical education curriculum provides experiences for students to utilize and strengthen their bodies while participating in physical activities which benefit one's personal wellness. In this course, students will be exposed to various physical activities and provided with experiences to develop their movement skills, knowledge of wellness and enjoyment of sport, awareness of their body movements, and enhanced teamwork and cooperation. The success of body control and enjoyment of sport is determined by the student's ability to participate in various physical activities, and to identify ways in which physical movement brings joy and benefits to one's life.

Kindergarten:

Students will be introduced to and grow towards meeting standard of basic skill concepts. The standard benchmark is "by the end of 2nd grade." Students will build and improve current level of skill, working towards meeting standard by the end of second grade. Variations in student ability and skill level may occur. Students will be given modifications to assist in refining skill in working towards standard. Students will grow personally based on their level on ability continuum.

First Grade

By the end of first grade students should have refined and moved closer towards meeting standard, building and improving skill from previous year. The standard benchmark is "by the end of 2nd grade" and students will work towards standard. Variations in student ability and skill level may occur. Students will be given modifications to assist in refining skill in working towards standard. Students will grow personally based on their level on ability continuum.

Second Grade

By the end of second grade students should have refined and moved closer towards meeting standard, building and improving skill from previous year. Students will refine current level, and work towards personally meeting standard by the end of 2nd grade. Students will build on knowledge and ability from previous year and will refined skill this year. Variations in student ability and skill level may occur. Students will grow personally based on their level on ability continuum.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Cooperative Activities

The unit will introduce students to activities where effective communication and respect are needed among class and team members to achieve a goal. Students will communicate and maneuver bodies safely in order to achieve a team goal or with shared equipment. Students will learn carry over skills in real world where one works on a team.

- Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.
- Skill development involves an understanding of movement concepts as a means to analyze movement performance and make adjustments
- People who participate in regular physical activity, no matter what the form, are more likely to do so because they feel comfortable and competent in movement skills
- Clear and respectful communication can enhance team interaction and performance.
- Communication can be verbal (words) and non-verbal (thumbs up, clapping, facial expression)
- Communication and safety are important parts of working as a team and working towards a goal.
- It is important to have a goal and to work together as a team towards that goal by using FULL VALUE
- No matter how different or similar we may be, we are on the same team and are teammates.
- It is important that we communicate respectfully and work together towards achieving a goal.
(Diversity and Inclusion)

CONTENT AREA STANDARDS

HE.K-2.2.2.2.LF.1	Express one's feeling and emotions when involved in movement and physical activities to increase positive behaviors.
HE.K-2.2.2.2.PF.3	Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building).
HE.K-2.2.2.2.PF.4	Demonstrate strategies and skills that enable team and group members to achieve goals.
HE.K-2.2.2.2.MSC.6	Execute appropriate behaviors and etiquette while participating in activities, games, sports, and other events to contribute to a safe environment.
HE.K-2.2.2.2.MSC.7	Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.
HE.K-2.2.2.2.MSC.8	Explain the difference between offense and defense.

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

LA.SL.2.1.B	Build on others' talk in conversations by linking their explicit comments to the remarks of others.
LA.SL.2.1.C	Ask for clarification and further explanation as needed about the topics and texts under discussion.
LA.SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

LA.SL.2.3

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

CS.K-2.8.1.2.AP.4

Break down a task into a sequence of steps.

STUDENT LEARNING TARGETS

Student will be able to perform, explain, and apply in gameplay/activity how to:

Show sportsmanship

See benefit of participating in team activities

Value of teamwork

Goal setting

Participate in group/team activities and see we all have different similarities and differences/ strengths in different areas.

Declarative Knowledge

Students will understand that:

- How to participate in and observe team activities with good sportsmanship
- How to participate in team activities safely
- That when you participate in a team activity safely, you are caring for others
- That sportsmanship and kindness are important to have both ON the field and OFF if the field
- Communication and positive words impact team performance
- Effective communication techniques
- Effective strategies of cooperation
- The difference between competitive and cooperative strategies

Procedural Knowledge

Students will be able to:

- Use communication to achieve a common goal
- Use cooperative strategies
- Demonstrate strategies and skills that enable team and group members to achieve goals
- Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.
- Demonstrate kindness towards self and others during physical activity to create a safe and caring environment

EVIDENCE OF LEARNING

Student safely participates in Cooperative Activities and can see the connection between working as a team towards a goal and enjoyment of activity.

Student can play a role in working towards team goal.

Student sees importance of doing part in teamwork activity.

Student can safely maneuver and control body in various settings (blacktop, gym, field, playground area, wet surface)

Student shows progress in respecting personal space and boundaries in PE and school setting

Student participates in PE activities safely and appropriately

Students will show evidence of learning by participating in the activities, sharing content and knowledge learned, application of both skill and content, and completion of summative and formative assessments.

Formative Assessments

- Questions & Answers
- Discussions
- Turn and Talk
- Observations
- Participation
- Exit Ticket
- What Stuck post-it
- Pair share for problem solving and skill feedback

- Demonstrating safety
- Chat and Stretch review of lesson and skill

Summative Assessments

For this unit, summative assessments can/will include:

- Participation in PE units and events
- Fitness Expert Journal Log
- Field Day
- Heart Week
- Fun Fitness Day

RESOURCES (Instructional, Supplemental, Intervention Materials)

NJAHPHERD conferences, Lake Conference, PE Central, PE Universe, Standards-based Physical Education Curriculum Development, PE Jam sessions, Professional Learning Community Seminars

INTERDISCIPLINARY CONNECTIONS

Social studies- Group dynamics. By being a kind teammate and working towards a goal, we are acting as a group/unit.

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder

Modifications:

- Special Education Students

-Allow errors

-Rephrase questions, directions, and explanations

-Allow extended time to answer questions, and permit drawing, as an explanation

-Accept participation at any level, even one word

-Consult with Case Managers and follow IEP accommodations/modifications

- English Language Learners

-Assign a buddy, same language or English speaking

-Allow errors in speaking

- At-Risk Students

-Provide extended time to complete tasks

-Consult with Guidance Counselors and follow I&RS procedures/action plans

- Consult with classroom teacher(s) for specific behavior interventions - Provide rewards as necessary

- Gifted and Talented Students

-Provide extension activities

- Build on students' intrinsic motivations