

East Physical Education

UNIT: Cooperative Games

Stage 1 Desired Results		
ESTABLISHED GOALS Standard 1: Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health. Standard 2: Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment. Standard 3: Students will understand and be able to manage their personal and community resources.	Transfer	
	<i>Students will be able to independently choose to engage in cooperative games in order to achieve and maintain a healthy lifestyle.</i>	
	Meaning	
	UNDERSTANDINGS <i>Students will understand that...</i> <ul style="list-style-type: none"> Cooperating with teammates shows respect for team and improves team chemistry. Working together will allow the overall team to accomplish more than a single individual. Communication is essential for teams to be successful. 	ESSENTIAL QUESTIONS <ul style="list-style-type: none"> Why is cooperation important in team sports? How will working together improve learning? How does communication affect team performance?
	Acquisition	
	<i>Students will know...</i> <ul style="list-style-type: none"> Strategies needed to succeed in all co-op games. How to properly give corrective feedback to peers. Summarize the importance of cooperation and communication in a team setting. How to participate safely in all team activities. 	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> Psychomotor skills necessary to participate in a variety of co-op games. Conflict resolution Risk taking Understanding space in each game setting. Decision making
Stage 2 - Evidence		
Evaluative Criteria	Assessment Evidence	
Participation/Sportsmanship	PERFORMANCE TASK(S): <ul style="list-style-type: none"> Daily Grade based on Department established Rubric. Daily Fitness component towards Fitnessgram improvement Improvement of Skill level through tasks, skills, and student led games 	
Written Assignments	OTHER EVIDENCE: <ul style="list-style-type: none"> Written assignment on skills, rules, and impact on overall wellness 	

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

DAY 1	DAY 2	DAY 3	DAY 4
<p>Intro to</p> <ul style="list-style-type: none"> <i>What do students know about cooperation and communication in team sports</i> <p>Review etiquette and personal and social responsibilities. Health/skill Related Fitness Components.</p> <p>Discuss/handouts community resources for..... Area Gyms, YMCA, rec centers, neighborhood possibilities)</p> <p>Trust Falls</p> <ul style="list-style-type: none"> Individual trust falls with a partner Group trust falls off platform 	<p>Ice Breaker Activities:</p> <ul style="list-style-type: none"> Look Partner tag Group Juggle <p>Co-op Games:</p> <ul style="list-style-type: none"> Around the world Bird's nest Car-car 	<p>Ice Breaker activities:</p> <ul style="list-style-type: none"> Last man standing Circle the circle <p>Co-op Games:</p> <ul style="list-style-type: none"> The Cube Don't Touch the ball Island Volleyball 	<p>Ice Breaker activities:</p> <ul style="list-style-type: none"> Last man standing Group juggle <p>Co-op Games:</p> <ul style="list-style-type: none"> Key Punch Cross the River Ready Aim

