



Unit Planner: Team and Cooperative Games and Activities

PE 8

Last updated August 1, 2019

*Archdiocesan Essential Curriculum > 2019-2020 > Grade 8 > Physical Education/Health > PE 8 (EM) > Week 26 - Week 37

Team and Cooperative Games and Activities

Stage 1: Desired Results	
General Information In this unit, students will choose and use problem solving techniques which maximize personal potential while demonstrating teamwork. Students will work on effective relationship skills, communication, sportsmanship, understanding, and compassion.	Essential Question(s) <ul style="list-style-type: none"> What are long-term benefits of being physically active? What are the inner personal benefits of team sports? What are the inner personal benefits of teamwork?
Enduring Understandings and Knowledge Students will understand: <ul style="list-style-type: none"> Strategies to solve tactical game problems Concepts/strategies for each tactical game category (net/wall, invasion, striking/fielding, and target) Principles of biomechanics Concept of force Skills essential for developing self-efficacy, fostering a sense of community, and working effectively with others in physical activity settings Rules, procedures, and etiquette for safe physical activity settings Effective relationship skills in physical activity settings Strategies and practices related to self-regulation Effective inclusiveness skills in physical activity settings Develop inclusiveness by changing activities 	Skills Students will be able to: <ul style="list-style-type: none"> Investigate and use different concepts/strategies for each tactical game Compare and choose movement strategies Calculate and show how accuracy of projectiles is dependent on factors Compare and use rules, procedures, and etiquette Justify strategies and practices related to self-regulation Justify the need to change activities to develop inclusiveness
Connections to Catholic Identity / Other Subjects Math <ul style="list-style-type: none"> Calculate Heart Rate, respiration rate graphing, data analysis, statistics measurement: mass/weight, distance, volume, temperature, time calculation of calories burned Religion <ul style="list-style-type: none"> Relate being a good teammate with living as a Christian (including Family Life) ELA <ul style="list-style-type: none"> Reading: Lou Holtz <i>Teen Game Plan for Life</i> applies sports analogy to life skills. 	Vocabulary Tactical Invasion Striking Posture Sportsmanship Cooperation Etiquette rules Cooperative Strategies Persistence Projectile Target Fielding

Science

- Rules and procedures allow scientists to complete tasks in order to collect data
- Teamwork allows groups of students to accomplish lab activities
- How can we change the procedures of an activity (lab) to account for new variables?

Standards & Frameworks Addressed**MD: Physical Education (2009)****MD: Grade 8****Skillfulness****C. Skill Themes****1. Analyze strategies to solve tactical game problems.**

- a. Investigate and use different concepts/strategies for each tactical game category (net/wall, invasion, striking/fielding, and target) such as: scoring and preventing scoring.
- b. Compare and choose movement strategies that add to student success during participation in net/wall, invasion, striking/fielding, and target activities.

Biomechanical Principles

Standard II: Biomechanical Principles - Students will demonstrate an ability to use the principles of biomechanics to generate and control force to improve their movement effectiveness and safety.

A. Effects on Objects**1. Apply the concept of force in relationship to how objects move.**

- b. Calculate and show how accuracy of projectiles is dependent on factors such as: speed of projectile, distance from target, weight of object, size of the implement, and number of body parts used.

Social Psychological Principles

Standards VI: Social Psychological Principles - Students will demonstrate the ability to use skills essential for developing self-efficacy, fostering a sense of community, and working effectively with others in physical activity settings.

A. Safety in Physical Activity**1. Analyze the relationship between exercise, physical activity, and safety.**

- b. Compare and use rules, procedures, and etiquette for safe physical activity settings.

C. Cooperation and Responsibility**1. Evaluate effective relationship skills in physical activity settings.**

- a. Justify strategies and practices related to self-regulation in a variety of challenging physical activity settings.

D. Compassion and Inclusiveness**1. Evaluate effective inclusiveness skills in physical activity settings.**

- a. Justify the need to change activities to develop inclusiveness in classroom settings.