

Unit/Topic Title: **Team Activities**

Estimated Time (When): **N/A**

Standard(s):

1. Movement Competence & Understanding in Physical Education
3. Emotional and Social Wellness in Physical Education
4. Prevention and Risk Management in Physical Education

Prepared Graduates:

- Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities
- Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to learning and performing physical activities
- Exhibit responsible personal and social behavior that respects self and others in physical activity
- Apply personal safety knowledge and skills to prevent and treat intentional or unintentional injury

Grade Level Expectation: Sixth Grade

Concepts and skills students master:

- Demonstrate beginning strategies for a variety of games and sports (1.1)
- Participate in activities that require problem-solving, cooperation, skill assessment, and teambuilding (1.2)
- Use information from a variety of resources to improve performance (1.3)
- Recognize diverse skill performance in others and how that diversity affects game, activity, and sport participation (3.1)
- Work cooperatively and productively in a group (3.2)
- Demonstrate knowledge of safe practices in a physical activity setting (4.1)

Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: • Volley an object repeatedly with a partner, using the forearm pass (1.1.a) • Strike an object consistently, using a body part so that the object travels in the intended direction at the desired height (1.1.c) • Strike an object consistently, using an implement so that the object travels in the	Inquiry Questions: • Why is it important to learn fundamental skills before advanced skills? • How does one increase accuracy in a skill? • What are some sports that require more skill and strategy than others? • What activities require problem-solving, cooperation, and team-building? Why? • Is cooperation or competition more important? Why? • Is it more important to learn to compete first, or learn to cooperate first? Can one aid the other? • What resource works best for you in improving performance? Why?

intended direction at the desired height (1.1.d)

- Dribble and pass a ball to a partner while being guarded (1.1.e)
- Throw an object accurately and with applied force, using the underhand, overhand, and sidearm movement (throw) patterns (1.1.f)
- Combine relationships, levels, speed, direction, and pathways in complex individual and group physical activities (1.1.g)
- Combine motor skills to play a lead-up or modified game (1.1.h)
- Describe ways to create more space between an offensive player and a defensive player (1.1.i)
- Participate in and understand the value of initiative and cooperative activities (1.2.a)
- Develop a problem-solving skill assessment (1.2.b)
- Use basic understanding of the knowledge of strategies in activity settings such as moving to open space to receive a pass or intercepting an object (1.3.a)
- Analyze and correct errors in movement patterns, and provide and use feedback from a peer or instruction technology (1.3.b)
- Develop a cooperative movement game that uses locomotor skills, object manipulation, and an offensive strategy,

- What variety of modifications could be made in a game of basketball, volleyball, or other game to include others of beginning to advanced skills on the same team?
- How might one include a friend with a disability into the activity?
- How might one recommend resolving a dispute between two peers in a game?
- How would your unsafe behavior affect your friends?
- Why do sports have different or similar safety practices?
- If a friend is engaging in unsafe behavior in the weight room, how would you handle it?

Relevance and Application:

- Individuals participate successfully in a variety of games and sports
- Individuals create a game that utilizes levels, speeds, directions, and pathways
- Individuals use problem-solving skills to overcome a physical challenge at home such as moving furniture safely without damage.
- Individuals show family members how to play a game that uses locomotor skills
- Individuals use the Internet to study strategies of a game
- Individuals appreciate that others have different levels of skills and physical abilities
- Individuals identify and utilize the strengths of group members in a work setting
- Individuals learn how to avoid injury when using sports equipment

Nature of Physical Education:

- Individuals who learn to move safely, effectively and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life
- A strong foundation in physical education prepares an individual for a lifetime of successful participation in physical activity
- Games and sports require a variety of skills and strategies to be successful
- Physical education settings provide a problem-solving arena, with the problem able to be increased or decreased by changing a number of factors such as the number of participants, level of competition, and number of rules for activity
- Knowing and understanding concepts of movement and skill mechanics improve performance in a specific skill, and provide the foundation for transfer of skills in a

and teach the game to another person (1.3.c) • Evaluate individual responsibility in group efforts (3.1.a) • Participate in activities that address diversity (3.1.c) • Participate in activities with individuals of various skill levels (3.1.d) • Identify and define the role of each participant in a cooperative physical activity (3.2.b) • Analyze possible solutions to a movement problem in a cooperative physical activity, and come to a consensus on the best solution (3.2.c) • Maintain a safe distance from others when using implements (4.1.a) • Explain safety considerations prior to participation in invasion, net/wall, target, and fielding/run-scoring games (4.1.b) • Demonstrate the safe use of rackets, bats, and other long-handled implements (4.1.c) • Differentiate between safe and unsafe participation and environment (4.1.d)	variety of sports and activities • Technology can be used as a tool to improve physical performance. For example, pulse monitors maximize performance • The implementation of effective offensive, defensive, and cooperative strategies is beneficial for all players to be successful in game situations • Individuals of different physical skill levels can make a contribution to a group activity • All participants in a group activity can make a contribution and have responsibilities • Cooperation between teammates is important for solving complex problems • Cooperation in physical activities prepares individuals to learn how to cooperate in other activities • Participation in physical activity requires attention to safety • Athletes understand that not following safe practices for sports can lead to serious personal injuries
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Essential Vocabulary

cooperation, competition, team building, personal and social responsibility, attack, defense, offense, strategy, tactic, open space, positioning

Assessments

- [Game Play Assessment](#)

Instructional Resources

- CATCH Activity Box Grades 6-8
 - Basketball - Cards 375-393
 - Floor Hockey - Cards 409-427
 - Football - Cards 445-457
 - Soccer - Cards 469-483
 - Softball - Cards 485-499
 - Volleyball - Cards 515-525
- physicaleducator.com
- pescholar.com
- pecentral.org