

6th Grade Cooperative Games Unit

Stage 1 Desired Results		
<p>ESTABLISHED GOALS</p> <p>2.8 Use combinations of manipulative, locomotor and non-locomotor skills to develop movement sequences and patterns, both individually and with others.</p> <p>2.14 Apply advanced movement concepts and beginning game strategies to guide and improve individual and team performance</p> <p>2.15 Demonstrate strategies for inclusion of all students in physical activity settings related to strength and speed</p>	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>MOTOR SKILL DEVELOPMENT:</p> <ol style="list-style-type: none"> Students will work together to solve problems and then apply the appropriate skills to accomplish the task. 	
	<i>Meaning</i>	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ol style="list-style-type: none"> Students will be able to understand that basic skills, game strategy, terminology, teamwork, tactics, rules. 	<p>ESSENTIAL QUESTIONS</p> <ol style="list-style-type: none"> What steps are necessary to understand working together. What benefit will be gained from working with others? How can you work to ensure that all classmates are involved
	<i>Acquisition</i>	
	<p><i>Students will know...</i></p> <ol style="list-style-type: none"> Students will learn partner/teamwork play. Students will learn to cooperate 	<p><i>Students will be skilled at...</i></p> <ol style="list-style-type: none"> Participate in activities that promote cooperation Involve all students in activities

	<ol style="list-style-type: none"> Students will learn goal setting and planning strategies Students will learn terminology/rules. Students will learn all positions/roles. 	<ol style="list-style-type: none"> Students will learn how .use each students strength to assist the goal demonstrate an understanding of rules and directions Students will learn how .assume roles and how to perform in them Work as a team. Create strategies. Apply strategies in activities. Conflict resolution Communicate appropriately with peers. <p><u>Student Self-Assessment & Reflection:</u></p> <ol style="list-style-type: none"> Self-assessment checklist detailing one's ability to work with peers.
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Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence
Assessment Tools: General Game Play Rubric Rubric-Unit Proficiency Assessment Rubric-Fair Play & Sportsmanship Rubric	PERFORMANCE TASK(S): <ol style="list-style-type: none"> Daily Grade based on Department established Class Participation Rubric. Improvement of Skill level through tasks, skills, and student led games and activities
Unit Materials:	OTHER EVIDENCE: <ol style="list-style-type: none"> Unit Proficiency Assessment

	2. Written assignment on skills & rules
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Stage 3 – Learning Plan	
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<i>Summary of Key Learning Events and Instruction</i>	
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LESSON PLANS

[Cooperative Games Lesson #1](#)

[Cooperative Games Lesson #2](#)

[Cooperative Games Lesson #3](#)

[Cooperative Games Lesson #4](#)

[Cooperative Games Lesson #5](#)

[Cooperative Games Lesson #6](#)

[Cooperative Games Lesson #7](#)

[Cooperative Games Lesson #8](#)