

CARLISLE AREA SCHOOL DISTRICT

Carlisle, PA 17013

**RECREATIONAL AND COOPERATIVE GAMES**

**GRADE 8**

Date of Board Approval: September 1, 2016

# CARLISLE AREA SCHOOL DISTRICT

## PLANNED INSTRUCTION COVER PAGE

<b>TITLE OF COURSE:</b>	Recreational and Cooperative Games	<b>SUBJECT:</b>	Physical Education	<b>GRADE LEVEL:</b>	8
<b>COURSE LENGTH:</b>	1 Semester	<b>DURATION:</b>	46 Min	<b>FREQUENCY:</b>	3/cycle
<b>PREREQUISITES:</b>	NA	<b>CREDIT:</b>	NA	<b>LEVEL:</b>	NA

**Course Description/Objectives:**

Recreational Activities/Cooperative Games: This course is designed to develop and enhance communication skills, problem-solving skills, and group cooperation. Students will enhance their limited perceptions through the use of communication and problem-solving skills in a group setting. Students will have the opportunity to develop skills in a non-competitive environment.

**Text:** NA

**Curriculum Writing Committee:**

Joan Chizmar	Bonnie Kirk	
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## COURSE TIMELINE

### **Unit 1: Recreational Games**

7 Cycles

- Volleyball
- Basketball
- Soccer
- Team Handball
- Ultimate
- Touch Football
- Softball/Wiffleball
- Floor Hockey

### **Unit 2: Cooperative Games**

7 Cycles

- Team Building Activities
- Strategic Games
- Partner Games

TOTAL: 14 Cycles

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Recreational and Cooperative Games	<b>TIME FRAME:</b>	7 Cycles
<b>UNIT #1:</b>	Recreational Games	<b>GRADE:</b>	8

## **STANDARDS: PA Academic Standards in Health, Safety and Physical Education**

- 10.4.6A • Identify and engage in moderate to vigorous physical activities that contribute to physical fitness and health.
- 10.4.6 B • Explain the effects of regular participation in moderate to vigorous physical activities on the body systems.
- 10.4.6 D • Describe factors that affect childhood physical activity preferences (enjoyment, personal interest, social experience, opportunities to learn new activities, parental preference and environment).
- 10.4.6 F • Identify and describe positive and negative interactions of group members in physical activities (leading, following, teamwork, etiquette and adherence to rules).
- 10.5.6 A • Explain and apply the basic movement skills and concepts to create and perform movement sequences and advanced skills.
- 10.5.6 C • Describe the relationship between practice and skill development.

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Recreational/Cooperative Games	<b>TIME FRAME:</b>	7 Cycles
<b>UNIT #1:</b>	Recreational Games	<b>GRADE:</b>	8

## UNDERSTANDINGS

Recreational games provide opportunities for participation in a less competitive environment.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

### KNOW

- Understand the basic skills needed to play a game.
- Identify boundaries and court/field markings.
- Recall the rules of the game.
- Recognize the proper skill set for a game situation.
- Identify qualities of an active competitor.

### DO

- Execute basic skills in a game situation.
- Abide by the boundaries and court/field markings.
- Enforce the rules of the game.
- Practice the proper skill set in a game situation.
- Demonstrate qualities of an active competitor within a game situation.
- Evaluate the effectiveness of various strategies used in game play.

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Recreational and Cooperative Games	<b>TIME FRAME:</b>	7 Cycles
<b>UNIT #2:</b>	Cooperative Games	<b>GRADE:</b>	8

## **STANDARDS: PA Academic Standards in Health, Safety and Physical Education**

- 10.4.6A
  - Identify and engage in moderate to vigorous physical activities that contribute to physical fitness and health.
- 10.4.6 B
  - Explain the effects of regular participation in moderate to vigorous physical activities on the body systems.
- 10.4.6 D
  - Describe factors that affect childhood physical activity preferences (enjoyment, personal interest, social experience, opportunities to learn new activities, parental preference and environment).
- 10.4.6 F
  - Identify and describe positive and negative interactions of group members in physical activities (leading, following, teamwork, etiquette and adherence to rules).
- 10.5.6 A
  - Explain and apply the basic movement skills and concepts to create and perform movement sequences and advanced skills.
- 10.5.6 C
  - Describe the relationship between practice and skill development.

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Recreational/Cooperative Games	<b>TIME FRAME:</b>	2 Cycles
<b>UNIT #2:</b>	Cooperative Games	<b>GRADE:</b>	8

## UNDERSTANDINGS

Cooperative games provide opportunities to work together towards a common goal.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

### KNOW

- Recognize the roles needed to achieve the task.
- Formulate a plan to succeed.
- Assess progress and determine next steps.
- Recognize that selfishness can have a negative impact on group dynamics.

### DO

- Organize into the roles needed to achieve the task.
- Execute the plan needed to achieve the task.
- Analyze results and determine next steps if needed.
- Contribute to a group's success by fulfilling responsibilities to the group.
- Implement strategies to maintain positive group dynamics.
- Evaluate the effectiveness of various strategies used in game play.

## **Adaptations/Modifications for Students with I.E.P.s**

Adaptations or modifications to this planned course will allow exceptional students to earn credits toward graduation or develop skills necessary to make a transition from the school environment to community life and employment. The I.E.P. team has determined that modifications to this planned course will meet the student's I.E.P. needs.

Adaptations/Modifications may include but are not limited to:

### **INSTRUCTION CONTENT**

- Modification of instructional content and/or instructional approaches
- Modification or deletion of some of the essential elements

### **SETTING**

- Preferential seating

### **METHODS**

- Additional clarification of content
- Occasional need for one to one instruction
- Minor adjustments or pacing according to the student's rate of mastery
- Written work is difficult, use verbal/oral approaches
- Modifications of assignments/testing
- Reasonable extensions of time for task/project completion
- Assignment sheet/notebook
- Modified/adjusted mastery rates
- Modified/adjusted grading criteria
- Retesting opportunities

### **MATERIALS**

- Supplemental texts and materials
- Large print materials for visually impaired students
- Outlines and/or study sheets
- Carbonless notebook paper
- Manipulative learning materials
- Alternatives to writing (tape recorder/calculator)