**Grade** **Level**: 5th **Dates**: March 3rd -9th, 2022

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| **School Information****School**: Copeland Elementary **School Code**: 060043**Teachers**: Bethany O’Brien**Buffer**:  | **Transdisciplinary Theme**: How We Organize Ourselves This unit has been developed as a PE unit of inquiry. Inquiries in this unit could lead to deeper understanding of aspects of several transdisciplinary themes. Additionally, the PYP key concepts identified for this unit provide a cohesive context for transdisciplinary learning.**Segment of Theme**: Stand Alone P.E. Unit**Over Arching Concept**: Net games creation. |
| **Section 1: Overview** |
| 1. **Central Idea**: Games can be changed to suit the needs of those involved.
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| 1. **Key Concepts**:

form, connection, change |
| 1. **Guiding Related Concepts**:
 | 1. **Lines of Inquiry**:
 | 1. **Teacher Questions (Guided Questions)**:
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| challenge, competition, improvement, modification, rules | The characteristics of net games (form) Features that are common to all net games (connection) How changes affect games (change) | **DOK Level 3 & 4** What do we mean by the term ―net games? What are some examples of net games? How are those games similar? Do games ever change (have volleyball, hockey, soccer or football ever changed?) Why do games change? Can we change games to make them more suitable? What are some changes we can make? |
| 1. **Prior Content Knowledge**:
 | 1. **Assessing the Lines of Inquiry**:
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| Initial discussions will provide examples of known net games (e.g. tennis, badminton, volleyball) and the extent to which students connect these. Teacher-devised team net games (e.g. modified volleyball) and reflections will help establish students’ understanding of basic net game concepts (the characteristics of net games, common terminology, how to score points). | How will you assess student’s understanding of the lines of inquiry?The characteristics of net games (form): Students’ contributions to discussions, their posted notes, their written reflections and, ultimately, their created/modified games will indicate their development of understanding of the characteristics of net games. Features that are common to all net games (connection): Students’ modifications to their games will demonstrate an understanding of the parameters of net games. How changes affect games (change): Students’ chosen changes to games, reflections on those changes, and decisions to retain or reject modifications will provide evidence for understanding in this line of inquiry. |
| **Section 2: What Are Our Target Goals?** |
| 1. **Concept Based Summative Assessment:**
 | 1. **Targeted Approaches to Learning (highlight 3):**
 | 1. **Targeted Learner Profile Attributes (highlight 2):**
 |
| Students will present a net game that they have devised, involving teams of 3-4 players, to another group of students and will play the game with them. Using rubric criteria, evidence will be sought that students: * understand the characteristics of a net game (form)
* understand and can discuss the ways in which net games can be changed or modified to suit the needs of those involved (connection, change).

By observing students during discussions we will also look for evidence of individual contributions to development and revision of the games. Students will also be asked to identify the characteristics of net games and describe the rules for their specific games on a reflection activity. | Social Skills, Communication Skills, and Thinking Skills.  |  reflective, thinker,  |
| **Section 3: What Assessments will be provided in this unit of inquiry?** |
| 1. Pre-Assessments:

What assessment will be given at the beginning of the unit to inform current understanding  | 1. Formative Content Based Assessments:

What assessments will be given to monitor student learning of content? | 1. Summative Content Based Assessments:

What assessments will be given for students to show mastery of unit content? |
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* understand and can discuss the ways in which net games can be changed or modified to suit the needs of those involved (connection, change).

By observing students during discussions we will also look for evidence of individual contributions to development and revision of the games. Students will also be asked to identify the characteristics of net games and describe the rules for their specific games on a reflection activity. |
| **Section 4: How will we Facilitate Learning?** |
| 1. Provocation:

How will interest into this unit be sparked? | 1. Learning Experiences:

What activities/experiences will help facilitate the learning? | 1. Evidence of Differentiation:

How will the learning experiences be adjusted to different learning styles/abilities? |
| We will begin the unit by setting up a volleyball net in the gym and then students will be told to play soccer. Based on students’ actions and discussion we will begin exploring what a net sport is and what we already know about net sports.  | Structure of PE lessons during this unit: After initial whole class warm-up activities and introductory discussions, students will be separated into three groups to rotate around three different stations— each station will feature a modified net game ( 3vs 3 volleyball).Through the unit, students will play teacher-initiated net games, explore ways to modify them, reflect on the changes, share with others and get feedback on their modified games. Specific question prompts linked to the lines of inquiry and the key concepts (see teacher questions) are interspersed with the teaching and learning providing opportunity for deeper understanding of the central idea. Teacher-initiated game: Discuss with students the games that fall into the net games category and the similarities between those games. Play a game of modified volleyball (e.g. 3 vs 3 or 4 vs 4, catching allowed, one bounce allowed, one compulsory pass). When the students have played the game for a while, discuss why we did not play a full game of volleyball (e.g. skills are too difficult at this age/experience, less contact time with 6 vs 6) and why the modified version of the game might better suit the needs of our class. Student-initiated game changes: Over several lessons students will participate in short games begun by the teacher to which the losing team can make changes prior to the next iteration of the game. For example, students play a modified volleyball game where a score of 3 points is required to win. At the end of the game, the losing team chooses one rule change (different ball, new rule, court dimensions). These changes are written on a post-it note and stuck to a display board. On completion of the next game involving a new rule, both teams decide whether to retain or reject the change before making another change and continuing the cycle. Having done this a number of times, the class looks at all of the changes made (refer to post-it notes on board), reflects upon them and sorts them into categories (e.g. equipment change, court dimension change, rule change). This categorization becomes a resource for groups who cannot think of more changes during the next phase of the unit. Leading towards summative assessment: Through collaborative discussions, groups will settle upon the basic structure of their game. As they are going to be introducing their modified game to another group, part of this discussion will be consideration for the things we already know about net games and what details we would need to know if we were playing a new net game. Students, in groups, think of questions they would ask if they did not know the new game (e.g. what kind of ball do you use, how do you serve?) and record these on post-it notes. These questions are then reflected upon and can be categorized, using the previous groupings. Students are then asked to look at the questions to see if they have the answers for all of those questions for their own game. This process helps students with communicating their games to their peers. The students’ games are now considered ―complete‖ and they are presented to another group of students. This is done by dividing the groups in half and having them describe, then play the new game with the other students. Following the game, the students who learned the new game reflect with the game creators (things they liked, suggestions, etc.). | Grouping will be considered so that stronger athletes are paired with developing students. Groups whole struggle will be provided additional support and guidance as needed. |
| 1. Learning Experiences in Specials:

How are Specials Courses able to connect to this unit? | 1. Local/National/Global Connections:

How can we connect the content to local/national/global issues? | 1. Student Action:

What learning experiences support potential student-initiated action? |
| See the learning experiences listed above. | Students will learn about net games that are played regionally and internationally. | Students will create new net games and share those games with others.  |
| 1. Student Agency and Play:

What learning experiences provide students with voice, choice and ownership? What play opportunities will be provided by Kindergarten/Pre-K?hands on/STEAM for K-5? | 1. Resources:

Which resources will you and the students use? This may include people, places, technologies, learning spaces and physical materials.  |
| Students will take part in discussion sessions that are based on the game choices they make. They will take ownership when they use their understanding of net games to create a new form of game.  | Soccer goals, volleyball net, basketball net, post-its, anchor chart,  |
| **Section 5: Reflection** (Write the year, change font color for each year) |
| 1. Reflect on learning experiences:
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| I think I could have started by showing videos of people playing different net sports to help draw on students prior knowledge. Overall, the learning experiences worked well.  |
| 1. How were the tasks differentiated to meet different learning styles?
 | 1. How did the learning experiences and strategies we used throughout the unit help to develop and show students understanding of the central idea?
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| Students were grouped based on a balance of some athletic and those that were less athletic in a group. | Students naturally wanted to change the games around which worked well with the central idea.  |
| 1. What learning experiences best supported students’ development and demonstration of the attributes of the learner profile and approaches to learning?
 | 1. How effective were the summative assessments in measuring student learning? What, if any, changes need to be made to the assessments?
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| They were given opportunities to communicate but I could have used sentence starters or more guided discussion strategies to start the conversation in the right direction.  | The rubric should have been more specific to help guide the students towards a more completed version of a game. |
| 1. What student-initiated inquiries (questions) arose from this unit of inquiry?
 | 1. What student action arose from this unit of inquiry?
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| Students had questions about examples of less common net games. | Several students had ideas about new net games that they wanted to create and try with friends. |
| 1. Any additional notes or changes that need to be considered next year?
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| **Section 6: Picture Evidence** |
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\*\*Scroll Down for Unit Standards\*\*

**Unit Standards**:

**ELA**:

**Math**:

**Science**:

**Social Studies**: