

# Jay Curriculum: Unit Cover Page

**Unit title:** Chasing, Fleeing, Dodging

**Grade Level:** K-2

**Content Area(s):** Physical Education

**Date Created:**

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## **Year 1 Map & Template Development**

- Map/Matrix Completed
- Material & Resources Listed
- Draft Design Template Completed
- Initial Draft Template Document

## **Year 2 Piloting**

- Develop:
- Performance Tasks
- Other Assessments
- Scoring Rubrics
- Piloted

## **Year 3 Review & Complete Assessment**

- Performance Tasks Development
- Other Assessments Completed
- Scoring Rubrics Completed
- Reviewed/Revised Templates

## **Year 4**

- Full Implementation
- Benchmarks Established

### **Standard(s)/Performance Indicators:**

- A2 Engage in moderate to vigorous physical activity
- A4 Move with awareness to others
- A5 (Emphasis) State reasons for safe and controlled movement
- B7 Apply movement concepts to a variety of fundamental skills
- C1 Identify the rules of a given activity

**Unit:** Chasing, Fleeing, Dodging

### **Brief Summary of Unit/Topic**

**Summary:** Students are introduced to the basic concepts of fleeing, chasing, and dodging. Students will need to identify and perform each of these skills. Students will then work on performing them in general space without running into each other or creating a dangerous situation.

### **Stage #1: Identify Desired Results**

#### **Essential Question/s:**

#### **General understanding/s (What is worth being familiar with?)**

Students will perform chasing/fleeing/dodging and be able to perform them safely and efficiently within a given area or general space.

#### **Students will know:**

The definitions of fleeing/chasing/dodging and a few points of doing each efficiently and safely.

#### **Students will be able to:**

Perform each within given space efficiently and safely.

#### **Enduring Understanding/s:**

- These are early skills that when mastered are core skills to many of our team and individual sports of today. They are the building blocks to all future games and activities.
- Watching students do these early skills gives me a good idea of the development of our students. These skills develop naturally in most children.

## Stage #2: Evidence

What evidence will students have to provide in order to demonstrate that they have developed the skills, knowledge and understanding to successfully complete this unit?

Performance Tasks/Products/other assessments Performance tasks should have a <u>scoring guide</u> .	<i>Performance Indicators</i> for this task.* Example: <b>ELA: C- 1,2,3</b> <b>Science: B- 3,5,7</b> <b>SS His: H- 2</b>	<u>Modalities</u> <b>K</b> =Kinesthetic <b>O</b> =oral <b>V</b> =visual <b>W</b> =written	Are <u>examples</u> available to students? <b>Y, N, or N/A</b>	Component of Local Assessment System?  <b>Y or N</b> (See <a href="#">aligned scoring guide</a> .)
Visual observation of student performance with verbal acknowledgement of inappropriate and appropriate behavior and responses.	A2,4,5; B7; C1			
QUIZZES, TESTS, PROMPTS				
Verbal prompts				
OTHER				
Observation and dialogue				
STUDENT SELF ASSESSMENT				
Practice				

\*Abbreviate: English Language Arts= ELA, Career Preparation=CP, Modern and Classical Languages=MCL, Social Studies=SS, Visual and Performing Arts=VPA

### **Stage #3: Plan learning experiences & instruction**

**What teaching & learning experiences may equip students to develop & demonstrate the targeted understanding(s)? (activities/plans):**

See Lesson Plan Attached.

1. Students will play tag games. Instructor is "it". All the girls are "it", all the boys are "it", all students with white shirts on are "it". A game is played until all participants are tagged.
2. Students will play snake tag (also called glob tag). This game is played with partners. One pair of partners are "it" and when they tag another set they join hands (so 4 people are chained together by holding hands), who tags another set, etc., until the class is in one long snake line. Students are warned against 1) tugging on each others hand 2) whipping people on the ends, 3) and running into others.
3. Students will play dodge ball. Instructions on lesson plans.

### **REFERENCES:**