

# Jay Curriculum: Unit Cover Page

**Unit title:** Cooperative Games

**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:**

- A4 Move with awareness to others
- A5 State reasons for safe and controlled movement
- B7 Apply movement patterns to a variety of fundamental skills
- C1 Identify the rules of a given activity
- C2 (Emphasis) Demonstrate cooperative skills while participating in physical activity
- C3 Use equipment appropriately and responsibly

**Unit:** Cooperative Games

**Brief Summary of Unit/Topic**

**Summary:**

Encourage students to work together to accomplish a common goal by using positive and supportive language.

**Stage #1: Identify Desired Results**

**Essential Question/s:**

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

**Students will know:**

That cooperation is essential, everyone's ideas are heard, positive interaction and teamwork.

**Students will be able to:**

Accomplish the tasks given by following the cooperative principles.

**Enduring Understanding/s:**

Any task can be accomplished if people work together, interact positively, stick to the task, take turns.

## 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 students performance with verbal acknowledgement of inappropriate behavior	A4,5; B7; C1-3			
QUIZZES, TESTS, PROMPTS				
Verbal prompts				
OTHER				
Observation, 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 Plans Attached

- Students will play “the Glob” tag game. This game emphasizes 2 students working together to avoid being tagged and then after being tagged works with everyone else who is tagged to tag those who are not yet tagged.
- “Scootermania” will be played. This game emphasizes 2 people working together within a larger team to see which team can push a scooter with someone on it to a cone (then switch rider and pusher) and back the fastest.

### **REFERENCES:**