

Jay Curriculum: Unit Cover Page

Unit title: Holiday Activities

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 State reasons for safe and controlled movement
- B1 Demonstrate progress in mastering locomotor skills and non-locomotor skills
- B2 Demonstrate improving form with various sports accessories
- B3 Demonstrate simple combinations of motor patterns
- B5 Adapt and adjust movement skills to uncomplicated, changing, environmental conditions and expectations
- B7 Apply movement concepts to a variety of fundamental skills
- C1 Identify the rules of a given activity
- C2 Demonstrate cooperative skills while participating in physical activity
- C3 Use equipment appropriately and responsibly.

Unit: Holiday Activities

Brief Summary of Unit/Topic

Summary:

My goal in introducing holiday activity games is to have the students work on important aspects of physical activity or sport, but still incorporate the holiday theme into the activity. My Halloween game works on basic movement concepts (i.e. skip, leap, hop, gallop, slide, run) while my Christmas activity works on cooperative issues (i.e. working together, incorporating others ideas, not blaming others, etc.)

Stage #1: Identify Desired Results

Essential Question/s:

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

Reinforcing basic movement by using them often in different situations and using the cooperative process in whatever we are doing.

Students will know:

- The rules and regulations of the activity
- Demonstrate cooperative skills while participating in physical activity
- Use equipment appropriately

Students will be able to:

Play to the best of their ability with sportsmanship, cooperatively, safely, and appropriately.

Enduring Understanding/s:

These games are competitive and easy to play but the key is a cooperative spirit and attitude in a competitive holiday atmosphere.

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: ELA: C- 1,2,3 Science: B- 3,5,7 SS His: H- 2	<u>Modalities</u> K =Kinesthetic O =oral V =visual W =written	Are <u>examples</u> available to students? ? Y, N, or N/A	Component of Local Assessment System? Y or N (See aligned scoring guide .)
Visual observation of student performance with verbal acknowledgement of inappropriate and appropriate behavior and responses	A2,4,5; B1-3,5,7; C1-3			
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.

1. Halloween activity: (activity is played with no lights on and windows covered).
 - a. Class is split into 4 even groups. Within each group every person has a number. This 1's from each group compete against each other. The 2's compete against each other, etc.
 - b. The gym is set up using jump ropes extended end to end in an oval shape.
 - c. One group sits along one side, one group around a corner, one on the other side, and the last group around the other corner.
 - d. Each group is given a Halloween name, i.e. bags, witches, pumpkins, monsters.
 - e. In the middle of the oval is papers with skills written on them in evaporated milk which can only be read with a flash light. Students come up 1 at a time to pick a skill and read it using the flash light. The skills are: run, hop, leap, slide, gallop, skip.
 - f. When the student reads it all the 1's do that skill as fast as they can around the perimeter of the oval. The instructor judges as to which student goes around and gets back to their original position and sits down 1st, 2nd, 3rd, and 4th.
 - g. 1st place gets 4 points, 2nd place gets 3 pts, 3rd place gets 2 pts, and 4th gets 1 pt
 - h. I keep a tally on the wall till the end when I count the points up.
2. Christmas activity: extensive directions on lesson plan

REFERENCES: