

Jay Curriculum: Unit Cover Page

Unit title: Jumping & Landing

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
- B3 Demonstrate simple combinations of motor patterns
- B4 (Emphasis) make smooth transitions between sequential motor skills
- B5 Adapt & adjust movement skills to uncomplicated, changing, environmental conditions and expectations.
- B6 (Emphasis) identify the critical elements of fundamental movement patterns.
- 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: Jumping and Landing

Brief Summary of Unit/Topic

Summary: The action of jumping up and down and the sensations that it gives is an enjoyment to children at any age. It is my goal to teach students how to jump high, far and from a short height efficiently and safely. It is a fundamental skill that if mastered early will help students play such games as basketball, track and field, and other related sports well when introduced later.

Stage #1: Identify Desired Results

Essential Question/s:

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

Students will perform vertical jumps, long jumps, and jumps from a short height and understand the techniques used for each in order to be safe and efficient.

Students will know:

Students will know what each skill looks like and be able to recite back key points of each.

Students will be able to:

Students will be able to demonstrate a vertical jump, a long jump, and a jump from a short height safely and efficiently when asked to do so by the teacher.

Enduring Understanding/s:

- This is an early athletic skill that when mastered is key to many other team and individual sports of today. It is a building block to all future games and activities.
- Watching students do these 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: 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; B3-7; 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 attached.

- Hopping – vertical jump straight up
- Leaping – regular general leaping
- Leaping over jump ropes placed at different distances
- Standing broad jump – using a tap measure to record scores
- Jumping down from a height of no more than 2'

REFERENCES: