

Jay Curriculum: Unit Cover Page

Unit title: Parachute

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 (Emphasis) move with awareness to others
- A5 State reasons for safe and controlled movement
- C2 (Emphasis) Demonstrate cooperative skills while participating in physical activity
- C3 Use equipment appropriately and responsibly

Unit: Parachute

Brief Summary of Unit/Topic

Summary:

The parachute is an excellent activity for students to work on teamwork and cooperation. The students must work together to maneuver the parachute around the gym space and into different shapes. An added benefit is students practice moving with awareness of others to avoid collisions or potential injuries.

Stage #1: Identify Desired Results

Essential Question/s:

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

Students will know:

That cooperation and teamwork are key elements of being successful at this activity and that moving with awareness of other students movements is important so that no one gets hurt.

Students will be able to:

Work on teamwork and cooperation as they play with the parachute.

Enduring Understanding/s:

That the skills of teamwork and cooperation carry over into other areas of sports and life and that if we work together more things can be accomplished.

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; C2, 3			
QUIZZES, TESTS, PROMPTS				
Verbal prompts				
OTHER				
Observation and dialogue				
STUDENT SELF ASSESSMENT				
Practice and repetition				

*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.

REFERENCES: