Unit 02: Chase and Flee

Content Area: **Physical Education**
Course(s): **Physical Education**
Time Period: **Week 2**
Length: **1 Week**
Status: **Published**

Unit Overview

Each of the games in this unit requires a different level of cardiovascular endurance. The students will learn how to pace themselves so that they are able to play the entire time. Students will practice their agility when faced with dodging a tagger, their spatial awareness when running in a gym full of other students, and their hand/eye coordination when tagging other players.

Standards

HPE.2.5.6.A.1	Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
HPE.2.5.6.A.2	Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.
HPE.2.5.6.A.4	Use self-evaluation and external feedback to detect and correct errors in one's movement performance.
HPE.2.5.6.A.CS1	Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.
HPE.2.5.6.B.1	Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, team and group activities.
HPE.2.5.6.B.2	Compare and contrast strategies used to impact individual, team and group effectiveness and make modifications for improvement.
HPE.2.5.6.B.CS1	There is a relationship between applying effective tactical strategies and achieving individual and team goals when competing in games, sports, and other activity situations.
HPE.2.5.6.C.1	Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.
HPE.2.5.6.C.2	Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.
HPE.2.5.6.C.3	Relate the origin and rules associated with certain games, sports, and dances to different cultures.
HPE.2.5.6.C.CS1	Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.
HPE.2.6.6.A.1	Analyze the social, emotional, and health benefits of selected physical experiences.
HPE.2.6.6.A.2	Determine to what extent various activities improve skill-related fitness versus health-related fitness.
HPE.2.6.6.A.3	Develop and implement a fitness plan based on the assessment of one's personal fitness level, and monitor health/fitness indicators before, during, and after the program.
HPE.2.6.6.A.4	Predict how factors such as health status, interests, environmental conditions, and

	available time may impact personal fitness.
HPE.2.6.6.A.5	Relate physical activity, healthy eating, and body composition to personal fitness and health.
HPE.2.6.6.A.6	Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.
HPE.2.6.6.A.CS1	Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status.

Essential Questions

- How fit is healthy for someone my age?
- How can a person improve his/her cardiovascular endurance?
- How does one realize age-appropriate fitness?

Application of Knowledge and Skills...

Students will know that...

- 1. The importance of being active to live a healthy life.
- 2. The definition of balance, agility, coordination, spatial awareness, and cardiovascular endurance.
- 3. The factors that impact personal fitness.

Students will be skilled at...

- A. Demonstrate good sportsmanship.
- B. Explain the rules of each game.
- C. Demonstrate agility, spatial awareness, balance and coordination when engaged in the games.
- D. List and explain the factors that impact personal fitness.

Assessments

- Unit Test Summative: Written Test An assessment with questions related to the games played in the unit will be given. 2.5.6.A.1-4, 2.5.6.B.1-2, 2.5.6.C.1-3, 2.6.6.A.1-6
- Participation & Effort Formative: Other visual assessments 2.5.6.A.1,2,4, 2.5.6.B.1, 2.5.6.C.1-3

Activities

Students will play a variety of games that will help to improve fitness levels as well as teamwork and

sportsmanship. Discussions will focus on the fitness components for each game as well as the rules and boundaries.

Explain the safety of running with head up and eyes open.

Scrabble fitness

Dome steal

Bowling bingo

Pirate ball

American Gladiators power ball

Wizards

Ticket to Leave- daily

Activities to Differentiate Instruction

Differentiation for special education:

- General modifications may include:
  - Modifications & accommodations as listed in the student's IEP
  - Assign a peer to help keep student on task
  - Modified or reduced assignments
  - Reduce length of assignment for different mode of delivery
  - Increase one-to-one time
  - Working contract between you and student at risk
  - Prioritize tasks
  - Think in concrete terms and provide hands-on-tasks
  - Position student near helping peer or have quick access to teacher
  - Anticipate where needs will be
  - Break tests down in smaller increments
- Content specific modifications may include:
  - Individualized instruction will be given on an as needed basis.
  - PE buddies to clarify rules, demonstrate techniques, work as partners.
  - View before engaging for visual clarification

Differentiation for ELL's:

- General modifications may include:
  - Integrate activities into thematic units
  - tap the student's prior knowledge and experience, which may be different from other students in the class
  - teach learning strategies and scaffold complex texts
  - organize students into a variety of learning groups
  - Collaboration with ELL Teacher
- Content specific vocabulary important for ELL students to understand include: balance, agility, coordination, spatial awareness, cardiovascular endurance

Differentiation to extend learning for gifted students may include:

- Individualized instruction will be given on an as needed basis.
- Use the non-dominant hand or foot for the entire game.

Integrated/Cross-Disciplinary Instruction

Language Arts-'Scrabble Fitness' incorporates spelling.

Math- students will participate in activities that involve counting targets and other objects.

Health- safety and warm-up/cool down exercises to help prevent injuries.

Resources

www.teachphysed.com

www.pecentral.org

21st Century Skills

CRP.K-12.CRP2.1 Career-ready individuals readily access and use the knowledge and skills acquired through

	experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP3.1	Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.