Unit 14: Chase and Flee II

Content Area: **Physical Education**
Course(s): **Physical Education**
Time Period: **Week 31**
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. The expectation is that skills and strategies will be enhanced from the initial Chase and Flee unit.

Standards

HPE.2.5.8.A.1	Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).
HPE.2.5.8.A.2	Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.
HPE.2.5.8.A.4	Detect, analyze, and correct errors and apply to refine movement skills.
HPE.2.5.8.A.CS1	Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.
HPE.2.5.8.B.1	Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.
HPE.2.5.8.B.2	Assess the effectiveness of specific mental strategies applied to improve performance.
HPE.2.5.8.B.CS1	Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork.
HPE.2.5.8.C.1	Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.
HPE.2.5.8.C.2	Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.
HPE.2.5.8.C.3	Analyze the impact of different world cultures on present-day games, sports, and dance.
HPE.2.5.8.C.CS1	Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction.
HPE.2.6.8.A.1	Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.
HPE.2.6.8.A.2	Use health data to develop and implement a personal fitness plan and evaluate its effectiveness.
HPE.2.6.8.A.3	Analyze how medical and technological advances impact personal fitness.
HPE.2.6.8.A.4	Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors.

HPE.2.6.8.A.5	Use the primary principles of training (FITT) for the purposes of modifying personal levels of fitness.
HPE.2.6.8.A.6	Determine the physical, behavioral, legal, and ethical consequences of the use of anabolic steroids and other performance-enhancing substances.
HPE.2.6.8.A.CS1	Knowing and applying a variety of effective training 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.