

# Jay Curriculum: Unit Cover Page

**Unit title:** Space Awareness

**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:**

- A4 Move with awareness to others
- A5 State reasons for safe and controlled movement
- 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:** Space Awareness

### **Brief Summary of Unit/Topic**

**Summary:**

#### **Stage #1: Identify Desired Results**

**Essential Question/s:**

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

All movement takes place in space and children who develop a keen space sense will be better able to move safely as they travel through physical environments. Children are challenged to think about spatial considerations as they engage in games, gymnastics, and dance.

**Students will know:**

Students will be introduced to the 6 categories of space: 1) self-space; 2) General space; 3) Directions; 4) Levels; 5) pathways; and 6) extensions.

**Students will be able to:**

- Move in self-space and general space efficiently and safely
- Move in directions up, down, right, left, forward, and back
- Move in levels high, low, medium
- Move in pathways straight, curved, zigzag
- Move body parts in space such as small arm circles or large ones

**Enduring Understanding/s:**

Learning to move efficiently and safely within space early will help them as they progress through the stages of modified games and skills to actual games. As relationship between the body and space become clear, adeptness at controlling movements in functional or expressive physical education activities is enhanced.

## 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: <b>ELA: C- 1,2,3</b> <b>Science: B- 3,5,7</b> <b>SS His: H- 2</b>	<u>Modalities</u> <b>K</b> =Kinesthetic <b>O</b> =oral <b>V</b> =visual <b>W</b> =written	Are <u>examples</u> available to students? <b>Y, N, or N/A</b>	Component of Local Assessment System?  <b>Y or N</b> (See <a href="#">aligned scoring guide</a> .)
Visual observation of student performance with verbal acknowledgement of inappropriate & appropriate behavior & responses	A4,5; B7; C1-3			
QUIZZES, TESTS, PROMPTS				
Verbal prompts				
OTHER				
Observation and dialogue				
STUDENT SELF ASSESSMENT				
Practice & 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 plans attached.

- Move in self-space and several space efficiently and safely: this concept is worked on anytime we play tag games. I play freeze tag, glob tag, squirrel in the tree. I also play games like dodge ball, balloon frantic, and volleyball that works on this concept. Most physical education classes deal with this concept daily it is an important elementary concept. See lesson plan for chasing – fleeing – dodging week #6
- Move in directions: This concept is also worked on virtually every class one way or another. Specifically in week #5 teaching relationships we use it a lot with the students, watching and imitating me and playing follow the leader with each other. I recite which way I am moving and the students follow.
- Move in levels: We work on this concept in our effort concepts and boundaries class week #4. I have students move in different ways to be expressive. Some movements take them high and some low. Lesson plan 8 also works on jumping skills. Lesson plan #9 reviews relationship of over, under, around and through. Lesson plan #11 does rolling skills (low level movement).
- Move in pathways:
  - Our dance unit week #24 deals with moving in predetermined patterns
  - Also lesson plan week #5 skiing pathways is an activity where students use paper plates as skis and shuffle through the course.
  - Week 5 also has “pathways” course on the floor as we play follow the leader
- Move body parts in space:
  - We do this within our teaching relationships class week #5
  - As we play such games as “Simon says” and “follow the leader”

### **REFERENCES:**