Sept. Guided Discovery / Personal Space

Content Area: **P.E.**
Course(s):
Time Period: **September**
Length: **3-4 Weeks**
Status: **Published**

Unit Overview

Students will familiarize themselves with the space of the gym. Utilizing personal space and various locomotor skills and levels. Students will advance to using their personal space with manipulatives while maintaining control of equipment and their body.

Enduring Understandings

Students will be able to demonstrate self-control to maintain safe and appropriate use of manipulates and space.

Essential Questions

How will participating in guided discovery improve safe use of personal space?

Instructional Strategies & Learning Activities

Activities could include:

- Feeding Time At The Zoo Game (personal space)

- Bean Bag Discovery (Guided Discovery & personal space)

- Playground Ball Discovery (Guided Discovery & personal space)

- Hula Hoop Discovery (Guded Discovery & personal space)

- Number Game (personal space)

- Pac-Man Game (personal space)

Integration of Career Readiness, Life Literacies and Key Skills

9.1.2.CAP	Career Awareness and Planning
	Different types of jobs require different knowledge and skills.
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Technology and Design Integration

This unit does not use Technology.

Interdisciplinary Connections

MA.K.CC.A.1	Count to 100 by ones and by tens.
MA.K.CC.A.2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
MA.K.G.A.1	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
MA.K.G.A.2	Correctly name shapes regardless of their orientations or overall size.
SOC.6.1.4.A.1	Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
SOC.6.1.4.A.CS1	Rules and laws are developed to protect people's rights and the security and welfare of society.

Differentiation

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    - Understand that gifted students, just like all students, come to school to learn and be challenged.
    - Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
    - Consider grouping gifted students together for at least part of the school day.
    - Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
    - Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
    - Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.

    - **Definitions of Differentiation Components**:

        - Content – the specific information that is to be taught in the lesson/unit/course of instruction.

- Process – how the student will acquire the content information.
- Product – how the student will demonstrate understanding of the content.
- Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

Differentiation will be made according to individual IEP and 504. Additional modifications may be made for size of manipulative according to size of student.

Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

Modifications and accommodations will be made according to IEP and 504.

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

Observation of students ability to demonstrate appropriate use of personal space and manipulatives in game situations with minimal reminders.

Summative Assessments

summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

Observation of students ability to demonstrate appropriate use of personal space and manipulatives in game situations without reminders.

Instructional Materials

Materials may include but are not limited to:

Lines on gym floor

Bean Bags

Playground Balls

Hula Hoops

Noodles

Scarves

Standards

2.1.2.EH.2	Identify what it means to be responsible and list personal responsibilities.
2.1.2.EH.3	Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).
2.1.2.EH.4	Demonstrate strategies for managing one's own emotions, thoughts and behaviors.
2.2.2.MSC.1	Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hoping, skipping, running).
2.2.2.MSC.2	Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling).

2.2.2.MSC.3	Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges.
2.2.2.MSC.4	Differentiate manipulative movements (e.g., throwing, catching, dribbling).
2.2.2.MSC.5	Adjust and correct movements and skill in response to feedback.
2.2.2.MSC.6	Execute appropriate behaviors and etiquette while participating in activities, games, sports, and other events to contribute to a safe environment.
2.2.2.MSC.7	Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.
2.2.2.PF.2	Explore how to move different body parts in a controlled manner.
2.2.2.PF.3	Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building).
2.2.2.PF.4	Demonstrate strategies and skills that enable team and group members to achieve goals.