**Unit: Movement Concepts Grade: 3rd-5th Length: 2-4 weeks**

**(Spatial Awareness, Qualities and Relationships of Movement)**

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| Stage 1: Desired Results | |
| Transfer | |
| *Students will be able to independently use their knowledge to…*  T1: perform safe movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically active lifestyle.  T2: play a chosen game with good sportsmanship.  T3: move safely, effectively and efficiently and feel comfortable and confident in the performance of motor skills to more likely participate in health-enhancing forms of physical activity throughout life. | |
| **Meaning** | |
| **Understandings:**  *Students will understand that…*   * performing movement safely in crowded areas will improve overall performance and increase likelihood of participation in lifelong physical activity. **(3-5)** * proper weight transfer and body alignment can prevent injury and help maintain balance. **(3)** * movement and stretching will help them feel better so they can enjoy everyday activities. **(3)** * playing different activities requires being part of a team. **(3)** * proper weight transfer and body alignment can prevent injury, help maintain balance and can transfer to other sports and skills..**(4,5)** * proper adjustments to slowing down, speeding up and covering your position will increase the likelihood of success in lifetime sports and other areas in life that require space management. **(4)** * supporting teammates will improve performance of a team in all aspects of life. **(4,5)** | **Essential Questions:**  *Students will keep considering…*   * Where are other students in relation to my body? **(3)** * Will my movements hurt anyone? **(3)** * Will my movements hurt myself? **(3)** * How can proper alignments and transfer help me in sports and fitness.. **(3-5)** * Why is it important to be nice to each other? **(3)** * What is a team? **(3)** * How can conflicts be resolved? **(3-5)** * Why is it important to be spread out when covering a position?**(4)** * How will adjusting my speed help me in everyday life? **(4)** * Why is it important to support and encourage my teammates and help them with their skills? **(4-5)** * What sports can I play with skill combinations? **(5)** * Why is it important to perform perfect practice? **(5)** |
| **Acquisition** | |
| *Students will know…*   * the importance of moving safely in different ways in a large group. **(3)** * the importance of looking both ways before entering a game situation or changing directions. **(3)** * importance of weight transfer with controlled landing to absorb force * force absorption involved when jumping off equipment.**(3-5)** * the importance of proper body alignment to avoid injury. * that practice, attention and effort are required to improve skills (QM)**(3.2B)**. * that movement concepts such as time, effort, space, relationships can be used to refine movement skills (QM) **(4.2B)**. * the importance of various elements of performance for different stages during skill learning such as form(bending knees), power(transfer of weight,force of impact), accuracy(lining up/follow-through), and consistency (QM)**(5.2B)**. * know the terms, “ready position,” personal best/record” and how it relates to movement skill improvement (QM)**(3,4,5)**. * why transferring of weight is important in a sport skills **(4,5)**. * how to make changes in performance based on feedback(fitnessgram, self assessments...)(QM)**(3, 4.2C, 5)**. * how to choose appropriate drills/activities to enhance the learning of a specific skill(QM)**(5.2C)**. * why individual skills are needed as a foundation for other sports. * the components of games that can be modified to make the games and participants more successful (strategies, offense, defense…)(Relationships)**(5.6A)**. | *Students will be skilled at…*   * traveling safely (spatial awareness):   + forward, sideways, and backwards and change directions quickly in dynamic situations **(3.1A)**.   + with speed during straight, curved and zigzag pathways in dynamic situations **(4.1A)**.   + by jumping high and landing properly and lowering center of gravity while guarding opponent **(5.1A)**. * identifying similar (spatial awareness):   + positions in a variety of movements (straddle position, ready position, and bending knees to absorb force) **(3.2A)**.   + movement elements in sport skills (center of gravity, eyes on target, weight balance, underhand skills) **(4.2A)**. * or common phases such as preparing, moving, follow through and recovering in a variety of movement skills (tennis serve, free throw) **(5.2A)**. * transferring (spatial awareness):   + on and off equipment(boxes, mats,beam) with good body control **(3.1G)**.   + on and off equipment(boxes, mats,beam) with proper body control and alignment **(4.1G)**.   + weight combined with balance on mats and equipment (**5.1G)**. * demonstrating proper sequencing and/or body alignment while (spatial awareness):   + pushing, pulling, carrying and lifting **(3.1E)**.   + combining shapes, levels, pathways, and locomotor patterns into repeatable sequences **(4.1C)**.   + combining fundamental skills like running and dodging and hop-step-jump **(5.1B)**. * identifying/demonstrating movement skills such as (quality of movement):   + form, power, accuracy and follow-through **(3)**.   + key elements of mature movement patterns of throw for distance or speed such as catch, kick,strike and jump(body position, weight transfer, and follow through) **(4.2D)**.   + form, power, accuracy, and follow-through while performing movement skills **(5.1C)**. * proper form and smooth transitions during combinations of fundamental locomotor and control skills(running and jumping safely in dynamic situations)(qm) **(3.1B)**. * working with a partner (relationship):   + using equipment and a shared goal **(3,4)**.   + with the ability to contrast a partner’s movement(dodging a partner, right, left…) **(5.1H)**. |
| Stage 2: Evidence/Assessing Learning | |
| **Performance Task(s):**  *Students will show that they really understand by evidence of…*   * teacher observation * Student demonstrations * corrective feedback * self/peer assessment * peer checklists | **Other Evidence:**  *Students will show they have achieved Stage 1 goals by…*   * moving at different speeds and directions without contacting others. **(3)** * jumping off objects under control and with proper alignment. **(3-5)** * pushing or pulling, carrying or lifting objects safely with proper alignment without injury. **(3)** * moving in and out of cones with control and speed change in sequential order. **(4)** * perform a dance routine with patterns and sequences. **(4)** * successful in tossing objects underhanded to a target. **(4)** * by skill based checklist(wall jumps with landing properly 10 times). **(5)** * running through various obstacles with control. **(5)** * demonstrating throwing progression while hitting a target. **(5)** |
| Stage 3: Learning Plan | |
| **Activities:**  **3rd:** Move around cones clockwise and counterclockwise using different speeds and patterns(walk, power walk, jog, slide, grapevine, zig zags), use shapes on floor for personal space during teacher led directional movements(point, left, right, forward, backward), go through different stretches and jumps(bell, ski) in personal space, set up obstacle course with barriers to climb over and other jumping type apparatuses, use scooters to push and pull other students safely around crowded space in gym, task stations and use step ups to move all directions with proper alignment and weight transfer. Teach rock, paper, scissors.  **4th:** Move around cones clockwise and counterclockwise using different speeds and patterns(walk, power walk, jog, slide, grapevine, zig zags), use shapes on floor for personal space during teacher led directional movements(point, left, right, forward, backward), go through different stretches and jumps(bell, ski) in personal space, set up obstacle course with barriers to climb over and other jumping type apparatuses, use scooters to push and pull other students safely around cones and use step ups to move all directions with proper alignment and weight transfer. Have students perform dance routine to “cha cha slide, cupid shuffle, cotton eyed joe.” Simple tossing game with a partner.  **5th:** Teach how to play defense in basketball, do stations with various skills (hopscotch, wall touches, box jumps, climbing wall…), stationary warm-ups with dynamic movements(burpees, mountain climbers, squat jumps…), teach throwing and work with partners, various tag games, engage in lead-up games to work skills.  [Gymnastics Lessons](https://drive.google.com/open?id=1fPwaUF6lMn2Ldtog9p_b7ly9PYew5kNc)  [Rhythms and Dance Lessons](https://goo.gl/tkrTeP)  [Tag Lessons](https://drive.google.com/open?id=0B1_YL_uWRTl4anE2aks5RXQ3ZE0)  [BoY Movement Lessons](https://drive.google.com/open?id=14uWCHObLW2zR82rbsLhxlzdZ8pekpcMU)  [Scooter Lessons](https://drive.google.com/drive/folders/0B1_YL_uWRTl4UmlYVHNCLUpvb1U)  [dynamic stretching](https://kidshealth.org/en/teens/stretching-vd.html)  Kan Jam  Rock Climb  Topple Tubes  **Health:**  **Technology:**  projector for step-up routines, ipads for task station work  y Monster” app | |