**Unit: Movement Concepts Grade: K-2 Suggested 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. **(K-2)** * performing various speeds in crowded areas will improve reaction responsiveness when out in real life situations. **(K-2)** * movement and stretching will help them feel better so they can enjoy everyday activities. **(K-2)** * proper weight transfer can prevent injury and help maintain balance. **(2)** * playing different activities requires being part of a team. **(2)** | **Essential Questions:**  *Students will keep considering…*   * Where are other students in relation to my body? **(K-2)** * Will my movements hurt anyone? **(K-2)** * Will my movements hurt myself? **(K-2)** * Why do I have to understand concepts of movement when I can already perform the movement? **(K-2)** * Where else will slow and fast movements be used in real life world situations? **(K-2)** * How will movement affect my performance in various activities/sports? **(2)** * Why is it important to be nice to each other? **(K-2)** * How can conflicts be resolved? **(2)** * What is a team? **(2)** |
| **Acquisition** | |
| *Students will know…*   * the importance of moving safely in different ways in a large group. **(K-2)** * body parts(arm, wrist, leg, toes,knees, feet ankles, elbows, fingers, feet…) **(K.2A)** * the importance of looking both ways before entering a game situation. * when it is safe to go fast vs slow. **(K-2)** * their “personal space” while moving and standing still. **(K-2)** * that motor-skill development requires correct practice **(K,1.2A, 2.2A)** and paying attention to the feeling of movement(clapping, tapping, marching to the tempo) is important in motor skill development **(2.2A)**. * the terms, “ready position,” personal best/record” and how it relates to movement skill improvement (qm). **(K.L005,1.L007, 2.L004)** * the importance of weight transfer with controlled landing to absorb force. **(2)** * the importance of being a team player. **(2)** | *Students will be skilled at…*   * moving safely in a large group (spatial awareness):   + without bumping or falling **(K.1A)**   + at different directions and height levels; low, medium, high **(1.1A)**   + while safely and quickly changing speeds and directions **(2.1A**). * demonstrating movement (quality of movement):   + contrast of slow and fast when traveling **(K.1B)**   + skills of chasing, fleeing, and dodging to avoid or catch others **(2.1B)**. * demonstrating shapes such as (spatial awareness):   + axial movements; bend, stretch, twist, swing, turn, sway **(K.1C).**   + body shapes at different height levels(straight, tuck, pike, straddle)**(1)**   + combining shapes, levels and pathways(straight, zigzag, curved..) into simple sequences(creative dance) **(2.1C).** * control in (spatial awareness):   + walking forward and sideways on a beam without falling **(K.1E)**   + balancing and traveling activities **(1.1C)**   + demonstrating weight transfers such as feet to hands with controlled landing(landing with bent legs) **(2.1I)**. * demonstrating movement (spatial awareness):   + forms of various body parts; head flexion, extension, rotation **(K.2B)**   + concepts in a variety of skills(straddle position, ready position, and bending knees to absorb force) **(2.2B)**. * demonstrating relationships **(K,2)** and dynamic movements **(2)** (relationships of movement) such as:   + under, over, behind, next to, through, right, left,up, down, forward, backwards,in front of **(K.1F, 2.1F).**   + partner shadowing, hula hoops, rhythms and dance **(2.1F)**. * demonstrating the ability to (relationships of movement):   + work with a partner while leading and following **(1.1D)**.   + mirror a partner **(2.1J)**. |
| Stage 2: Evidence/Assessing Learning | |
| **Performance Task(s):**  *Students will show that they really understand by evidence of…*   * Teacher observation * Student demonstrations | **Other Evidence:**  *Students will show they have achieved Stage 1 goals by…*   * playing large group movement and tag games without contact with others **(K,1,2)** * walking on a beam or line without falling **(K)** * pointing to different body parts **(K)** * moving at different levels and directions without contact of others **(1,2)** * walking on domes, beams and other raised objects without falling **(1)** * pointing to different body parts **(1)** * following leader in stretches and directional movements **(2)** * performing jumping jacks without pauses **(2)** * jump up and land in control while bending knees **(2)** * following leader in zigzag directions without bumping into others **(2)** * shadowing a partner with various movements **(2)** |
| Stage 3: Learning Plan | |
| **Suggested Activities:**  **K:** Walking on a beam, line tag, Tony Chestnut “ Head, Shoulders, Knees and Toes,” Move around cones clockwise and counterclockwise, use shapes on floor for personal space during movement songs, go through stretching routines along with directional jumping using words such as jump in front/behind, to the left/right of your spot…, partner follow the leader activities.  **1st:**  Move around cones clockwise and counterclockwise using different height levels, use shapes on floor for personal space during movement songs, go through different stretches in personal space, play follow the leader with partners using different movements/stretches, play various tag games with different movements and speeds(walk, power-walk, bear crawl, crab walk….)  **2nd:** Move around cones clockwise and counterclockwise using different speeds(walk, power walk, jog), use shapes on floor for personal space during movement songs, go through different stretches and jumps in personal space, verbal cues/claps/whistles while moving through general space, play various tag games with different speeds and movements, warm-up with running around cones and jumping over small hurdles. Teach rock, paper, scissors.    [Rhythm and Dance](https://goo.gl/6Q443J)  [Omnikin Games](https://drive.google.com/open?id=0B1_YL_uWRTl4UVV3X3dHYTR4MzA)  [Tagging Games](https://drive.google.com/open?id=0B1_YL_uWRTl4Tk8zWlBoa2p5YkE)  [Jump Rope Unit](https://drive.google.com/open?id=1dfSp12s2KzL5ZYrL8BBjB-nGBSKe1pvQ)  [Scooter Games](https://drive.google.com/open?id=1IiCepDXPOCYwNxerEg81k2J0_gMghKfd)  [BoY Movement Concepts Lessons](https://drive.google.com/open?id=1c-gdU8UjdpLwx55jt50TaES3zACa6FTK)  Safety Procedure Lessons  Topple Tubes  **Health:** Bones & Muscles, Gym Safety  **Technology:** Kinder-2nd level dance songs cds, projector on wall using “Lazy Monster” app, Go Noodle, Adventure to Fitness | |
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