Germantown Municipal Schools District Physical Education Curriculum Guide

Physical Education (3-5) Module 2

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| *\*\*The material below should be covered within this time frame; specific pacing should be determined in school-based PLCs\*\** | |
| **Topic: Movement Forms and Concepts** | |
| **Overview:**  In this module students will demonstrate movement forms, motor skills and patterns needed to perform a variety of physical activities. They will be able to recognize and analyze movement concepts and principles. | |
| ***Essential Question(s):***  How can you use different movement forms and concepts?  When would you apply these movements in everyday situations?  What is the difference between loco and non-locomotor movements?  Why learn basic movement patterns?  How would know you performed these correctly?  Why is it important to perform these correctly?  Can you use these movements in more that one sport? Name these sports. | ***Tier III Vocabulary:***  Locomotor  Non-locomotor  Manipulative skills  Feedback  Performance  Movement patterns  Coordination  Bi-lateral  Weight transfer  Mid-line  *\*Tier II Vocabulary should be taught as referenced in the text.* |
| ***Student Performance Indicators (SPIs):***  *\*\*It is expected and understood that all physical education skills will be taught continuously throughout the school year in each unit of study. This spiraling of instruction allows for depth of knowledge and student mastery.*  *The standards listed below may be used to create common formative assessments for this academic quarter. \*\**  **State of Tennessee (3-5) Physical Education Standards**  **Standards:**   * + 1. perform developmentally appropriate teacher designed games using a variety locomotor, non locomotor and manipulative skills.   1.2.1 demonstrate mature motor patterns for basic locomotor, non-locomotor and selective manipulative skills structured settings  1.2.3 acquire specialized skills basic to a movement form and use those skills with a partner  1.2.9 identify and apply safety principals in all activity situations  2.1.1 use knowledge of movement concepts and principles to provide feedback to others  2.2.1 use knowledge of movement concepts and principles to analyze the performance of self and others  2.3.3 design and perform a movement sequence that combines traveling, rolling, balancing and weight transfer into smooth, flowing sequences with intentional changes in direction, speed, and flow | ***Content:***  *\*\*Content listed in the section is recommended in order to appropriately teach the identified standards. Teachers have the liberty to adjust and supplement the content listed in order to suit the needs of their students.\*\**   1. Space awareness and body awareness    1. Identify, maintain, and use space adequately.       1. Demonstrate an understanding of orientation. Demonstrate an understanding of paths of motion.       2. Demonstrate respect for the personal space of others. 2. Locomotor Skills    1. Basic locomotor movements (e.g., running, skipping, hopping, sliding)       1. Demonstrate the mechanics of various locomotor skills.       2. Demonstrate an understanding of basic concepts of human locomotion. Identify the effects of movement on the body.       3. Demonstrate the ability to cooperate and work with others.       4. Demonstrate concern for the safety of self and others. 3. Non- Locomotor Skills    1. Basic non-locomotor skills (e.g., bending, twisting, stretching, turning, lifting)       1. Demonstrate non-locomotor skills using a range of body joints and positions       2. Identify non-locomotor skills that contribute to improve health and active lifestyle.       3. Cooperate with partners in performing non-locomotor skills.       4. Demonstrate safety and concern for others. |
| ***Cross-Curricular Connections/Applications*** | |
| ***ELA/Literacy Standard:***  CCSS.ELA.Literacy.CCRA.R.2  Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. | ***Connections:***  **CCSS.ELA.Literacy.CCRA.R.2**  Determine central ideas or themes of a physical activity and analyze their development; summarize the key supporting details and ideas.  **Applications:**  Students will analyze movement forms and use the problem solving strategy of abstraction to determine central ideas or themes between movements. Students will analyze their partner’s development of movement forms and summarize the key details and ideas throughout the learning process. |
| ***Numeracy Connections:***  **2. Reason abstractly and quantitatively.**   * **Create a logical representation of the problem.** | ***Connections:***  **2. Reason abstractly and quantitatively**.   * Create a logical representation of the problem.   **Design a movement sequence that will represent the assigned math problem**  **Applications:**  Using numbers to represent movement patterns, students will use beats/counts to demonstrate and perform movements. Movement sequences will be developed using multiple movement patterns to complete a movement sequence by combining beats/counts. |
| ***ASSESSMENT /EVALUATION*** | |
| ***Assessment/Evaluation:***  Students will be assessed in a variety of ways.   * Informal: Teacher will informally assess during class and will provide feedback as needed. * Students will provide verbal feedback to each other throughout the lesson. * Rubric: Upon completion of the unit, students will be assessed by a performance-based rubric. (attached)   Written: At the conclusion of the lesson, students will complete a written assessment to provide evidence of their comprehension of material presented today. They will also complete a homework assignment. | |
| ***Vocabulary*** | |
| **Glossary** | **Definition** |
| Locomotor | Pertaining to or abiding in locomotion or movement from place to place |
| Non-Locomotor | The opposite of locomotor |
| Manipulative skill | Of or relating to manipulation of an object or part of the body |
| Movement patterns | A repeated sequence of movement ideas, a rhythmic movement sequence, a spacial design on the floor or in the air |
| Feedback | Information on a person’s performance of a task, used as a basis for improvement or encouragement |
| Performance | The execution or accomplishment of work, acts, feats, etc. |