Germantown Municipal Schools District Physical Education Curriculum Guide

Physical Education (K-2) 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 & Concepts** | |
| **Overview:**  The student will demonstrate competency in locomotor and non-locomotor skills, and apply movement concepts, principles, strategies, and tactics in a variety of physical activities. | |
| ***Essential Question(s):***  Why do we need a variety of ways to move?  What are some scenarios (Define) in which you need to use different movement skills?  Describe a situation that you might use these skills in the real world.  How would these skills improve performance?  How are different levels, speeds, pathways, relationships and direction used by athletes and performers? | ***Tier III Vocabulary:***  Locomotor  Non-Locomotor  Levels  Pathways  Tempo  Directions  Relationships (positions)  \*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 (K-2) Physical Education Standards**  **Standards:**  Movement Forms/Motor Skills and Movement Patterns recognize and demonstrate basic locomotor skills:  1.2.1 demonstrate skills of chasing, fleeing, and dodging to avoid or catch others  1.2.2 perform correctly all locomotor skills using a variety of movement concepts (directions, levels, pathways, speed, force)  1.2.6 demonstrate the role of body movement in the expression of feelings and ideas  1.2.17 perform a movement sequence using a variety of body parts which combine the skills of balancing, and weight transfer  1.3.2 use a combination of skills in a game context  Movement Concepts and Principles  2.1.1 use concepts of body and space awareness in a variety of ways  2.1.2 identify selected critical elements of locomotor and non-locomotor movement patterns  2.2.4 use movement concepts for the purpose of expression  Physical Activity  3.1.2 participate in a variety of locomotor, non-locomotor and manipulative activities  Fitness  4.1.1 sustain moderate to vigorous physical activity for short periods of time | ***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.9  Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. | ***Connections:***  CCSS.ELA-Literacy.CCRA.R.9  Analyze how two or more physical activities address similar themes or topics in order to build knowledge or to compare the approaches the coach, trainer or creator take.  ***Applications:***  Students will compare and contrast movement patterns and determine similar themes between locomotor movements. Students will make connections between locomotor movements to better describe, perform, analyze and evaluate their own and others movements. |
| ***Numeracy Connections:***  **1. Make sense of problems and persevere in solving them.**  ● Relate current situations to concepts or skills previously learned and connect mathematical ideas to one another. | ***Connections:***  **1. Make sense of problems and persevere in solving them.**  ● Relate current situations to concepts or skills previously learned and connect mathematical ideas to one another through movement.  **Applications:**  Students will use steps in locomotor movements to add or subtract. Jumping and hoping could represent one just as skipping could represent two or four. The teacher will provide a number for the students to complete a movement sequence that meets the exact number. Students will combine locomotor movements to equal the number the teachers provides. |
| ***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 | Move body from place to place. |
| Walk | toes point straight ahead, arms swing freely from the shoulders in opposition to the feet. Body is erect, eyes look ahead slightly below eye level. Marching is a rhythmic walk accompanied by lifted knees and swinging arms. |
| Jump | Jumping is taking off from two feet and landing on two feet. Swinging the arms helps with the upswing, and the movement of the body combined with the force of the feet helps lift the weight. Jumpers should land lightly on the balls of the feet with knees bent. Jumping may be done in place (up and down) or forward, backward or sideways. |
| Gallop | Children face forward, lead with one foot, and bring the other foot up to it (step-together-step). The same foot always leads, so the movement should be practiced with children changing the lead foot. |
| Hop | Hopping is done on 1 foot at a time. The angle of the body, the other foot, and the arms serve to balance the movement. Hopping may be performed in 1 place or while moving. Children having difficulty hopping should practice balancing on 1 foot. |
| Side-slide | Similar to galloping, but the direction is sideways with a step-together-step movement. The same foot always leads, so the side slide must be practiced in both directions. |
| Run | In contrast to walking, running involves a brief time when both feet are off the ground. Running varies from a slow jog, to a trot, to a spring. The head should be up with the eyes looking in the direction of travel. Arms should not swing across the mid-line of the body. |
| Leap | Leaping uses an elongated step that takes off on 1 foot but lands on the opposite. It is used to cover distance or to go over a low obstacle. Leaping should emphasize graceful flight through space. |
| Skip | Skipping is a series of step-hops done with alternating feet. To teach skipping, have children take a step followed by a small hop on the same foot. Mature skipping is done on the balls of the feet with the arms swinging shoulder height in opposition to the feet. |
| Non-Locomotor | Performing a skill without moving from place to place. |
| Bending | To move from a straight position to a curved or angular one. |
| Stretching | To extend yourself to full capacity. |
| Tempo | Controlling the rate of movement (tempo) is important for demonstrating body control and transferring movement into games and activities that demand variations in speed and/or intensity. A few examples of words which describe the rate of movement are quickly, medium-paced, and slowly. Children will interpret terminology individually. Encourage and accept safe variations. |
| Directions | When moving in general space, children need to develop the ability to avoid others and/or re-orient their bodies. Directions include: sideways. Right, left, forward, backward, up, and down. Young children may not know the difference between right and left, but saying the terms helps them build recognition. For those struggling with the R and L concept, place a sticker on their right hands. |
| Relationships | Children move in relationship to others as well as to objects in general space. They may move over, under, on, off, in, around, or through objects such as spot markers, hoops, tunnels, and more. Moving in relationship to other children or the teacher includes mirroring and matching, leading and following, and moving with partners and in groups. |