

# 01\_Unit 1: Movement Skills and Concepts

Content Area: **Physical Education/Health**  
Course(s):  
Time Period: **Full Year**  
Length: **On-going**  
Status: **Published**

## **General Overview, Course Description or Course Philosophy**

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Physical Education

Grades 3 - 5

All students will acquire the knowledge and skills of what is most essential to become individuals who possess health and physical literacy and pursue a life of wellness by developing the habits necessary to live healthy, productive lives that positively impact their families, schools and communities.

- Maintains mental health awareness and relies on social/emotional support systems
- Engages in a physically active lifestyle
- Maintains awareness of health and wellness and how to access resources
- Recognizes the influence of media, peers, technology, and cultural norms in making informed health-related decisions as a consumer of health products and wellness services
- Practices effective cross-cultural communication and conflict resolution skills
- Builds and maintains healthy relationships
- Accepts and respects individual and cultural differences; and
- Advocates for personal, family, community, and global wellness and is aware of local, national and global public health and climate change issues.
- Teach a movement phrase that includes strength, flexibility and endurance.
- Alter a dance movement by manipulating the tempo, accents, directions, levels and energy qualities.

## **OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS**

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### **Unit Summary:**

Movement Skills and Concepts include learning and investigating the fundamentals of movement (on land, water, snow, sand and ice) from one place to another and the understanding of biomechanics (how the body moves, grows and matures). Movement skills

fall into three main categories: locomotor, non-locomotor, and manipulative skills. Concepts into categories such as spatial awareness (where the body moves), body awareness (what can the body do), qualities of movement (how the body moves and with whom/what does the body move).

### **Essential Question(s):**

- What different ways can the body move given a specific purpose?
- What are appropriate behaviors and proper etiquette while participating as a player or viewing as an observer during physical activities?
- In what ways do my muscles need to work to accomplish this movement?
  - How does social dancing affect my aerobic condition? Physical strength?
  - How are forms of dance influenced by time, place, and people?

### **Enduring Understanding(s):**

- Competent and confident age appropriate performances of gross, fine motor and manipulative skills, with execution of movement skills and concepts individually and in groups enhance (intensifies) physical activities, free movement, games, aerobics, dance, sports and recreational activities.
- Constructive feedback from others impacts improvement, effectiveness and participation in movement skills, concepts, sportsmanship and safety.
- Teams apply offensive, defensive, and cooperative strategies in most games, sports and physical activities.
- Space, time, and energy are basic elements of dance.
  - Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression.

## **CONTENT AREA STANDARDS**

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HE.3-5.2.2.5.MSC.1	Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).
HE.3-5.2.2.5.MSC.2	Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
HE.3-5.2.2.5.MSC.3	Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).
HE.3-5.2.2.5.MSC.4	Develop the necessary body control to improve stability and balance during movement and physical activity.

HE.3-5.2.2.5.MSC.5	Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.
HE.3-5.2.2.5.MSC.6	Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.
HE.3-5.2.2.5.MSC.7	Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.

## **RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)**

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DA.3-5.1.1.5.Cr1b	Solve multiple movement problems using the elements of dance to develop dance content.
DA.3-5.1.1.5.Cr2a	Select a choreographic device to expand movement possibilities, create patterns and structures and develop a main idea. Use dance terminology to explain movement choices.
DA.3-5.1.1.5.Pr4a	Perform planned and improvised movement sequences with increasing complexity in the use of space. Establish relationships with other dancers, increasing spatial awareness and design (e.g., diverse pathways, levels, patterns, focus, near/far).
DA.3-5.1.1.5.Pr5d	Demonstrate increased flexibility, strength and endurance using a variety of bases of support (e.g., body shapes, levels, core).
DA.3-5.1.1.5.Pr6a	Apply visualization, motor imagery and breath to enhance body mechanics and the quality of a movement skill.
DA.3-5.1.1.5.Cn10a	Describe feelings and ideas evoked by a dance that are observed or performed and examine how they relate to personal points of view and experiences.
DA.3-5.1.1.5.Cn10b	Use an inquiry base to investigate global issues, including climate change, expressed through a variety of dance genres, styles and cultural lenses.
LA.SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
DA.3-5.1.1.5.Cn11a	Observe and describe how the movements of a dance in a specific genre or style communicate the ideas and perspectives of the culture, historical period, or community from which the genre or style originated.
LA.L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
WRK.K-12.P.3	Consider the environmental, social and economic impacts of decisions.
TECH.K-12.P.4	Demonstrate creativity and innovation.
TECH.K-12.P.6	Model integrity, ethical leadership and effective management.
TECH.K-12.P.9	Work productively in teams while using cultural/global competence.

## **STUDENT LEARNING TARGETS**

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## **Declarative Knowledge**

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### **Students will understand that:**

- Coordination, balance, flexibility, and agility assist in the control of the body both while in personal space as well as within the boundaries of activities or games.
- Various tempos, rhythms, and musical styles can create movement sequences.
- Movement skills with developmentally appropriate control may be demonstrated while practicing alone or within game situations.
- Stability and balance during movement and physical activity may be improved by working on body control.
- Receiving and listening to feedback from peers may be affective in improving performance.
- Appropriate behavior and self-control are essential while participating as a player or viewing as an observer during physical activities.
- Knowledge of offense and defense, as well as, their role in game play is pivotal in a teams success.
- Movement phrases can be improvised or planned
- Certain movements are used to express an emotion or an experience and can be performed through dance

## **Procedural Knowledge**

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### **Students will be able to:**

- Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).
- Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
- Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).
- Develop the necessary body control to improve stability and balance during movement and physical activity.
- Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.
- Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.

- Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment
- Teach a movement phrase that includes strength, flexibility and endurance.
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## **EVIDENCE OF LEARNING**

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### **Formative Assessments**

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**For this unit, formative assessments can/will include:**

- Teacher observation
- Participation
- Exit cards
- Question and Answer sessions
- Checklist
- Fitness plans
- Questionnaires

### **Summative Assessments**

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**For this unit, summative assessments can/will include:**

- Teacher observation
- Participation
- Rubric assessments
- Worksheets
- Performance based assessments

## **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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**Teachers Toolbox Elementary Physical Education -**

**[https://www.shapeamerica.org/publications/resources/teachingtools/teachertoolbox/Teachers Toolbox Elementary PE.aspx](https://www.shapeamerica.org/publications/resources/teachingtools/teachertoolbox/Teachers_Toolbox_Elementary_PE.aspx)**

**Physical Education Resources - The PE Specialist -**

**<https://www.thepespecialist.com/home/>**

**PE Central | Physical Education Lesson Plans & Activities - <https://www.pecentral.org/>**

## **INTERDISCIPLINARY CONNECTIONS**

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**English/Language Arts** - implementation of conventions of Standard English, speaking and listening

**Technology/Multi-Media** - Audio/visual media analysis

**Math** - distance, spacing, patterns

**Visual and Performing Arts** - movement

**Social Studies** - community

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.