

# 01\_Movement Education/ Rhythm Copied from: K-2, Copied on: 01/13/23

Content Area: **Physical Education/Health**  
Course(s):  
Time Period: **Full Year**  
Length: **7 weeks**  
Status: **Published**

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

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The K-2 physical education curriculum provides experiences for students to utilize and strengthen their bodies while participating in physical activities which benefit one's personal wellness. In this course, students will be exposed to various physical activities and provided with experiences to develop their movement skills, knowledge of wellness and enjoyment of sport, awareness of their body movements, and enhanced teamwork and cooperation. The success of body control and enjoyment of sport is determined by the student's ability to participate in various physical activities, and to identify ways in which physical movement brings joy and benefits to one's life.

Students will have the opportunity to move, maneuver, and control their bodies with confidence in different settings. They will stop and go based on auditory cues (whistle, music, teacher command.) Students will control their movement based on their environmental setting (gym floor, field, blacktop, snowy/wet surface) and will control bodies in safe manner both in own personal space, and near other bodies. Locomotor and non-locomotor movements will be covered. Students will move and maneuver bodies in safe manner and will use personal judgment to decide how to move and maneuver body safely. (changing direction, slowing down, stopping)

There will also be carry-over from moving safely, taking care of self safely. Health application will range from making sure the scene is safe, communicating to an adult if safety is a concern, and making sure to make safe personal choices.

### Kindergarten:

Students will be introduced to and grow towards meeting standard of basic skill concepts. The standard benchmark is "by the end of 2nd grade." Students will build and improve current level of skill, working towards meeting standard by the end of second grade. Variations in student ability and skill level may occur. Students will be given modifications to assist in refining skill in working towards standard. Students will grow personally based on their level on ability continuum.

### First Grade

By the end of first grade students should have refined and moved closer towards meeting standard, building and improving skill from previous year. The standard benchmark is "by the end of 2nd grade" and students will work towards standard. Variations in student ability and skill level may occur. Students will be given modifications to assist in refining skill in working towards standard. Students will grow personally based on their level on ability continuum.

### Second Grade

By the end of second grade students should have refined and moved closer towards meeting standard, building and improving skill from previous year. Students will refine current level, and work towards personally meeting standard by the end of 2nd grade. Students will build on knowledge and ability from previous year and will refined skill this year. Variations in student ability and skill level may occur. Students will grow personally based on their level on ability continuum.

## **CONTENT AREA STANDARDS**

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HE.K-2.2.2.2.LF.2	Perform movement skills that involve controlling and adapting posture and balance, to successfully negotiate different environments (e.g., mats, turf fields, grass fields, hard surfaces, gym floors, sand, water, snow) during physical activity.
HE.K-2.2.2.2.LF.3	Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).
HE.K-2.2.2.2.PF.2	Explore how to move different body parts in a controlled manner.
HE.K-2.2.2.2.MSC.1	Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running).
HE.K-2.2.2.2.MSC.2	Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling).
HE.K-2.2.2.2.MSC.6	Execute appropriate behaviors and etiquette while participating in activities, games, sports, and other events to contribute to a safe environment.
HE.K-2.2.2.2.MSC.7	Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.

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

### **Movement Education**

Students will have the opportunity to move, maneuver, and control their bodies with confidence in different settings. They will stop and go based on auditory cues (whistle, music, teacher command.) Students will control their movement based on their environmental setting (gym floor, field, blacktop, snowy/wet surface) and will control bodies in safe manner both in own personal space, and near other bodies. Locomotor and non-locomotor movements will be covered. Students will move and maneuver bodies in safe manner and will use personal judgment to decide how to move and maneuver body safely. (changing direction, slowing down, stopping)

- Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.
- Skill development involves an understanding of movement concepts as a means to analyze movement performance and make adjustments
- People who participate in regular physical activity, no matter what the form, are more likely to do so because they feel comfortable and competent in movement skills.
- Perform locomotor and non-locomotor movements.
- In what situations would I need to hop, jump, leap? (maneuvering outdoor weather, obstacles, etc)
- How am I changing, modifying, or adjusting my movement based on the surface that I am moving on? (blacktop, grass, gym)
- What are some ways I can move from one point to another?
- Variations of movement
- Speed (slow, medium, fast)
- Levels of intensity(soft, hard,)
- Body awareness
- Patterns (zig-zag, curved, straight)
- Levels (Low, medium, high)
- Following the beat- moving body to music
- Am I moving safely? How do I know?
- What can I do to move more safely? (Change direction, change speed, stop!)

- How can I check to see if I am respecting personal space?
- Where in Kiel School do we need to respect personal space?
- Where should my eyes be looking?
- How can I avoid bumping into someone's personal space?
- How does this show respect to others?

## **STUDENT LEARNING TARGETS**

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Student will be able to perform, explain, and apply in gameplay/activity how to:

Jump rope by using two feet to two feet

Respect, apply, and explain personal space

Demonstrate Body control: (not limited to)

Variations of movement

Speed (slow, medium, fast)

Levels of intensity(soft, hard,)

Body awareness

Patterns (zig-zag, curved, straight)

Levels (Low, medium, high)

Following the beat- moving body to music

Adjust speed, direction, and movement based on surface/environmental factor (outside on blacktop, field, gym, etc)

## **Declarative Knowledge**

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Students will understand that:

Personal space concepts:

We care for others by respecting their personal space and moving safely

We can avoid getting hurt when we respect personal space

Kiel School is a hands free school zone

Locomotor concepts:

Various locomotor movement forms

Various non-locomotor movement forms

The difference between general and personal space

Concept of direction

Concept of pathways

Concept of self and general space

The benefits of moderate to vigorous physical activity

Jumping concepts:

Moving safely when jumping

Jumping technique

Various take-offs and landings

Landing technique

Cardiovascular benefits of jumping rope

Balance Concepts:

When we stay on our feet, we are keeping ourselves and others safe

We can stay balanced when we shift our weight

Our muscles and brains help us to balance

## **Procedural Knowledge**

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Students will be able to perform

- various locomotor and non-locomotor movement in both general and personal space
- Perform locomotor and non locomotor movements in skill practice or activity
- Adjust movement direction, speed, or force in skill practice or activity
  
- Move body safely in general and personal space activities
  
- Execute dodging techniques
  
- Demonstrate various pathways – straight, curved, zigzag
- Play in self and general space.
- Play in relationship to others
- Conclude similarities and differences between locomotor and non locomotor movements
- Provide corrective feedback to peers to move safely and correctly

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

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LA.SL.2.1.B	Build on others' talk in conversations by linking their explicit comments to the remarks of others.
LA.SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
LA.SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CS.K-2.8.1.2.AP.4	Break down a task into a sequence of steps.

## **EVIDENCE OF LEARNING**

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Student can safely maneuver and control body in various settings (blacktop, gym, field, playground area, wet surface)  
Student shows progress in respecting personal space and boundaries in PE and school setting  
Student participates in PE activities safely and appropriately

Students will show evidence of learning by participating in the activities, sharing content and knowledge learned, application of both skill and content, and completion of summative and formative assessments.

Student applies concepts when moving in Kiel School, out on playground, on blacktop, walking through hallways, etc

## **Formative Assessments**

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- Questions & Answers
- Discussions
- Turn and Talk
- Observations
- Participation
- Exit Ticket
- What Stuck post-it
- Pair share for problem solving and skill feedback
- Demonstrating safety
- Chat and Stretch review of lesson and skill

## **Summative Assessments**

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For this unit, summative assessments can/will include:

- Participation in PE units and events
- Fitness Expert Journal Log
- Field Day
- Heart Week
- Fun Fitness Day

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

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Skill books

Posters of skill breakdowns

SHAPE blog posts

NJAHPHERD conferences, Lake Conference, PE Central, PE Universe, Standards-based Physical Education Curriculum Development, PE Jam handouts

<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=9379>

<http://www.pecentral.org/assessment/selfspaceassess.html>

<http://www.pecentral.org/assessment/generalspaceassess.html>

## **INTERDISCIPLINARY CONNECTIONS**

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SEL and RESPONSIBILITY

Moving safely shows respect to others by respecting personal space and keeping others safe

We can be kind citizens when we move safely

Safety is not just activity based, but is found when we travel, walk through halls, wait in line, etc.

We follow rules in order to be safe

We can use different modes of moving our bodies in different situations (hiking, avoiding puddles, doing basic household task)

Supporting Health standard and core Idea

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.

Modifications:

- Special Education Students

- Allow errors

- Rephrase questions, directions, and explanations

- Allow extended time to answer questions, and permit drawing, as an explanation

- Accept participation at any level, even one word

- Consult with Case Managers and follow IEP accommodations/modifications

- English Language Learners

- Assign a buddy, same language or English speaking

- Allow errors in speaking

- At-Risk Students

- Provide extended time to complete tasks

- Consult with Guidance Counselors and follow I&RS procedures/action plans

- Consult with classroom teacher(s) for specific behavior interventions - Provide rewards as necessary

- Gifted and Talented Students

- Provide extension activities

- Build on students' intrinsic motivations