

Unit 14: Movement Concepts

Unit #:	APSDO-00029719	Duration:		Date(s)	
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Team:
 Lisa Abate (Author), Timothy Filon, Kathleen Fisher, Katie Schmutz, Timothy Feshler, Lisa Abate, Jeffrey Redman, Ann Perrault, Holly Rzonca, Cheryl Edwards, Donald Bartomioli, Molly DeSantis, Mellanee Harmon

Grade(s)
 K, 1, 2, 3, 4

Subject(s)
 Wellness

Unit Focus

In this unit, students will demonstrate competence in fundamental motor skills and selected combinations of skills using basic movement concepts in small-sided practice tasks.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<p>Connecticut Goals and Standards <i>Physical Education: 4</i></p> <ul style="list-style-type: none"> Adapt and combine skills to meet the demands of increasingly dynamic environments <i>M.9.3</i> Apply an understanding of the connections between the purposes of movements and their effect on fitness <i>M.11.2</i> Apply the understanding of physical activity concepts to increasingly complex movement and game forms <i>M.11.3</i> Demonstrate an understanding of what the body does, where the body moves, how the body performs the movement and relationships that occur in 	<p>T1 (T1) Develop skills, knowledge and concepts needed to make appropriate decisions to create a healthy and balanced lifestyle.</p> <p>T2 (T2) Communicate effectively based on purpose, task and audience using appropriate vocabulary and body language.</p> <p>T3 (T3) Advocate based on personal needs (academic, behavioral, emotional and physical) to determine an appropriate solution for self and others.</p>	
	Meaning	
	Understanding(s)	Essential Question(s)
	<p>U1 (U100) Keeping your body centered keeps you grounded.</p> <p>U2 (U101) Knowing where your body is located in space keeps you moving where you want to go.</p> <p>U3 (U102) Traveling from one point to</p>	<p>Q1 (Q100) How can I keep my body centered?</p> <p>Q2 (Q101) How do I use my body to move around the ____ (field, gym, dance floor)? How do I stay aware of where everyone else is?</p>

<p>increasingly more complex movement and game forms <i>M.10.1</i></p> <ul style="list-style-type: none"> • Demonstrate developmentally mature applications combining locomotor, nonlocomotor and manipulative skills to participate in developmentally appropriate movement and fitness activities <i>M.9.2</i> • Demonstrate developmentally mature form in the fundamental movement skills in combinations of closed and open environments <i>M.9.1</i> • Demonstrate knowledge of rules, safety practices and procedures as they apply to an increasing range of movement situations <i>M.10.3</i> • Develop increasing competence in more advanced specialized skills <i>M.9.4</i> • Participate in a variety of individual, dual and team tasks, activities, creative movement, dance, play, games and sports <i>M.9.5</i> • Use self, peer, teacher and technological resources to recognize and suggest performance improvements in self and others <i>M.10.2</i> 	<p>another requires execution of a repeated technique.</p> <p>U4 (U103) Moving away from a person/projectile requires fluent lateral and non-lateral movements.</p> <p>U5 (U104) Changing directions and speed requires understanding of balance and how it relates to movement.</p> <p>U6 (U105) The way you jump and land is driven by the task at hand.</p> <p>U7 (U107) Knowing the techniques (body position, correct movements) makes it more likely to hit the ball/object effectively.</p> <p>U8 (U108) Demonstrating proper technique (body position, correct movements) creates a predictable outcome.</p> <p>U9 (U110) Development of movement and timing to a beat and sound is a learned skill.</p> <p>U10 (U152) The over-protective nature of many adults is a product of their own personal experiences.</p>	<p>Q3 (Q102) How do I move from one point to another?</p> <p>Q4 (Q103) How do I keep myself alive/open/active by moving?</p> <p>Q5 (Q104) How do I stay in control when I stop, start and change direction?</p> <p>Q6 (Q105) What jumping technique is most appropriate here?</p> <p>Q7 (Q110) How does my body move to the beat?</p> <p>Q8 (Q110) How does my body move to the beat?</p>
Acquisition of Knowledge and Skill		
Knowledge		Skill(s)
		<p>S1</p> <p>LOCOMOTOR:</p> <p>Hopping, galloping, running, sliding, skipping and leaping</p> <p>K-1: Perform locomotor skills while maintaining balance</p> <p>Gr 2: Perform locomotor skills with mature pattern</p> <p>Gr 3: Leap using mature pattern</p> <p>Gr 4: Use various locomotor skills in a variety of small-sided practice tasks, dance, and educational gymnastics</p>

experiences

S2

LOCOMOTOR

Jogging and running

Gr 2: Run with mature pattern

Gr 2: Differentiates between jogging and sprinting while traveling

Gr 3: Differentiates between sprinting and running while traveling

Gr 4: Run for distance using mature pattern

S3

LOCOMOTOR

Jumping and Landing, horizontally and vertically

Gr K: Perform jumping and landing actions with balance

Gr 1: Demonstrate 2 critical elements for jumping and landing

Gr 2: Demonstrate 4 critical elements for jumping and landing

Gr 3: Jump and land in horizontal plane using a mature pattern

Gr 4: Jump using a spring-and-step takeoff and landing using a mature pattern

S4

LOCOMOTOR

Dance

Gr K: Demonstrate locomotor skills in response to teacher led dance

Gr 1: Demonstrate locomotor and nonlocomotor skills in a teacher designed dance

Gr 2: Perform a teacher and/or student designed rhythmic activity with correct response to rhythm

Gr 3: Perform teacher selected developmentally appropriate dance steps and movement patterns

Gr 4: Combine locomotor movement patterns and dance steps to create/perform a dance

S5

NONLOCOMOTOR

Balance

Gr K: Demonstrate momentary stillness on different bases of support (i.e., wide, narrow, curled and twisted body shapes)

Gr 1: Demonstrate momentary stillness on different bases of support with different body shapes

Gr 2: Balance on different bases of support combining different levels and shapes

Gr 2: Balance in an inverted position with stillness and base of support

Gr 3: Balance on different bases of support using an extended position

Gr 4: Balance on different bases of support on apparatus demonstrating

different levels and shapes

S6

NONLOCOMOTOR

Weight transfer and rolling

Gr K: Roll sideways in a narrow body shape

Gr 1: Transfer body weight from one body part to another in dance/gymnastics

Gr 1: Roll with curled body shape

Gr 2: Transfer weight from feet to different body parts/bases of support for balance and/or travel

Gr 2: Roll in different directions with narrow or curled body shape

Gr 3: Transfer weight from feet to hands for momentary weight support

Gr 3: Apply rolling skills from grade 2

Gr 4: Transfer weight from feet to hands varying speed and using large extensions (i.e., mule kicks, handstand, and cartwheel)

S7

NONLOCOMOTOR

Curling and stretching: twisting and bending

Gr K: Differentiate the action of curling and stretching

Gr 1: Demonstrate twisting, bending, curling, stretching actions

Gr 2: Differentiate among twisting, curling, stretching, and bending actions

Gr 3: Move into and out of gymnastics balances with twisting, curling, stretching, and bending actions

Gr 4: Move into and out of balances on apparatus with twisting, curling, stretching, and bending actions

S8

SPACE

Gr K: Differentiate between personal space and general space

Gr K: Move in a personal space to a rhythm

Gr 1: Move in personal space and general space in response to beat/rhythms

Gr 2: Combine locomotor skills in a general space to a rhythm

Gr 3: Recognize the concept of open spaces in a movement context

Gr 4: Apply the concept of open spaces to combination skills involving traveling

Gr. 4: Apply the concept of closing spaces in small tasks

S9

PATHWAYS, SHAPES AND LEVELS

Gr K: Travel in 3 different pathways

Gr 1: Travel demonstrating low, medium, and high levels

Gr 1: Travel demonstrating a variety of

		<p>relationships with objects (over, under, around, through)</p> <p>Gr 2: Combine shapes, levels, and pathways into simple travel, dance, and gymnastics sequences</p> <p>Gr 3: Recognize locomotor skills specific to a wide variety of activities</p> <p>Gr 4: Combine movement concepts with skills in small tasks in gymnastics and dance environment</p> <p>S10</p> <p>SPEED, DIRECTION AND FORCE</p> <p>Gr K: Travel in general space with different speeds</p> <p>Gr 1: Differentiate between fast and slow speed</p> <p>Gr 1: Differentiate between strong and light force</p> <p>Gr 2: Vary time and force with gradual increases and decreases</p> <p>Gr 3: Combine movement concepts (direction, levels, force, time) with skills as directed by teacher</p> <p>Gr 4: Apply the movement concept of speed, endurance, and pace for running</p>
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