PE Planning Template

**Unit: 1-** Locomotors/Manipulatives

**Topics and Scales:** Skills and Knowledge

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| Pathways, Shapes, Levels-2nd Grade | | |
| 3  Learning Goal | **Demonstrate they have developed the ability to:**   * 3A-Combines shapes, levels, and pathways into simple travel, dance, and gymnastics sequences (S2.E2.2) | **3A-** I am learning how to combine shapes, levels, and pathways throughout my physical activity.  **Activities:**   * Relays with pathways, shapes, levels * Warm-up/cool down games * Locomotors games |
| 2 | **Students demonstrate they have developed an understanding of (or ability to):**   * 2B- Identify or recall vocabulary: pathways, shapes, levels, locomotors | 2B- I am learning how to identify or recall pathways, shapes, levels, and locomotors. |

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| Pathways, Shapes, Levels-1st Grade | | |
| 3 | **Demonstrate they have developed the ability to:**   * Travel demonstrating low, middle, and high levels (**S2.E2.1a)** * Travel demonstrating a variety of relationships with objects (over, under, through, around) (**S2.E2.1b)** | **3A-** I am learning how to travel at different levels.  **Activities:**   * Relays with pathways, shapes, levels * Warm-up/cool down games * Locomotors games |
| 2 | **Students demonstrate they have developed an understanding of (or ability to):**   * Identify or recall vocabulary: pathways, shapes, levels, locomotors | **2B**- I am learning how to identify pathways, shapes, levels, and locomotors. |

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| Pathways, Shapes, Levels-Kindergarten | | |
| 3 | **Demonstrate they have developed the ability to:**   * Travel in 3 different pathways (**S2.E2.K)** | **3A-** I am learning how to travel at different levels.  **Activities:**   * Relays with pathways, shapes, levels * Warm-up/cool down games   Locomotors games |
| 2 | **Students demonstrate they have developed an understanding of (or ability to):**   * Identify or recall: pathways, shapes, levels, locomotors | **2B**- I am learning how to identify pathways, shapes, levels, and locomotors. |

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| Locomotors-Grade 2 | | |
| 3 | **Demonstrate they have developed the ability to:**   * Skips using a mature pattern (all five critical elements)  1. Step hop pattern is smooth and coordinated 2. Arms are used in the hopping action and are coordinated throughout the action 3. The student lands on their toes 4. The non-support knee is lifted sharply upward 5. Action is then repeated on the opposite leg   **(S1.E1.2)** | Freeze/Dance, Dead bugs, I see/I see, warm-up movement cubes, locomotor exercises |
| 2 | **Students demonstrate they have developed an understanding of (or ability to):**   * Skips using three of the five critical elements |  |

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| Locomotors-Grade 1 | | |
| 3 | **Demonstrate they have developed the ability to:**   * Hops(on one foot), gallops, jogs, and slides using a mature pattern **(S1.E1.1)** | Freeze/Dance, Dead bugs, I see/I see, warm-up movement cubes, locomotor exercises |
| 2 | **Students demonstrate they have developed an understanding of (or ability to):**   * Meet three out of the five critical elements for Hopping, Galloping, Jogging, and Sliding |  |

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| Locomotors-Kindergarten | | |
| 3 | **Demonstrate they have developed the ability to:**   * Performs locomotor skills (hopping, galloping, jogging, sliding, skipping) while maintaining balance **(S1.E1.K)** * Differentiated between movement in personal (self-space) and general space. (**S2.E1.Ka)** | Freeze/Dance, Dead bugs, I see/I see, warm-up movement cubes, locomotor exercises  Home Base  Personal/General Space Knowledge assessment (SPARK), Orientation of Space, Hula Hoop Igloo (Open) |
| 2 | **Students demonstrate they have developed an understanding of (or ability to):**   * Performs locomotor skills (hopping, galloping, jogging, sliding, skipping), with inconsistent balance * Can determine difference between one of the two vocabulary words: (personal and general space) |  |

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| ***Topic Scale*** | ***Learning Target(s):***  *Locomotors* | | ***Learning Target(s):***  *Pathways, Shapes, & Levels* |
| *Skills and Knowledge- K* | * Performs locomotor skills (hopping, galloping, jogging, sliding, skipping) while maintaining balance **(S1.E1.K)** | | * Differentiated between movement in personal (self-space) and general space. (**S2.E1.Ka)** * Travel in 3 different pathways (**S2.E2.K)** |
| *Skills and Knowledge-1* | * Hops(on one foot), gallops, jogs, and slides using a mature pattern **(S1.E1.1)** | | * Travel demonstrating low, middle, and high levels (**S2.E2.1a)** * Travel demonstrating a variety of relationships with objects (over, under, through, around) (**S2.E2.1b)** |
| *Skills and Knowledge 2-* | * Skips using a mature pattern (all five critical elements) **(S1.E1.2)** | | * Combines shapes, levels, and pathways into simple travel, dance, and gymnastics sequences (S2.E2.2) |
| **Clarity:** *What does this target ask students to really do?*  -K-2: I am learning how to perform locomotor movements while maintaining balance.  -K- I am learning how to maintain my balance while performing different locomotors.  -1-I am learning how to complete different locomotors such as hopping, galloping, jogging, and sliding.  -2- I am learning how to skip. | | | -K- I am learning how to travel in different pathways. I am learning the difference between personal and general space.  -1-I am learning how to travel in different levels (low, middle, and high). I am learning how to travel over, under, through, and around objects.  -2- I am learning how to combine shapes, levels, and pathways into movement sequences. |
| **Instruction:** *What activities might help students do what the target demands?*  **Activities (Agenda):**  -Introduce the locomotors:  -Hop (1st and 2nd)  -Jump (1st and 2nd)  -Skip (2nd) **\*ASSESSING\***  -Gallop (K-2)  -Slide (K-2)  Movement cube  I see, I see  Meet me in the middle  Closure- Revisiting the mature pattern for Jump, Skip, Gallop, Slide , Hop  Juggling Scarf Exploration  Hula Hoop Exploration  [Locomotor Stations-Station Cards](http://openphysed-wp-content.s3-us-west-2.amazonaws.com/wp-content/2015/10/13092041/P-03-06-LMS-StationCards.pdf)  (locomotor, manipulatives, underhand throw, pathways, self-assessment)  Curriculum Resource:  <http://openphysed.org/curriculum_resources/locomotor-and-manipulative-skills> | | | |
| **Evidence:** *What kinds of evidence might students produce?*  -Teacher visually observing  -Peer observation  -observing  -Videotaping  -Peer checklist  -[Self reflection](http://openphysed-wp-content.s3-us-west-2.amazonaws.com/wp-content/2015/10/13120207/P-03-07-LMS-StudentSelfAssessment.pdf) | | | |
| **Criteria:** *What will I need to see in that evidence so that I know students have reached the target?*  ***Kindergarten and First Grade:***  **Hopping:**   1. Take off on one foot and land on the same foot 2. Upward push and absorption of landing shock is accomplished by the ankle. 3. Arms push up and down (to life and for balance) 4. Knee seldom straightens fully   **Galloping:**   1. Trunk faces in forward direction 2. Lead leg lefts and moves forward to support weight 3. Rear foot closes quickly to supporting foot 4. Lead leg lifts to repeat action 5. Arms are in front, bent slightly   **Joggin/Running:**   1. Arm-leg opposition throughout action 2. Toes point forward 3. Foot lands heel to toe 4. Arms swing forward and backward—no crossing of midline 5. Trunk leans slightly forward   **Sliding:**   1. Trunk faces in forward direction; head is turned sideways in direction of travel 2. Lead leg lifts and moves sideways to support weight 3. Rear foot closes quickly to supporting foot 4. Body is momentarily airborne 5. Arms are lifted, extended to the sides   **Skipping:**   1. Step and hop on one foot and then on the other foot 2. Arms move in opposition to feet 3. Arm and leg lift on hopping action 4. Feet alternate lead   **Leaping:**   1. Takeoff is on one foot, and landing is on opposition foot 2. Legs extend for height and distance 3. Arms extend and lift for airborne time 4. Knee bends to absorb force on landing   ***2nd Grade: Skipping***   1. Step hop pattern is smooth and coordinated 2. Arms are used in the hopping action and are coordinated throughout the action 3. The student lands on their toes 4. The non-support knee is lifted sharply upward 5. Action is then repeated on the opposite leg | | ***Kindergarten:***  Student will be able travel in different pathways:  -Zig Zag  -Straight  -Curved  -Students will determine which space is their personal space and general space while moving throughout the activity. Verbally/Physically  ***First Grade:***  Travel in different levels:  -Low to the ground  -Middle ground  -High above ground  -over, under, through, and around objects.  ***Second Grade:***  **Combine different levels**: (examples: Low to the ground, Middle ground, High above ground, over, under, through, and around objects), **pathways** (examples: Zig Zag, Straight, Curved) **shapes** (examples: balances on different bases of support to create wide, narrow, curled, and twisted shapes), **into a dance or gymnastic sequence.** | |