



Grade 1 PE Unit 3 - Movement and Rhythm

Unit Focus

Students will be able to perform activities that apply their movement skills with increased body control and spatial awareness. Students will continue to practice non-manipulative skills such as jumping and landing over stationary and moving equipment, simple gymnastics, balancing on structures, and rhythmic movements. Students will build on the skills they explored in kindergarten, such as jumping, landing, and balance so they can continue to apply these skills to new challenges.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
Healthy and Balanced Living Curriculum Framework Physical Education K-5 - Demonstrates hopping, galloping, running, and sliding using a mature pattern. (E1.1.1) - Demonstrates a variety of non-locomotor skills (curling, stretching, twisting, and bending) while maintaining balance. (E1.3.1) - Demonstrates weight transfer from one body part to another in personal space. (E1.4.1) - Demonstrates the ability to move in self-space and general space in response to designated beats or rhythms (S2.E1.1) - Demonstrates a variety of relationships with objects (e.g., over, under, around, through) while traveling. (S2.E2.1b) - Demonstrates active engagement in physical education class. (S3.E2.1) - Demonstrates the ability to accept personal responsibility by using equipment and space appropriately (S4.E1.1) - Demonstrates the ability to follow the rules and parameters of the learning environment. (S4.E2.1) - Demonstrates the ability to respond appropriately to general feedback from the teacher. (S4.E3.1) - Demonstrates the ability to work independently with others in a variety of class environments (e.g., small and large groups). (S4.E4.1) - Demonstrates the ability to exhibit the established protocols for class activities. (S4.E5.1) - Demonstrates the ability to follow teacher directions for safe participation and proper use of equipment without teacher reminders. (S4.E6.1) - Demonstrates the ability to recognize that challenge in physical activities can lead to success (S5.E2.1)	<i>Students will be able to independently use their learning to...</i> T1 Develop skills, knowledge, and concepts through practice and analysis of results.	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 my body can move in different ways to be expressive or to engage in different physical activities. U2 knowing myself can help me to perform with confidence. U3 by persisting in an activity and improving my performance, I may find that I enjoy the experience. U4 using strategies can help me grow and learn.	<i>Students will keep considering...</i> Q1 How can I move my body to the rhythm? Q2 What are my unique strengths, weaknesses likes and dislikes? Q3 What strategies can I use to help me in this moment?
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<i>Students will know...</i> K1 that rhythmic movement is enhanced by music. K2 in order to perform certain movements, one must have good balance.	<i>Students will be skilled at...</i> S1 moving to a rhythmic pattern. S2 safely and appropriately moving their bodies within a group.

Stage 1: Desired Results - Key Understandings

- Demonstrates the ability to describe positive feelings that result from participating in physical activities (S5.E3.1a) Madison Public Schools Profile of a Graduate - Self-Awareness: Examining current performance critically to identify steps/ strategies to persist. (POG.4.1)	K3 Vocabulary: rhythm, balance, pattern, coordination	S3 maintaining balance and control of self and while using equipment or traveling throughout the learning environment. S4 persisting at movements that may be challenging.
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