Grade 2 PE Unit 3 - Movement and Rhythm

Unit Focus

In this unit, students will develop their body control as they participate in activities that involve jumping, landing, and balance. Students will be asked to refine their movements for each physical activity as well as increase the number of repetitions, their timing for finding success, and improve stamina in balancing. All students will practice these skills (repetitions, timing, refined movements, stamina, and balance) during jump roping. Jump roping will also include cardio instruction, patterns, and rhythm. Students will also engage in goal-setting as they strive to make improvements in the aforementioned areas.

Stage 1: Desired Results - Key Understandings

Standard(s)

Healthy and Balanced Living Curriculum Framework
Physical Education K-5

- Demonstrates a variety of non-locomotor skills (curling, stretching, twisting, and bending) while maintaining balance on different bases of support and combining levels. (E1.3.2)
- Demonstrates weight transfer from feet to different bases of support while maintaining balance. (E1.4.2)
- Demonstrates the ability to combine locomotor skills in general space to a rhythm. (S2.E1.2)
- Demonstrates a combination of shapes, levels and pathways into simple travel, dance, and gymnastics sequences. (S2.E2.2)
- Demonstrates active engagement in physical education class in response to instruction and practice. (S3.E2.2)
- Demonstrates the ability to practice skills with minimal teacher prompting. (S4.E1.2)
- Demonstrates the ability to accept responsibility for class protocols with behavior and performance actions (S4.E2.2)
- Demonstrates the ability to accept specific corrective feedback from the teacher. (S4.E3.2)
- Demonstrates the ability to work independently with others in partner environments. (S4.E4.2)
- Demonstrates the ability to work independently and safely in physical education. (S4.E6.2a)
- Demonstrates the ability to recognize the value of "good health balance." (S5.E1.2)

Transfer

Students will be able to independently use their learning to...
T1 Develop skills, knowledge, and concepts through practice and analysis of results.

Meaning

Understanding(s)

Students will understand that...
U1 my body can move in various ways to be expressive or to engage in different physical activities.
U2 applying strategies can help to create more complex performances, patterns, or routines.

Essential Question(s)

Students will keep considering...
Q1 How can I move my body with a specific purpose?
Q2 How can I build upon and combine individual skills to create a pattern or routine?

Acquisition of Knowledge and Skill

Knowledge

Students will know...
K1 that they can combine different patterns and movements to create a routine.
K2 in order to perform certain movements, one must have good balance and there are a variety of ways to maintain balance.

Skill(s)

Students will be skilled at...
S1 combining movement and rhythmic skills to create a movement sequence.
S2 performing a variety balance techniques when completing dynamic and static balance activities.
S3 performing simple movement sequences.

Stage 1: Desired Results - Key Understandings		
• Demonstrates the ability to compare physical activities, confidence, and challenge. (S5.E2.2) • Demonstrates the ability to identify physical activities that provide selfexpression (e.g., dance, gymnastics routines, practice tasks in game environments). (S5.E3.2) **Madison Public Schools Profile of a Graduate** • Self-Awareness: Examining current performance critically to identify steps/ strategies to persist. (POG.4.1)	**K3** Vocabulary: routine, static balance, dynamic balance, transfer of weight and/or objects	