

Unit Title: Moving & Grooving

INSTRUCTIONAL UNIT AUTHORS

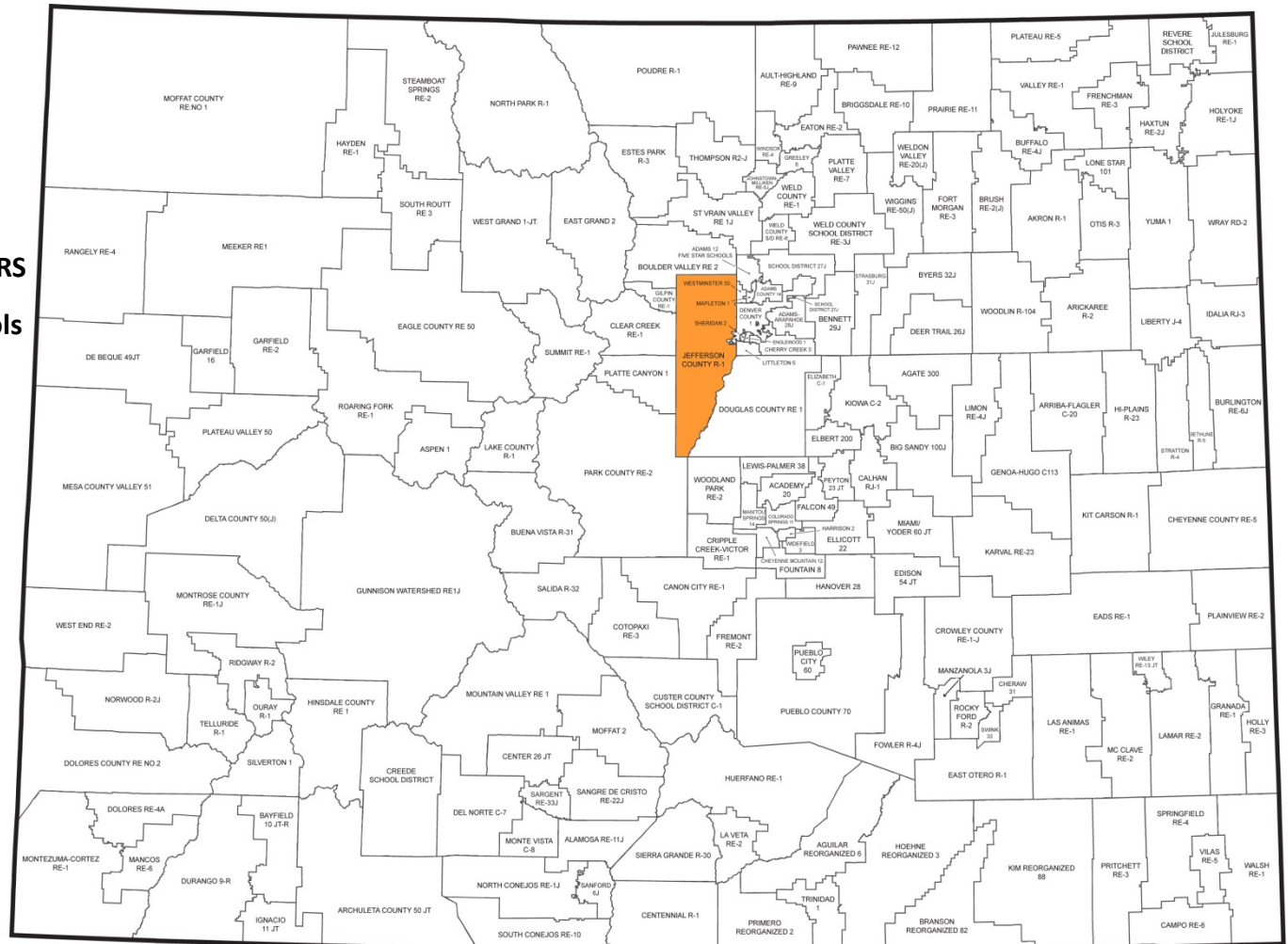
Jefferson County Public Schools

Jaime Rice

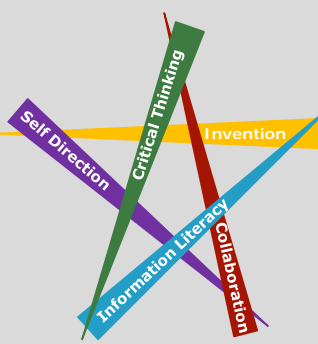
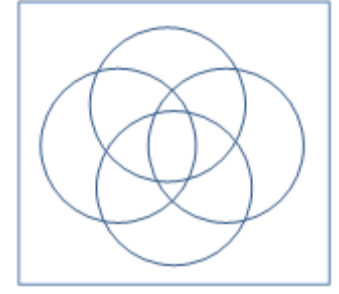
Megan Hurley

Rebecca Warner

Jennifer Gutierrez



This unit was authored by a team of Colorado educators. The template provided one example of unit design that enabled teacher-authors to organize possible learning experiences, resources, differentiation, and assessments. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students.

Content Area	Science & Physical Education	Grade Level	Kindergarten
Course Name/Course Code			
Standard	Grade Level Expectations (GLE)	GLE Code	
Movement Competence and Understanding	Demonstrate body and spatial awareness through safe movement	PE09-GR.K-S.1-GLE.1	
	Locate the major parts of the body	PE09-GR.K-S.1-GLE.2	
Physical Science	Objects can move in a variety of ways that can be described by speed and direction	SC09-GR.K-S.1-GLE.1	
<p style="text-align: center;">Colorado 21st Century Skills</p>  <p>Critical Thinking and Reasoning: <i>Thinking Deeply, Thinking Differently</i></p> <p>Information Literacy: <i>Untangling the Web</i></p> <p>Collaboration: <i>Working Together, Learning Together</i></p> <p>Self-Direction: <i>Own Your Learning</i></p> <p>Invention: <i>Creating Solutions</i></p>		<p>Integrated Curriculum Design: This interdisciplinary approach matches basic concepts in science and social studies – interdependence, region, environment, adaptation - forming overlaps in instruction of certain topics in an authentic integrated model.</p> 	
Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence	
Moving and Grooving	Teacher's Discretion	Teacher's Discretion	

Unit Title	Moving and Grooving		Length of Unit	Teacher's Discretion
Focusing Lens(es)	Motion	Standards and Grade Level Expectations Addressed in this Unit	SC09-GR.K-S.1-GLE.1 PE09-GR.k-S.1-GLE.1 PE09-GR.K-S.1-GLE.2	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • What can change how fast or slow an object travels? • What indicates which objects will be easier or harder to move? • When moving in a group, how do you keep from bumping into each other? (PE09-GR.k-S.1-GLE.1-EO.a,f,g; IQ.1,3,4; RA.1,2; N.2) • When is moving at a fast speed safer, and when is moving at a slow speed safer? (PE09-GR.k-S.1-GLE.1-EO.a,f,g; IQ.1,3,4; RA.1,2; N. 2) • Why is it easier to move in the same direction in which a group is moving than to move against them? (PE09-GR.k-S.1-GLE.1-EO.a,f,g; IQ.3,4; RA.1,2; N. 2) 			
Unit Strands	Physical Science and Movement Competence and Understanding			
Concepts	Speed, Direction, Object, Push, Pull, Force, Identification, Demonstration, Variation, Traveling, Space, Levels, Creation, Locomotion, Pathways, Laws and Rules, Sequencing, Responsibility			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Speed and direction can alter an object's or person's motion and impact safety. (SC09- GR.K-S.1-GLE.1) (PE09-GR.k-S.1-GLE.1-EO.a,f,g; IQ.1; RA.2; N.1,2)	What is speed? What is direction? What is motion? (SC09-GR.K-S.1.GLE.1-EO.a) What will happen if people do not respect others when moving?	How does changing an objects speed influence its motion? (SC09-GR.K-S.1-GLE.1-EO.a; IQ.1; RA.2) How does changing an objects direction influence Its motion? (SC09-GR.K-S.1-GLE.1-EO.a; IQ.1; RA.2) Why should someone understand responsibility when moving? Why is it easier to move in the same direction in which a group is moving than to move against them?
Variation of movement patterns allows for the recognition of ones place in space. (SC09-GR.K-S.1-GLE.1-EO.b; RA.1) (PE09-GR.k-S.1-GLE.1-EO.a,f,g; IQ.1,3,4; RA.1,2; N.1,2)	What does push mean? (SC09-GR.K-S.1-GLE.1; IQ.2; RA.1) What does pull mean? (SC09-GR.K-S.1-GLE.1; RA.1) What are different ways to move? (PE09-GR.k-S.1-GLE.1-EO.a,d,e,f,g)	How does pushing and/or pulling affect motion? (SC09-GR.K-S.1-GLE.1; RA.1,2; N.2,3) Is moving in the gym similar to when people drive on the street? Why should someone understand responsibility when moving? Why is it easier to move in the same direction in which a group is moving than to move against them?

Identify, observe and describe different pathways and levels of movements to demonstrate a variety of combinations. (PE09-GR.k-S.1-GLE.1-EO.a,f,g; IQ.1,3,4; RA.1,2; N.1,2) (SC09- GR.K-S.1-GLE.1-EO.a)	What the different ways to move arms and legs simultaneously? What shapes can you create with your arms, legs, feet and hands? How do different objects move?	What are different ways a person can demonstrate a jump? How can you describe the movement of a child playing?
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Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> • Movement of objects (SC09-GR.K-S.1-GLE.1-EO.a) • Movement of objects in different directions (SC09-GR.K-S.1-GLE.1-EO.b) • Movement of objects at different speeds (SC09-GR.K-S.1-GLE.1-EO.b) 	<ul style="list-style-type: none"> • Observe, investigate, and describe how different objects move (SC09-Gr.K-S.1-GLE.1-EO.a) • Describe the motion of a child who is sitting versus playing (SC09-GR.K-S.1-GLE.1-EO.b) • Move in opposition and alternately (PE09-GR.K-S.1-GLE.1-EO.e) • Demonstrate contrasts between slow and fast speeds while using locomotor skills (PE09-GR.K-S.1-GLE.1-EO.b) • Travel within a large group without bumping in others or falling, while using a variety of locomotor skills (PE09-GR.K-S.1-GLE.1-EO.a) • Create shapes at high, medium, and low levels by using hands, arms, torso, feet and legs in a variety of combinations (PE09-GR.k-S.1-GLE.1-EO.d) • Travel in straight, curved and zigzag pathways (PE09-GR.K-S.1-GLE.1-EO.d) • Put skills into different game situations (PE09-GR.K-S.1-GLE.1-EO.d) • Work within a group (PE09-GR.K-S.1-GLE.1-EO.g)

Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i>	
A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):	<i>Aaron is able to move, around others, in a way that shows different movement styles while being safe.</i> <i>Lisa is able to demonstrate how an object moves by pushing or pulling.</i>
Academic Vocabulary:	Observe, Investigate, Describe, Recognize, Straight, Demonstrate, Identify
Technical Vocabulary:	Object, Speed, Direction, Motion, Push, Pull, Opposition, Alternately, Hands, Arms, Torso, Feet, Legs, Locomotor

Unit Description:	This unit explores variation in movement patterns in relation to one’s place in space. Students will demonstrate the concepts of motion using their bodies in a safe manner. Through the exploration of various animals, students will mimic their locomotion through body movement. The unit concludes with the students becoming a zoo animal and acting out its unique movement styles.
Unit Generalizations	
Key Generalization (s):	Variation of movement patterns allows for the recognition of one’s place in space.
Supporting Generalizations:	<ul style="list-style-type: none"> • Speed and direction can alter an object’s or person’s motion and affect safety. • Identify, observe and describe different pathways and levels of movement to demonstrate a variety of combinations.
Considerations:	Kindergarten students should have a limited capacity and physical ability to move in a coordinated manner through space. Consideration should be given to assure ample space is available during learning experiences that involve movement

GREEN	Active involvement in developmentally appropriate knowledge production results in work that fuses both disciplines.
BLUE	Equal and significant attention is given to techniques, skills, or concepts from both disciplines. Authentic experiences and media are used.
PINK	Work combines some techniques, skills, and concepts from both disciplines, but proficiency is uneven.
YELLOW	Peripheral affective goals are met through the work. Learning is demonstrated in one discipline or the other, but not both.

Performance Assessment: <i>The capstone/summative assessment for this unit.</i> Integration Continuum Color: GREEN BLUE PINK YELLOW Equal and significant attention is given to techniques, skills, or concepts from both disciplines. Authentic experiences and media are used.	
Claims: (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	Variation of movement patterns allows for the recognition of one’s place in space.
Stimulus Material: (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	You and your peers have been asked to become a zoo animal. You will replicate an animal in a zoo by performing the movements of that animal. You will need to express the way your animal moves (e.g. slithering, hopping, running) as well as how the animal adapts its movement (e.g. move faster, hide) to an environmental threat (e.g. weather, predator).
Product/Evidence: (Expected product from students)	Students will replicate zoo animal’s movements by physically demonstrating movements: <ul style="list-style-type: none"> • Slithering • Hopping • Running Adaptations they make to environmental threats: <ul style="list-style-type: none"> • Fast, slow The final product will be a live performance and students will self-evaluate their performance based on teacher created criteria.

	(e.g. checklist, thumbs up and down)
Differentiation: (Multiple modes for student expression)	Students may: <ul style="list-style-type: none"> ● Use mini animals figures to show movements ● Communicate how animals and people move through writing or oral interpretation

Texts for independent reading or for class read aloud to support the content

Informational/Non-Fiction	Fiction
<p>Science texts: The Way We Work : Getting to Know the Amazing Human Body, by David McCauley: Lexile 980) The Bones You Own : A Book About the Human Body-, by Rebecca Baines: Lexile 560 The Skeletal System, by Greg Roza: Lexile 760 The Muscular System, by Greg Roza: Lexile 760 Push and Pull : Understanding Force and Motion, by Quinn Bitterman: Lexile 560 Force and motion, by Robert Coupe: Lexile 750</p> <p>Physical Education Texts: Near and Far at the Beach : Learning Spatial Awareness Concepts , by Amanda Boyd: Lexile 90 <i>In and Out</i>, by Tami Johnson: Lexile 550 <i>Around and Through</i>, by Luana K. Mitten: Lexile 560 <i>Over and Under</i>, by Luana K. Mitten: Lexile 560 <i>Changing Direction</i>, by Natalie Hyde: Lexile 580</p> <p>For Teacher Use: Show me Science. : Movement of the Human Body DVD The Way Cool Game of Science. : Force and motion DVD Physical Science K-2. : Force and Motion DVD</p>	<p>Science texts: A Trip Through the Human Body, by Christian Figorito: Lexile 770 Human Body Theater, by Maris Wicks: Lexile 920 <i>Are Bowling Balls Bullies? : learning about forces and motion with the Garbage Gang</i>, by Thomas Kingsley Troupe: Lexile 340</p> <p>Physical Education texts: <i>Move it! : motion, forces and you</i>, by Claudia Davila: Lexile 650</p>

Ongoing Discipline-Specific Learning Experiences

1.	Description:	Think like/work like a physical education student to demonstrate various levels and types of movement in a safe manner.	Teacher Resources:	http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=10893#.VzIrsI9VgSU (Busy City - game to reinforce locomotion and spatial awareness skills) http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=2206#.Vzlu_V9VgSU (Reinforces locomotion skills in a game type setting) http://lessonplanspage.com/pelamakingbodysshapesk2.htm/ (Lesson plan for making shapes with your body) https://vimeo.com/105264620 (Video showing kids making letter with their bodies) https://www.youtube.com/user/GoNoodleGames (Videos and games to get kids moving)
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			Student Resources:	http://www.howcast.com/videos/258347-how-to-play-the-simon-says-game/ (Video - how to play Simons Says) https://www.youtube.com/watch?v=Jw5IH3LQy8o (Video showing kids playing Simon Says)
	Skills:	Describing, Observing, Performing.	Assessment:	Students will move freely in a large space following teacher cues to movement. Students will manage their own personal space.
2.	Description:	Think like a Zoologist observing speed and direction of various animals.	Teacher Resources:	https://www.youtube.com/watch?v=E5zi50ffmTw (Video - how do animals move) https://www.youtube.com/watch?v=44V6fdF-MRg (Video and interactive quiz on animal movement) http://www.sheppardsoftware.com/preschool/animals.htm (Multiple activities, games about animal movement) http://blogs.cornell.edu/naturalistoutreach/files/2013/09/Pecylak_-_Demonstrations-and-Activities-for-Teaching-Animal-Locomotion-1uqhzhg.pdf (Demonstrations and activities for teaching animal locomotion) (e.g. I See game)
			Student Resources:	https://www.youtube.com/watch?v=E5zi50ffmTw (Video - how do animals move) http://www.sheppardsoftware.com/preschool/animals.htm (Multiple activities, games about animal movement)
	Skills:	Observing, Direct Observation, Analyze.	Assessment	Students will move freely in a large space following teacher cues to movements, pathways observing their own personal space.
3.	Description:	Think like/work like a student scientist to demonstrate push, pull, size, shape, varying speeds?	Teacher Resources:	https://www.ixl.com/math/kindergarten/compare-size-weight-and-capacity (Size & Shape) http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=2250#.Vzn_dl9VgSV (Speed activity)
			Student Resources:	https://www.ixl.com/math/kindergarten/compare-size-weight-and-capacity (Size & Shape)
	Skills:	Demonstrate, Perform, Analyze, Direct Observation.	Assessment:	Students will throughout the unit demonstrate different manners of pushing and pulling, body size, and pathways of movement.

Prior Knowledge and Experiences

Teachers will use their professional judgment and knowledge of their students (including information gained from relevant pre-assessments) to determine the kinds of introductory learning experiences and/or reinforcement experiences that may need to be delivered prior to or within the unit. The learning experiences build upon a presumed (student) working knowledge of concepts such as active listening, sharing ideas and general ideas about being safe when moving in a group. This unit will continue to develop these skills.

Learning Experience # 1

The teacher may provide opportunities for movement so students can begin to interpret the differences of various animal movements.

Integration Continuum Color: GREEN BLUE PINK YELLOW

Yellow: Peripheral affective goals are met through the work. Learning is demonstrated in one discipline or the other, but not both.

Generalization Connection(s):	Variation of movement patterns allows for the recognition of one's place in space.	
Teacher Resources:	https://www.youtube.com/watch?v=E5zi50ffmTw (Video - how do animals move) https://www.youtube.com/watch?v=44V6fdf-MRg (Video and interactive quiz on animal movement) http://www.sheppardsoftware.com/preschool/animals.htm (Multiple activities, games about animal movement) http://blogs.cornell.edu/naturalistoutreach/files/2013/09/Pecylak-Demonstrations-and-Activities-for-Teaching-Animal-Loocomotion-1ughzhg.pdf (Demonstrations and activities for teaching animal locomotion) (e.g. I See game)	
Student Resources:	https://www.youtube.com/watch?v=E5zi50ffmTw (Video - how do animals move) https://www.youtube.com/watch?v=44V6fdf-MRg (Video and interactive quiz on animal movement) http://www.sheppardsoftware.com/preschool/animals.htm (Multiple activities, games about animal movement)	
Assessment:	Students will engage in various types of movement (e.g. hopping, swimming, flying) using scenarios that are teacher prompted (e.g. "you are a butterfly landing on a flower, you are a crab on the beach moving slowly, a giraffe trying to reach the high leaves on a tree).	
Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.)	Expression (Products and/or Performance)	Expression (Products and/or Performance)
	The teacher may: <ul style="list-style-type: none"> Modify the activities 	Students may: <ul style="list-style-type: none"> Students can perform activity using locomotor skills (e.g. skipping, galloping) Perform modified, moderate and/ or vigorous activity
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may: <ul style="list-style-type: none"> Provide an opportunity for students to demonstrate different animals' size with movements at different levels. (e.g. high, medium, and low) 	Students may: <ul style="list-style-type: none"> Provide multiple examples of high, medium, and low levels of movement
Critical Content:	That objects can move	
Key Skills:	<ul style="list-style-type: none"> Observe, investigate, and describe how different objects move Work within a group/partner Create shapes at high, medium and low levels by using hands, arms, torso, feet and legs in a variety of combination. 	
Critical Language:	Demonstrate, Motion, Hands, Arms, Torso, Feet, Legs, Locomotor	

Learning Experience # 2	
Task Description: <i>The teacher may... so that students can...</i>	<p>The teacher may facilitate opportunities for various types of movement (e.g. slow, fast, crawl, hop) so students can access appropriate and safe speed and direction</p> <p style="text-align: center;">Integration Continuum Color: GREEN BLUE PINK YELLOW</p> <p style="text-align: center;"><small>Pink: Work combines some techniques, skills, and concepts from both disciplines, but proficiency is uneven</small></p>
Generalization Connection(s):	Identify, observe and describe different pathways and levels of movement to demonstrate a variety of combinations. Speed and direction can alter an object's or person's motion and impact safety.
Teacher Resources:	http://www.pecentral.org/ - (Lesson ideas) http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=10893#.Vzlrsl9VgSU (Busy City - game to reinforce locomotion and spatial awareness skills)

	http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=2206#.Vzlu_V9VgSU (Reinforces locomotion skills in a game type setting)	
Student Resources:	http://www.pecentral.org/ - (Lesson ideas) http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=10893#.Vzlrsl9VgSU (Busy City - game to reinforce locomotion and spatial awareness skills) http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=2206#.Vzlu_V9VgSU (Reinforces locomotion skills in a game type setting)	
Assessment:	Students will apply concepts of safe movement through a large group game (e.g. Road Way, Hula Hoop Car Road Trip).	
Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.)	Expression (Products and/or Performance)	Expression (Products and/or Performance)
	The teacher may: <ul style="list-style-type: none"> ● Use a variety of movements and music ● Use visual prompts ● Use boundary markers 	Students may: <ul style="list-style-type: none"> ● Communicate verbally to teacher ● Describe through technology and/or drawings
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	N/A
Critical Content:	<ul style="list-style-type: none"> ● That objects can move ● That objects can move in different directions ● That objects move at different speeds 	
Key Skills:	<ul style="list-style-type: none"> ● Observe, investigate, and describe how different objects move ● Move in opposition and alternately ● Travel in straight, curved and zigzag pathways ● Put skills into different game situations ● Demonstrate contrasts between slow and fast speeds while using locomotor skills ● Describe the motion of a child who is sitting versus playing 	
Critical Language:	Demonstrate, Direction, Motion, Hands, Arms, Torso, Feet, Legs, Locomotor	

Learning Experience # 3	
The teacher may facilitate opportunities for various types of movement (e.g. slow, fast, crawl, hop) so students can consider how their own movements impact the space of others.	
Integration Continuum Color: GREEN BLUE PINK YELLOW <small>Pink: Work combines some techniques, skills, and concepts from both disciplines, but proficiency is uneven.</small>	
Generalization Connection(s):	Identify, observe and describe different pathways and levels of movement to demonstrate a variety of combinations. Speed and direction can alter an object's or person's motion and impact safety
Teacher Resources:	http://www.pecentral.org/ (Lesson idea) http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=10893#.Vzlrsl9VgSU (Busy City - game to reinforce locomotion and spatial awareness skills) http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=2206#.Vzlu_V9VgSU (Reinforces locomotion skills in a game type

	setting)	
Student Resources:	http://www.pecentral.org/ - Lesson ideas http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=10893#.VzIrsI9VgSU (Busy City - game to reinforce locomotion and spatial awareness skills) http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=2206#.Vzlu_V9VgSU (Reinforces locomotion skills in a game type setting)	
Assessment:	Students will apply concepts of safe movement through a large group game (e.g. Road Way, Hula Hoop Car Road Trip).	
Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.)	Expression (Products and/or Performance)	Expression (Products and/or Performance)
	The teacher may: <ul style="list-style-type: none"> ● Use visual prompts ● Use boundary markers ● Post road rules for visual cues 	Students may: <ul style="list-style-type: none"> ● Create a safe rule of the road with a partner ● Communicate verbally to teacher ● Describe through writing ● Describe through technology and /or drawings
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	N/A
Critical Content:	<ul style="list-style-type: none"> ● That objects can move ● That objects can move in different directions ● That objects move at different speeds 	
Key Skills:	<ul style="list-style-type: none"> ● Demonstrate contrasts between slow and fast speeds while using locomotor skills ● Put skills into different game situations ● Travel within a large group without bumping into others or falling, while using a variety of locomotor skills ● Move in opposition and alternately ● Travel in straight, curve, zigzag pathways ● Create shapes at high, medium and low levels by using hands, arms, torso, feet and legs in a variety of combinations 	
Critical Language:	Recognize, Opposition, Speed, Object, Observe, Locomotor, Direction, Demonstrate, Identify, Torso, Feet, Legs, Hands, Arms	

Learning Experience # 4	
The teacher may provide opportunities for movement so students can begin to interpret the differences of shapes at high, medium and low levels by using multiple body parts in a variety of combinations.	
Integration Continuum Color: GREEN BLUE PINK YELLOW Yellow: Peripheral affective goals are met through the work. Learning is demonstrated in one discipline or the other, but not both.	
Generalization Connection(s):	Identify, observe and describe different pathways and levels of movements to demonstrate a variety of combinations.
Teacher Resources:	http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=10893#.VzIrsI9VgSU (Busy City - game to reinforce locomotion and spatial awareness skills) http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=2206#.Vzlu_V9VgSU (Reinforces locomotion skills in a game type setting) http://lessonplanspage.com/pelamakingbodyshapesk2.htm/ (Lesson plan for making shapes with your body)

	https://vimeo.com/105264620 (Video showing kids making letter with their bodies) https://www.youtube.com/user/GoNoodleGames (Videos and games to get kids moving)	
Student Resources:	http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=10893#.VzIrsI9VgSU (Busy City - game to reinforce locomotion and spatial awareness skills) http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=2206#.Vzlu_V9VgSU (Reinforces locomotion skills in a game type setting) https://vimeo.com/105264620 (Video showing kids making letter with their bodies) https://www.youtube.com/user/GoNoodleGames (Videos and games to get kids moving)	
Assessment:	After being given oral prompts with names of objects and shapes (e.g. circle, tree, pumpkin) and their position (e.g. low, medium, high) students will model those shapes using their bodies.	
Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.)	Expression (Products and/or Performance)	Expression (Products and/or Performance)
	The teacher may: <ul style="list-style-type: none"> • Use visual prompts • Use boundary markers 	Students may: <ul style="list-style-type: none"> • Create shapes of different objects • Create shapes with partners • Communicate verbally to teacher • Describe through drawing shapes • Describe through technology and/or drawings
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may: Ask students to demonstrate alternative shapes or combinations of shapes (e.g. house, flower, car) within a group	Students may: Model additional shapes or work cooperatively to construct more complex shapes (e.g. hexagon, octagon, and pentagon)
Critical Content:	<ul style="list-style-type: none"> • That objects can move • That objects move in different direction 	
Key Skills:	<ul style="list-style-type: none"> • Create shapes at high, medium, and low levels by using hands, arms, torso, feet, and legs in a variety of combinations • Put skills into different game situations 	
Critical Language:	Observe, Recognize, Describe, Identify, Object, Hands, Arms, Torso, Feet, Legs	

Learning Experience # 5	
The teacher may provide opportunities for movements so students can begin to interpret the concept of objects moving at different speeds.	
Integration Continuum Color: GREEN BLUE PINK YELLOW <small>Pink: Work combines some techniques, skills, and concepts from both disciplines, but proficiency is uneven</small>	
Generalization Connection(s):	Speed and direction can alter an object's or person's motion and impact safety. The variation of movement patterns allows for the recognition of ones place in space. Identify, observe and describe different pathways and levels of movements to demonstrate a variety of combinations.
Teacher Resources:	http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=10893#.VzIrsI9VgSU (Busy City - game to reinforce locomotion and spatial awareness skills)

	http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=2206#.Vzlu_V9VgSU (Reinforces locomotion skills in a game type setting) https://www.youtube.com/user/GoNoodleGames (Videos and games to get kids moving)	
Student Resources:	http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=10893#.VzIrsI9VgSU (Busy City - game to reinforce locomotion and spatial awareness skills) http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=2206#.Vzlu_V9VgSU (Reinforces locomotion skills in a game type setting) https://www.youtube.com/user/GoNoodleGames (Videos and games to get kids moving)	
Assessment:	Students will demonstrate different speeds of a particular movement based on teacher prompting.	
Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.)	Expression (Products and/or Performance)	Expression (Products and/or Performance)
	The teacher may: <ul style="list-style-type: none"> • Use a variety of movements and music • Use visual prompts • Use boundary markers 	Students may: <ul style="list-style-type: none"> • Communicate verbally to teacher • Describe through technology and/or drawings
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	The teacher may: <ul style="list-style-type: none"> • Ask the question “why is it easier to move in the same direction in which a group is moving than to move against them?” 	Student may: <ul style="list-style-type: none"> • Draw conclusions about what may happen if a student or object moves in the opposite direction of the group • Move their arms and legs simultaneously
Critical Content:	<ul style="list-style-type: none"> • That objects can move • That objects move in different directions • That objects move at different speeds 	
Key Skills:	<ul style="list-style-type: none"> • Demonstrate contrasts between slow and fast speeds while using loco-motor skills • Travel within a large group without bumping into others or falling while using a variety of loco-motor skills 	
Critical Language:	Demonstrate, Locomotion, Speed, Motion, Direction	