

BLOCK PLAN – CONTENT SET I	
Unit Content: Locomotor/Non-Locomotor	CONTENT SET: I
National Standards: 1, 2, 3	
Unit Goals (aligned with Standards/Grade Span Learning Indicator) <ol style="list-style-type: none"> Students will demonstrate specified essential elements of the hop, skip, gallop, horizontal and vertical jump, and run. (Essential elements for each skill are specified in the diagnostic and summative assessments.) (SHAPE America Standard 1 – 1.2.1) Students can demonstrate understanding of the difference between personal and general space through appropriate movement in a variety of activities. (SHAPE America Standard 1 – 1.2.1) Students can move in the straight, curved, and zig-zag pathways in a variety of activities. (SHAPE America Standard 1 – 1.2.1) Students will demonstrate the ability to jump and land with balance. (SHAPE America Standard 1 – 1.2.2) Students can form tall and flat body shapes on teacher direction during selected activities. (SHAPE America Standard 1 – 1.2.4) Students demonstrate a change of levels when bending and stretching during selected activities. (SHAPE America Standard 1 – 1.2.4) Students will be able to identify by touching or pointing to the following body parts: Head, Shoulder, Knees, Toes, Ankles, Hips, Wrist, and Elbow during modified head, shoulder, knees, toes, ankles, hips, wrist, and elbow activity. (Standard 1 – 1.2.4) Students will demonstrate the ability to follow directions in a variety of group activities (SHAPE America Standard 3 – 3.2.4) 	
Skill Focus	Movement Concept Focus
Locomotor: Hop, vertical jump, horizontal jump, skip, gallop, run	Body Awareness; Personal and General Space; Pathways; Effort (speed)
Non-Locomotor: Swing, Sway, Bend, Stretch	Body Awareness; Levels
Body Part Identification (Head, Shoulders, Knees, Toes, Wrist, Ankles, Hips, Elbows)	Body Awareness
Other	
Following Directions	
Teaching Sequence	
Day 1	Day 2
Lesson Outcomes: <ol style="list-style-type: none"> Students will stretch to make their bodies as tall as possible when directed by the teacher (S1 – 1.2.4) 	Lesson Outcomes: <ol style="list-style-type: none"> Students will correctly indicate their head, knees, shoulders, toes, ankles, hips, wrists, and elbows during the modified “Heads, Shoulders, Knees, and Toes” activity. (S1 – 1.2.4)

2. Students will explore personal space within a hoop by making their bodies as tall as possible and as flat as possible when directed by the teacher. (S1 – 1.2.4)
3. Students will demonstrate a change in levels while bending and stretching. (S1 – 1.2.4)
4. Students will correctly indicate their head, knees, head, and toes during the “Heads, Shoulders, Knees, and Toes” activity. (S1 – 1.2.4)
5. Students will follow the prompts of the “Freeze Song”. (S3 – 3.2.4)

Introductory Activities/Instant Activity/Warm-ups

“Freeze Song” (Mr. Heath) (Pre-Assessment)

Pre-Assessment Task

“Heads, Shoulders, Knees, Toes”

- Identification of Head, Shoulders, Knees, Toes

Skill/Concept Development (Learning Activity progression; skill review tasks; skill practice tasks); assessments (listing of tasks)

1. Introduction to Personal Space
2. Introduce Bending and Stretching while in Personal Space
3. Introduction to Body Parts: Heads, Shoulders, Knees, and Toes

Application Activity/Assessment Task

“Head, Shoulder, Knees & Toes” Song Activity/**Assessment (Diagnostic)**

2. Students will make straight, curved and zig-zag shapes using their body upon teacher direction while maintaining personal space. (S1- 1.2.1)
3. Students will be able to demonstrate swinging and swaying during the modified “Head, Shoulders, Knees , and Toes.....” activity. (S1 – 1.2.4)

Introductory Activities/Instant Activity



“Heads, Shoulders, Knees, and Toes” Activity

Skill/Concept Development (Learning Activity progression; skill review tasks; skill practice tasks); assessments (listing of tasks)

4. Review:
 - a. Explore Personal Space within Hoop
 - b. Review Body Shapes (Tall, Small, Flat, Wide)
 - c. Review Bending and Stretching
 - d. Review Activity: “Bend and Stretch – Make yourself Small and Tall”
5. Body Parts
 - a. Review Head, Shoulder, Knees, and Toes
 - b. Introduce Wrist, Elbow, Hip, Ankle
6. Introduction to Body Part Actions – non-locomotor skills
 - a. Swinging Arms
 - i. Back and forth
 - ii. Up and down (flapping)
 - iii. Swing and sway
 - b. Body Swaying

Application Activity/Assessment Task

Assessment Task: Modified “Heads, Shoulders, Knees, and Toes” Activity (including elbow, wrist, hips, ankles)

Day 3	Day 4
<p>Lesson Outcomes:</p> <ol style="list-style-type: none"> Students will maintain personal space while walking in general space. (S1 – 1.2.1) Students will demonstrate the difference between walking and jogging (S1 – 1.2.1) <p>Introductory Activities/Instant Activity/Warm-ups</p> <p>Modified “Heads, Shoulders, Knees and Toes”</p> <p>Pre-Assessment Task–</p> <p>“Let’s Move to Music” – Pre-Assessment Task</p> <ul style="list-style-type: none"> Maintaining Self-Space while moving in General Space Walk, Run, Jump, Hop, Skip, Gallop Change of walking/jogging speeds on teacher prompt <p>Skill/Concept Development (Learning Activity progression; skill review tasks; skill practice tasks); assessments (listing of tasks)</p> <ol style="list-style-type: none"> Review Body Shapes (Tall, Small, Flat, Wide); Swing and Sway Introduce Straight, Curved, Zig-Zag Body Shapes Introduce Walking in General Space using Hoops Introduce Pathways (Straight, Curved, Zig-Zag) Transition to walking/jogging in general space while maintaining personal space without hoops <p>Application Activity/ Assessment Task</p> <p>“Let’s Move to Music” (Walking, jogging, swinging, swaying, pathways) (with or without hoops)</p>	<p>Lesson Outcomes:</p> <ol style="list-style-type: none"> Students will jump across a self-selected width during the “Crossing the River” activity in the “Hike in the Woods” and maintain balance upon landing at least one time. (S1 – 1.2.2) Students will jump over a self-selected height during the “Up and Over” activity in the “Hike in the Woods” and maintain balance upon landing at least one time. (S1 – 1.2.2) Students will demonstrate their ability to move in straight, curved and zig-zag pathways during the “Pathways” activity in the “Hike in the Woods”. (S1 – 1.2.1) <p>Introductory Activities/Instant Activity/Warm-ups</p> <p>“Let’s Move to Music”</p> <p>Skill/Concept Development (Learning Activity progression; skill review tasks; skill practice tasks); assessments (listing of tasks)</p> <ol style="list-style-type: none"> Review Arm Swinging Introduce Arm Swing/Knee Bend Introduce Vertical Jump – Frog  Introduce Horizontal Jump – Frog  Combining Vertical Jump, Horizontal Jump, and Running: “Astronauts” (modified from Unicorn, p. 75). <p>Application Activity/ Assessment Task</p> <p>“Hike Through the Woods”</p> <p>Assessment Tasks within “Hike Through the Woods”:</p> <p>Vertical Jump: “Up and Over” Horizontal Jump: “River Crossing”</p>

Day 5	Day 6
<p>Lesson Outcomes:</p> <ol style="list-style-type: none"> Students will maintain self-space while moving in general space in Let's Move to Music activity. (S1 – 1.2.1) Students will explore hopping cues. (S1 – 1.2.1) Students will explore hopping in personal space and in different directions. (S1- 1.2.1) Students will explore moving their bodies in a variety of ways during Animal Actions Part I activity. (S1 – 1.2.4) <p>Introductory Activities/Instant Activity/Warm-ups</p> <p>Assessment: “Let’s Move to Music”</p> <p>Skill/Concept Development (Learning Activity progression; skill review tasks; skill practice tasks); assessments (listing of tasks)</p> <ol style="list-style-type: none"> Review Jumping: Spot jumping Introduce Hopping (Stork) Introduce directions: forward/back/right/left Hopping and jumping in different directions <p>Application Activity</p> <p>Animal Actions Part I</p>	<p>Lesson Outcomes:</p> <ol style="list-style-type: none"> Students will demonstrate the elements identified for the “Meet” level of the vertical jump during “Hike Through the Woods, Part II”. (S1 – 1.2.1) Students will demonstrate the elements identified for the “Meet” level of the horizontal jump during “Hike Through the Woods, Part II”. (S1 – 1.2.1) Students will explore and practice the cues of galloping and skipping. (S1 – 1.2.1) Students will demonstrate straight, curved, and zig-zag pathways during the Hike Through the Woods activity. (S1 – 1.2.1) <p>Introductory Activities/Instant Activity/Warm-ups</p> <p>“Hop Right; Hop Left; Stretch; Bend; Jump” activity</p> <p>Skill/Concept Development (Learning Activity progression; skill review tasks; skill practice tasks); assessments (listing of tasks)</p> <ol style="list-style-type: none"> Review Hopping/Jumping Cues Introduce Slide – Teacher Demonstration/Student Practice – in General Space Introduce Gallop – Teacher Demonstration/Student Practice – in General Space Slide and Gallop Practice Practice: Animal Actions Part II– Teacher D <p>Application Activity/ Assessment Task</p> <p>Hike Through the Woods Obstacle Course #2</p>
Day 7	
<p>Lesson Outcomes:</p> <ol style="list-style-type: none"> Students will demonstrate the ability to follow directions during the “Freeze Song” (S3 – 3.2.4). 	

2. Students will demonstrate the elements identified for the “Meet” level of the hop during “Hike Through the Woods, Part II”. (S1 – 1.2.1)
3. Students will demonstrate the elements identified for the “Meet” level of the gallop during “Hike Through the Woods, Part II”. (S1 – 1.2.1)
4. Students will demonstrate the elements identified for the “Meet” level of the skip during “Hike Through the Woods, Part II”. (S1 – 1.2.1)

Introductory Activities/Instant Activity/Warm-ups

“Freeze Song” (Mr. Heath): Assessment – Following Directions

Assessment Task:

Hike in the Woods Obstacle Course #3

Application Task:

Animal Actions Part II