## **Instructional Unit Title: Moving and Grooving**

Kindergarten

Integrated Comprehensive Health, Science and

**Physical Education** 

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



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



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.



The teacher may provide opportunities for movements so students can begin to interpret the concept of objects moving at different speeds.



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.



**PERFORMANCE ASSESSMENT:** 

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).

This unit was authored by a team of Colorado educators. 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. To see the entire instructional unit sample with possible learning experiences, resources, differentiation, and assessments visit http://www.cde.state.co.us/standardsandinstruction/instructionalunitsamples.