Unit 02: Locomotor Skills/Movement Concepts

Content Area: **Physical Education**
Course(s): **Physical Education**
Time Period: **Week 2**
Length: **2 Weeks**
Status: **Published**

Unit Overview

The students will participate in various locomotor movement activities and cooperative games. Students will understand safety rules for both outdoor and indoor classroom settings and will display characteristics of good sportsmanship and teamwork in those settings. Students will engage in educational tag games and teamwork activities that incorporate the locomotor skills of kicking, running, and jumping. Students will increase their fitness level by performing locomotor movements in succession.

Standards

HPE.2.5.4.A.1	Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
HPE.2.5.4.A.2	Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.
HPE.2.5.4.A.4	Correct movement errors in response to feedback and explain how the change improves performance.
HPE.2.5.4.A.CS1	Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.
HPE.2.5.4.B.1	Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).
HPE.2.5.4.B.2	Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.
HPE.2.5.4.B.CS1	Offensive, defensive, and cooperative strategies are applied in most games, sports, and other activity situations.
HPE.2.5.4.C.1	Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.
HPE.2.5.4.C.2	Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.
HPE.2.5.4.C.CS1	Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.

Essential Questions

1. Why is teamwork important when participating in group activities?

2. How does following the rules keep my classmates and me safe in class?

3. How can I display sportsmanship?

Application of Knowledge and Skills...

Students will know that...

- 1. various locomotor skills can be performed individually or in combination
- 2. following safety and game rules, in conjunction with sportsmanship and teamwork, can help to build positive relationships with peers.

Students will be able to...

- A. Demonstrate locomotor skills, such as skipping, hopping, running, walking, crawling, sliding, and galloping.
- B. Identify safety rules and regulations.
- C. Display the components of sportsmanship throughout all activities.
- D. Follow directions and be able to change quickly from one movement to another.
- E. Display the ability to change direction during a particular movement.

Assessments

• Locomotor Pre-Assessment - Diagnostic: Instructional/Assessment Focus - A pre-assessment on the locomotor skills of jumping, skipping, hopping, crawling, galloping, running, and sliding and the ability to change direction. 2.5.2.A.1 2.5.2.A.2 2.5.2.A.4 2.5.2.B.1 2.5.2.C.2 2.6.2.A.1 2.6.2.A.2

• Sportsmanship - Formative: Other oral assessments - Students will explain their understanding of sportsmanship, safety rules, and why exercise is important for their bodies. Students will engage in a pair share with a partner, and will then be asked to share their ideas and examples with the class. The students' explanations and ability to work with a partner will be assessed at various times during the activity. 2.5.2.A.1 2.5.2.A.2 2.5.2.A.4 2.5.2.B.1 2.5.2.C.2 2.6.2.A.1 2.6.2.A.2

• Small Group Races - Summative: Exhibition - A relay race in which students will use the different locomotor skills to maneuver through cones and hand off objects to teammates. Students will be assessed for their ability to follow directions, perform locomotor skills, and change directions. 2.5.2.A.1 2.5.2.A.2 2.5.2.A.4 2.5.2.B.1

Activities

- Locomotor Warm-Ups: A series of warm-up exercises in which students change locomotor skills quickly.
- Tag Game Madness: A variety of tag games to improve spatial awareness, including: Everybody's It, Octopus Tag, Monarch Tag, Team Color Tag, Color Ball Tag, Monkeys & Baboons, Cookie Jar, Knight Tag, Freeze Tag, Flag Tag etc.
- Direction Tag: A tag game in which students use movement skills to navigate and change direction in crowded situations.
- Safety Rules Role-Play: A small-group role-play in which students demonstrate how to follow safety procedures for indoor and outdoor games and activities.

Activities to Differentiate Instruction

Differentiation for special education:

- General modifications may include:
  - Modifications & accommodations as listed in the student's IEP
  - Assign a peer to help keep student on task
  - Modified or reduced assignments
  - Reduce length of assignment for different mode of delivery
  - Increase one-to-one time
  - Working contract between you and student at risk
  - Prioritize tasks
  - Think in concrete terms and provide hands-on-tasks
  - Position student near helping peer or have quick access to teacher
  - Anticipate where needs will be
  - Break tests down in smaller increments
- Content specific modifications may include:
  - Students having difficulty with specific movements will receive individual instruction from the teacher. Each movement will be broken down into individual steps. As each step is mastered, the components will be combined to produce the desired locomotion.

Differentiation for ELL's:

- General modifications may include:
  - Integrate activites into thematic units
  - tap the student's prior knowledge and experience, which may be different from other students in the class
  - teach learning strategies and scaffold complex texts
  - organize students into a variety of learning groups
  - Collaboration with ELL Teacher
- Content specific vocabulary important for ELL students to understand include: run, jump, hop, skip, gallop

Differentiation to extend learning for gifted students may include:

- fitness goals are individualized to students' particular needs and strengths and therefore highly differentiated.
- Students who excel will be asked to perform the movements more quickly or to use more direction changes within each movement.

Integrated/Cross-Disciplinary Instruction

- Health connection: Students will read about people with physical disabilities and how they are able to play games or sports despite their lack of locomotor skills.

Resources

- PECentral.com
- Teachphysed.com
- Teacher-created handouts and activities
- Various balls, bean bags, Hula Hoops, cones, and game markers

21st Century Skills

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP3.1	Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.