Unit 02: Locomoter Skills/Movement Concepts

Content Area: **Physical Education**
Course(s): **Physical Education**
Time Period: **Week 2**
Length: **3 Weeks**
Status: **Published**

Unit Overview

Students will participate in various locomotor movement activities and will demonstrate a variety of ways to move. The concepts will build on one another and will allow the students to improve/enhance their movement and balance abilities. Students will also show understanding of safety rules for both outdoor and indoor classroom settings and games.

Standards

HE.K-2.2.5.2.A.1	Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
HE.K-2.2.5.2.A.2	Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
HE.K-2.2.5.2.A.4	Correct movement errors in response to feedback.
HE.K-2.2.5.2.B.1	Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.
HE.K-2.2.5.2.C.2	Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.
HE.K-2.2.6.2.A.1	Explain the role of regular physical activity in relation to personal health.
HE.K-2.2.6.2.A.2	Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.

Essential Questions

1. How many different ways can I make my body travel from one spot to another?

2. Why is it important to be physically active?

3. How can I move around a crowded space without colliding with other people?

4. Why is it important to follow safety rules?

5. How are the rules of playing outside different and/or similar to playing inside?

Application of Knowledge and Skills...

Students will know that...

- 1. locomotor skills are essential to all activities and contribute to a healthy lifestyle.
- 2. motor skills, such as running, jumping, and hopping are used for specific purposes in different games/activities.
- 3. the rules and procedures of all games and activities help to keep a safe learning/playing environment.

Students will be able to...

- A. Define several different types of locomotor movements.
- B. Demonstrate various locomotor movements in succession.
- C. Safely navigate a crowded area while performing locomotor movements.
- D. Demonstrate the components of working together with others.
- E. Demonstrate good sportsmanship.

Assessments

- Diagnostic - Locomotor Movements Pre-Assessment - Students will perform five (run, jump, hop, skip, gallop) locomotor skills and will be assessed using a performance rubric. 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

- Formative - Locomotor Circuit Test - Students will demonstrate movement skills individually to the teacher. 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

- Summative - Relay Races - Students will use three different locomotor skills to maneuver through cones and pick up/hand off objects to teammates. 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 that have students changing locomotor movements quickly.
- Tag Game Madness: A variety of tag games to improve spatial awareness. Games may include: 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 student-centered, small-group role-play, in which the teacher will have groups demonstrate how to properly follow safety procedures for indoor and outdoor games and

activities.
- Safety Rule!: Students will be asked to explain a safety rule to the class and tell why it is important. Students will compare and contrast rules for outdoor and indoor classroom settings.

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

Mathematics - practice counting during activities and warm-up

Resources

- PECentral.com
- Teachphysed.com
- Teacher-created handouts and lessons
- Balls, bean bags, hula hoops, cones, and markers for games

21st Century Skills

CRP.K-12.CRP3	Attend to personal health and financial well-being.
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.