Unit 03: Non-Locomotor Skills

Content Area: **Health and Physical Education**
Course(s):
Time Period: **Trimester 1**
Length: **2-3 Weeks**
Status: **Published**

Brief Summary of Unit

The ability to understand and incorporate wellness practices into one's daily living is vital to the wellbeing of our students and directly correlates to their optimal overall health. Effective health practices provide students with the potential for success when choosing a career and allow for the pursuit of any career interest. When taking this course, students develop their understanding of the interrelationship between wellness, overall well being and success.

Students will develop the ability to perform various non-locomotor skills separately or in combinations. Students will be able to demonstrate the proper locomotor skill to be used in games and activities.

Revised: July 2020

Standards

By the end of Grade 2:

Movement Skills & Concepts

Competent and confident age appropriate performance of gross, fine motor and manipulative skills, with execution of movement skills and concepts individually and groups enhance (intensifies) physical activities. free movement, games, aerobics, dance, sports and recreational activities.

- 2.2.5.MSC.1: Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).
- 2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
- 2.2.5.MSC.3: Perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, recreational activities).
- 2.2.5.MSC.4: Develop the necessary body control to improve stability and balance proficiency during movement and physical activity.

Constructive feedback from others impacts improvement, effectiveness and participation in movement skills, concepts, sportsmanship and safety.

- 2.2.5.MSC.5: Correct movement skills and concepts in response to external feedback and self evaluation with understanding and demonstrating how the change improves performance.

Teams apply offensive, defensive, and cooperative strategies in most games, sports and physical activities.

- 2.2.5.MSC.6: Execute appropriate behaviors and etiquette while participating as a player and viewing

as an observer during physical activity, games, and other events, contributes to a safe environment.
- • 2.2.5.MSC.7: Apply specific rules and procedures for specific physical activity, games, and sports in a safe active environment.

Physical Fitness

The ability to move and perform at different levels and different types and amounts of physical activity enhance personal health.

- 2.2.2.PF.1: Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles).
- 2.2.2.PF.2: Explore how to move different body parts in a controlled manner.
- 2.2.2.PF.3: Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building).
- 2.2.2.PF.4: Demonstrate strategies and skills that enable team and group members to achieve goals.

Lifelong Fitness

Exploring wellness components provide a foundational experience of physical movement activities.

- 2.2.2.LF.1: Express one's feeling and emotions when involved in movement and physical activities to increase positive behaviors.
- 2.2.2.LF.2: Perform movement skills that involve controlling and adapting posture and balance, to successfully negotiate different environments (e.g., mats, turf fields, grass fields, hard surfaces, gym floors, sand, water, snow) during physical activity.
- 2.2.2.LF.3: Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).

Resources that support physical activity are all around you.

2.2.2.LF.4: Identify physical activities available outside of school that are in the community.

Performing Arts

- 1.1.2.Cr1: (a). Demonstrate movement in response to a variety of sensory stimuli (e.g., music, imagery, objects) and suggest additional sources for movement ideas. (b). Combine movements using the elements of dance to solve a movement problem.
- 1.1.2.Cr2: (a). Create a movement sequence with a beginning, middle and end. Incorporate the use of a choreographic device. (b). Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates non-verbally.
- 1.1.2.Pr4: (a). Perform planned and improvised movement sequences, with variations in direction (e.g., forward/backward, up/down, big/small, sideways, right/left, diagonal), spatial level (e.g., low, middle, high), and spatial pathways (e.g., straight, curved, circular, zigzag), alone and in small groups. (b). Perform planned and improvised movement sequences, with variations in tempo, meter, and rhythm, alone and in small groups. (c). Demonstrate contrasting dynamics and energy with accuracy (e.g., loose/tight, light/heavy, sharp/smooth).
- 1.1.2.Pr5: (a). Identify personal and general space, to share space safely with other dancers. Categorize healthful strategies (e.g., nutrition, injury prevention, emotional health and overall functioning)

essential for the dancer. (b). Identify basic body parts and joints (e.g., limb, bone) and joint actions (e.g., bend, rotate). Examine how basic body organs (e.g., brain, lungs, heart) relate and respond to dance movements. (c). Explore the use of spine and pursue use of elongated spine. Demonstrate body organization (e.g., core/distal, head/tail, upper/lower half lateral) and explore cross-lateral body organization. Demonstrate holding a shape in the body while traveling through space. (d). Explore a variety of body positions requiring a range of strength, flexibility and core support. (e). Explore locomotor action vocabulary (e.g., gallop, hop, slide, skip) and non-locomotor action vocabulary (e.g., bending, stretching, twisting) and execute codified movements from various styles/genres with genre specific alignment. Demonstrate, through focused practice and repetition (e.g., breath control, body part initiations, body sequencing).

Transfer

Essential Questions

- What is a non-locomotor skill?
- What is the difference between a non-locomotor and locomotor skill?
- How do locomotor and non locomotor skills prepare us to develop skills in physical education activities?

Essential Understandings

non-locomotor skills are essential for sport skill development.

Students Will Know

- the various parts of the body used for each non-locomotor skill.

Students Will Be Skilled At

- key terms: bending, rising, curling, swinging, swaying, twisting, falling, tensing, relaxing, turning, dodging, pivoting.

Evidence/Performance Tasks

When taking a Physical Education or Health course , students demonstrate differentiated abilities to answer the essential questions and meet course objectives through formative and summative assessments. Evidence of progression in answering the essential questions and meeting course objectives demonstrates the development of proficiency over time. The performance tasks below are implemented as benchmark assessments and, based on individual student readiness and performance, can be implemented as formative and/or summative assessments. Student proficiency allows for additional or alternative assessment based on demonstration or absence of skill.

• dress appropriately for every class. • participate in class activities. • display good sportsmanship • follow the rules. • follow safety precautions at all times. • exhibit a level of skill • answer the essential questions	.

Learning Plan

- Preview the essential questions and connect to learning throughout the unit.
- Define each skill concept for various activities.
- Demonstrate each skill for various activities.
- Identify strategies through game play.
- Evaluate skill performance for understanding and additional reinforcement.

Materials

Associated web content and media sources are infused into the unit as applicable and available

The materials used in this course allow for integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments

• Explanation and demonstration through kinesthetic, visual, and auditory strategies • Reinforcement of skills for understanding • Individualized instruction • Music	.

• Various Sports Equipment	

Suggested Strategies for Modifications

https://docs.google.com/spreadsheets/d/1Dt1d40AYxClqqaEUJ0RRPHlx5Ace8TWBXtEQu8hpw3Q/edit#gid=1426178898