

# Unit 2: Movement/Locomotor & Non-locomotor skills

Content Area: **Physical Education**  
Course(s): **Physical Education**  
Time Period: **8 weeks**  
Length: **8 Weeks**  
Status: **Published**

## Unit Overview

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Fundamental Movement Skills/locomotor skills and non-locomotor skills are movement patterns that involve different body parts such as the legs, arms, trunk and head, and include such skills as walk, run, skip, gallop, slide, jump, hop, leap, and balancing. They are the foundation movements or precursor patterns to more specialized, complex skills used games, sports, dance gymnastics, outdoor education and physical recreation activities.

## Transfer

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Show students how learning these basic movements is important in everyday life. Explain how each of these movements correlate with one another to provide the foundation for games, sports, and other recreation activities.

## Meaning

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## Understandings

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Be able to move in a safe and controlled manner while demonstrating the desired skill.

## Essential Questions

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How can students develop competence and confidence in gross and fine motor skills to provide a foundation for participation in physical activities?

## **Application of Knowledge and Skill**

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### **Students will know...**

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Students will know and/or recognize locomotor skills, nonlocomotor skills, pathways, directions, and levels.

### **Students will be skilled at...**

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Demonstrating locomotor/nonlocomotor skills, as well as, demonstrating movement in self- space (stationary) at different levels, directions, and ranges while correcting movement errors in response to teacher feedback.

Demonstrate changes in time, force, and flow while moving in self- space. (e.g. stretching, curling).

### **Academic Vocabulary**

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Walk, run, skip, gallop, slide, jump, hop, leap, twist, turn, curl, bend, low, medium, high, straight, curved, zigzag, personal space, general space, force, effort.

### **Learning Goal 1**

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Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

HPE.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).
HPE.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.
HPE.2.5.2.A.4	Correct movement errors in response to feedback.
HPE.2.5.2.B.3	Determine how attitude impacts physical performance.

## **Target 1**

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TLW: demonstrate changes in time, force, and flow while moving in self- space. (e.g. stretching, curling)

## **Target 2**

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TLW: demonstrate moving in a self and controlled manner while demonstrating the specific movement(skiing, galloping,running).

## **Summative Assessment**

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Paper/pen assessments

Self assessment

Self evaluation checklists

## **21st Century Life and Careers**

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WORK.K-4.9.1.4	All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures.
WORK.K-4.9.1.4.1	The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.
WORK.K-4.9.1.4.A.1	Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.
WORK.K-4.9.1.4.A.3	Determine when the use of technology is appropriate to solve problems.
WORK.K-4.9.1.4.A.5	Apply critical thinking and problem-solving skills in classroom and family settings.

## **Formative Assessment and Performance Opportunities**

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Peer assessment

Teacher monitoring

### **Differentiation/Enrichment**

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Each student is provided an opportunity to be successful through the use of equipment and repetition.

### **Unit Resources**

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Hoops

cones

laptop

music

polyspots

projection device

various equipment