

# 04\_Movement/ Locomotor/Nonlocomoter Skills

Content Area: **Physical Education/Health**  
Course(s):  
Time Period: **Full Year**  
Length: **Type Length of Unit**  
Status: **Published**

## **General Overview, Course Description or Course Philosophy**

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The K-2 physical education curriculum provides experiences for students to utilize and strengthen their bodies while participating in physical activities which benefit one's personal wellness. In this course, students will be exposed to various physical activities and provided with experiences to develop their movement skills, knowledge of wellness and enjoyment of sport, awareness of their body movements, and enhanced teamwork and cooperation. The success of body control and enjoyment of sport is determined by the student's ability to participate in various physical activities, and to identify ways in which physical movement brings joy and benefits to one's life.

Students will have the opportunity to move, maneuver, and control their bodies with confidence in different settings. They will stop and go based on auditory cues (whistle, music, teacher command.) Students will control their movement based on their environmental setting (gym floor, field, blacktop, snowy/wet surface) and will control bodies in safe manner both in own personal space, and near other bodies. Locomotor and non-locomotor movements will be covered. Students will move and maneuver bodies in safe manner and will use personal judgment to decide how to move and maneuver body safely. (changing direction, slowing down, stopping)

### Kindergarten:

Students will be introduced to and grow towards meeting standard of basic skill concepts. The standard benchmark is "by the end of 2nd grade." Students will build and improve current level of skill, working towards meeting standard by the end of second grade. Variations in student ability and skill level may occur. Students will be given modifications to assist in refining skill in working towards standard. Students will grow personally based on their level on ability continuum.

### First Grade

By the end of first grade students should have refined and moved closer towards meeting standard, building and improving skill from previous year. The standard benchmark is "by the end of 2nd grade" and students will work towards standard. Variations in student ability and skill level may occur. Students will be given modifications to assist in refining skill in working towards standard. Students will grow personally based on their level on ability continuum.

### Second Grade

By the end of second grade students should have refined and moved closer towards meeting standard, building and improving skill from previous year. Students will refine current level, and work towards personally meeting standard by the end of 2nd grade. Students will build on knowledge and ability from previous year and will refined skill this year. Variations in student ability and skill level may occur. Students will grow personally based on their level on ability continuum.

## **OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS**

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Students will have the opportunity to move, maneuver, and control their bodies with confidence in different

settings. They will stop and go based on auditory cues (whistle, music, teacher command.) Students will control their movement based on their environmental setting (gym floor, field, blacktop, snowy/wet surface) and will control bodies in safe manner both in own personal space, and near other bodies. Locomotor and non-locomotor movements will be covered. Students will move and maneuver bodies in safe manner and will use personal judgment to decide how to move and maneuver body safely. (changing direction, slowing down, stopping)

- Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.
- Skill development involves an understanding of movement concepts as a means to analyze movement performance and make adjustments
- People who participate in regular physical activity, no matter what the form, are more likely to do so because they feel comfortable and competent in movement skills
- Perform locomotor and non-locomotor movements.
- Am I moving safely?
- How does this show respect to others?
- How can I avoid bumping into someone's personal space?
- What can I do to move more safely? (Change direction, change speed, stop!)

## **CONTENT AREA STANDARDS**

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HE.K-2.2.2.2.MSC.1	Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running).
HE.K-2.2.2.2.MSC.2	Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling).

## **RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)**

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LA.SL.2.1.B	Build on others' talk in conversations by linking their explicit comments to the remarks of others.
LA.SL.2.1.C	Ask for clarification and further explanation as needed about the topics and texts under discussion.
LA.SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
LA.SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
CS.K-2.8.1.2.AP.4	Break down a task into a sequence of steps.

## **STUDENT LEARNING TARGETS**

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Student will be able to perform, explain, and apply in gameplay/activity how to:

Perform locomotor movements:

Walk/Jog/Run/Sprint with correct form

Skip/Slide/Gallop

Hop/Jump/Leap

Non-locomotor movements: (stretching, bending, twisting, curling)

## **Declarative Knowledge**

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Students will understand concept of:

- Various locomotor movement forms
- Various non-locomotor movement forms

## **Procedural Knowledge**

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Students will be able to perform:

- Various locomotor movement forms on various surfaces and in different situations
- Various non-locomotor movement forms various surfaces and in various situations

## **EVIDENCE OF LEARNING**

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Student can safely maneuver and control body in various settings (blacktop, gym, field, playground area, wet surface)

Student shows progress in respecting personal space and boundaries in PE and school setting

Student participates in PE activities safely and appropriately

Students will show evidence of learning by participating in the activities, sharing content and knowledge

learned, application of both skill and content, and completion of summative and formative assessments.

## **Formative Assessments**

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- Questions & Answers
- Discussions
- Turn and Talk
- Observations
- Participation
- Exit Ticket
- What Stuck post-it
- Pair share for problem solving and skill feedback
- Demonstrating safety

## **Summative Assessments**

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For this unit, summative assessments can/will include:

- Participation in PE units and events
- Fitness Expert Journal Log
- Field Day
- Heart Week
- Fun Fitness Day

## **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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- Skill books
- SKill related posters with skill breakdowns
- SHAPE blog posts

NJAHPHERD conferences, Lake Conference, PE Central, PE Universe, Standards-based Physical Education Curriculum Development, PE Jam handouts

## **INTERDISCIPLINARY CONNECTIONS**

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SEL and RESPONSIBILITY

Moving safely shows respect to others by respecting personal space and keeping others safe

We can be kind citizens when we move safely

Safety is not just activity based, but is found when we travel, walk through halls, wait in line, etc.

We follow rules in order to be safe

We can use different modes of moving our bodies in different situations (hiking, avoiding puddles, doing basic household tasks)

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.

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Modifications:

- Special Education Students

-Allow errors

-Rephrase questions, directions, and explanations

-Allow extended time to answer questions, and permit drawing, as an explanation

-Accept participation at any level, even one word

-Consult with Case Managers and follow IEP accommodations/modifications

- English Language Learners

-Assign a buddy, same language or English speaking

-Allow errors in speaking

- At-Risk Students

-Provide extended time to complete tasks

-Consult with Guidance Counselors and follow I&RS procedures/action plans

- Consult with classroom teacher(s) for specific behavior interventions - Provide rewards as necessary

- Gifted and Talented Students
  - Provide extension activities
  - Build on students' intrinsic motivations