**Unit: Locomotor Grade: 3 - 5 Length: 2-4 weeks**

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| **Stage 1: Desired Results** | |
| **Transfer** | |
| *Students will be able to independently use their learning to…*  T1: apply mature movement skills in order to maintain a safe and active lifestyle.  T2: play a chosen game with good sportsmanship.  T3: analyze their own movements in order to increase personal enjoyment in physical activity. | |
| **Meaning** | |
| **Understandings:**  *Students will understand that…*   * Locomotor skills are the foundation to all game and sport skills. Discovering something new is an important part of life. * That general and personal space are important to locomotor skills in order to maintain personal and group safety. * Playing by the rules helps everyone be safe and have fun. Following the rules is essential to good sportsmanship * **(3)** Continued practice will increase skill level * **(4,5)** Having strong muscles will help movements become more controlled and skillful. | **Essential Questions:**  *Students will keep considering…*   * Why am I doing this? * Why is space important while moving? * Why do I have to follow the rules when others do not? * **(3)** What adjustments do I need to make? * **(4,5)** How do muscles affect my movements? * **(4,5)** How does appropriate movement affect wellness? |
| **Acquisition** | |
| *Students will know…*   * How to respond to cues from the teacher * The difference between locomotor and non locomotor * Critical elements of locomotor skills * **(4,5)** The major muscle groups that control these skills | *Students will be skilled at…*   * **(3.1A)**Various locomotor skills * **(4.1J)** Jump in and out of long jump rope * **(5.1J)** Jump a self turned rope * **(3.1C)** Demonstrate mature form in jogging, running and leaping * **(5.1E)** Demonstrate simple stunts * **(4.1D)** Demonstrate control in jumping and landing for distance and height. * **(4.1C 5.1L)** Performing locomotor skills in dynamic fitness, sport and rhythmic activities. * Maintaining their personal space during movement. * Self correcting movement |
| **Stage 2: Evidence/Assessing Learning** | |
| **Performance Task(s):**  *Students will show that they really understand by evidence of…*   * Student demonstrations * **(3)**Peer observation and assessment cards * **(4,5)** Mature movement incorporated into various game situations (*Teacher observation*) * **(4,5)** Designing and performing a routine using locomotor skills (*such as a jump rope routine*) * **(4,5)** Designing and teaching a new game that uses the locomotor skills | **Other Evidence:**  *Students will show they have achieved Stage 1 goals by…*   * Oral response to teacher's questions (*informal Q&A, plickers, exit tickets, etc*) * Proper correction of skills based on teacher cues * Physical response/adjustment to teacher cues * Peer/Self observation and assessment |
| **Stage 3: Learning Plan** | |
| **Suggested Activities:** [*Scavenger Hunt*](http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=132926#.WWJedIjyuUk)*,* [*Follow The Leader*](http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=133113#.WWJeOYjyuUk)*,* [*Toy Titan*](http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12267#.WWJeVojyuUk)*,* [*Frog Pond*](http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=133159#.WWJd-YjyuUk)*,* [*Crazy Taxi*](http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=133134#.WWJd04jyuUk)*,*  [*Balance and Stability Lessons*](https://drive.google.com/open?id=1imGUBz2yDwI7hZicqyobwSj_ugXzPCNp)  [*Warm Up Activities*](https://drive.google.com/open?id=10aLJ4LFb5GvtI1LY1-VlVg3cjgVCxo3m)  [*Jump Rope Lessons and Rhymes*](https://drive.google.com/open?id=14DdYnPEyL9WYK4T-0onrH8IpxcKKNVBe)  [Jump Rope Skills and Demonstrations](https://www.buyjumpropes.net/resources/jump-rope-tricks-and-tips/)  Cup Stack  Fitnessgram 1  Tag Lessons /Games  **Health:***Correlation between movement and heartbeat. Major muscle groups and joints needed for locomotor skills (4,5)*  **Technology:** *Coach’s Eye app, Heart Rate Monitors, pedometers* | |
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