**Unit: Locomotor Grade: K - 2 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
 | **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?
* **(2)** What adjustments do I need to make?
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| **Acquisition** |
| *Students will know…* * How to respond to cues from the teacher
* The difference between general and personal space
* The difference between locomotor and non locomotor
* **(2)** Critical elements of locomotor skills
 | *Students will be skilled at…** **(KL010,1.1B)** Various locomotor skills (*i.e. walk, run, gallop, side-slide, hop, skip, leaping)*
* **(KL011)** Jump over an object.
* **(K.L012, 1.G)** Jumping a long rope
* **(K.1A, 1.1A)** Maintaining their personal space during movement
* **(2.1D)** Demonstrating mature form of walking, hopping, and skipping.
* **(2.1M)** Single rope turns
* Self correcting movement
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| **Stage 2: Evidence/Assessing Learning** |
| **Performance Task(s):** *Students will show that they really understand by evidence of…** **(K,1)** The completion of “Look What I Can Do” cards (card display locomotor skills taught and checked off when the skill is mastered)
* Student demonstrations
* **(2)** Peer observation and assessment
 | **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
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| **Stage 3: Learning Plan** |
|  **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)*, Tag Lesson, Stability Lessons,* [Warm Up Activities](https://drive.google.com/open?id=1VV3dPe6rLCV9ZbxFoUhP4XdoVAph_JDo)[Balance and Stability Lessons](https://drive.google.com/open?id=1BHMU0PtmtUmaOCdslthKiLn0-swIIxzB)[Gymnastics Unit](https://drive.google.com/open?id=169l630_ryqhd0Wq4JR7lOHKtyBl_fsNl) [Jump Rope Lessons and Rhymes](https://drive.google.com/open?id=1dfSp12s2KzL5ZYrL8BBjB-nGBSKe1pvQ)[Jump Rope Skills and Demonstrations](https://www.buyjumpropes.net/resources/jump-rope-tricks-and-tips/)Cup StackingFitnessgram Test  **Health:***Correlation between movement and heartbeat. Circulatory and resperatory systems.*  **Technology:** *Coach’s Eye app, Heart Rate Monitors, pedometers* |
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