

# Unit 1: Trimester 1

Content Area: **Template**  
Course(s):  
Time Period: **Full Year**  
Length: **Trimester 1 - 12 Weeks**  
Status: **Published**

## UNIT RATIONALE

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Students will be able to independently use their learning to move their body from one location to another in a variety of ways, throw and catch objects, and use their hands to control bouncing objects. They will do so efficiently and safely while using their lower body and lower for support. The movements and manipulatives learned in this unit will be used to help students succeed at any more advanced movement objectives. Locomotor movements, throwing, catching, and ball handling are the building blocks for controlling the body in any mobile activity, exercise, or sport.

## ESSENTIAL QUESTIONS

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1. How do you hop, gallop, jog, and slide using a mature pattern?
2. What movements do you use when exercising and/or participating in different activities?
3. How can you combine 3 or more Locomotor Movements in order to make a movement pattern that helps you get from one point to another?
4. Can you toss an object underhand using 2 out of 5 steps during different types of physical activity?
5. Can you use your body to throw an object overhand using 2 out of 5 steps?
6. How do you catch a ball with one/two hands?
7. Why are Throwing and Catching important skills to know?
8. Can you keep a consistent dribble with one hand? How and when can you use it during physical activity?

## STANDARDS

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### NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

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#### New Jersey (NJSLS) - Grades K-2 - Comprehensive Health and Physical Education (2020)

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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).
HE.K-2.2.2.2.MSC.3	Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and

	ranges.
HE.K-2.2.2.2.MSC.4	Differentiate manipulative movements (e.g., throwing, catching, dribbling).
HE.K-2.2.3.2.PS.1	Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.

## **NEW JERSEY STUDENT LEARNING STANDARDS: CAREER READINESS, LIFE LITERACIES AND KEY SKILLS**

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TECH.9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
TECH.9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
TECH.9.4.2.GCA.1	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

## **NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING**

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CS.K-2.8.2.2.ITH.3	Identify how technology impacts or improves life.
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## **PRE-ASSESSMENTS**

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1. Test each student on the Locomotor Movements judging if they perform the movements properly with correct form. Monitor to see if the major body parts are in the right places for each movement; namely the head, arms, core, trunk, legs, and feet.
2. Test each student on the overhand throwing technique of forming their body in a "T", making their throwing arm an "L", stepping with their opposite foot, throwing the object while twisting their body, and following through with their throw.
3. Test each student on the underhand throwing technique of stepping forward with their opposite foot, swinging their throwing arm backwards, swinging their throwing arm forward, releasing the throwing object, and following through with their throw.
4. Test each student on catching various objects. Monitor to see if fingertips are facing down or up depending on the type of catch.
5. Test each student on dribbling a ball with their fingertips and not with the palm of their hand. Monitor to see if they are keeping their hands up and not staring at the ball.

## **INSTRUCTIONAL PLAN**

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## MODULE 1

<b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b>	<ol style="list-style-type: none"><li>1. Hops, gallops, jogs and slides using a mature pattern.</li><li>2. Demonstrates 2 of the 5 critical elements for jumping and landing in a horizontal plane using two-foot takeoffs and landings.</li><li>3. Demonstrates 2 of the 5 critical elements for jumping and landing in a vertical plane.</li></ol>
<b>Student Learning Strategies</b>	Class Discussion Verbal Instruction Visual Instruction Student Modeling Teacher Demonstration Student Demonstration
<b>Success Criteria</b>	I can move with control in personal space using various locomotor movements.
<b>Formative Assessment (drives instructional decisions)</b>	Check for proper body positioning and alignment when students are performing movements. Provide informal, verbal feedback to students as needed. Model and demonstrate proper form and technique to individuals and/or small groups when needed.  Encourage students by highlighting specific accomplishments and/or breakthrough moments
<b>Activities and Resources</b>	Poly Spots, Court Markings, Cones, Noodles, Scarves, Music Activities: Non-contact games and activities may include (but are not limited to) What time is it Teacher Fox, I See, Dunkin Donut Tag, Taco Tag, Ollie Ollie Octopus, The Great Wall, and any non-contact tagging/chasing games, etc.  Various relay races
<b>Suggested Modifications</b>	<a href="#">Click for Suggested Modifications</a>

**DAO 4/4/25 -- Special education modifications surrounding dance/physical movement will be made as per student ability and in conjunction with IEP/504 accommodations. Students participation with appropriate modifications will be prioritized.**

## **MODULE 2**

<p><b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b></p>	<ol style="list-style-type: none"> <li>1. Toss an object overhand towards a target using 2 out of 5 of the correct steps.</li> <li>2. Students will comprehend how to use their body opposition in order to complete an overhand throw.</li> <li>3. Students will learn the importance of throwing as it relates to participation in physical activity.</li> </ol>
<p><b>Student Learning Strategies</b></p>	<p>Class Discussion Verbal Instruction Visual Instruction Student Modeling Teacher Demonstration Student Demonstration</p>
<p><b>Success Criteria</b></p>	<p>I can toss an object overhand.</p>
<p><b>Formative Assessment (drives instructional decisions)</b></p>	<p>Check for proper body positioning and alignment when students are performing movements. Provide informal, verbal feedback to students as needed. Model and demonstrate proper form and technique to individuals and/or small groups when needed.</p> <p>Encourage students by highlighting specific accomplishments and/or breakthrough moments</p>
<p><b>Activities and Resources</b></p>	<p>Poly Spots, Court Markings, footballs, tennis balls, gloves, hula hoops, baseballs, softballs, targets, music Activities: Non-contact games and activities may include (but are not limited to) Newcomb, Wiffleball</p>

	Football, Trash, Bombs Away, Saturn Ball, Castleball, Angry Birds, Fuzzle Fetch, Bull's Eye, Hit This, Keep it Up, Kickball, Tic Tac Toe Toss, Scooptastic Race, Decorate a Cookie, Burst the Bubble, Ocean Rescue, Speedball, Throw Bowling, Noodle Knockdown, Tick Tock goes the Clock, Eye Up Hands Up, Catch Everything, Battleship, Star Wars, and Hoop Guard.
<b>Suggested Modifications</b>	<a href="#">Click for Suggested Modifications</a>

### MODULE 3

<b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b>	<ol style="list-style-type: none"> <li>1. Toss an object underhand towards a target.</li> <li>2. Throw underhand, demonstrating 2 of the 5 critical elements of a mature pattern.</li> <li>3. Students will learn the importance of throwing as it relates to participation in physical activity.</li> </ol>
<b>Student Learning Strategies</b>	Class Discussion Verbal Instruction Visual Instruction Student Modeling Teacher Demonstration Student Demonstration
<b>Success Criteria</b>	I can toss an object underhand.
<b>Formative Assessment (drives instructional decisions)</b>	<p>Check for proper body positioning and alignment when students are performing movements. Provide informal, verbal feedback to students as needed.</p> <p>Model and demonstrate proper form and technique to individuals and/or small groups when needed.</p> <p>Encourage students by highlighting specific accomplishments and/or breakthrough moments</p>
<b>Activities and Resources</b>	Poly Spots, Court Markings, footballs, tennis balls

	<p>gloves, hula hoops, baseballs, softballs, targets, music</p> <p>Activities: Non-contact games and activities may include (but are not limited to) Newcomb, Wiffleball Football, Trash, Bombs Away, Saturn Ball, Castleball, Angry Birds, Fuzzle Fetch, Bull's Eye, Hit This, Keep it Up, Kickball, Tic Tac Toe Toss, Scooptastic Race, Decorate a Cookie, Burst the Bubble, Ocean Rescue, Speedball, Throw Bowling, Noodle Knockdown, Tick Tock goes the Clock, Eye Up Hands Up, Catch Everything, Battleship, Star Wars, and Hoop Guard.</p>
<p><b>Suggested Modifications</b></p>	<p><a href="#">Click for Suggested Modifications</a></p>

## MODULE 4

<p><b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b></p>	<ol style="list-style-type: none"> <li>1. Catch a soft object from a self toss before it bounces with two hands and one hand.</li> <li>2. The importance of catching as it relates to participation in physical activity.</li> </ol>
<p><b>Student Learning Strategies</b></p>	<p>Class Discussion Verbal Instruction Visual Instruction Student Modeling Teacher Demonstration Student Demonstration</p>
<p><b>Success Criteria</b></p>	<p>I can catch an object.</p>
<p><b>Formative Assessment (drives instructional decisions)</b></p>	<p>Check for proper body positioning and alignment when students are performing movements. Provide informal, verbal feedback to students as needed.</p> <p>Model and demonstrate proper form and technique to individuals and/or small groups when needed.</p> <p>Encourage students by highlighting specific accomplishments and/or breakthrough moments</p>

<b>Activities and Resources</b>	<p>Poly Spots, Court Markings, footballs, tennis balls gloves, hula hoops, baseballs, softballs, targets, music</p> <p>Activities: Non-contact games and activities may include (but are not limited to) Newcomb, Wiffleball Football, Trash, Bombs Away, Saturn Ball, Castleball, Angry Birds, Fuzzle Fetch, Bull's Eye, Hit This, Keep it Up, Kickball, Tic Tac Toe Toss, Scooptastic Race, Decorate a Cookie, Burst the Bubble, Ocean Rescue, Speedball, Throw Bowling, Noodle Knockdown, Tick Tock goes the Clock, Eyes Up Hands Up, Catch Everything, Battleship, Star Wars, and Hoop Guard.</p>
<b>Suggested Modifications</b>	<a href="#">Click for Suggested Modifications</a>

## MODULE 5

<b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b>	<ol style="list-style-type: none"> <li>1. Dribble continuously in self-space using the preferred hand</li> <li>2. Recognize how and when to move my body parts when controlling an object close to my body during dribbling while participating in movement activities.</li> <li>3. Shoot a ball into a hoop keeping my elbow down and following through with my wrist</li> </ol>
<b>Student Learning Strategies</b>	<p>Class Discussion Verbal Instruction Visual Instruction Student Modeling Teacher Demonstration Student Demonstration</p>
<b>Success Criteria</b>	<p>I can dribble a ball using my hands with control.</p>
<b>Formative Assessment (drives instructional decisions)</b>	<p>Check for proper body positioning and alignment when students are performing movements. Provide informal, verbal feedback to students as needed. Model and demonstrate proper form and</p>

	<p>technique to individuals and/or small groups when needed.</p> <p>Encourage students by highlighting specific accomplishments and/or breakthrough moments</p>
<p><b>Activities and Resources</b></p>	<p>Poly Spots, Court Markings, basketballs, hula hoops, hoops, music</p> <p>Activities: Non-contact games and activities may include (but are not limited to) Follow the Leader, Ball Handling Challenges, Dribble While Moving, Create a Trick Learn, Instant Replay, Shot Clock, Builders/Bulldozers, Bounce Pass to Partner, Spot Shots</p>
<p><b>Suggested Modifications</b></p>	<p><a href="#">Click for Suggested Modifications</a></p>

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## REFLECTIONS

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## INTERDISCIPLINARY CONNECTIONS: NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, SOCIAL STUDIES, SCIENCE AND/OR MATHEMATICS

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MATH.1.OA.A	Represent and solve problems involving addition and subtraction
MATH.1.OA.C	Add and subtract within 20
MATH.1.OA.D	Work with addition and subtraction equations