

Unit 2: Trimester 2

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **Trimester 2 - 12 Weeks**
Status: **Published**

UNIT RATIONALE

Through dance, students learn teamwork, focus, and improvisational skills. Dance awakens new perceptions in children which help them learn and think in new ways.

The focus of the fitness unit is to introduce students to the importance of physical fitness and to teach them basic exercises to develop their gross motor skills.

Striking skills are essential for developing children's hand-eye coordination and gross motor skills. This unit is designed to introduce kindergarten students to fundamental striking skills, including hitting, throwing, and catching, using age-appropriate equipment and activities.

The purpose of this volleying unit is to develop students' volleying skills, hand-eye coordination, movement control, balance, and ability to follow rules and safety guidelines. Through this unit, students will learn the fundamental skills necessary to play a variety of volleying games.

The purpose of the tumbling unit aims to ensure that students have fun, gain fitness, and acquire good fundamental movement skills to support their personal physical activity goals.

ESSENTIAL QUESTIONS

How can I work with a partner or a group to create a dance routine that tells a story or conveys an emotion?

How can I improve my balance, coordination, and control through tumbling exercises?

How can I safely perform tumbling skills with proper technique and form?

How can I improve my hand-eye coordination and reaction time while playing various volleying games?

How can I apply different strategies and tactics to outmaneuver my opponents during volleying activities?

How can I develop proper striking techniques, such as throwing, hitting, or kicking, with accuracy and power?

How can I adapt my striking skills to different games or activities, such as baseball, soccer, or hockey?

How can I improve my cardiovascular endurance through different types of exercises, such as running, jumping, or dancing?

STANDARDS

NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

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

Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.

Where do choreographers get ideas for dances?

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| DA.K-2.1.1.2.Cr1a | Demonstrate movement in response to a variety of sensory stimuli (e.g., music, imagery, objects) and suggest additional sources for movement ideas. |
| DA.K-2.1.1.2.Cr1b | Combine movements using the elements of dance to solve a movement problem. |
| DA.K-2.1.1.2.Cr2a | Create a movement sequence with a beginning, middle and end. Incorporate the use of a choreographic device. |
| DA.K-2.1.1.2.Cr2b | Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates nonverbally. |
| | How do choreographers use self-reflection, feedback from others and documentation to improve the quality of their work? |
| DA.K-2.1.1.2.Cr3a | Explore suggestions and make choices to change movement from guided improvisation and/or short remembered sequences. |
| DA.K-2.1.1.2.Cr3b | Document a dance-making experience through drawing, painting, writing, symbols, mapping, collaging, photo sequencing, photo captioning, video captioning, etc. |
| HE.K-2.2.1.2.EH.3 | Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs). |
| HE.K-2.2.1.2.PGD.1 | Explore how activity helps all human bodies stay healthy. |
| HE.K-2.2.2.2.LF.1 | Express one's feeling and emotions when involved in movement and physical activities to increase positive behaviors. |
| HE.K-2.2.2.2.LF.4 | Identify physical activities available outside of school that are in the community. |
| HE.K-2.2.2.2.PF.1 | Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles). |
| HE.K-2.2.2.2.PF.2 | Explore how to move different body parts in a controlled manner. |
| HE.K-2.2.2.2.PF.3 | Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building). |
| HE.K-2.2.2.2.PF.4 | Demonstrate strategies and skills that enable team and group members to achieve goals. |
| 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.5 | Adjust and correct movements and skill in response to feedback. |
| HE.K-2.2.2.2.MSC.6 | Execute appropriate behaviors and etiquette while participating in activities, games, sports, and other events to contribute to a safe environment. |

HE.K-2.2.2.MSC.7

Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.

HE.K-2.2.3.2.PS.2

Discuss healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicle, water, weather safety).

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

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

CS.K-2.8.2.2.ITH.3

Identify how technology impacts or improves life.

PRE-ASSESSMENTS

Pre-assessment:

Dance: The self-assessment document will ask students to rate themselves on their rhythm, locomotor skills, change of direction, following dance cues, and staying safe. Students will fill out this assessment document again later on in the unit.

Fitness: To assess students' prior knowledge and understanding of physical fitness, students will be asked to participate in a physical fitness circuit, where they will perform basic exercises such as jumping jacks, running in place, and stretching. The teacher will observe and take notes on each student's performance.

Striking: The pre-assessment will consist of observing students' basic striking skills including the ability to hit a stationary object. Students will be graded on a rubric of 1-4.

Volleying: The pre-assessment will consist of observing students' basic volley skills. Students will be judged on form and outcome. Students will be graded on a rubric of 1-4.

Tumbling: The pre-assessment will consist of observing students' basic tumbling skills. Students will be judged on form and outcome. Students will be graded on a rubric of 1-4.

INSTRUCTIONAL PLAN

MODULE 1

Student Learning Intentions (SLI) WALT: (We are learning to...)	Students will learn how to demonstrate basic dance movements, such as skipping, hopping, and twirling, with control and coordination.
Student Learning Strategies	<ul style="list-style-type: none">-Class discussion-Student Modeling-Teacher Demonstration
Success Criteria	Students will be observed on their natural ability to demonstrate locomotor skills. Observations will be taken based on their performance during activities.
Formative Assessment (drives instructional decisions)	<ul style="list-style-type: none">-Teacher Feedback-Peer Feedback-Self Checklist
Activities and Resources	<ul style="list-style-type: none">-Projector-Sound System-Computer-PolySpots <p>Introduce the dance unit with a game of Freeze Dance. This will allow students to participate in dance and build confidence moving around others. Introduce guided dancing through gonoodle's youtube page. Gonoodle has a variety of fun dances. Pick a few that suit your class well. Students will perform various dances including but not limited to YMCA, Cotton Eye Joe, and Chicken dance. Break down the steps and count out the beat for students.</p>
Suggested Modifications	Click for Suggested Modifications

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

Student Learning Intentions (SLI) WALT: (We are learning to...)	Students will learn how to understand and replicate basic dance patterns and choreography.
Student Learning Strategies	<ul style="list-style-type: none">-Class discussion-Student Modeling-Teacher Demonstration
Success Criteria	<div style="border: 1px solid black; padding: 10px;"><p>Students will be observed on their natural ability to demonstrate basic dance patterns. Observations will be taken based on their performance during activities.</p></div>
Formative Assessment (drives instructional decisions)	<ul style="list-style-type: none">-Teacher Feedback-Peer Feedback-Self Checklist
Activities and Resources	<ul style="list-style-type: none">-Projector-Sound System-Computer-PolySpots <p>Introduce the dance unit with a game of Freeze Dance. This will allow students to participate in dance and build confidence moving around others. Introduce guided dancing through gonoodle's youtube page. Gonoodle has a variety of fun dances. Pick a few that suit your class well. Students will perform various dances including but not limited to YMCA, Cotton Eye Joe, and Chicken dance. Break down the steps and count out the beat for students.</p>
Suggested Modifications	Click for Suggested Modifications

MODULE 3

Student Learning Intentions (SLI) WALT: (We are learning to...)	Students will learn how to develop rhythm and timing skills through dance exercises and activities, such as clapping, tapping, or marching to music.
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Student Learning Strategies	<ul style="list-style-type: none"> -Class discussion -Student Modeling -Teacher Demonstration
Success Criteria	<div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: 80%;"> <p>Students will be observed on their natural ability to develop rhythm and timing skills. Observations will be taken based on their performance during activities.</p> </div>
Formative Assessment (drives instructional decisions)	<ul style="list-style-type: none"> -Teacher Feedback -Peer Feedback -Self Checklist
Activities and Resources	<ul style="list-style-type: none"> -Projector -Sound System -Computer -PolySpots <p>Introduce the dance unit with a game of Freeze Dance. This will allow students to participate in dance and build confidence moving around others. Introduce guided dancing through gonoodle's youtube page. Gonoodle has a variety of fun dances. Pick a few that suit your class well. Students will perform various dances including but not limited to YMCA, Cotton Eye Joe, and Chicken dance. Break down the steps and count out the beat for students.</p>
Suggested Modifications	<p>Click for Suggested Modifications</p>

MODULE 4

Student Learning Intentions (SLI) WALT: (We are learning to...)	<p>Students will understand the importance of regular physical activity for overall health and well-being, including benefits such as improved strength, endurance, and cardiovascular health.</p>
Student Learning Strategies	<ul style="list-style-type: none"> -Class discussion -Student Modeling

	-Teacher Demonstration
Success Criteria	<div style="border: 1px solid black; padding: 10px; margin: 10px;"> <div style="border: 1px solid black; padding: 5px; margin: 5px;"> <div style="border: 1px solid black; padding: 5px; margin: 5px;"> <p>Students will be complete a verbal exit ticket on the benefits of being physically active.</p> </div> </div> </div>

MODULE 5

Student Learning Intentions (SLI) WALT: (We are learning to...)	Students will develop and improve fundamental movement skills such as running, jumping, throwing, catching, and kicking through various games and activities.
Student Learning Strategies	<ul style="list-style-type: none"> -Class discussion -Student Modeling

	-Teacher Demonstration
Success Criteria	<div style="border: 1px solid black; padding: 10px; margin: 10px;"> <div style="border: 1px solid black; padding: 5px; margin: 5px;"> <div style="border: 1px solid black; padding: 5px;"> <p>Students will be observed on their natural ability to perform movement skills. Observations will be taken based on their performance during activities.</p> </div> </div> </div>

MODULE 6

Student Learning Intentions (SLI) WALT: (We are learning to...)	Students will be able to increase physical fitness levels through a variety of exercises that improve cardiovascular endurance, muscular strength, and flexibility.
Student Learning Strategies	<ul style="list-style-type: none"> -Class discussion -Student Modeling

	-Teacher Demonstration
Success Criteria	<div style="border: 1px solid black; padding: 10px; margin: 10px;"> <div style="border: 1px solid black; padding: 5px; margin: 5px;"> <div style="border: 1px solid black; padding: 5px;"> <p>Students will be observed on their ability to improve their fitness levels. Observations will be taken based on their performance during activities.</p> </div> </div> </div>

MODULE 7

Student Learning Intentions (SLI) WALT: (We are learning to...)	Students will learn how to demonstrate proper grip and hand-eye coordination while using a variety of striking implements, such as bats, paddles, and racquets, to hit stationary and moving objects.
Student Learning Strategies	<ul style="list-style-type: none"> -Class discussion -Student Modeling

	-Teacher Demonstration
Success Criteria	<div style="border: 1px solid black; padding: 10px; margin: 10px;"> <div style="border: 1px solid black; padding: 5px; margin: 5px;"> <div style="border: 1px solid black; padding: 5px;"> <p>Students will be observed on their natural ability to strike objects. Observations will be taken based on their performance during activities.</p> </div> </div> </div>

MODULE 8

Student Learning Intentions (SLI) WALT: (We are learning to...)	Students will learn how to understand and apply basic rules and concepts of various striking games, such as tee-ball, tennis, and pickleball, such as scoring, serving, and returning the ball.
Student Learning Strategies	-Class discussion

	<ul style="list-style-type: none"> -Student Modeling -Teacher Demonstration
Success Criteria	<div style="border: 1px solid black; padding: 5px; margin: 5px;"> <div style="border: 1px solid black; padding: 5px; margin: 5px;"> <div style="border: 1px solid black; padding: 5px; margin: 5px;"> <p>Students will be given a verbal exit ticket on rules of striking games.</p> </div> </div> </div>

MODULE 9

Student Learning Intentions (SLI) WALT: (We are learning to...)	Students will learn how to reflect and identify areas of strength and areas for improvement related to striking skills and strategies, and set achievable goals for future growth and development.
Student Learning Strategies	<ul style="list-style-type: none"> -Class discussion -Student Modeling

	-Teacher Demonstration
Success Criteria	<div style="border: 1px solid black; padding: 10px; margin: 10px;"> <div style="border: 1px solid black; padding: 5px; margin: 5px;"> <div style="border: 1px solid black; padding: 5px; margin: 5px;"> <p>Students will be asked to reflect on their strengths and weaknesses.</p> </div> </div> </div>

MODULE 10

Student Learning Intentions (SLI) WALT: (We are learning to...)	Students will develop hand-eye coordination and footwork skills specific to volleying activities..
Student Learning Strategies	<ul style="list-style-type: none"> -Class discussion -Student Modeling -Teacher Demonstration

<p>Success Criteria</p>	<p>Students will be observed on their natural ability to develop hand-eye coordination skills. Observations will be taken based on their performance during activities.</p>
<p>Formative Assessment (drives instructional decisions)</p>	<ul style="list-style-type: none"> -Teacher Feedback -Peer Feedback -Observe participation, engagement, and ability to perform skills.
<p>Activities and Resources</p>	<ul style="list-style-type: none"> -balloons -poly spots -hoops -balls -cones -paddles <p>Students will learn the rules and basic skills needed to play simple volleying games such as balloon volleyball, handball, and paddleball. Volleying activities can include but are not limited to "Keep it Up", "Bull's Eye" and "Net Ball".</p>
<p>Suggested Modifications</p>	<p>Click for Suggested Modifications</p>

MODULE 11

<p>Student Learning Intentions (SLI) WALT: (We are learning to...)</p>	<p>Students will participate in partner and group activities that involve volleying and teamwork.</p>
<p>Student Learning Strategies</p>	<ul style="list-style-type: none"> -Class discussion -Student Modeling -Teacher Demonstration
<p>Success Criteria</p>	<p>Students will be observed on their natural ability to work in a team or small group. Observations will be taken based on their performance during activities.</p>

Formative Assessment (drives instructional decisions)	<ul style="list-style-type: none"> -Teacher Feedback -Peer Feedback -Observe participation, engagement, and ability to perform skills.
Activities and Resources	<ul style="list-style-type: none"> -balloons -poly spots -hoops -balls -cones -paddles <p>Students will learn the rules and basic skills needed to play simple volleying games such as balloon volleyball, handball, and paddleball. Volleying activities can include but are not limited to "Keep it Up", "Bull's Eye" and "Net Ball".</p>
Suggested Modifications	Click for Suggested Modifications

MODULE 12

Student Learning Intentions (SLI) WALT: (We are learning to...)	Students will demonstrate proper ball control when volleying objects of different sizes and shapes.
Student Learning Strategies	<ul style="list-style-type: none"> -Class discussion -Student Modeling -Teacher Demonstration
Success Criteria	Students will be observed on their natural ability to develop ball control. Observations will be taken based on their performance during activities.
Formative Assessment (drives instructional decisions)	<ul style="list-style-type: none"> -Teacher Feedback -Peer Feedback -Observe participation, engagement, and ability to perform skills.
Activities and Resources	<ul style="list-style-type: none"> -balloons -poly spots -hoops -balls

	<ul style="list-style-type: none"> -cones -paddles <p>Students will learn the rules and basic skills needed to play simple volleying games such as balloon volleyball, handball, and paddleball. Volleying activities can include but are not limited to "Keep it Up", "Bull's Eye" and "Net Ball".</p>
Suggested Modifications	Click for Suggested Modifications

MODULE 13

Student Learning Intentions (SLI) WALT: (We are learning to...)	Students will learn to demonstrate basic tumbling and gymnastics skills with proper technique and form.
Student Learning Strategies	<ul style="list-style-type: none"> -Class discussion -Student Modeling -Teacher Demonstration
Success Criteria	Students will be observed on their natural ability to develop basic tumbling skills. Observations will be taken based on their performance during activities.
Formative Assessment (drives instructional decisions)	<ul style="list-style-type: none"> -Teacher Feedback -Peer Feedback -Observe participation, engagement, and ability to perform skills.
Activities and Resources	<ul style="list-style-type: none"> -Gym Mats -Music <p>Students will be introduced to and have time to practice and perfect tumbling skills including but not limited to Tuck Jumps, Star Jumps, Straddle jumps, Half turns, Full turns.</p>
Suggested Modifications	Click for Suggested Modifications

MODULE 14

Student Learning Intentions (SLI) WALT: (We are learning to...)	Students will learn to improve flexibility, coordination, and strength through tumbling and gymnastics exercises.
Student Learning Strategies	<ul style="list-style-type: none"> -Class discussion -Student Modeling -Teacher Demonstration
Success Criteria	Students will be observed on their natural ability to improve their flexibility and coordination skills. Observations will be taken based on their performance during activities.
Formative Assessment (drives instructional decisions)	<ul style="list-style-type: none"> -Teacher Feedback -Peer Feedback -Observe participation, engagement, and ability to perform skills.
Activities and Resources	<ul style="list-style-type: none"> -Gym Mats -Music <p>Students will be introduced to and have time to practice and perfect tumbling skills including but not limited to Tuck Jumps, Star Jumps, Straddle jumps, Half turns, Full turns.</p>
Suggested Modifications	Click for Suggested Modifications

MODULE 15

Student Learning Intentions (SLI) WALT: (We are learning to...)	Students will learn to reflect on personal growth and identify areas for improvement in tumbling and gymnastics skills.
Student Learning Strategies	<ul style="list-style-type: none"> -Class discussion -Student Modeling -Teacher Demonstration
Success Criteria	Students will reflect on areas of strength and weakness with a peer.
Formative Assessment (drives instructional decisions)	-Teacher Feedback

decisions)	-Peer Feedback -Observe participation, engagement, and ability to perform skills.
Activities and Resources	-Gym Mats -Music Students will be introduced to and have time to practice and perfect tumbling skills including but not limited to Tuck Jumps, Star Jumps, Straddle jumps, Half turns, Full turns.
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REFLECTIONS

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

MATH.1.OA.A	Represent and solve problems involving addition and subtraction
MATH.1.OA.B	Understand and apply properties of operations and the relationship between addition and subtraction
MATH.1.OA.D	Work with addition and subtraction equations
MATH.1.NBT.B	Understand place value