

Unit 2: Trimester 2

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **Trimester 2**
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 use dance to express different emotions and tell different stories?

How can I learn about different cultural dances and use them to explore other parts of the world?

How can I use tumbling to improve my overall fitness and physical health?

How can I build confidence and self-esteem through tumbling?

How can I use volleying to improve my teamwork and communication skills?

How can I use volleying to improve my hand-eye coordination and reaction time?

How can I use striking to improve my overall fitness and physical health?

How can I learn about the importance of safety when playing striking games?

How can I create a fitness plan that is both challenging and achievable for me?

How can I use fitness to improve my mental health and overall well-being?

STANDARDS

NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

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

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.4	Differentiate manipulative movements (e.g., throwing, catching, dribbling).
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-2.2.2.2.MSC.7	Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.
HE.K-2.2.2.2.MSC.8	Explain the difference between offense and defense.
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.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).
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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.
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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 understand and practice proper dance etiquette and behavior, such as following directions, taking turns, and showing respect for classmates and instructors.
Student Learning Strategies	-Class discussion -Student Modeling -Teacher Demonstration
Success Criteria	Students will be observed on their natural ability to follow directions in a dance setting. Observations will be taken based on their performance during activities.
Formative Assessment (drives instructional	-Teacher Feedback

decisions)	-Peer Feedback -Self Checklist
Activities and Resources	-Projector -Sound System -Computer -PolySpots 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.
Suggested Modifications	Click for Suggested Modifications

MODULE 2

Student Learning Intentions (SLI) WALT: (We are learning to...)	Students will learn how to express creativity and imagination through dance improvisation and free movement activities.
Student Learning Strategies	-Class discussion -Student Modeling -Teacher Demonstration
Success Criteria	Students will be observed on their natural ability to develop dance moves and express their creativity. Observations will be taken based on their performance during activities.
Formative Assessment (drives instructional decisions)	-Teacher Feedback -Peer Feedback -Self Checklist
Activities and Resources	-Projector -Sound System -Computer

	<p>-PolySpots</p> <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>
<p>Suggested Modifications</p>	<p>Click for Suggested Modifications</p>

MODULE 3

<p>Student Learning Intentions (SLI) WALT: (We are learning to...)</p>	<p>Students will reflect on personal growth and progress in dance skills and identify areas for continued improvement.</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 reflect on their strengths and weaknesses with a peer.</p>
<p>Formative Assessment (drives instructional decisions)</p>	<ul style="list-style-type: none"> -Teacher Feedback -Peer Feedback -Self Checklist
<p>Activities and Resources</p>	<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</p>

	but not limited to YMCA, Cotton Eye Joe, and Chicken dance. Break down the steps and count out the beat for students.
Suggested Modifications	Click for Suggested Modifications

MODULE 4

Student Learning Intentions (SLI) WALT: (We are learning to...)	Students will understand and apply basic principles of exercise physiology such as the importance of warm-up and cool down periods.
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 perform basic warm-ups and cool downs. 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"> -Cones -Poly Spots -Music -Mats <p>Demonstrate and explain basic exercises such as jumping jacks, running in place, and stretching. Have students practice the exercises individually and in small groups. Play a game that incorporates the basic exercises. Review the benefits of physical fitness and basic exercises.</p>
Suggested Modifications	Click for Suggested Modifications

MODULE 5

Student Learning Intentions (SLI) WALT: (We are learning to...)	Students will learn and apply strategies for setting personal fitness goals.
Student Learning Strategies	<ul style="list-style-type: none">-Class discussion-Student Modeling-Teacher Demonstration
Success Criteria	Students will set personal goals and work towards achieving those goals throughout the unit.
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">-Cones-Poly Spots-Music-Mats <p>Demonstrate and explain basic exercises such as jumping jacks, running in place, and stretching. Have students practice the exercises individually and in small groups. Play a game that incorporates the basic exercises. Review the benefits of physical fitness and basic exercises.</p>
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MODULE 6

Student Learning Intentions (SLI) WALT: (We are learning to...)	Students will develop positive attitudes and behaviors related to physical activity.
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Student Learning Strategies	<ul style="list-style-type: none"> -Class discussion -Student Modeling -Teacher Demonstration
Success Criteria	Students will be observed on their attitudes and behaviors throughout the unit. 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"> -Cones -Poly Spots -Music -Mats <p>Demonstrate and explain basic exercises such as jumping jacks, running in place, and stretching. Have students practice the exercises individually and in small groups. Play a game that incorporates the basic exercises. Review the benefits of physical fitness and basic exercises.</p>
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MODULE 7

Student Learning Intentions (SLI) WALT: (We are learning to...)	Students will learn how to understand and apply basic principles of fair play and sportsmanship, such as respecting opponents and teammates, following rules and directions, and playing safely.
Student Learning Strategies	<ul style="list-style-type: none"> -Class discussion -Student Modeling -Teacher Demonstration
Success Criteria	Students will be observed on their sportsmanship throughout the unit. Observations will be taken based on their performance during activities.

	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"> -balls -balloons -bean bags -cones -hula hoops -bats -paddles <p>Striking activities include but are not limited to: Introduce basic striking skills, including hitting a stationary object with a hand or bat. Practice hitting a ball back and forth with a partner. Introduction to simple striking games such as "T-ball" or "Hit the target". Practice simple striking games while following safety rules and guidelines.</p>
Suggested Modifications	Click for Suggested Modifications

MODULE 8

Student Learning Intentions (SLI) WALT: (We are learning to...)	Students will learn to develop and demonstrate appropriate behavior and decision-making skills while participating in striking activities, such as taking turns, sharing equipment, and communicating effectively with peers.
Student Learning Strategies	<ul style="list-style-type: none"> -Class discussion -Student Modeling -Teacher Demonstration
Success Criteria	Students will be observed on their ability to make safe choices in a Physical Education setting. Observations will be taken based on their performance during activities.
Formative Assessment (drives instructional decisions)	-Teacher Feedback

decisions)	-Peer Feedback -Observe participation, engagement, and ability to perform skills.
Activities and Resources	-balls -balloons -bean bags -cones -hula hoops -bats -paddles Striking activities include but are not limited to: Introduce basic striking skills, including hitting a stationary object with a hand or bat. Practice hitting a ball back and forth with a partner. Introduction to simple striking games such as "T-ball" or "Hit the target". Practice simple striking games while following safety rules and guidelines.
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MODULE 9

Student Learning Intentions (SLI) WALT: (We are learning to...)	Develop hand-eye coordination and gross motor skills.
Student Learning Strategies	-Class discussion -Student Modeling -Teacher Demonstration
Success Criteria	Students will be observed on their natural ability to develop hand-eye coordination and gross motor skills. Observations will be taken based on their performance during activities.
Formative Assessment (drives instructional decisions)	-Teacher Feedback -Peer Feedback -Observe participation, engagement, and ability to perform skills.
Activities and Resources	-balls

	<ul style="list-style-type: none"> -balloons -bean bags -cones -hula hoops -bats -paddles <p>Striking activities include but are not limited to: Introduce basic striking skills, including hitting a stationary object with a hand or bat. Practice hitting a ball back and forth with a partner. Introduction to simple striking games such as "T-ball" or "Hit the target". Practice simple striking games while following safety rules and guidelines.</p>
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MODULE 10

Student Learning Intentions (SLI) WALT: (We are learning to...)	Students will learn to understand and apply basic concepts of serving, receiving, and scoring in various volleying games.
Student Learning Strategies	<ul style="list-style-type: none"> -Class discussion -Student Modeling -Teacher Demonstration
Success Criteria	Students will be given a verbal exit ticket to discuss concepts of volleying games.
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</p>

	balloon volleyball, handball, and paddleball. Volleying activities can include but are not limited to "Keep it Up", "Bull's Eye" and "Net Ball".
Suggested Modifications	Click for Suggested Modifications

MODULE 11

Student Learning Intentions (SLI) WALT: (We are learning to...)	Students will practice safe and responsible behaviors while engaging in volleying activities.
Student Learning Strategies	<ul style="list-style-type: none"> -Class discussion -Student Modeling -Teacher Demonstration
Success Criteria	Students will be observed on their ability to be safe and responsible during the activities. 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 -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 reflect on personal growth and progress in volleying skills and identify areas for continued improvement.
Student Learning Strategies	<ul style="list-style-type: none">-Class discussion-Student Modeling-Teacher Demonstration
Success Criteria	Students will reflect with a peer on their strengths and weaknesses that were witnessed during the volleying unit.
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>
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MODULE 13

Student Learning Intentions (SLI) WALT: (We are learning to...)	Students will learn to understand and practice safe and responsible tumbling and gymnastics practices
Student Learning Strategies	<ul style="list-style-type: none">-Class discussion-Student Modeling-Teacher Demonstration

Success Criteria	Students will be given a verbal exit ticket where they will need to explain how to practice safe and responsible tumbling and gymnastics practices.
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 exhibit good sportsmanship and teamwork during tumbling and gymnastics activities.
Student Learning Strategies	<ul style="list-style-type: none"> -Class discussion -Student Modeling -Teacher Demonstration
Success Criteria	<p>Students will be observed on their ability to display sportsmanship and teamwork during the unit. 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"> -Gym Mats -Music <p>Students will be introduced to and have time to practice and perfect tumbling skills including but</p>

	not limited to Tuck Jumps, Star Jumps, Straddle jumps, Half turns, Full turns.
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MODULE 15

Student Learning Intentions (SLI) WALT: (We are learning to...)	Students will learn to develop self-confidence and self-efficacy through achieving personal goals.
Student Learning Strategies	<ul style="list-style-type: none"> -Class discussion -Student Modeling -Teacher Demonstration
Success Criteria	Students will make and then reflect on their goals during the tumbling unit.
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>
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REFLECTIONS

MA.2.OA.B.2

Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.