

Unit 1: Trimester 1

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

UNIT RATIONALE

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

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

STANDARDS

NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

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

HE.K-2.2.2.2.MSC.1	Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hoping, 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.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

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

CS.K-2.8.2.2.ITH.3

Identify how technology impacts or improves life.

PRE-ASSESSMENTS

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

MODULE 1

Student Learning Intentions (SLI) WALT: (We are learning to...)	<ol style="list-style-type: none"> 1. The basic Locomotor Movements. They include: walk, run, jump, hop, leap, skip, gallop, and slide 2. Use more complex movements that can be built upon locomotor motor movements. 3. Make movement patterns that can later be used during a variety of activities or exercises.
Student Learning Strategies	<p>Class Discussion Verbal Instruction Visual Instruction Student Modeling Teacher Demonstration Student Demonstration</p>
Success Criteria	<p>I can move in personal space with balance.</p>
Formative Assessment (drives instructional decisions)	<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>
Activities and Resources	<p>Poly Spots, Court Markings, Cones, Noodles, Scarves, Music</p> <p>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.</p> <p>Various relay races</p>
Suggested Modifications	<p>Click for Suggested Modifications</p>

<p>Student Learning Intentions (SLI) WALT: (We are learning to...)</p>	<ol style="list-style-type: none"> 1. Toss an object overhand towards a target. 2. Students will comprehend how to use their body opposition in order to complete an overhand throw 3. Students will learn the importance of throwing as it relates to participation in physical activity.
<p>Student Learning Strategies</p>	<p>Class Discussion Verbal Instruction Visual Instruction Student Modeling Teacher Demonstration Student Demonstration</p>
<p>Success Criteria</p>	<p>I can throw and object overhand.</p>
<p>Formative Assessment (drives instructional decisions)</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. Encourage students by highlighting specific accomplishments and/or breakthrough moments.</p>
<p>Activities and Resources</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, 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>
<p>Suggested Modifications</p>	<div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>Click for Suggested Modifications</p> </div>

MODULE 3

Student Learning Intentions (SLI) WALT: (We are learning to...)	<ol style="list-style-type: none">1. Toss an object underhand towards a target.2. Students will comprehend how to use their body opposition in order to complete an underhand throw.3. Students will learn the importance of throwing as it relates to participation in physical activity.
Student Learning Strategies	Class Discussion Verbal Instruction Visual Instruction Student Modeling Teacher Demonstration Student Demonstration
Success Criteria	I can toss an object underhand.
Formative Assessment (drives instructional decisions)	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.
Activities and Resources	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 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.
Suggested Modifications	Click for Suggested Modifications

MODULE 4

Student Learning Intentions (SLI) WALT: (We are learning to...)	<ol style="list-style-type: none">1. How to understand one and two hands to catch an object at various levels.2. The importance of catching as it relates to participation in physical activity.
Student Learning Strategies	Class Discussion Verbal Instruction Visual Instruction Student Modeling Teacher Demonstration Student Demonstration
Success Criteria	I can catch an object thrown to me.
Formative Assessment (drives instructional decisions)	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.
Activities and Resources	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 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.

MODULE 5

Student Learning Intentions (SLI) WALT: (We are learning to...)	<ol style="list-style-type: none"> 1. Recognize how and when to move my body parts when controlling an object close to my body during dribbling while participating in movement activities. 2. Use a bounce pass to a partner while catching the ball. 3. Dribble a ball with one hand, attempting the second contact.
Student Learning Strategies	<p>Class Discussion Verbal Instruction Visual Instruction Student Modeling Teacher Demonstration Student Demonstration</p>
Success Criteria	<p>I can dribble a ball with my hand five or more times.</p>
Formative Assessment (drives instructional decisions)	<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>
Activities and Resources	<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>

REFLECTIONS

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

MA.K.CC.A

Know number names and the count sequence.

MA.K.MD.B

Classify objects and count the number of objects in each category.