

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 dancing lead to achieving lifelong fitness?

How can staying on beat lead to dancing success?

How can dancing lead to the enjoyment of physical activity?

Why is physical fitness important?

What exercises can we do to improve our gross motor skills?

What are the different body parts and how do they move?

What are striking skills?

Why are striking skills important for physical development?

How can we improve our striking skills?

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.3	Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).
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-2.2.3.2.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).
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

PRE-ASSESSMENTS

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 freely express themselves through dance.
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 express themselves in a free and safe manor. Observations will be taken based upon the time students are dancing during the activities.</p> </div>

Formative Assessment (drives instructional decisions)	<ul style="list-style-type: none"> -Teacher Feedback -Peer Feedback -Self Checklist
Activities and Resources	<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> <ul style="list-style-type: none"> -Projector -Sound System -Computer -PolySpots
Suggested Modifications	Click for Suggested Modifications

MODULE 2

Student Learning Intentions (SLI) WALT: (We are learning to...)	Students will learn how to move in their personal space to the rhythm of the music.
Student Learning Strategies	<ul style="list-style-type: none"> -Class discussion -Student Modeling -Teacher Demonstration
Success Criteria	<p>Students will be observed on their natural ability to move in their personal space to the rhythm of the music in a safe manor. Observations will be taken based upon the time students are dancing during the activities.</p>
Formative Assessment (drives instructional decisions)	<ul style="list-style-type: none"> -Teacher Feedback -Peer Feedback -Self Checklist

Activities and Resources	<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> <ul style="list-style-type: none"> -Projector -Sound System -Computer -PolySpots
Suggested Modifications	<p>Click for Suggested Modifications</p>

MODULE 3

Student Learning Intentions (SLI) WALT: (We are learning to...)	<p>-Students will learn how to perform locomotor skills to the beat of the music.</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;"> <p>Students will be observed on their natural ability to perform locomotor skills to the beat of the music in a safe manor. Observations will be taken based upon the time students are dancing during the 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</p>

	<p>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 4

<p>Student Learning Intentions (SLI) WALT: (We are learning to...)</p>	<p>Students will learn the importance of physical fitness for their health and well-being.</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 during the activities and complete a verbal exit ticket.</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"> -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 to perform basic exercises to develop their gross motor skills.
Student Learning Strategies	<ul style="list-style-type: none">-Class discussion-Student Modeling-Teacher Demonstration
Success Criteria	Students will be observed during the activities and complete a verbal exit ticket.
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 6**Student Learning Intentions (SLI) WALT:**

Students will learn to identify and name different

(We are learning to...)	body parts used during exercise.
Student Learning Strategies	<ul style="list-style-type: none"> -Class discussion -Student Modeling -Teacher Demonstration
Success Criteria	Students will be observed during the activities and complete a verbal exit ticket.
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 7

Student Learning Intentions (SLI) WALT: (We are learning to...)	Students will learn how to demonstrate the correct technique for hitting, throwing, and catching.
Student Learning Strategies	<ul style="list-style-type: none"> -Class discussion -Student Modeling -Teacher Demonstration

Success Criteria	Students will be observed during the activities and complete a verbal exit ticket.
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 how to use different types of equipment and materials to practice striking skills.
Student Learning Strategies	<ul style="list-style-type: none"> -Class discussion -Student Modeling -Teacher Demonstration
Success Criteria	Teacher will observe and provide feedback to students participating in the striking 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.
Suggested Modifications	Click for Suggested Modifications

MODULE 9

Student Learning Intentions (SLI) WALT: (We are learning to...)	Students will learn how to develop hand-eye coordination and gross motor skills.
Student Learning Strategies	-Class discussion -Student Modeling -Teacher Demonstration
Success Criteria	Teacher will observe and provide feedback to students participating in the striking activities.
Formative Assessment (drives instructional decisions)	-Teacher Feedback -Peer Feedback -Observe participation, engagement, and ability to perform skills.
Activities and Resources	-balls -balloons

	<ul style="list-style-type: none"> -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 10

Student Learning Intentions (SLI) WALT: (We are learning to...)	Students will learn how to work collaboratively with peers to enhance their striking skills.
Student Learning Strategies	<ul style="list-style-type: none"> -Class discussion -Student Modeling -Teacher Demonstration
Success Criteria	<p>Teacher will observe and provide feedback to students participating in the striking 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"> -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.
Suggested Modifications	Click for Suggested Modifications

MODULE 11

Student Learning Intentions (SLI) WALT: (We are learning to...)	Students will learn how to work collaboratively with peers during volleying games.
Student Learning Strategies	<ul style="list-style-type: none"> -Class discussion -Student Modeling -Teacher Demonstration
Success Criteria	<p style="text-align: center;">Teacher will observe and provide feedback to students participating in the volleying 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"> -ballons -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</p>

	"Keep it Up", "Bull's Eye" and "Net Ball".
Suggested Modifications	Click for Suggested Modifications

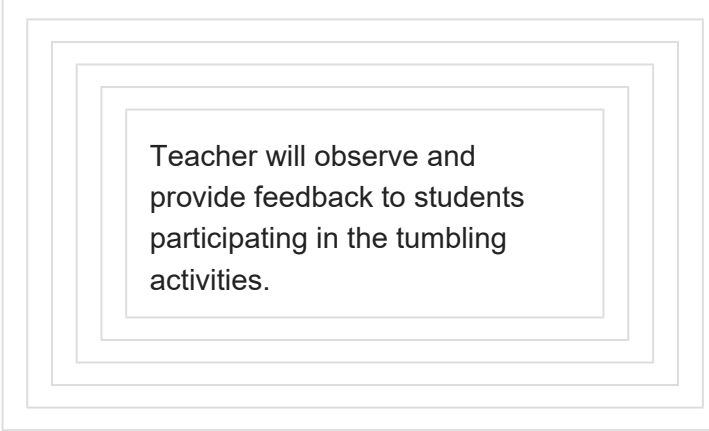
MODULE12

Student Learning Intentions (SLI) WALT: (We are learning to...)	Students will learn how to develop hand-eye coordination by accurately striking a ball.
Student Learning Strategies	<ul style="list-style-type: none"> -Class discussion -Student Modeling -Teacher Demonstration
Success Criteria	<p style="text-align: center;">Teacher will observe and provide feedback to students participating in the volleying 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"> -ballons -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.</p> <p>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

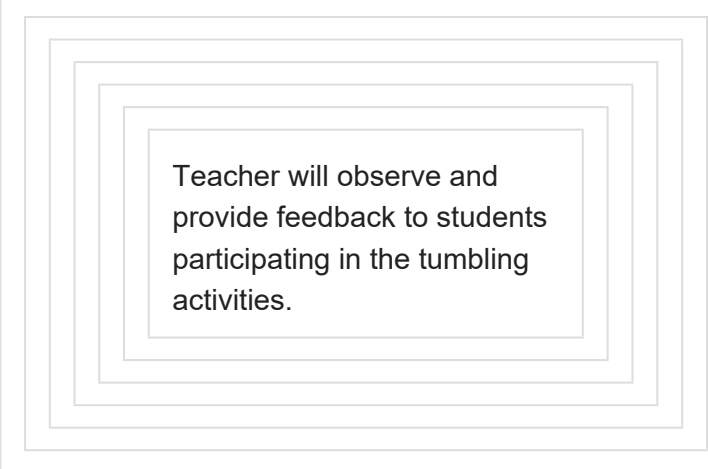
Student Learning Intentions (SLI) WALT: (We are learning to...)	Students will learn how to demonstrate the ability to volley a ball or an object.
Student Learning Strategies	<ul style="list-style-type: none">-Class discussion-Student Modeling-Teacher Demonstration
Success Criteria	<div style="border: 1px solid black; padding: 10px; text-align: center;">Teacher will observe and provide feedback to students participating in the volleying activities.</div>
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">-ballons-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.</p> <p>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 14

Student Learning Intentions (SLI) WALT: (We are learning to...)	Students will learn how to develop their locomotor and balance skills as well as body and spatial awareness.
Student Learning Strategies	-Class discussion -Student Modeling -Teacher Demonstration
Success Criteria	 <p>Teacher will observe and provide feedback to students participating in the tumbling activities.</p>
Formative Assessment (drives instructional decisions)	-Teacher Feedback -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.
Suggested Modifications	Click for Suggested Modifications

MODULE 15

Student Learning Intentions (SLI) WALT: (We are learning to...)	Students will learn how to safely perform tumbling exercises.
Student Learning Strategies	-Class discussion -Student Modeling

	-Teacher Demonstration
Success Criteria	
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

REFLECTIONS