March P.E. K Rolling/Bowling Unit

Content Area: **P.E.**
Course(s):
Time Period: **March**
Length: **3-4 Weeks**
Status: **Published**

Unit Overview

Students will be introduced to the skill of rolling a ball to ensure that the ball stays on the ground. Development of skill will be practiced for accuracy, technique, and use in modified activities.

Enduring Understandings

Students will be able to demonstrate ability to roll ball to a specific target.

Essential Questions

Why is it important for a rolling ball to stay on the ground?

Why is it important to keep your eyes on the target?

Instructional Strategies & Learning Activities

Rolling Relays

Fish in the Pond

Pocket Bowling

Ladder Bowling

Integration of Career Readiness, Life Literacies and Key Skills

	Different types of jobs require different knowledge and skills.
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).
9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Technology and Design Integration

No technology necessary for this unit.

Interdisciplinary Connections

MA.K.CC.A.1	Count to 100 by ones and by tens.
MA.K.CC.A.2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
MA.K.G.A.1	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
MA.K.G.A.2	Correctly name shapes regardless of their orientations or overall size.
LA.SL.K.1.B	Continue a conversation through multiple exchanges.
LA.SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
LA.SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.
SOC.6.1.4.A.1	Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
SOC.6.1.4.A.CS1	Rules and laws are developed to protect people’s rights and the security and welfare of society.

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.

- **Definitions of Differentiation Components**:

    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.

- Product – how the student will demonstrate understanding of the content.
- Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

Differntiation will be made according to individual IEP's and 504's.

Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

IEP and 504 accommodations will be utilized.

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

DRA

Additional Benchmarks used in this unit:

Observation of students ability within individual lessons to demonstrate ability to take turns and use equipment properly to ensure that a rolled ball stays on the ground. Students will also maintain a safe and engaging environment using self-correcting methods after being reminded of appropriate use of manipulatives and techniques.

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

Observation of students ability to release a ball to be rolled on the ground. Students will also be observed in their ability to take turns and use manipulatives in classroom activities with minimal reminders.

Summative Assessments

summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

Observation of students ability to release a ball to be rolled on the ground in classroom activities without reminders.

Instructional Materials

Lines on gym floor

Cones

Hoops

Pins

Bowling Mats

Modified bowling balls

Yarn balls

Standards

HPE.2.5.2.A.1	Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
HPE.2.5.2.A.2	Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
HPE.2.5.2.A.4	Correct movement errors in response to feedback.
HPE.2.5.2.A.CS1	Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.
HPE.2.5.2.B.3	Determine how attitude impacts physical performance.
HPE.2.5.2.C.1	Explain what it means to demonstrate good sportsmanship.
HPE.2.5.2.C.2	Demonstrate appropriate behaviors and safety rules and explain how they contribute to moving safely during basic activities.
HPE.2.5.2.C.CS1	Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.