**2019/2020 Physical Education Unit Plan\*Subject to change\***

**May/June 4-6 Classes Long 4-6 Teaching Points**

### *UPDATED NEW YORK STATE PHYSICAL EDUCATION STANDARDS*

K Standard 1. Demonstrates competency in a variety of motor skills and movement patterns.

K Standard 2. Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.

K Standard 3. Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

K Standard 4. Exhibits responsible personal and social behavior that respects self and others.

**K** Standard 5. Recognizes the value of physical activity for overall wellness, enjoyment, challenge, and/or self-expression.

**K** Standard 6. Recognizes career opportunities and manages personal and community resources related to physical activity and fitness to achieve and maintain overall wellness.

1 Standard 1. Demonstrates competency in a variety of motor skills and movement patterns.

**1** Standard 2. Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.

1 Standard 3. Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

**1** Standard 4. Exhibits responsible personal and social behavior that respects self and others.

**1** Standard 5. Recognizes the value of physical activity for overall wellness, enjoyment, challenge, and/or self-expression.

1 Standard 6. Recognizes career opportunities and manages personal and community resources related to physical activity and fitness to achieve and maintain overall wellness.

2 Standard 1. Demonstrates competency in a variety of motor skills and movement patterns.

2 Standard 2. Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance. **NEW YORK STATE EDUCATION DEPARTMENT**

2 Standard 3. Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

2 Standard 4. Exhibits responsible personal and social behavior that respects self and others.

2 Standard 5. Recognizes the value of physical activity for overall wellness, enjoyment, challenge, and/or self-expression.

2 Standard 6. Recognizes career opportunities and manages personal and community resources related to physical activity and fitness to achieve and maintain overall wellness.

3 Standard 1. Demonstrates competency in a variety of motor skills and movement patterns.

3 Standard 2. Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.

3 Standard 3. Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

**3** Standard 4. Exhibits responsible personal and social behavior that respects self and others.

**3** Standard 5. Recognizes the value of physical activity for overall wellness, enjoyment, challenge, and/or self-expression.

3 Standard 6. Recognizes career opportunities and manages personal and community resources related to physical activity and fitness to achieve and maintain overall wellness.

4 Standard 1. Demonstrates competency in a variety of motor skills and movement patterns.

4 Standard 2. Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.

4 Standard 3. Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

4 Standard 4. Exhibits responsible personal and social behavior that respects self and others.

4 Standard 5. Recognizes the value of physical activity for overall wellness, enjoyment, challenge, and/or self-expression.

4 Standard 6. Recognizes career opportunities and manages personal and community resources related to physical activity and fitness to achieve and maintain overall wellness.

5 Standard 1. Demonstrates competency in a variety of motor skills and movement patterns.

**5** Standard 2. Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.

**5** Standard 3. Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

**5** Standard 4. Exhibits responsible personal and social behavior that respects self and others.

**5** Standard 5. Recognizes the value of physical activity for overall wellness, enjoyment, challenge, and/or self-expression.

5 Standard 6. Recognizes career opportunities and manages personal and community resources related to physical activity and fitness to achieve and maintain overall wellness.

|  |  |  |
| --- | --- | --- |
| **Grades K/1** | **Grades 2/3** | **Grades 4/5** |
| **Intro to Visual Tracking Unit**   * Self-toss and catch * Underhand Toss * Toss to target * Rolling * Guidelines & Safety   **Rationale:**   * To understand the importance of being physically active on a daily basis. * To be able to visually track various objects. * To be aware of your surroundings while performing a skill. * To be able to challenge yourself in a variety of ways during a station. * To increase accuracy of skill through practice.   **Common Misconceptions:**   * If I can catch I don’t need to practice.   **Teaching Point for each lesson:**   1. **To be able to self-toss and catch an object by keeping his or her eyes on it.** 2. **To be able to self-toss and catch various pieces of equipment by keeping his or her eyes on the object.** 3. **To be able to underhand toss to a target by aiming and stepping forward with his or her opposite foot.** 4. **To be able to toss an object to a stationary target by aiming and stepping forward with his or her opposite foot.**   **Materials:**   * napkins * small balls * socks * pots * baskets * paper/pencil   **Scaffolds (ELL’s, SWD, and Advanced Learners):**   1. Teacher demonstration 2. Modify different activities for SWD’s (make the activities easier to complete during engagement time) 3. Menu with options   **Data-Based Differentiation Activities:**   * Different equipment   **Assessments:**   1. Informal assessment at the beginning of each lesson that brings together the previous lesson’s teaching points with the current lessons teaching points 2. Informal self-assessment at the end of the lesson by reviewing the teaching points of the lesson. 3. Formal assessment after activity where teacher will view a picture or video of the student performing the activity.   **Questions**   * How can we make a tossing activity easier or more challenging? | **Intro to Soccer/Fitness Skills unit**   * Dribbling * Passing * Trapping   **Rationale:**   * To learn basic soccer skills, history of the sport, and concepts.   **Common Misconceptions:**   * Soccer games are so long and boring * You cannot use your hands in soccer.   **College Readiness:**   * Student athletes will be taught life skills, communication, and teamwork. * Students will learn how to use google forms during assessments.   **Teaching Point for each lesson:**   * **Fitness (Lesson 1)** * **To assess a student’s understanding of fitness concepts via google sheets.** * **Skill-Related Fitness: (Lesson 2)** * **To assess a student’s understanding of skill-related fitness concepts via google sheets.** * **Agility: (Lesson 3)** * **To assess a student’s understanding of agility concepts via google sheets.**   **Dribbling (Lesson 4)**   * **To dribble a modified ball while keeping control by using the inside and outside of the foot.**   **Passing (Lesson 5)**   * **To pass a modified ball while keeping control by using the inside of the foot against the wall or with a partner.**   **Trapping (Lesson 6)**   * **To trap a modified ball by using the bottom of the foot.**   **Materials:**   * Foam balls/Soccer balls   **Scaffolds (ELL’s, SWD, and Advanced Learners):**   * Soccer skill visual cards. * Advanced learners are encouraged to find a way to challenge themselves with the different activities.   **Data-Based Differentiation Activities:**   * Different equipment/visual cue cards * Google Classroom Questions & Assessment/videos   **Assessments:**   * Self-Assessment via Google Classroom. * Teaching skills to guardians or siblings.   **Questions :**  Appropriate questions based on lesson activity. | **Intro to Soccer/Fitness Unit**  **Common Misconceptions:**   * Soccer games are so long and boring * There are no soccer fans in the U.S. * Women players are not exciting to watch. * You cannot use your hands in soccer. * That players have to always run fast.   **College Readiness:**   * Student athletes will be taught life skills, communication, and teamwork. * Students will learn how to use google forms during assessments.   **Lessons**  **Fitness (Lesson 1-2)**  **Dribbling (Lesson 3)**  **Passing (Lesson 4)**  **Trapping (Lesson 5)**  **Scaffolds (ELL’s, SWD, and Advanced Learners):**   * Soccer skill visual cards. * Advanced learners are encouraged to find a way to challenge themselves with the different activities.   **Data-Based Differentiation Activities:**   * Different equipment * Visual cue cards * Google Classroom Questions & Assessment * Soccer Videos   **Assessments:**   * Self-Assessment via Google Classroom. * Teaching skills to guardians or siblings.   **Questions :**   * Appropriate questions based on the lesson activity. |

\*Subject To Change