**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.

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| **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.
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