**Unit: Game & Sport (Throw/Catch) Grade: 3-5 Length: 2-3 wks**

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| **Stage 1: Desired Results** | |
| **Transfer** | |
| *Students will be able to independently use their learning and skills to…*  T1: perform safe movements that provide the foundation for enjoyment, continued social development physical activity, and access to physically active lifestyle.  T2: apply mature movement skills in order to maintain a safe and active lifestyle.  T3: play a chosen game with good sportsmanship.  T4: analyze their own movements in order to increase personal enjoyment in physical activity. | |
| **Meaning** | |
| **Understandings:**  *Students will understand that…*   * Having a strong foundation in this type of skill will increase your desire to participate in and enjoyment of physical activity. * Constantly observing the game space will maintain everyone’s safety and enjoyment. * It’s important that every student play by the rules in order to keep everyone safe and allow everyone to enjoy the activities. * Helping others improve their skills allows for greater enjoyment and success. * Sports skills transfer to a variety of activities and can be utilized in other areas of fitness and sport. * **(4)** self assessment is important to skill development. * **(4)** absorbing an object with both hands while tossing and catching is important to personal safety during the activity as well as allow for one to be more successful in the skill. * **(5)** These skills can transfer to many aspects of daily movements. | **Essential Questions:**  *Students will keep considering…*   * Where are the safety risks in this area? * Why do I have to follow the rules? * How can I explain to my partner their areas for improvement? * How do these skills relate to different sports/activities? * Am I using the critical elements of the skills? * **(4-5)** what adjustments can I make to be more successful? * **(4)** why is it important to absorb an object while catching? * **(5)** Where in my daily life can I use these skills? * **(5)** What are the critical elements of throwing an object? |
| **Acquisition** | |
| *Students will know…*   * The critical elements overhand throwing * The critical elements of catching * Sports where these skills are required * How to combine locomotor skills and manipulative skills during game play * How to avoid the safety concerns during a game * that practice, attention and effort are required to improve skills (**3.2B**) * how to give corrective feedback respectfully to peers. * identifying the importance of various elements of performance for different stages during skill learning such as form, power, accuracy, and consistency. | *Students will be skilled at…*   * Demonstrate key elements in manipulative skills: underhand throw, overhand throw, and catch. **(3.1J)** **(4.1K) (5.1K)** * Catching with accuracy, both partners moving. **(4.1B)** * Combining locomotor and manipulative skills in complex, game-like situations **(5.1L)** * Communicating the critical elements of a skill in order to assess self and peer movements. * 4-combining travelling with manipulative skills of dribbling, throwing, catching and striking in teacher - and/or student-designed small-sided practice tasks. * throwing overarm using a mature pattern in non-dynamic environments. * throwing overarm to a partner or at a target with accuracy at a reasonable distance. * throwing overarm using a mature pattern in non-dynamic environments. * catching a thrown ball above the head, at chest/waist level and below the waist using a mature pattern in a non-dynamic environment. |
| **Stage 2: Evidence/Assessing Learning** | |
| **Performance Task(s):**  *Students will show that they really understand by evidence of…*   * Critical elements assessment sheet (Self observation) * Critical elements assessment sheet (Peer observation) * Student demonstrations * Teacher observations | **Other Evidence:**  *Students will show they have achieved Stage 1 goals by…*   * Oral response to teacher's questions (*informal Q&A, plickers, exit tickets, etc*) * Proper correction of skills based on teacher or peer cues |
| **Stage 3: Learning Plan** | |
| **Activities:** Throwing:[*Throwing Lessons*](https://drive.google.com/open?id=1jHqPuDOEoP-y4FVJDhMgf1oUkAd1VWTn) Catching: [Catching and Throwing Lessons](https://drive.google.com/open?id=13F9sIBEj-3GBaSWLMTUyEgyecQtL2HUv) [Juggling Unit](https://drive.google.com/open?id=0B1_YL_uWRTl4YWtTempjV3hMSDQ)  **Health:** Flexibility and safe stretches for joints involved  **Technology:** Pedometers, Heart Rate Monitors, iPads, Animated GIFs, Google Slide | |