

# PHYSICAL EDUCATION CURRICULUM UNIT –STRIKING SPORTS

## North Smithfield School District

**TITLE OF UNIT:** Striking Sports

**GRADE :** 4-5

(Striking: bowling, mini-golf, whiffle ball, kickball)

**DATE PRESENTED:** \_\_\_\_\_ **DATE DUE:** \_\_\_\_\_ **LENGTH OF TIME:** Several weeks ,trimester

### OVERVIEW OF UNIT:

The concept behind striking games is that when you are on offense you are striking an object and when you are on defense you are fielding an object. Players can only score on offense by hitting a specified object into open area. Players on defense will attempt to stop the offense from scoring by catching the object while it is in the air before it hits the ground or by retrieving the object and bringing it to the specified area before the offensive player gets there.

Striking games are an excellent way to teach fundamental skills such as catching, throwing, running and striking(Butler et.al., 2003. pg. 29).

**ESSENTIAL QUESTION**  
*What key strategies and skills do I need to learn to play these sports?*

### STANDARDS: Physical Education

1.Students will demonstrate competency in many movement forms and proficiency in a few movement forms.

2.Students will apply movement concepts and principles to the learning and development of motor skills.

3.Students will understand the implications of and the benefits derived from involvement in physical activity.

4.Students will apply physical activity-related skills and concepts to maintain a physically active lifestyle and a health-enhancing level of physical fitness.

5.Students will demonstrate responsible personal and social behavior in physical activity settings.

6.Students will understand that internal and external environments influence physical activity.

### PHYSICAL EDUCATION STANDARDS:

#### 1. Competency in many movements

- mature forms in basic gross locomotor and many combination patterns 1.1.1 -1.1.2
- Warm-up and cool down 1.1.3
- Basic skills specific to games/sports 1.2.1
- **Striking- bowling, mini-golf, whiffle ball, kickball**
- Manipulative skills 1.3.1
- Combination movement skills 1.4.1
- Game strategies 1.5.1
- Transfer movement skills 1.6.2
- Skill competence 1.7.1-1.7.2

#### 2. Movement concepts and principles

- Biomechanical principles 2.1.1-2.1.2
- Critical elements and learning cues 2.2.1-2.2.2
- Offensive and defensive concepts 2.3.1
- Movement, concepts and principles 2.4.1 – 2.4.2

#### 3. Benefits from physical activity

- Physical benefits 3.1.1
- Emotional benefits 3.2.1
- Social benefits 3.3.1-3.3.3
- Cognitive benefits 3.4.1-3.4.2

#### 4. Physically active life style

#### 5. Physically active life style Personal and social behavior

- Self-control in game and movement activities 5.1.1
- Laws, rules, procedures, and etiquette 5.2.1
- Safety principles in activity situations and settings 5.3.1
- Works cooperatively and productively 5.4.1-5.4.2
- Respectful behavior 5.4.3
- Recognizes good performance 5.4.4
- Safety 5.4.5
- Verbal and non-verbal communication 5.4.6
- Behavior that is independent and on task 5.5.1
- Conflict resolution and respect 5.6.1-5.6.5
- Common goals 5.7.1
- Responsibility for one's own performance 5.7.2

#### 6. Internal and external environments

- Safe locations for recreation and play 6.1.1-6.1.2, 6.2.1
- Physical activity with peers 6.4.1
- Organizations in community 6.5.1
- emotions that can impact physical activity levels 6.7.1
- factors to overcome negative emotions and barriers 6.8.1

### ENDURING UNDERSTANDING:

- ☐ Understanding there is a connection between physical activity and achieving team goals when competing or participating in games or other sport activities.
- ☐ Knowing and understanding that movement skills improve physical health and mental well-being.
- ☐ Knowing and applying offensive and defensive strategies/spatial awareness.
- ☐ Knowing and applying the concept of teamwork.

### PRIOR KNOWLEDGE:

- ☐ Concept of teamwork

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- Movement improves physical health

### STUDENT OBJECTIVES, SKILLS and/or NEW KNOWLEDGE:

#### 1. Competency in many movements

- 1.1.1 Develops some mature forms in basic gross locomotor and many combination patterns essential to further skill development.
- 1.1.2 Demonstrates developing movement skills and concepts:
  - **Locomotor Skills:** walk, run, hop, jump, leap, skip, climb, gallop, roll, slide, stop
  - **Combination Patterns,** e.g. tossing/striking, bumping/passing, running/striking
- 1.1.3 Demonstrates proper form in all warm-up and cool-down activities, e.g. Fitnessgram™ warm-ups, dynamic stretching, planks, Pacer
- 1.2.1 Begins to understand and apply basic **skills specific to games and sports:**
  - **Striking:** whiffle ball kickball, bowling, mini golf
    - **skills:** striking, throwing, catching, running, rolling, releasing
- 1.3.1 Identifies and demonstrates **mature form** in the following fundamental **manipulative skills:** catching, follow through, foot dribbling, hand dribbling, releasing, rolling, striking with long handle implements (hockey), throwing, trapping
- 1.4.1 Demonstrates mature form in fundamental **combinations of movement skills** (e.g. run and jump, strike and run).  
lead-up activities and games:
  - **Striking:** whiffle ball, kickball, bowling, mini golf
    - running/passing
    - running/jumping
    - stepping and rolling
    - stepping/striking
    - reaching/catching
- 1.5.1 Begins to understand and apply **strategies in various games** and sports, e.g.
  - **Striking:** whiffle ball, kickball, bowling, mini golf
    - offensive/defensive
    - scoring
    - team plays
- 1.6.2 Transfers **movement skills** between activities at a basic level.
  - **Striking:** whiffle ball, kickball, bowling, mini golf
    - offensive/defensive
- 1.7.1 Identifies practice activities to increase **skill competence**, e.g.
  - accuracy and speed practice
  - cueing
  - demonstrating
  - goal setting
  - looking at visuals
  - modeling
  - repeating
  - transfer
  - whole/part practice.
- 1.7.2 Participates in practice activities to increase skill competence.
  - **Striking:** whiffle ball, kickball, bowling, mini golf

#### 2. Movement concepts and principles

- 2.1.1 Recognizes the following **biomechanical principles:**
  - center of gravity
  - base of support - force (effectiveness and safety; changes the way objects move (mass plus force)
  - speed
  - speed and angle of an object
  - movement of body parts sequentially
  - squaring to the target
  - balance (static, dynamic)
  - follow through

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- 2.1.2 Uses rudimentary application of **biomechanical principles** in some of the following categories:
- **Striking:** whiffle ball, kickball, bowling, mini golf
- 2.2.1 Understands that **critical elements** include **learning cues** to reinforce correct form for fundamental skills.
- 2.2.2 Begins to identify and practice some of the **critical elements** of various movement forms to provide feedback for both self- and peer- assessment.
- **ready position** (net, territory/field sports, striking , dance/rhythm, fitness, cooperative, and recreational)
  - **grip** (net, territory/field sports, striking, fitness, cooperative, and recreational)
  - **preparation** (net, territory/field sports, striking , dance/rhythm, fitness, cooperative, and recreational)
  - **point of contact** (net, territory/field sports, striking , dance/rhythm, fitness, cooperative, and recreational)
  - **follow-through** (net, territory/field sports, striking , dance/rhythm, fitness, cooperative, and recreational)
  - **body action, space, time, energy** (net, territory/field sports, striking , dance/rhythm, fitness, cooperative, and recreational)
- 2.3.1 Uses rudimentary strategies for offensive and defensive concepts e.g.
- **Striking: whiffle ball, kickball, bowling, mini golf**
    - offensive skills e.g.
      - moving to open space (on and off ball)
      - scoring strategies
    - defensive skills e.g.
      - passing to a base
      - moving to open space (on and off ball)
- 2.4.1 Understands
- **movement skills**, e.g. striking skills - hitting in kickball, whiffle ball, punting in mini golf, release in bowling
  - **concepts** (understanding), e.g. transfer of similar concepts from skill to skill
  - **principles** (why), e.g. good performance is linked to process ; similarities and differences between activities at a consistent level.
- 2.4.2 Begins to transfer **movement skills, concepts, and principles** between activities at a rudimentary level to:
- **Striking:** whiffle ball, kickball, bowling, mini golf
    - **movement skills:** throwing, kicking, passing, receiving, pivoting, hitting, base running, release, punting
    - **concepts:** offense, defense (e.g. placing yourself in position to catch a ball )
    - **principles:** offense, defense (e.g. throwing the ball at the base)

### 3. Benefits from physical activity

- 3.1.1 Recognizes some of the **physical benefits** of regular participation in physical activity e.g.
- increase health benefits: controls weight, improves bone strength, improves muscular strength and endurance, increases energy, reduces body fat, reduces stress, strengthens heart function
  - disease prevention: cardiovascular health, chronic illness, diabetes, increases immune system function, obesity
- 3.2.1 Recognizes some of the **emotional benefits** of regular participation in physical activity e.g.
- **increases:** self-esteem, self-image and confidence, endorphins that trigger positive feelings (e.g. runners high), self-discipline, e.g. goal setting, time management, quality of life
  - **reduces:** negative peer pressure, stress, depression, anxiety
- 3.3.1 Recognizes some of the **social benefits** of regular participation in physical activity e.g., cooperation, sportsmanship, teamwork, relationships (friends, family, school, community).
- 3.3.2 Applies the benefits of social/emotional programs such as **Kids Care** and **Open Circle** that includes:
- caring
  - citizenship
  - fairness
  - respect
  - **responsibility**
  - trust worthiness
- 3.3.3 Recognizes that physical activity provides an opportunity for positive social interaction through
- cooperation
  - discipline
  - helping others.
  - honesty
  - positive communication
  - respect
  - trust

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3.4.1 Recognizes some of the **cognitive benefits** of regular participation in physical activity e.g., improves focus and concentration

3.4.2 Recognizes that physical activity can increase

- test scores
- focus and concentration
- better attendance in schools.

#### 4. Physically active life style

#### 5. Physically active life style Personal and social behavior

5.1.1 Uses self-control in game and movement activities, e.g.

- adhere to school handbook.
- applying safe practices, e.g. proper attire to allow for uninhibited movement
- proper, intended, and safe equipment use.
- rules and procedures (classroom management plan)

5.2.1 Follows activity-specific laws, rules, procedures, and etiquette for:

- Striking Sports

5.3.1 Utilizes safety principles in activity situations and settings.

- body awareness
- body control
- respect for self and other
- safe and appropriate clothing and footwear
- safe and appropriate use of equipment
- safe and appropriate warm-up and cool-down activities.
- spatial awareness

5.4.1 Works **cooperatively** and **productively** with a partner and/or a group to accomplish a set goal.

5.4.2 Knows the benefits of **working cooperatively** in a group to achieve a set goal.

5.4.3 Demonstrates **respectful behavior** in competitive as well as cooperative settings.

5.4.4 Recognizes **good performance** from teammates and opponents, e.g.

- High five
- Ten finger roll
- Fist bump

5.4.5 Makes positive **choices** based on the **safety** of self and others.

5.4.6 Demonstrates cooperation with peers through **verbal** and **non-verbal communication** to achieve a set goal.

5.5.1 Demonstrates behavior that is independent and on task for developmentally appropriate periods of time (3-7 minutes of skills, drills, and stations).

5.6.1 Describes and uses appropriate ways to peacefully resolve **conflicts**.

5.7.1 Participates with others in games, sports, and activities to achieve a **common goal**.

5.7.2 Accepts responsibility for one's own performance without blaming others.

#### 6. Internal and external environments

6.1.1 Identifies appropriate and safe areas within the community to participate in physical activity.

6.1.2 Identifies various safe locations that are intended for recreation and play.

6.2.1 Identifies physical activities that can be performed in a variety of settings, e.g. Interscholastic, Intramural, Recreational, elite (e.g. AAU, development team), college/university camps, private/independent

6.4.1 Identifies healthy ways to promote physical activity with peers through

- challenging experiences
- inclusion ( inviting others to participate)
- modeling (activities inside and outside of the school)
- positive reinforcement.

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- 6.5.1 Identifies youth organizations in the community that offer physical activity programs e.g., YMCA/YWCA, Recreation departments, and school enrichment activities (basketball instruction, yoga).
- 6.7.1 Identifies a variety of emotions that can impact physical activity levels.
- Decreased activity level due to negative emotions such as: depression, sadness, anger, anxiety
  - Increased activity level due to positive emotions such as: contentment, excitement happiness
- 6.8.1 Defines factors to overcome negative emotions and barriers:
- motivational techniques e.g. (music, friends, logs, goals, etc.)
  - positive self-talk
  - realistic goals
  - recognizes self-accomplishments
  - self-concept
  - self-image
  - social interaction

### ACTIVITIES, PRODUCTS, PERFORMANCE, and ASSESSMENTS: see curriculum introduction

- |   |   |   |
|---|---|---|
| <ul style="list-style-type: none"> <li>• Activity logs</li> <li>• Anecdotal records</li> <li>• Conferencing</li> <li>• Interviews               <ul style="list-style-type: none"> <li>○ Student to student</li> <li>○ Teacher to student</li> </ul> </li> <li>• Fitnessgram™</li> <li>• High-five</li> </ul> | <ul style="list-style-type: none"> <li>• Collaboration - interpersonal</li> <li>• Graphic organizers</li> <li>• Journals</li> <li>• Multiple Intelligences assessments, e.g.               <ul style="list-style-type: none"> <li>○ Role playing - bodily kinesthetic</li> <li>○ Graphic organizing - visual</li> </ul> </li> <li>• Oral presentations</li> </ul> | <ul style="list-style-type: none"> <li>• Problem/Performance based/common tasks</li> <li>• Round Robin</li> <li>• Rubrics/checklists</li> <li>• Tests and quizzes               <ul style="list-style-type: none"> <li>○</li> </ul> </li> </ul> |
|---|---|---|

### HIGHER ORDER THINKING SKILLS: Web's Depth of Knowledge 2 – 4 or Bloom's Taxonomy

- | Web's Depth of Knowledge  | Bloom's Taxonomy  |
|---|---|
| <ul style="list-style-type: none"> <li>• skill/conceptual understanding</li> <li>• strategic reasoning</li> <li>• extended reasoning</li> </ul> | <ul style="list-style-type: none"> <li>• apply</li> <li>• analyze</li> <li>• synthesize/create</li> <li>• evaluate</li> </ul> |

### ADDITIONAL RESOURCES: see curriculum for specifics

<p><b>Supplementary books/materials</b></p> <ul style="list-style-type: none"> <li>• <i>Fitnessgram™/Activitygram</i>_Test Administration Manual 4<sup>th</sup> Edition</li> <li>• <i>SPARK Physical Education</i></li> <li>• <i>American Heart Association</i></li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>• CD player</li> <li>• CDs, tapes</li> <li>• Internet</li> <li>• I-pad (TBD)</li> <li>• LCD projector/ laptop</li> <li>• Pedometers</li> <li>• VCR/DVD</li> </ul> <p><b>Web sites</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.aahperd.org">www.aahperd.org</a></li> <li>• <a href="http://www.cdc.gov">www.cdc.gov</a></li> <li>• <a href="http://www.charactercounts.org">www.charactercounts.org</a></li> <li>• <a href="http://www.donorschoose.org">www.donorschoose.org</a></li> <li>• <a href="http://www.edhelper.com">www.edhelper.com</a></li> <li>• <a href="http://www.everdaype.org">www.everdaype.org</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://www.fitness.gov">www.fitness.gov</a></li> <li>• <a href="http://www.fitnessgram.net">www.fitnessgram.net</a></li> <li>• <a href="http://www.fitnessmercola.com">www.fitnessmercola.com</a></li> <li>• <a href="http://www.healthychildren.org">www.healthychildren.org</a> (American Academy of Pediatrics)</li> <li>• <a href="http://www.heart.org">www.heart.org</a></li> <li>• <a href="http://www.kidshealth.org">www.kidshealth.org</a></li> <li>• <a href="http://www.letsmoveinschool.org">www.letsmoveinschool.org</a></li> <li>• <a href="http://www.myplate.org">www.myplate.org</a></li> <li>• <a href="http://www.nfl.com/play60">www.nfl.com/play60</a></li> <li>• <a href="http://www.pbis.org">www.pbis.org</a> (Positive Behavioral Intervention and Support)</li> <li>• <a href="http://www.pecentral.com">www.pecentral.com</a></li> <li>• <a href="http://www.peuniverse.com">www.peuniverse.com</a> (Physical Education sharing ideas)</li> <li>• <a href="http://www.riahperd.org">www.riahperd.org</a></li> <li>• <a href="http://www.ride.ri.gov">www.ride.ri.gov</a></li> <li>• <a href="http://www.shapeupri.org">www.shapeupri.org</a></li> <li>• <a href="http://www.teachpe.com">www.teachpe.com</a> (physical education teaching resources)</li> <li>• <a href="http://www.thrive.org">www.thrive.org</a></li> <li>• <a href="http://www.wikipedia.com">www.wikipedia.com</a></li> <li>• <a href="http://www.heartratemonitorzone.net">www.heartratemonitorzone.net</a></li> </ul>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Clipboards</li> <li>• DVDs</li> <li>• Easel paper</li> <li>• Easels</li> <li>• Markers</li> <li>• Poster boards</li> <li>• Stopwatches</li> <li>• Sports equipment for:               <ul style="list-style-type: none"> <li>○ Basketball</li> <li>○ Fitnessgram™</li> <li>○ Flag football</li> <li>○ Floor Hockey</li> <li>○ Soccer</li> </ul> </li> <li>• Student white boards</li> <li>• White board markers and erasers</li> </ul>
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**VOCABULARY**

- |                             |                         |                           |
|-----------------------------|-------------------------|---------------------------|
| 1. aerobic capacity         | 14. manipulative skills | 27. kicking               |
| 2. agility                  | 15. muscle endurance    | 28. grip                  |
| 3. biomechanics             | 16. muscle strength     | 29. release               |
| 4. cardiovascular endurance | 17. offense             | 30. tagging               |
| 5. combinations patterns    | 18. proficiency         | 31. hole in one           |
| 6. competency               | 19. punt                | 32. par                   |
| 7. defense                  | 20. strike              | 33. responsibility        |
| 8. flexibility              | 21. power               | 34. skills                |
| 9. outs                     | 22. spare               | 35. sportsmanship         |
| 10. turkey                  | 23. scoring             | 36. strategies            |
| 11. base running            | 24. stance              | 37. teamwork              |
| 12. target                  | 25. base running        | 38. verbal and non-verbal |
| 13. locomotor skills        | 26. throwing            | communication             |

**PHYSICAL EDUCATION CURRICULUM UNIT –STRIKING SPORTS**  
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**LESSON PLAN for UNIT # 3-1 Striking Sports –Bowling**

**LESSONS**

- **Lesson # 1 Summary:** Introductory concepts and vocabulary words  
stance, release, target,
- **Lesson #2 Summary:** Introductory concepts and vocabulary words  
scoring, turkey, strike, spare

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**OBJECTIVES for LESSON # 3-1**

- Use self-control in movement activities.
- Work cooperatively with a partner and in small groups to accomplish a goal.
- Work independently and on task in physical education.
- Identify the physical benefits of participation in regular physical activity.
- Apply strategies in lead-in games in bowling.
- Demonstrates good form in combinations of movement skills: stance, release,
- Practice activities to increase skill competencies.

□ **Materials/Resources:**

□ **Procedures:**

- **Lead –in**
- **Step by step**
- **Closure**

□ **Instructional strategies:** see curriculum introduction

Employs Physical Education best practices e.g.,

- Provides clear expectations for student learning
- Organizes pairs, groups, and teams
- Begins with anticipatory set and physical warm-up, proceeds to instructional focus and fitness activities, and closes with physiological cool down and a review of instructional objectives

- Uses a variety of direct and indirect teaching styles
- Allows students guided choices
- Emphasizes critical thinking and problem-solving tactics
- Demonstrates enthusiasm for an active, healthy lifestyle
- Provides for appropriate practice

□ **Assessments:** see curriculum introduction

○ **Formative**

- Anecdotal records
- Interviews - student to student, teacher to student
- High-five
- Round Robin
- Rubrics/checklists
- Tests and quizzes

○ **Summative**

- Round Robin
- Rubrics/checklists
- Tests and quizzes

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**LESSON PLAN for UNIT # 3-2 Striking Sports – Kickball**

**LESSONS**

- ☐ **Lesson # 1 Summary:** Introductory concepts and vocabulary words  
catching, throwing, tagging, base running,
- ☐ **Lesson #2 Summary:** Introductory concepts and vocabulary words  
offense/defense, tagging, target, outs

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**OBJECTIVES for LESSON # 3-2**

- Use self-control in movement activities.
- Work cooperatively with a partner and in small groups to accomplish a goal.
- Work independently and on task in physical education.
- Identify the physical benefits of participation in regular physical activity.
- Demonstrates a good form in combinations of movement skills: kicking, throwing, running
- Use offense and defense strategies in lead-in games of kickball.
- Practice activities to increase skill competencies

☐ **Materials/Resources:**

☐ **Procedures:**

- **Lead –in**
- **Step by step**
- **Closure**

☐ **Instructional strategies:** see curriculum introduction

Employs Physical Education best practices e.g.,

- Provides clear expectations for student learning
- Organizes pairs, groups, and teams
- Begins with anticipatory set and physical warm-up, proceeds to instructional focus and fitness activities, and closes with physiological cool down and a review of instructional objectives

- Uses a variety of direct and indirect teaching styles
- Allows students guided choices
- Emphasizes critical thinking and problem-solving tactics
- Demonstrates enthusiasm for an active, healthy lifestyle
- Provides for appropriate practice

☐ **Assessments:** see curriculum introduction

○ **Formative**

- Anecdotal records
- Interviews - student to student, teacher to student
- High-five
- Round Robin
- Rubrics/checklists
- Tests and quizzes

○ **Summative**

- Round Robin
- Rubrics/checklists
- Tests and quizzes



**PHYSICAL EDUCATION CURRICULUM UNIT –STRIKING SPORTS**  
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**LESSON PLAN for UNIT # 3-3 Striking Sports – Mini Golf**

**LESSONS**

- **Lesson # 1** Summary: Introductory concepts and vocabulary words  
putting, stance, grip,
- Lesson #2** Summary: Introductory concepts and vocabulary words  
muscular strength, power

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**OBJECTIVES for LESSON # 3-3**

- Use self-control in movement activities.
- Work cooperatively with a partner and in small groups to accomplish a goal.
- Identify the physical benefits of participation in regular physical activity.
- Demonstrates a good form in combinations of movement skills: putting, scoring, swing, grip
- Use offense and defense strategies in lead-in games of mini golf.
- Practice activities to increase skill competencies

□ **Materials/Resources:**

□ **Procedures:**

- Lead –in
  
  
- Step by step
  
  
- Closure

□ **Instructional strategies:** see curriculum introduction

**Employs Physical Education best practices** e.g.,

- Provides clear expectations for student learning
  - Organizes pairs, groups, and teams
  - Begins with anticipatory set and physical warm-up, proceeds to instructional focus and fitness activities, and closes with physiological cool down and a review of instructional objectives
- Uses a variety of direct and indirect teaching styles
  - Allows students guided choices
  - Emphasizes critical thinking and problem-solving tactics
  - Demonstrates enthusiasm for an active, healthy lifestyle
  - Provides for appropriate practice

□ **Assessments:** see curriculum introduction

- **Formative**
  - Anecdotal records
  - Interviews - student to student, teacher to student
  - High-five
  - Round Robin
  - Rubrics/checklists
  - Tests and quizzes
- **Summative**
  - Round Robin
  - Rubrics/checklists
  - Tests and quizzes

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**LESSON PLAN for UNIT #3-4 Striking Sports – whiffle ball**

**LESSONS**

- ☐ **Lesson # 1 Summary:** Introductory concepts and vocabulary words
  - catching, throwing, tagging, base running,
- ☐ **Lesson #2 Summary:** Introductory concepts and vocabulary words
  - offense/defense, tagging, target, outs

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**OBJECTIVES for LESSON # \_\_\_\_\_**

- Use self-control in movement activities.
- Work cooperatively with a partner and in small groups to accomplish a goal.
- Work independently and on task in physical education.
- Identify the physical benefits of participation in regular physical activity.
- Demonstrates a good form in combinations of movement skills: passing, face-off, dribbling, shooting
- Use offense and defense strategies in lead-in games of striking sports
- Practice activities to increase skill competencies
- ☐ **Materials/Resources:**
- ☐ **Procedures:**
  - **Lead –in**
  - **Step by step**
  - **Closure**
- ☐ **Instructional strategies:** see curriculum introduction
- ☐ **Assessments:** see curriculum introduction
  - **Formative**
    - Anecdotal records
    - Interviews - student to student, teacher to student
    - High-five
    - Round Robin
    - Rubrics/checklists
    - Tests and quizzes
  - **Summative**
    - Round Robin
    - Rubrics/checklists
    - Tests and quizzes