

Alignment Table

Unit/Main Topic: Bat ball Games (Two ball tosses)

Link: <https://openphysed.org/wp-content/uploads/2017/05/I-10-03-BatAndBall-Activities-01-TwoBallTossers.pdf>

Grade: 4

Central Focus: Students will be able to properly physically and cognitively apply the ability to throw a ball in adherence with 3 of the 5 critical elements.

Lesson	Domains & Fitness	Standards + Outcome	Objectives Situation / Task / <u>Criteria</u>	Assessment tool (note formal / informal/ when / who / what)	Tasks aligned (What, short description, and when)
1	Psychomotor	NYS / National (S1.E14.4b) Throws overhand to a partner or at a target.... (S1.E16.4) Catches a throne ball above the head, at chest or waist level, and below the waist using a mature pattern in a non-dynamic environment (closed skill).	In task one individually students will throw a ball up against a wall and catch it while demonstrating competency in 3 of 5 critical elements	Observational/checklist: teacher will walk around and observe every student and check off which critical element they demonstrate.	In front of a wall, individually, students will use a wiffle ball to throw and catch off the wall for a total of 1 minute throws and catches.
2	Psychomotor	NYS / National (S1.E14.4b) Throws overhand to a partner or at a target.... (S1.E16.4) Catches a throne ball above the head, at chest or waist level, and	<i>In pairs</i> students will cooperatively throw the ball back and forth to each other demonstrating 3 of the 5 critical elements. They will count <u>each catch for 1 minute</u>	Observational/checklist: teacher will walk around and observe every student and check off which critical element they demonstrate.	Students will throw a ball displaying 3 of the 5 critical elements at various speeds, distances, and targets.

		below the waist using a mature pattern in a non-dynamic environment (closed skill).			
3	Psychomotor	NYS / National (S1.E14.4b) Throws overhand to a partner or at a target.... (S1.E16.4) Catches a throne ball above the head, at chest or waist level, and below the waist using a mature pattern in a non-dynamic environment (closed skill).	<i>In pairs</i> students will cooperatively throw a ball at a distance of 5 feet apart, <u>increasing their distance by one step per catch</u> which they will count for 1 minute. They will demonstrate 3 of the 5 critical elements.	Observational/checklist: teacher will walk around and observe every student and check off which critical element they demonstrate.	Students will throw and catch 80% of the balls.
1	Cognitive	NYS / National (S2.E3.3) Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher.	<i>Upon throwing alone</i> agents the wall students will be able to recall cues and proper form by <u>speaking them out loud to their peers.</u>	Informal: Students will monitor themselves with a correct count and academic language.	Students will use the cues provided by the teacher as they throw on their own agents the wall. After the activity students will be asked to repeat the cues for clarity.
2	Cognitive	NYS / National (S2.E3.3) Combines movement concepts (direction, levels,	<i>After throwing with a partner</i> for 1-minute students will recall how many catches they had by <u>sharing out loud with the class.</u>	Formal: The teacher will ask students how many catches they had and will make a note of it.	Students throw with a partner and will be provided with tips on how to improve form by the teacher. Students will apply

		force, time) with skills as directed by the teacher.			pointers to properly demonstrate 3 of the 5 critical elements.
3	Cognitive	NYS / National (S2.E3.3) Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher.	<i>During the step back throwing activity</i> students will count the steps they take between each catch <u>and share with peers.</u>	Informal: Students will monitor each other with a correct count and special awareness.	By the end of the lesson students will be able to recall proper cues and balls caught
1	Affective	NYS / National (S4.E3.3) Accepts and implements specific corrective feedback from teacher NYS / National (S4.E5.3) Recognize the role of rules and etiquette in physical activity with peers	<i>During group throwing activities</i> students will provide their partner with positive and constructive feedback by <u>working together on form and cues.</u>	Informal: Teacher will make sure students are working cohesively to improve their skills.	Students will practice during allotted time when told to. Students should hold their equipment still when the teacher or a classmate is speaking or demonstrating. While throwing students will be aware of their partners flaws and positively correct them as needed.
2	Affective	NYS / National (S4.E3.3) Accepts and implements specific corrective feedback from teacher NYS / National	<i>While independently throwing a ball off the wall</i> , students will safety practice their throws <u>by following the 6 feet apart rule.</u>	Informal: Teacher will vet students for compliance.	While throwing students will be aware of their partners flaws and positively correct them as needed.

		(S4.E5.3) Recognize the role of rules and etiquette in physical activity with peers			
3	Affective	NYS / National (S4.E3.3) Accepts and implements specific corrective feedback from teacher NYS / National (S4.E5.3) Recognize the role of rules and etiquette in physical activity with peers	<i>After throwing with a partner for 1 minute students will recall safety statement and rules by discussing them with their partners.</i>	Informal: Teacher will vet students for compliance.	Students should be able to recall safety rules and out loud at the end of the lesson.
1	Fitness	NYS / National (S4.E2.3) Works independently for extended periods of time.	<i>During the initial activity, Students will individually preform arm circles for <u>15-30 seconds</u>.</i>	Informal: Teacher will make sure students are properly spaced out and not in danger	Students will identify health related benefits for warmups during the initial activity as well as beyond the unit.
2	Fitness	NYS / National (S4.E2.3) Works independently for extended periods of time.	<i>During the warmup students will perform arm swings with trunk twist of possible for <u>15-30 seconds</u>.</i>	Informal: Students will make sure are properly spaced out and not in danger	Upon the completion of the unit students will be able to identify skill related components of fitness.

3	Fitness	NYS / National (S4.E2.3) Works independently for extended periods of time.	<i>During the cool down</i> students will choose and perform 1 of 3 upper body stretches of their choice for <u>30 seconds</u>.	Informal: Teacher will make sure students are properly spaced out and not in danger	Students will provide the teacher with feedback of the entire lesson with an exit slip at the end of the class and unit.
---	---------	--	---	--	---