

Milford Public Schools Curriculum Unit

Department: Physical Education

Grade: 2-3

Unit: 3, Foot-Eye Skills + Organizational games

Approximate Duration: 4-8 weeks

UNIT TITLE

Unit Overview

This unit will focus on foot-eye skills while using manipulatives and participating in organizational games. Students will demonstrate an increased competency in a wide variety of foot-eye skills while participating in individual and small group activities. Students will practice previously learned coping skills, conflict resolution and sportsmanship throughout the unit. Students will learn to appreciate the benefits and fitness involved during foot-eye activities.

LEARNING GOALS

Standards and Practices

Healthy and Balanced Living Curriculum Framework:

Content Standard 9: Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities

Content Standard 10: Demonstrate understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities

Content Standard 13: Exhibit responsible personal and social behavior that respects self and others in physical activity settings

SHAPE America Grade Level Outcomes for K-12 Physical Education:

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

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

Enduring Understanding(s):

- Practice is important in order to get better.
- To feel comfortable with my ability and limitations compared to others.
- During disagreements consider the other person's view in addition to my own.

Essential Question(s):

- What the skills and techniques necessary to develop good foot-eye and striking skills?
- How can I be fair and respectful when solving a disagreement with a peer/group?
- How can learning foot-eye and striking skills benefit me when playing games?

Content and Skills

Healthy and Balanced Living Curriculum Framework:

E.9.2. Demonstrate simple applications combining locomotor, nonlocomotor and manipulative skills to participate in developmentally appropriate movement and fitness activities

E.10.1. Demonstrate an understanding of what the body does, where the body moves, how the body performs the movement and relationships that occur in movement

E.13.3. Demonstrate behaviors that are sensitive to individual differences (e.g., physical, gender, cultural/ethnic, social and emotional) that can affect group activities

SHAPE America Grade Level Outcomes for K-12 Physical Education:

S1.E18.3. Dribbles with the feet in general space at slow to moderate jogging speed with control of ball and body.

S1.E19.3. Passes & receives a ball with the insides of the feet to a stationary partner, “giving” on reception before returning the pass.

S4.E4.3A. Works cooperatively with others.

Motor Skill Performance

Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

Students will demonstrate developmentally mature form in the fundamental movement skills: locomotor, non-locomotor and manipulative, in a closed and open environment.

Students will demonstrate simple applications combining locomotor, non-locomotor and manipulative skills to participate in developmentally appropriate movement and fitness activities.

Applying Concepts and Strategies

Students will demonstrate knowledge of rules, safety practices and procedures of specific activities.

Responsible Behavior

Students will exhibit responsible personal and social behavior that respects self and others in physical activity settings.

Students will work independently or cooperatively and productively with partners or in small groups to complete assigned tasks.

Benefits of Physical Activity

Students will understand that practicing activities increases specific skill competence.

Students will use physical activity as a positive opportunity for social and group interaction.

EVIDENCE OF LEARNING

Performance Task(s):

Additional Assessment(s):

The following Milford Public School’s Academic Expectations are addressed in this task:

- Collaboration: Work independently and collaboratively to solve problems and accomplish goals.
- Critical Thinking: Use reasoning to problem solve, utilizing appropriate tools to access, evaluate and apply information.
- Communication: Communicate information using a variety of tools in multiple contexts for a range of purposes.
- Creativity: Innovate and adapt in thinking, working and learning.

PLANNING FOR LEARNING

Academic Vocabulary:

-Manipulatives -Foot eye coordination -Strike -Body awareness -direction -level -range -force
-opposition -motor skill development -motor learning -reaction time -sports related skills -follow through
-balance -trapping -passing -dribbling -shooting -spacing -movement -offense concepts -defense
concepts -different body parts -speed -control -power -accuracy

Model Lesson/Learning Activities:

- 3 goal soccer
- Line soccer
- Crazy fitness kickball
- Partner passing and receiving
- Ghostbusters soccer
- Punting practice

Anchor Texts/Resources: