

# SHARON PUBLIC SCHOOLS UBD TEMPLATE FOR CURRICULUM DEVELOPMENT

## Striking with an Implement Grades K-2

<b>STAGE 1 - DESIRED RESULTS</b>	
<p><b>Established Goals:</b> State or Local Topical Standard(s)</p> <p><b>Standard 1:</b> Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.</p> <p><input type="checkbox"/> <b>Standard 2:</b> Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.</p> <p><input type="checkbox"/> <b>Standard 3:</b> Participates regularly in physical activity.</p> <p><input type="checkbox"/> <b>Standard 4:</b> Achieves and maintains a health-enhancing level of physical fitness.</p> <p><input type="checkbox"/> <b>Standard 5:</b> Exhibits responsible personal and social behavior that respects self and others in physical activity settings.</p> <p><input type="checkbox"/> <b>Standard 6:</b> Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</p>	
<p><b>Enduring Understandings:</b> Overarching “big ideas” and questions</p> <p>The students will develop the basic knowledge and skills required to strike an object with an implement.</p>	<p><b>Essential Questions:</b> What will be investigated</p> <p>Are students able to strike an object in a safe and appropriate manner?</p> <p>Are students able to accurately and consistently strike and object?</p> <p>Are students able to successfully demonstrate proper body mechanics?</p> <p>Can students demonstrate the skills and confidence when interacting</p>

	<p>with others in a physical activities setting?</p> <p>Can students derive enjoyment from participation in striking activities?</p>
<p><b>Key Knowledge:</b> Students will know...</p> <p>Students will know how to properly hold an implement, strike an object with an implement, and develop visual tracking skills.</p> <p>The student will know proper body mechanics for striking with a variety of implements.</p> <p>Students will know the proper safety requirements necessary to safely participate in activities.</p> <p>Students will know the importance of spatial awareness when participating in striking activities.</p> <p>Students will know the value of cooperation, sharing, and fair play.</p>	<p><b>Key Skills:</b> Students will be able to...</p> <p>Strike a stationary object  On the ground  Off of a tee</p> <p>Strike a moving object  Using an implement  Using a body part</p> <p>Properly grip bat  Properly grip a floor hockey stick  Properly grip Racquet  Properly grip a paddle</p> <p>Students will learn to be aware of the force required to strike or manipulate a variety of objects.</p>

**STAGE 2 - ASSESSMENT EVIDENCE**

<p><b>Demonstrate Understanding Through Performance:</b> Products, Projects, Assessments, Observations, Technology</p> <ul style="list-style-type: none"> <li>-Teacher Observation</li> <li>-Self Observation</li> <li>-Successful Repetition</li> </ul>
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### STAGE 3 - LEARNING PLAN

**Learning Activities:** Sequence of learning experiences and instruction

**Small group lead-up activities or modified games:**

**Baseball**

**Tee Ball**

**Kickball**

**Floor Hockey**

**Soccer**

**Volleyball**

**Golf**

**Tennis**

**Badminton**

**Pickle-ball**

### SHARON PUBLIC SCHOOLS FORMAT FOR LEARNING STANDARD PUBLICATION [PRINT OR WEB PAGE]

<b>Enduring Understandings:</b> Overarching “big ideas” and questions.	<b>Essential Questions:</b> What will be investigated?	<b>Key Knowledge:</b> Students will know...	<b>Key Skills:</b> Students will be able to...	<b>Demonstrate Performance through Performance:</b> Products, projects, assessments, observations, technology
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