Curriculum Planning K-12 Scope & Sequence Chart

LAB C-Korfball

**NEW YORK STATE STANDARDS- End of the Unit Performance Task** (What can the students do at Commencement Level?)

 Students by the time graduation comes will fully understand all the rules, etiquette, terminology, equipment usage and scoring. They will also be able to perform the skills and show proper technique for all the skills.

The following activities should be sequenced and represent a progression from the end of the Unit Performance Task down to the 12th grade, then 11th grade, 10th grade etc. all the way to and

Concluding at the Kindergarten level. Activities should be developmentally appropriate at each level.

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| **Grade** | **Activity Description** | **Equipment Needed** | **Rules/Modifications** | **Number of Players** |
| 12th | **Groups of 4 on 4. Offence and defense, for Defense to get the ball they must steal the ball.** | Soccer balls | By 12th grade they should be awesome at the skills needed. | Can be done with any class size |
| 11th | **Playing in a circle with the whole class, throwing in no specific order, just with your dominant hand. Catching and throwing in the air. Making sure to follow your passes.** | Soccer balls | Add balls for difficulty increase | Can be done with any class size |
| 10th | **Playing in a circle with the whole class, throwing in no specific order, just with your dominant and non-dominant hand. Catching and throwing in the air, before landing.** | Soccer balls | Add balls for difficulty increase | Can be done with any class size |
| 9th | **Groups of three lined up, player 1 throws to player 2 in the middle who catches in the air and turns a 180 and throws it to player 3 before hitting the ground. Throwing with your dominant and non-dominant hand.**  | Soccer balls | If concept is too easy, make everyone spin 180 degrees while they have the ball in the air. | Can be done with any class size |
| 8th | **Number 1 plays the ball to Number 3 with only a dominant hand and a non-dominant pass and follows the path of the ball to stand behind Number 4. Number 3 passes to Number 2 and runs across to the other side etc.** | Soccer balls | The pattern can be changed. Let the students pick their own pattern. | Can be done with any class size |
| 7th | **Student runs toward partner and catches the ball, while running with dominant and non-dominant hand, and returns the ball to the partner before going back to the starting position.** | Soccer balls, cones | Pick up the pace if students need a challenge. | Can be done with any class size |
| 6th | **Throwing to a partner with non-dominant and dominant hand, while partner is making different cuts** | Start to use normal size soccer balls, cones | Focus on the cuts, it’s needed for the game | Can be done with any class size |
| 5th | **Throwing only with wrist and fingertips on dominant and non-dominant hands** | Use Medium Soccer balls | Focus on the wrist now that the throwing concept/skills have been taught | Can be done with any class size |
| 4th | **Standing still throwing with two hands over your head** | Use medium soccer balls | How many throws can you get with a partner? | Can be done with any class size |
| 3rd | **Step and throw with dominant hand and opposite foot, and non-dominant hand and opposite foot.**  | Use smaller soccer balls | Listen to music, it’ll get them more excited! | Can be done with any class size |
| 2nd | **Throw standing only on one leg at a time; non-dominant and dominant leg** | Increase to a slightly bigger ball | Focus on balancing on one leg | Can be done with any class size |
| 1st | **Throw standing in the “T” stance** | Small foam ball, maybe a ball a little bigger | Point and follow through | Can be done with any class size |
| Kindergarten | **Throw on dominant knee with dominant hand- using a significantly smaller ball.** | Small foam ball, whiffle ball. Something soft. | Critical time for learning. Make sure they’re doing it right, because this is the basic necessity for throwing | Can be done with any class size |