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| Catching-5th Grade |
| 3LearningGoal | **Students:*** **3A-** Catch with reasonable accuracy in dynamic, small sided practice tasks. **(S1.E16.5)**
 | Partners moving Catch and Chase Reasonable accuracy is 7-10 successful attempts |
| 2 | **Students:*** **2A-**Catch with some accuracy in dynamic, small sided practice tasks (10 consecutive attempts) 3-6 catches
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Dynamic Environment: Skills performed in an environment that is dynamic, unpredictable and in motion. The goal for performers is to adapt movements in response to the dynamic and ever-changing environment.

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| Catching-4th Grade |
| 3Learning Goal | **Students:*** **3A-**Catch a thrown ball above the head, at chest or waist level, and below the waist using a mature pattern in a non-dynamic environment (closed skills) **(S1.E16.4)**
* **Catching Mature Pattern:**
* 1. Extend arms outwards to reach for ball, thumbs in for catch above the waist and thumbs out for catch at below the waist.
* 2. Watch the ball all the way into the hands
* 3. Catch with hands only; no cradling against the body
* 4. Pull the ball into the body as the catch was made
* 5. Curl the body slightly around the ball
 | **Partner throw and catch, Catch and chase** |
| 2 | **Students:** * **2A-**Catch a thrown ball above the head, at chest, or waist level, and below the waist while demonstrating 3 of the 5 critical elements of a mature pattern in a non-dynamic environment (closed skills),
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Non-dynamic environment: Constant, predictable or stationary. Goal for the performer is to produce movements or skills that are consistent and accurate because the environmental context is non-dynamic, stable and unchanging.

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| Catching-3rd Grade |
| 3Learning Goal | **Students:*** **3A-**Catch a gently tossed hand-size ball from a partner, demonstrating 4 of the 5 critical elements of a mature pattern. **(S1.E16.3)**
* **Catching Mature Pattern:**
* 1. Extend arms outwards to reach for ball, thumbs in for catch above the waist and thumbs out for catch at below the waist.
* 2. Watch the ball all the way into the hands
* 3. Catch with hands only; no cradling against the body
* 4. Pull the ball into the body as the catch was made
* 5. Curl the body slightly around the ball
 | Partner throw and catch, Catch and chase |
| 2 | **Students:*** **2A-**Catch a thrown ball above the head, at chest, or waist level, and below the waist while demonstrating 2 of the 5 critical elements of a mature pattern in a non-dynamic environment (closed skills)
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| Catching-2nd Grade |
| 3Learning Goal | **Students:*** **3A-**Catch a self-tossed or well-thrown large ball with hands, not trapping or cradling against the body **(S1.E16.2)**
 | Self-toss (using different balls, beach ball, playground ball)Switcharoo |
| 2 | **Students:*** **2A-**Catch a self-tossed or well-thrown large ball with hands cradling or trapping against the body
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| Catching-1st Grade |
| 3Learning Goal | **Students:*** **3A-**Catch a soft object of various sizes from a self-toss before it bounces **(S1.E16.1)**
 | Self-toss (using different balls, beach ball, playground ball)Switcharoo |
| 2 | **Students:*** **2A-**Attempt to catch a soft object of various size from a self-toss and the ball bounces before they catch the object
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| Catching-Kindergarten |
| 3Learning Goal | **Students:*** **3A-**Catch a large ball tossed by a skilled thrower **(S1.E16.K)**
 | Self-toss (using different balls, beach ball, playground ball)Switcharoo |
| 2 | **Students:*** **2A-**Attempt to catch a large ball tossed by a skilled thrower, but the large object drops before it is caught
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