

# Unit 3: Trimester 3

Content Area: **Template**  
Course(s):  
Time Period: **Full Year**  
Length: **Trimester 3 - 12 Weeks**  
Status: **Published**

## UNIT RATIONALE

---

Students will be able to independently use their learning to perform skills such as kicking, rolling, and jump roping. Alongside, students will be able to demonstrate proper teamwork strategies through cooperative and lead up games. They will do so efficiently and safely while using a variety of locomotor and manipulative skills. The movements learned in this unit will be used to help students succeed at any more advanced movement objectives. These skills are the building blocks for controlling the body in any mobile activity, exercise, or sport.

## ESSENTIAL QUESTIONS

---

1. How many steps are involved in efficiently kicking a ball?
2. Why is it important to kick with the inside of my foot?
3. When should I jump during the jump rope sequence
4. Should my arms be straight or bent when jump roping?
5. How can I roll the ball consistently straight?
6. Where should the rolling hand be at the time of lead foot strike?
7. How can I effectively implement individualized skills into gameplay?
8. Why should I show good sportsmanship and follow the rules when others do not?

## STANDARDS

---

### NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

---

#### New Jersey (NJSL) - Grades K-2 - Comprehensive Health and Physical Education (2020)

HE.K-2.2.1.2.EH.1	Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.
HE.K-2.2.1.2.EH.2	Identify what it means to be responsible and list personal responsibilities.
HE.K-2.2.1.2.EH.3	Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).
HE.K-2.2.1.2.EH.4	Demonstrate strategies for managing one's own emotions, thoughts and behaviors.
HE.K-2.2.1.2.EH.5	Explain healthy ways of coping with stressful situations.

HE.K-2.2.2.2.LF.1	Express one's feeling and emotions when involved in movement and physical activities to increase positive behaviors.
HE.K-2.2.2.2.LF.2	Perform movement skills that involve controlling and adapting posture and balance, to successfully negotiate different environments (e.g., mats, turf fields, grass fields, hard surfaces, gym floors, sand, water, snow) during physical activity.
HE.K-2.2.2.2.LF.3	Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).
HE.K-2.2.2.2.LF.4	Identify physical activities available outside of school that are in the community.
HE.K-2.2.2.2.PF.2	Explore how to move different body parts in a controlled manner.
HE.K-2.2.2.2.PF.3	Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building).
HE.K-2.2.2.2.MSC.1	Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running).
HE.K-2.2.2.2.MSC.2	Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling).
HE.K-2.2.2.2.MSC.3	Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges.
HE.K-2.2.2.2.MSC.4	Differentiate manipulative movements (e.g., throwing, catching, dribbling).
HE.K-2.2.2.2.MSC.5	Adjust and correct movements and skill in response to feedback.
HE.K-2.2.2.2.MSC.6	Execute appropriate behaviors and etiquette while participating in activities, games, sports, and other events to contribute to a safe environment.
HE.K-2.2.2.2.MSC.7	Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.
HE.K-2.2.2.2.MSC.8	Explain the difference between offense and defense.
HE.K-2.2.3.2.PS.1	Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.

---

## **NEW JERSEY STUDENT LEARNING STANDARDS: CAREER READINESS, LIFE LITERACIES AND KEY SKILLS**

TECH.9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
TECH.9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
TECH.9.4.2.GCA.1	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

---

## **NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING**

---

## **PRE-ASSESSMENTS**

Students will be observed on their natural ball kicking ability. Observations will be taken based on their sequential order during the kicking motion.

Students will be observed on their natural jump roping ability. Observations will be taken based upon the timing of the students rope swing and hop.

Students will be observed on their natural ball rolling ability. Observations will be taken based on their sequential order during the rolling motion.

Students' ability to demonstrate positive sportsmanship will be observed during cooperative games. These observations will be reflected during the summative assessment.

Students' ability to utilize previously learned skills during lead up games will be observed. These observations will be reflected during the summative assessment.

## **INSTRUCTIONAL PLAN**

---

### **MODULE 1**

---

<b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b>	Today I will learn more efficient ways to improve the consistency of my foot striking. Today I will learn new mental cues to reinforce proper kicking mechanics
<b>Student Learning Strategies</b>	-Class Discussion -Verbal Instruction -Visual Instruction -Student Modeling -Teacher Demonstration
<b>Success Criteria</b>	Students will be observed on their natural ball kicking ability. Observations will be taken based on their sequential order during the kicking motion.
<b>Formative Assessment (drives instructional decisions)</b>	Check for proper body positioning and alignment when students are performing  Utilize small groups to drive peer mirroring and demonstration

<b>Activities and Resources</b>	Mini soccer balls, poly dots, sports goals(target), hula hoops (target), pyramid cones, tall cones, cone sleeves, Speaker, Microphone, Kickballs, Laminated visual aides
<b>Suggested Modifications</b>	<a href="#">Click for Suggested Modifications</a>

**DAO 4/4/25 -- Special education modifications surrounding dance/physical movement will be made as per student ability and in conjunction with IEP/504 accommodations. Students participation with appropriate modifications will be prioritized.**

## **MODULE 2**

<b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b>	Today I will learn internal timing strategies for a fluid jump roping motion. Today I will learn how to effectively disengage from the ground to improve my force production.
<b>Student Learning Strategies</b>	-Class Discussion -Verbal Instruction -Visual Instruction -Student Modeling -Teacher Demonstration
<b>Success Criteria</b>	Students will be observed on their natural jump roping ability. Observations will be taken based upon the timing of the students rope swing and hop.
<b>Formative Assessment (drives instructional decisions)</b>	Encourage students by highlighting specific accomplishments and/or breakthrough moments.  Allow students to work individually to minimize personal doubt in failed attempts.
<b>Activities and Resources</b>	Jump ropes, poly spots, cone sleeves, tall cones, music, stop watch, speaker, microphone, kickballs, laminated visual aides, lane guides
<b>Suggested Modifications</b>	<a href="#">Click for Suggested Modifications</a>

### MODULE 3

<b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b>	Today I will learn mental cues to reinforce proper rolling mechanics. Today I will learn how to increase the stability of my lower half while releasing the ball.
<b>Student Learning Strategies</b>	-Class Discussion -Verbal Instruction -Visual Instruction -Student Modeling -Teacher Demonstration
<b>Success Criteria</b>	Students will be observed on their natural ball rolling ability. Observations will be taken based on their sequential order during the rolling motion.
<b>Formative Assessment (drives instructional decisions)</b>	Check for proper body positioning and alignment when students are performing  Utilize small groups to drive peer mirroring and demonstration
<b>Activities and Resources</b>	Gator-skin ball, poly dots, bowling pins(target), hula hoops (target), pyramid cones, tall cones, cone sleeves, speaker, microphone, kickballs, laminated visual aides, lane guides
<b>Suggested Modifications</b>	<a href="#">Click for Suggested Modifications</a>

### MODULE 4

<b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b>	Today I will learn new verbiage while complimenting my opponents. Today I will learn mental cues to reinforce previously learned skills.
<b>Student Learning Strategies</b>	-Class Discussion -Verbal Instruction

	<ul style="list-style-type: none"> <li>-Visual Instruction</li> <li>-Student Modeling</li> <li>-Teacher Demonstration</li> </ul>
<b>Success Criteria</b>	Students' ability to demonstrate positive sportsmanship will be observed during cooperative games. These observations will be reflected during the summative assessment.
<b>Formative Assessment (drives instructional decisions)</b>	<p>Provide informal, verbal feedback to students as needed.</p> <p>Encourage students by highlighting specific accomplishments and/or breakthrough moments.</p>
<b>Activities and Resources</b>	Soccer balls, soccer nets, bowling balls, bowling pins, pillo polo sticks, pillo polo balls, gaga pit, gaga balls, basketball net, basketballs, pyramid cones, pool noodles, track batons, speaker, microphone, kickballs, laminated visual aides
<b>Suggested Modifications</b>	<a href="#">Click for Suggested Modifications</a>

## MODULE 5

<b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b>	<p>Today I will learn new strategies to promote healthy peer communication.</p> <p>Today I will learn the "Traffic Light" analogy to improve my decision making.</p>
<b>Student Learning Strategies</b>	<ul style="list-style-type: none"> <li>-Class Discussion</li> <li>-Verbal Instruction</li> <li>-Visual Instruction</li> <li>-Student Modeling</li> <li>-Teacher Demonstration</li> </ul>
<b>Success Criteria</b>	Students' ability to utilize previously learned skills during lead up games will be observed. These observations will be reflected during the summative assessment.

<b>Formative Assessment (drives instructional decisions)</b>	Utilize larger groups to promote peer communication. Conserve time for peer reflection.
<b>Activities and Resources</b>	Soccer balls, soccer nets, poly spots, tall cones, cone sleeves, bowling pins, jump ropes, speaker, microphone, kickballs, laminated visual aides
<b>Suggested Modifications</b>	<a href="#">Click for Suggested Modifications</a>

---

## REFLECTIONS

---

### INTERDISCIPLINARY CONNECTIONS: NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, SOCIAL STUDIES, SCIENCE AND/OR MATHEMATICS

---

MATH.1.OA.A	Represent and solve problems involving addition and subtraction
MATH.1.OA.B	Understand and apply properties of operations and the relationship between addition and subtraction
MATH.1.OA.C	Add and subtract within 20
MATH.1.NBT.B	Understand place value