

# Unit 3: Trimester 3

Content Area: **Template**  
Course(s):  
Time Period: **Full Year**  
Length: **Trimester 3**  
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

---

- How can I mentally reinforce proper kicking mechanics?
- Why do I need to plant my non-kicking foot when striking the soccer ball?
- How can I improve the fluidity of my jump roping?
- Why do my feet need to land soft while jump roping?
- Why is it important to keep a stable lower half when rolling an object?
- How can I develop my accuracy while rolling a ball?
- How can I reinforce previously learned skills during lead-up games?
- Why should I show good sportsmanship and follow the rules when others do not?
- How can I improve my conflict resolution during cooperative games?

## 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.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.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.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-2.2.3.2.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**

---

CS.K-2.8.2.2.ITH.3	Identify how technology impacts or improves life.
--------------------	---

## **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>	<p>Today I will be learning how to increase the power behind my kicking strike.</p> <p>Today I will be learning how to externally rotate my hip to improve my kicking ability.</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>	<p>Students will be observed on their natural ball kicking ability. Observations will be taken based on their sequential order during the kicking motion.</p>
<b>Formative Assessment (drives instructional decisions)</b>	<p>Check for proper body positioning and alignment when students are performing</p> <p>Utilize small groups to drive peer mirroring and demonstration</p>
<b>Activities and Resources</b>	<p>Mini soccer balls, poly dots, sports goals(target), hula hoops (target), pyramid cones, tall cones, cone sleeves</p>

**Suggested Modifications**[Click for Suggested Modifications](#)**MODULE 2****Student Learning Intentions (SLI) WALT:  
(We are learning to...)**

Today I will learn how to jump rope while staying in a safe space.

Today I will learn how to jump rope continuously without interruption.

**Student Learning Strategies**

- Class Discussion
- Verbal Instruction
- Visual Instruction
- Student Modeling
- Teacher Demonstration

**Success Criteria**

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.

**Formative Assessment (drives instructional decisions)**

Encourage students by highlighting specific accomplishments and/or breakthrough moments.

Allow students to work individually to minimize personal doubt in failed attempts.

**Activities and Resources**

Jump ropes, poly spots, Cone sleeves, tall cones, Music, Stop watch

**Suggested Modifications**[Click for Suggested Modifications](#)**MODULE 3****Student Learning Intentions (SLI) WALT: (We are learning to...)**

Today I will learn how to increase the power while rolling an object or ball.

	Today I will learn how to improve my accuracy while rolling an object or ball.
<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 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>	<p>Check for proper body positioning and alignment when students are performing</p> <p>Utilize small groups to drive peer mirroring and demonstration</p>
<b>Activities and Resources</b>	Gator-skin ball, poly dots, bowling pins(target), hula hoops (target), pyramid cones, tall cones, cone sleeves
<b>Suggested Modifications</b>	<a href="#">Click for Suggested Modifications</a>

## MODULE 4

<b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b>	<p>Today I will learn the value of maintaining consistent mechanical habits.</p> <p>Today I will learn how to implement new techniques to improve my individual skills.</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 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>	Provide informal, verbal feedback to students as needed.  Encourage students by highlighting specific accomplishments and/or breakthrough moments.
<b>Activities and Resources</b>	Soccer balls, soccer nets, bowling balls, bowling pins, pyramid cones, pool noodles, track batons
<b>Suggested Modifications</b>	<a href="#">Click for Suggested Modifications</a>

## MODULE 5

<b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b>	Today I will learn how to initiate healthy peer communication.  Today I will learn how to discuss new strategies leading to continued team success.
<b>Student Learning Strategies</b>	-Class Discussion -Verbal Instruction -Visual Instruction -Student Modeling -Teacher Demonstration
<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

## REFLECTIONS

---

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

---

MA.K.CC.A.2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
MA.K.OA.A.5	Demonstrate fluency for addition and subtraction within 5.