

Unit 1: Trimester 1

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **Trimester 1**
Status: **Published**

UNIT RATIONALE

This trimester plan is designed to introduce 3rd graders to a variety of physical activities that promote teamwork, physical fitness, and fundamental movement skills. By incorporating cooperative games, football, soccer, throwing and catching, and fitness activities, students will develop a well-rounded understanding of the importance of physical activity and teamwork. Students will also develop skills that will lead to success in both individual and team sports.

ESSENTIAL QUESTIONS

- What is cooperation?
- Why is cooperation important?
- How can we improve our cooperation skills?
- What are the basic rules of football?
- How can we improve our skills in football?
- What is the importance of teamwork in football?
- What are the basic rules of soccer?
- How can we improve our passing, dribbling, and shooting skills in soccer?
- How do our teammates play a role in our success in soccer?
- What are the basic techniques for throwing and catching?
- How can we improve our skills in throwing and catching?
- What are some fun games we can play using throwing and catching skills?
- What is physical fitness?
- How can we improve our physical fitness?
- What are some fun ways to stay active and healthy?

STANDARDS

NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

New Jersey (NJSL) - Grades 3-5 - Comprehensive Health and Physical Education (2020)

HE.3-5.2.2.5.LF.1

Explain the need to engage in physical activities on a voluntary basis for emotional and

	physical enjoyment.
HE.3-5.2.2.5.LF.2	Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.
HE.3-5.2.2.5.LF.3	Proactively engage in movement and physical activity for enjoyment individually or with others.
HE.3-5.2.2.5.LF.4	Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga).
HE.3-5.2.2.5.LF.5	Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.
HE.3-5.2.2.5.PF.1	Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health.
HE.3-5.2.2.5.PF.2	Accept and respect others of all skill levels and abilities during participation.
HE.3-5.2.2.5.PF.3	Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance).
HE.3-5.2.2.5.PF.4	Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.
HE.3-5.2.2.5.PF.5	Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).
HE.3-5.2.2.5.MSC.1	Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).
HE.3-5.2.2.5.MSC.3	Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).
HE.3-5.2.2.5.MSC.4	Develop the necessary body control to improve stability and balance during movement and physical activity.
HE.3-5.2.2.5.MSC.5	Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.
HE.3-5.2.2.5.MSC.6	Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.
HE.3-5.2.2.5.MSC.7	Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.

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

WRK.9.2.5.CAP.4	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
TECH.9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING

TECH.9.4.5.GCA.1

Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

PRE-ASSESSMENTS

- **Cooperation:** Discuss with students what a good teammate looks like. Ask students to describe what it means to cooperate.
- **Throwing and Catching:** Students will be assessed on the four cues of throwing. (Making "L" with arm, Pointing opposite Shoulder at target, following through, Stepping with non-dominant foot.)
- **Soccer:** Students will be assessed on proper passing technique. (Kicking with inside of foot, pointing non-kicking foot, following through with kicking foot and using appropriate amount of pace.)
- **Football:** Students will be assessed on proper passing technique. (Gripping laces, making "L" with throwing arm, following through, push off with back foot.)
- **Fitness:** Test students on mile time, pacer test, and sit and reach.

INSTRUCTIONAL PLAN

MODULE 1

Student Learning Intentions (SLI) WALT: (We are learning to...)	Students will learn how to use body opposition in order to complete an overhand throw.
Student Learning Strategies	-Class discussion -Student Modeling -Teacher Demonstration
Success Criteria	Students will be observed on their natural ability to complete an overhand with proper technique. Observations will be taken based on their performance during activities.
Formative Assessment (drives instructional decisions)	-Teacher Feedback -Peer Feedback -Observe participation, engagement, and ability to

	perform skills.
Activities and Resources	<ul style="list-style-type: none"> -yarn balls -cones -tennis balls -beanbags -hula-hoops -buckets <p>Activities</p> <p>Students will participate in movement activities, games, and sports that focus on throwing and catching. Activity and sport related activities include (but are not limited to) Newcomb, Wiffleball, Football, Trash, Bombs Away, Saturn Ball, Castleball, Angry Birds, Fuzzle Fetch, Bull's Eye, Hit This, Keep it Up.</p>
Suggested Modifications	Click for Suggested Modifications

MODULE 2

Student Learning Intentions (SLI) WALT: (We are learning to...)	Students will understand how to use one and two hands to catch an object at various levels.
Student Learning Strategies	<ul style="list-style-type: none"> -Class discussion -Student Modeling -Teacher Demonstration
Success Criteria	Students will be observed on their natural ability to develop their catching skills. Observations will be taken based on their performance during activities.
Formative Assessment (drives instructional decisions)	<ul style="list-style-type: none"> -Teacher Feedback -Peer Feedback -Observe participation, engagement, and ability to perform skills.
Activities and Resources	<ul style="list-style-type: none"> -yarn balls -cones -tennis balls -beanbags

	<ul style="list-style-type: none"> -hula-hoops -buckets <p>Activities Students will participate in movement activities, games, and sports that focus on throwing and catching. Activity and sport related activities include (but are not limited to) Newcomb, Wiffleball, Football, Trash, Bombs Away, Saturn Ball, Castleball, Angry Birds, Fuzzle Fetch, Bull's Eye, Hit This, Keep it Up.</p>
Suggested Modifications	Click for Suggested Modifications

MODULE 3

Student Learning Intentions (SLI) WALT: (We are learning to...)	Students will learn the importance of throwing and catching as it relates to participation in physical activity.
Student Learning Strategies	<ul style="list-style-type: none"> -Class discussion -Student Modeling -Teacher Demonstration
Success Criteria	Students will be given a verbal exit ticket where they will have to explain how throwing and catching relates to physical activity.
Formative Assessment (drives instructional decisions)	<ul style="list-style-type: none"> -Teacher Feedback -Peer Feedback -Observe participation, engagement, and ability to perform skills.
Activities and Resources	<ul style="list-style-type: none"> -yarn balls -cones -tennis balls -beanbags -hula-hoops -buckets <p>Activities Students will participate in movement activities, games, and sports that focus on throwing and catching. Activity and sport related activities</p>

	include (but are not limited to) Newcomb, Wiffleball, Football, Trash, Bombs Away, Saturn Ball, Castleball, Angry Birds, Fuzzle Fetch, Bull's Eye, Hit This, Keep it Up.
Suggested Modifications	Click for Suggested Modifications

MODULE 4

Student Learning Intentions (SLI) WALT: (We are learning to...)	Students will understand basic offensive and defensive strategies that can be used while playing football.
Student Learning Strategies	<ul style="list-style-type: none"> -Class discussion -Student Modeling -Teacher Demonstration
Success Criteria	Students will be given an exit ticket where they will have to describe the basic roles of offense and defense in football.
Formative Assessment (drives instructional decisions)	<ul style="list-style-type: none"> -Teacher Feedback -Peer Feedback -Observe participation, engagement, and ability to perform skills.
Activities and Resources	<ul style="list-style-type: none"> -footballs -cones -flags <p>Activities</p> <p>Students will go through a variety of drills focusing on throwing, catching, and how to play defense. After students have played the sport with direct teacher involvement, the students should begin to take control of the sport. They should start to organize the game while the teacher transitions to an officiating and facilitating role. This will give students practice running the game on their own. Once competent at game organization and play, they can feel confident to organize and participate in team sports outside of PE time. The team sport</p>

	becomes a tool for exercise that the students can employ.
Suggested Modifications	Click for Suggested Modifications

MODULE 5

Student Learning Intentions (SLI) WALT: (We are learning to...)	Students will comprehend how participation in team sports aids in the pursuit of an active lifestyle.
Student Learning Strategies	<ul style="list-style-type: none"> -Class discussion -Student Modeling -Teacher Demonstration
Success Criteria	Students will be describe how playing football can lead to an active lifestyle.
Formative Assessment (drives instructional decisions)	<ul style="list-style-type: none"> -Teacher Feedback -Peer Feedback -Observe participation, engagement, and ability to perform skills.
Activities and Resources	<ul style="list-style-type: none"> -footballs -cones -flags <p>Activities</p> <p>Students will go through a variety of drills focusing on throwing, catching, and how to play defense. After students have played the sport with direct teacher involvement, the students should begin to take control of the sport. They should start to organize the game while the teacher transitions to an officiating and facilitating role. This will give students practice running the game on their own. Once competent a game organization and play, they can feel confident to organize and participate in team sports outside of PE time. The team sport becomes a tool for exercise that the students can employ.</p>

Suggested Modifications

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MODULE 6

Student Learning Intentions (SLI) WALT: (We are learning to...)	Students will learn how to throw a football the proper way.
Student Learning Strategies	<ul style="list-style-type: none">-Class discussion-Student Modeling-Teacher Demonstration
Success Criteria	Students will be observed on their natural ability to develop their throwing skills. Observations will be taken based on their performance during activities.
Formative Assessment (drives instructional decisions)	<ul style="list-style-type: none">-Teacher Feedback-Peer Feedback-Observe participation, engagement, and ability to perform skills.
Activities and Resources	<ul style="list-style-type: none">-footballs-cones-flags <p>Activities</p> <p>Students will go through a variety of drills focusing on throwing, catching, and how to play defense. After students have played the sport with direct teacher involvement, the students should begin to take control of the sport. They should start to organize the game while the teacher transitions to an officiating and facilitating role. This will give students practice running the game on their own. Once competent at game organization and play, they can feel confident to organize and participate in team sports outside of PE time. The team sport becomes a tool for exercise that the students can employ.</p>
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MODULE 7

Student Learning Intentions (SLI) WALT: (We are learning to...)	Students will understand fundamental Locomotor and manipulative skills associated with team sports.
Student Learning Strategies	<ul style="list-style-type: none">-Class discussion-Student Modeling-Teacher Demonstration
Success Criteria	Students will be observed on their natural ability to develop their locomotor and manipulative skills in a soccer setting. Observations will be taken based on their performance during activities
Formative Assessment (drives instructional decisions)	<ul style="list-style-type: none">-Teacher Feedback-Peer Feedback-Observe participation, engagement, and ability to perform skills.
Activities and Resources	<ul style="list-style-type: none">-Soccer balls-Goals-Cones <p>Activities</p> <p>After students have played the sport with direct teacher involvement, the students should begin to take control of the sport. They should start to organize the game while the teacher transitions to an officiating and facilitating role. This will give students practice running the game on their own. Once competent at game organization and play, they can feel confident to organize and participate in team sports outside of PE time. The team sport becomes a tool for exercise that the students can employ.</p>
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MODULE 8

Student Learning Intentions (SLI) WALT: (We are learning to...)	Students will know how to simply organize and play soccer with others.
Student Learning Strategies	<ul style="list-style-type: none"> -Class discussion -Student Modeling -Teacher Demonstration
Success Criteria	Students will be observed on their teamwork and sportsmanship skills. Observations will be taken based on their performance during activities.
Formative Assessment (drives instructional decisions)	<ul style="list-style-type: none"> -Teacher Feedback -Peer Feedback -Observe participation, engagement, and ability to perform skills.
Activities and Resources	<ul style="list-style-type: none"> -Soccer balls -Goals -Cones <p>Activities</p> <p>After students have played the sport with direct teacher involvement, the students should begin to take control of the sport. They should start to organize the game while the teacher transitions to an officiating and facilitating role. This will give students practice running the game on their own. Once competent at game organization and play, they can feel confident to organize and participate in team sports outside of PE time. The team sport becomes a tool for exercise that the students can employ.</p>
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MODULE 9

Student Learning Intentions (SLI) WALT: (We are learning to...)	Students will learn to pass a soccer ball the correct way.
Student Learning Strategies	-Class discussion

	<ul style="list-style-type: none"> -Student Modeling -Teacher Demonstration
Success Criteria	Students will be observed on their natural ability to develop passing skills. Observations will be taken based on their performance during activities.
Formative Assessment (drives instructional decisions)	<ul style="list-style-type: none"> -Teacher Feedback -Peer Feedback -Observe participation, engagement, and ability to perform skills.
Activities and Resources	<ul style="list-style-type: none"> -Soccer balls -Goals -Cones <p>Activities</p> <p>After students have played the sport with direct teacher involvement, the students should begin to take control of the sport. They should start to organize the game while the teacher transitions to an officiating and facilitating role. This will give students practice running the game on their own. Once competent at game organization and play, they can feel confident to organize and participate in team sports outside of PE time. The team sport becomes a tool for exercise that the students can employ.</p>
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MODULE 10

Student Learning Intentions (SLI) WALT: (We are learning to...)	Students will appreciate the roles of each member in a group as they each do their part while working towards a common goal.
Student Learning Strategies	<ul style="list-style-type: none"> -Class discussion -Student Modeling -Teacher Demonstration
Success Criteria	Students will be observed on their natural ability to develop appreciation for their teammates.

	Observations will be taken based on their performance during activities.
Formative Assessment (drives instructional decisions)	<ul style="list-style-type: none"> -Teacher Feedback -Peer Feedback -Observe participation, engagement, and ability to perform skills.
Activities and Resources	<ul style="list-style-type: none"> -scooters -spots -hula-hoops -beanbags -balls -cones <p>Activities</p> <p>Group activities include but are not limited to the following: Lifeboats, Mat Folding, Attached at the..., Moving Together, Balance Beam Mixer, Quiet Cooperation, All Aboard, Human Spelling Bee, Moving the World, Group Juggling, Stranded Scoop Ball, Flippers, Circle Up.</p>
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MODULE 11

Student Learning Intentions (SLI) WALT: (We are learning to...)	Students will comprehend how to effectively develop a plan that can help achieve a goal.
Student Learning Strategies	<ul style="list-style-type: none"> -Class discussion -Student Modeling -Teacher Demonstration
Success Criteria	Students will develop plans to achieve certain tasks and goals.
Formative Assessment (drives instructional decisions)	<ul style="list-style-type: none"> -Teacher Feedback -Peer Feedback -Observe participation, engagement, and ability to perform skills.

Activities and Resources	<ul style="list-style-type: none"> -scooters -spots -hula-hoops -beanbags -balls -cones <p>Activities</p> <p>Group activities include but are not limited to the following: Lifeboats, Mat Folding, Attached at the..., Moving Together, Balance Beam Mixer, Quiet Cooperation, All Aboard, Human Spelling Bee, Moving the World, Group Juggling, Stranded Scoop Ball, Flippers, Circle Up.</p>
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MODULE 12

Student Learning Intentions (SLI) WALT: (We are learning to...)	<p>Students will know how to encourage others, both verbally and non-verbally, while executing a plan during a challenge.</p>
Student Learning Strategies	<ul style="list-style-type: none"> -Class discussion -Student Modeling -Teacher Demonstration
Success Criteria	<p>Students will reflect on how they treated others and how others treated them during the unit.</p>
Formative Assessment (drives instructional decisions)	<ul style="list-style-type: none"> -Teacher Feedback -Peer Feedback -Observe participation, engagement, and ability to perform skills.
Activities and Resources	<ul style="list-style-type: none"> -scooters -spots -hula-hoops -beanbags -balls -cones <p>Activities</p> <p>Group activities include but are not limited to the</p>

	following: Lifeboats, Mat Folding, Attached at the..., Moving Together, Balance Beam Mixer, Quiet Cooperation, All Aboard, Human Spelling Bee, Moving the World, Group Juggling, Stranded Scoop Ball, Flippers, Circle Up.
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MODULE 13

Student Learning Intentions (SLI) WALT: (We are learning to...)	Students will complete this unit with a realistic view of their current health status by testing their Health Related Fitness.
Student Learning Strategies	<ul style="list-style-type: none"> -Class discussion -Student Modeling -Teacher Demonstration
Success Criteria	Students will be conduct fitness testing.
Formative Assessment (drives instructional decisions)	<ul style="list-style-type: none"> -Teacher Feedback -Peer Feedback -Observe participation, engagement, and ability to perform skills.
Activities and Resources	<ul style="list-style-type: none"> -mats -weights -balls -cones <p>Activities</p> <p>Students will practice improving their Cardiovascular Endurance by participating in aerobic exercises and activities. Some activities that could be used are Warm-up Running, Tortoise and Hare, European Rhythmic Running, Circuit Training, Jump Rope Activities, Crows and Cranes, Pirates, Capture the Golden Egg, Hexagor Hustle, Astronaut Exercises, Aerobic Routines, Challenge Courses, Racetrack Fitness, Interval Training, Fitness Orienteering, Circle 5, Tagging games, Team sports that involve running, etc.</p>

Suggested Modifications

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MODULE 14

Student Learning Intentions (SLI) WALT: (We are learning to...)	Students will be able to set a realistic fitness goal and work towards achieving that goal.
Student Learning Strategies	<ul style="list-style-type: none">-Class discussion-Student Modeling-Teacher Demonstration
Success Criteria	Students will reflect on their goals with a peer.
Formative Assessment (drives instructional decisions)	<ul style="list-style-type: none">-Teacher Feedback-Peer Feedback-Observe participation, engagement, and ability to perform skills.
Activities and Resources	<ul style="list-style-type: none">-mats-weights-balls-cones <p>Activities</p> <p>Students will practice improving their Cardiovascular Endurance by participating in aerobic exercises and activities. Some activities that could be used are Warm-up Running, Tortoise and Hare, European Rhythmic Running, Circuit Training, Jump Rope Activities, Crows and Cranes, Pirates, Capture the Golden Egg, Hexagor Hustle, Astronaut Exercises, Aerobic Routines, Challenge Courses, Racetrack Fitness, Interval Training, Fitness Orienteering, Circle 5, Tagging games, Team sports that involve running, etc.</p>
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REFLECTIONS

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

MA.3.OA.A.1

Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each.

MA.3.NBT.A.2

Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.