

Unit 2: Trimester 2

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **Trimester 2**
Status: **Published**

UNIT RATIONALE

Students will be able to independently use their learning to dance with rhythm, roll a ball at a target for bowling, volley objects over a net for volleyball, and progress their basketball skills. Students will participate in team, as well as individual sports. They will do so efficiently and safely while keeping their bodies under control.

The lifetime skills learned in this unit will be used to help students succeed at physical activity throughout one's lifetime. Rhythm and dance, bowling skills, volleying skills, and basketball skills are excellent activities that all could be able to perform during their life.

ESSENTIAL QUESTIONS

1. How can dance lead to achieving lifelong fitness?
2. Are you able to demonstrate correct finger position while holding a bowling ball?
3. Are you using your contralateral step while rolling a ball?
4. Can you volley an object with an underhand or sidearm striking pattern, sending it forward over a net, to the wall or over a line to a partner, while demonstrating 2 of the 5 critical elements of a mature pattern?
5. Can you dribble and travel in general space at slow to moderate jogging speed, with control of ball and body?
6. Are you able to use 2 out of 4 success criteria for the shooting acronym "BEEF?"

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.2	Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
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.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
WRK.9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
TECH.9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
TECH.9.4.5.CI.4	Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).
TECH.9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process (e.g.,

2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).

TECH.9.4.5.CT.2

Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).

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

CS.3-5.8.1.5.DA.1

Collect, organize, and display data in order to highlight relationships or support a claim.

CS.3-5.8.1.5.DA.3

Organize and present collected data visually to communicate insights gained from different views of the data.

CS.3-5.8.1.5.DA.4

Organize and present climate change data visually to highlight relationships or support a claim.

CS.3-5.8.1.5.DA.5

Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

CS.3-5.8.2.5.ED.2

Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

CS.3-5.8.2.5.ED.3

Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.

PRE-ASSESSMENTS

1. Test students to see if they are able to follow an 8 count step dance.
2. Test students to demonstrate how they roll a ball down the bowling lane using the correct finger position while holding a bowling ball, and using the contralateral step.
3. Test to see if students can volley an object with an underhand or sidearm striking pattern, sending it forward over a net, to the wall or over a line to a partner, while demonstrating 2 of the 5 critical elements of a mature pattern
4. Test students to see if they can dribble and travel in general space at slow to moderate jogging speed, with control of ball and body.
5. Test students on the shooting success criteria for the acronym "BEEF."

INSTRUCTIONAL PLAN

MODULE 1

Student Learning Intentions (SLI) WALT:

1. Use an 8 step count to dance to the song, "Cha

(We are learning to...)	<p>Cha Slide."</p> <p>2. Continue to learn the choreography steps to the song, "Cha Cha Slide."</p>
Student Learning Strategies	<ul style="list-style-type: none"> -Class discussion -Student Modeling -Teacher Demonstration
Success Criteria	I can keep an 8 step rhythm count.
Formative Assessment (drives instructional decisions)	<ul style="list-style-type: none"> -Teacher Feedback -Peer Feedback -Self Checklist
Activities and Resources	<p>Resources: Sound system, Library of 8 Count Songs, Dance Cards, Music Vocabulary cards</p> <p>Activities: Non-contact games and activities may include (but are not limited to) choreographed dance songs.</p>
Suggested Modifications	Click for Suggested Modifications

MODULE 2

Student Learning Intentions (SLI) WALT: (We are learning to...)	<ol style="list-style-type: none"> 1. Learn how to correctly hold a bowling ball in my hand while stepping with my opposite foot and releasing the ball. 2. Attempt to knock down all the bowling pins with 2 rolls for a spare.
Student Learning Strategies	<ul style="list-style-type: none"> Class Discussion Verbal Instruction Visual Instruction Student Modeling Teacher Demonstration Student Demonstration
Success Criteria	I can use the correct steps to roll a ball straight.
Formative Assessment (drives instructional decisions)	Check for proper body positioning and alignment

	<p>when students are performing movements. Provide informal, verbal feedback to students as needed.</p> <p>Model and demonstrate proper form and technique to individuals and/or small groups when needed.</p> <p>Encourage students by highlighting specific accomplishments and/or breakthrough moments.</p>
Activities and Resources	<p>Resources: Poly Spots, Court Markings, bowling pins, bowling balls, gymnastic pads, scooters, court markings, music</p> <p>Activities: Non-contact games and activities may include (but are not limited to) Team Bowling, Bowling Pin Knock Down, Guard the Pin, Bingo Bowling, Bowling Relay Race, Bowling Checklist, Obstacle Bowling, Scooter Bowling, Blindfold Bowling.</p>
Suggested Modifications	<p>Click for Suggested Modifications</p>

MODULE 3

Student Learning Intentions (SLI) WALT: (We are learning to...)	<ol style="list-style-type: none"> 1. Use an open hand to strike a ball 5 or more consecutive times. 2. Use the forearm bump method technique to volley a ball in the air 3 times in a row or more. 3. Use an open hand and/or forearm bump to strike a ball back and forth to a partner or target multiple times.
Student Learning Strategies	<p>Class Discussion Verbal Instruction Visual Instruction Student Modeling Teacher Demonstration Student Demonstration</p>
Success Criteria	<p>I can bump a ball over the net or to a partner.</p>

<p>Formative Assessment (drives instructional decisions)</p>	<p>Check for proper body positioning and alignment when students are performing movements. Provide informal, verbal feedback to students as needed.</p> <p>Model and demonstrate proper form and technique to individuals and/or small groups when needed.</p> <p>Encourage students by highlighting specific accomplishments and/or breakthrough moments.</p>
<p>Activities and Resources</p>	<p>Resources: Poly Spots, Court Markings, volleyballs, hula hoops, volleyball standards, volleyball net, targets, music</p> <p>Activities: Non-contact games and activities may include (but are not limited to) Volleyball Deck of Cards, Volleyball Frenzy, Volleyball Battleship, Scrambled Eggs, Serving up Baskets, Volleyball Four Square.</p>
<p>Suggested Modifications</p>	<p>Click for Suggested Modifications</p>

MODULE 4

<p>Student Learning Intentions (SLI) WALT: (We are learning to...)</p>	<ol style="list-style-type: none"> 1. Review the proper way of dribbling a basketball in personal space while maintaining ball control. 2. Shoot the ball using 2 out of the 4 techniques of BEEF, specifically bending the knees and following through. 3. Using a bounce pass to a partner by pushing a ball towards the ground halfway between
<p>Student Learning Strategies</p>	<p>Class Discussion Verbal Instruction Visual Instruction Student Modeling Teacher Demonstration Student Demonstration</p>

Success Criteria	<p>I can dribble a ball while walking.</p> <p>I can shoot a ball into the hoop.</p> <p>I can pass a ball to a partner.</p>
Formative Assessment (drives instructional decisions)	<p>Check for proper body positioning and alignment when students are performing movements.</p> <p>Provide informal, verbal feedback to students as needed.</p> <p>Model and demonstrate proper form and technique to individuals and/or small groups when needed.</p> <p>Encourage students by highlighting specific accomplishments and/or breakthrough moments.</p>
Activities and Resources	<p>Resources: Basketballs, cones, poly spots, hula hoops, basketball nets, foam balls, pinnies, music.</p> <p>Activities: Non-contact games and activities may include (but are not limited to) Dribble Knockout, Steal the Ball, P.I.G., Knockout, Team Dribble Shoot and Score, Spot Shots, Smackball</p>
Suggested Modifications	<p>Click for Suggested Modifications</p>

REFLECTIONS

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

LA.K-12.NJSLSA.R7

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

MA.3.OA.C

Multiply and divide within 100.