

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 participate in designated sports. Alongside, students will be able to demonstrate proper teamwork strategies through cooperative, lead up, and sporting games. They will do so efficiently and safely while using a variety of locomotor and manipulative skills. The movements and strategies learned in this unit will be used to help students succeed at any more advanced movement objectives. These skills and strategies are the building blocks for controlling the body in any mobile activity, exercise, or sport.

ESSENTIAL QUESTIONS

1. How many steps am I allowed to take while I have the ball during handball?
2. Is the ball allowed to hit the ground while passing to a teammate in handball?
3. How do I properly hold the pillo-polo/hockey stick?
4. What is stick handling?
5. What is the difference between a ground ball and fly ball?
6. How do I hold a baseball bat?
7. Am I able to strike an object with something other than a sporting instrument?
8. What is the difference between striking an object and guiding an object?
9. How can I accumulate more rope swings in a thirty second increment?

STANDARDS

NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

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

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| HE.3-5.2.1.5.EH.1 | Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors. |
| HE.3-5.2.1.5.EH.2 | Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others. |
| HE.3-5.2.1.5.EH.3 | Identify different feelings and emotions that people may experience and how they might |

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| | express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). |
| HE.3-5.2.1.5.EH.4 | Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance. |
| 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.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.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.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. |
| HE.3-5.2.3.5.PS.1 | Develop strategies to reduce the risk of injuries at home, school, and in the community. |

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

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| 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

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

Test students' natural understanding of the Handball rules and the overall objective of the sport. Observations will be taken of students' natural hand placement on the Pillo-Polo/Hockey stick. Students' natural understanding of the Pillo-Polo/Hockey rules and the overall objective of the sport will also be noted.

Observe students ability to perform the following three throwing steps: contralateral step, retraction of the throwing arm, and following through at release. Observe students ability to perform the following three hitting steps: hands high, stride, and rotate.

Test students' ability to differentiate striking and guiding an object.

Count students successful jump rope swings in a thirty second increment.

INSTRUCTIONAL PLAN

MODULE 1

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| <p>Student Learning Intentions (SLI) WALT: (We are learning to...)</p> | <p>Today I will learn the rules and objectives of Handball.</p> <p>Today I am learning how to effectively pass and catch.</p> |
| <p>Student Learning Strategies</p> | <ul style="list-style-type: none"> -Class Discussion -Verbal Instruction -Visual Instruction -Student Modeling -Teacher Demonstration |
| <p>Success Criteria</p> | <p>Test students' natural understanding of the Handball rules and the overall objective of the sport.</p> |
| <p>Formative Assessment (drives instructional decisions)</p> | <p>Monitor the understanding of rules and strategies.</p> <p>Utilize peer discussion to increase growth in gameplay strategies.</p> |
| <p>Activities and Resources</p> | <p>Small Rhino Skin Balls, Pyramid Cones, Tall Cones, Cone Sleeves, White Board, Goals, Speakers, Poly Spots, Speaker, Music, Microphone</p> |

Suggested Modifications[Click for Suggested Modifications](#)**MODULE 2**

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| Student Learning Intentions (SLI) WALT: (We are learning to...) | <p>Today I will learn how to properly hold a pillo-polo/hockey stick.</p> <p>Today I will learn the rules and objectives of pillo-polo/hockey.</p> |
| Student Learning Strategies | <ul style="list-style-type: none">-Class Discussion-Verbal Instruction-Visual Instruction-Student Modeling-Teacher Demonstration |
| Success Criteria | <p>Observations will be taken of students' natural hand placement on the Pillo-Polo/Hockey stick. Students' natural understanding of the Pillo-Polo/Hockey rules and the overall objective of the sport will also be noted.</p> |
| Formative Assessment (drives instructional decisions) | <p>Monitor the understanding of rules and strategies.</p> <p>Monitor hand placement on pillo-polo/hockey stick.</p> <p>Allow students to freely stickhandle to promote exploration and creativity.</p> |
| Activities and Resources | <p>Hockey Sticks, Hockey Balls, Pillo-Polo Sticks, Pillo-Polo Balls, Goals, Poly Spots, Pyramid Cones, Tall Cones Speaker, Music, Microphone</p> |
| Suggested Modifications | Click for Suggested Modifications |

MODULE 3

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| Student Learning Intentions (SLI) WALT: (We are learning to...) | <p>Today I am learning the rules and objectives of Baseball/Softball.</p> <p>Today I am learning how to catch a ball with a glove.</p> |
| Student Learning Strategies | <ul style="list-style-type: none"> -Class Discussion -Verbal Instruction -Visual Instruction -Student Modeling -Teacher Demonstration |
| Success Criteria | <p>Observe students ability to perform the following three throwing steps: contralateral step, retraction of the throwing arm, and following through at release. Observe students ability to perform the following three hitting steps: hands high, stride, and rotate.</p> |
| Formative Assessment (drives instructional decisions) | <p>Monitor body alignment to ensure proper throwing mechanics.</p> <p>Encourage students to swing the bat with conviction to promote full utilization of the body</p> |
| Activities and Resources | <p>Gloves, Bats, Baseballs, Wiffle Bats, Wiffle Balls, Bases, Arrows, Tall Cones, Cone Sleeves, Tees, Helmets, Position Markers, Poly Spots, Speaker, Music, Microphone</p> |
| Suggested Modifications | <p>Click for Suggested Modifications</p> |

MODULE 4

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| Student Learning Intentions (SLI) WALT: (We are learning to...) | <p>Today I will be learning the difference between striking and guiding an object.</p> <p>Today I will be learning how to strike an object with my feet.</p> |
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| Student Learning Strategies | <ul style="list-style-type: none"> -Class Discussion -Verbal Instruction -Visual Instruction -Student Modeling -Teacher Demonstration |
| Success Criteria | Test students' ability to differentiate striking and guiding an object. |
| Formative Assessment (drives instructional decisions) | <p>Allow students to work individually to increase repetition count.</p> <p>Encourage students by highlighting specific accomplishments and/or breakthrough moments.</p> |
| Activities and Resources | Rhino Skin Balls, Volleyballs, Soccer Balls, Kickballs, Hockey Balls, GaGa Balls, Hockey Stick, Volleyball Net, Goals, GaGa Pit, Bases, Wiffle Ball Bat, Wiffle Balls, Poly Spots, Tall Cones, Cone Sleeves, Speaker, Music, Microphone |
| Suggested Modifications | Click for Suggested Modifications |

MODULE 5

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| Student Learning Intentions (SLI) WALT: (We are learning to...) | <p>Today I will learn how to jump rope more efficiently in a thirty second timeframe.</p> <p>Today I will learn how to jump rope while maintaining a safe space.</p> |
| Student Learning Strategies | <ul style="list-style-type: none"> -Class Discussion -Verbal Instruction -Visual Instruction -Student Modeling -Teacher Demonstration |
| Success Criteria | Count students successful jump rope swings in a thirty second increment. |

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| Formative Assessment (drives instructional decisions) | <p>Allow students to work individually to minimize personal doubt in failed attempts.</p> <p>Encourage students by highlighting specific accomplishments and/or breakthrough moments.</p> |
| Activities and Resources | <p><i>Jump Ropes, Poly Spots, Arrows, Tall Cones, Cone Sleeves, Speaker, Music, Microphone, Stopwatches, Clipboards, Pencils, Pyramid Cones</i></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

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.