

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 4th 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 are the basic rules of soccer?
- How can you improve your dribbling skills in soccer?
- What are the basic rules of football?
- How do you properly execute a football throw?
- What are the different types of throws in sports and how are they executed?
- What are the different types of catches in sports and how are they executed?
- What are the benefits of regular physical activity and exercise?
- How can you improve your cardiovascular endurance through exercise?
- What are the benefits of working cooperatively in a team setting?
- How can you communicate effectively with your teammates?

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.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.
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NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING

CS.3-5.8.1.5.DA.5	Propose cause and effect relationships, predict outcomes, or communicate ideas using data.
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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 understand and practice different types of throws and catches.
Student Learning Strategies	-Class discussion -Student Modeling -Teacher Demonstration
Success Criteria	Students will be observed on their natural ability to develop throwing and catching skills. 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	-yarn balls -cones -tennis balls -beanbags

	<ul style="list-style-type: none"> -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 Here for Suggested Modifications

MODULE 2

Student Learning Intentions (SLI) WALT: (We are learning to...)	Students will learn how to develop accuracy, distance, and power when throwing.
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 the skills needed to throw for power and distance. 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 -hula-hoops -buckets <p>Activities</p> <p>Students will participate in movement activities, games, and sports that focus on throwing and</p>

	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.
Suggested Modifications	Click Here for Suggested Modifications

MODULE 3

Student Learning Intentions (SLI) WALT: (We are learning to...)	Students will learn how to improve hand-eye coordination and reaction time when catching.
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 hand-eye coordination 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 -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</p>

	EyeClick Here for Suggested Modifications, Hit This, Keep it Up.
Suggested Modifications	Click Here for Suggested Modifications

MODULE 4

Student Learning Intentions (SLI) WALT: (We are learning to...)	Students will learn to understand the basic rules and strategies of football.
Student Learning Strategies	<ul style="list-style-type: none"> -Class discussion -Student Modeling -Teacher Demonstration
Success Criteria	Students will be asked to repeat the basic rules and strategies of 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 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[Click Here for Suggested Modifications](#)**MODULE 5**

Student Learning Intentions (SLI) WALT: (We are learning to...)	Students will learn how to develop and improve throwing and catching skills.
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 and 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">-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>
Suggested Modifications	Click Here for Suggested Modifications

MODULE 6

Student Learning Intentions (SLI) WALT: (We are learning to...)	Students will learn and practice different positions and their roles on the field.
Student Learning Strategies	<ul style="list-style-type: none">-Class discussion-Student Modeling-Teacher Demonstration
Success Criteria	Students will discuss with a peer the roles of different positions.
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>
Suggested Modifications	Click Here for Suggested Modifications

MODULE 7

Student Learning Intentions (SLI) WALT: (We are learning to...)	Students will understand the basic rules and strategies of soccer.
Student Learning Strategies	<ul style="list-style-type: none">-Class discussion-Student Modeling-Teacher Demonstration
Success Criteria	Students will be observed on their ability to understand the rules of soccer. 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>
Suggested Modifications	Click Here for Suggested Modifications

MODULE 8

Student Learning Intentions (SLI) WALT: (We are learning to...)	Students will learn how to develop and improve dribbling, passing, and shooting skills.
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Student Learning Strategies	<ul style="list-style-type: none"> -Class discussion -Student Modeling -Teacher Demonstration
Success Criteria	<p>Students will be observed on their natural ability to develop their dribbling, passing, and shooting skills. Observations will be taken based on their performance during activities.</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"> -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>
Suggested Modifications	<p>Click Here for Suggested Modifications</p>

MODULE 9

Student Learning Intentions (SLI) WALT: (We are learning to...)	<p>Students will learn and practice different soccer positions and their roles on the field.</p>
Student Learning Strategies	<ul style="list-style-type: none"> -Class discussion -Student Modeling -Teacher Demonstration

Success Criteria	Students will be observed on their knowledge of different roles and positions. 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 develop communication and teamwork skills.
Student Learning Strategies	<ul style="list-style-type: none"> -Class discussion -Student Modeling -Teacher Demonstration
Success Criteria	Students will be observed on their communication and teamwork skills. Observations will be taken based on their performance during activities.
Formative Assessment (drives instructional	-Teacher Feedback

decisions)	-Peer Feedback -Observe participation, engagement, and ability to perform skills.
Activities and Resources	-scooters -spots -hula-hoops -beanbags -balls -cones Activities 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.
Suggested Modifications	Click Here for Suggested Modifications

MODULE 11

Student Learning Intentions (SLI) WALT: (We are learning to...)	Students will learn to work cooperatively with others to achieve common goals.
Student Learning Strategies	-Class discussion -Student Modeling -Teacher Demonstration
Success Criteria	Students will be observed on their ability to work with others and achieve goals. 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	-scooters -spots -hula-hoops

	<ul style="list-style-type: none"> -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...)	Students will learn how to understand and respect different viewpoints and opinions.
Student Learning Strategies	<ul style="list-style-type: none"> -Class discussion -Student Modeling -Teacher Demonstration
Success Criteria	Students will work together with their peers to explain their viewpoint.
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</p>

	Bee, Moving the World, Group Juggling, Stranded Scoop Ball, Flippers, Circle Up.
Suggested Modifications	Click Here for Suggested Modifications

MODULE 13

Student Learning Intentions (SLI) WALT: (We are learning to...)	Students will learn how to understand the importance of physical activity and exercise for overall health and well-being.
Student Learning Strategies	<ul style="list-style-type: none"> -Class discussion -Student Modeling -Teacher Demonstration
Success Criteria	Students will be given an exit ticket discussing the importance of 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"> -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	Click Here for Suggested Modifications

MODULE 14

Student Learning Intentions (SLI) WALT: (We are learning to...)	Students will learn how to develop and improve cardiovascular endurance through aerobic exercise.
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 cardiovascular endurance. 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">-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, Hexagon 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	Click Here for Suggested Modifications

MODULE 15

Student Learning Intentions (SLI) WALT: (We are learning to...)	Students will learn and practice different strength training exercises to develop muscular strength and endurance.
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 perform strength training exercises. 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">-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, Hexagon 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.4.OA.A.1

Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.