

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 dancing lead to achieving lifelong fitness?
2. How can staying on beat lead to dancing success?
3. Are you able to use the correct finger position, bending at the knees, and waist?
4. Are you using the contralateral step most of the time while rolling the bowling ball?
5. Can you volley underhand using a mature pattern, in a dynamic environment (e.g., two square, four square, handball)?
6. Can you volley a ball with a two-hand overhead pattern, sending it upward, demonstrating 4 of the 5 critical elements of a mature pattern.
7. Can you dribble in self- space with both the preferred and the nonpreferred hands using a mature pattern.
8. Can you dribble in general space with control of a ball and your body while increasing and decreasing speed?
9. Are you able to use 3 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)

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| | 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

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| 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 |

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| | 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

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| 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 to see how many beats students are able to stay in rhythm with.
2. Test the correct finger position, bending at the knees, and waist with the contralateral step.
3. Test the volley underhand using a mature pattern, hitting a target 2-5 times.
4. Test volleys with a ball of a two-hand overhead pattern, sending it upward, hitting a target 2 out of 5 times.
5. Test proper dribbling in self- space while maintaining a dribble.
6. Test to see if students use 3 out of 4 success criteria for the shooting acronym "BEEF."

INSTRUCTIONAL PLAN

MODULE 1

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| Student Learning Intentions (SLI) WALT: (We are learning to...) | <ol style="list-style-type: none"> 1. Follow different dance movements from classmates. 2. Use an 8 step count to dance to the song, "Cupid Shuffle." 3. Continue to learn the choreography steps to the song, "Cupid Shuffle." |
| Student Learning Strategies | <ul style="list-style-type: none"> -Class discussion -Student Modeling -Teacher Demonstration |
| Success Criteria | <p>I can follow the choreography steps to the song</p> |
| 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 Activities: Non-contact games and activities may include (but are not limited to) choreographed dance songs.</p> |
| Suggested Modifications | <p>Click Here for Suggested Modifications</p> |

MODULE 2

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| Student Learning Intentions (SLI) WALT: (We are learning to...) | <ol style="list-style-type: none"> 1. Correctly place my fingers in the correct hole in the bowling ball while stepping with my opposite foot and releasing the ball, all while staying behind the foul line. 2. Attempt to know down all the bowling pins with 1 roll for a strike. |
| Student Learning Strategies | <ul style="list-style-type: none"> Class Discussion Verbal Instruction Visual Instruction Student Modeling Teacher Demonstration Student Demonstration |

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| Success Criteria | I can roll a ball down the bowling lane and knock over pins. |
| Formative Assessment (drives instructional decisions) | <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> |
| 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 | Click Here for Suggested Modifications |

MODULE 3

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| Student Learning Intentions (SLI) WALT: (We are learning to...) | <ol style="list-style-type: none"> 1. Improve the forearm bump method technique to volley a ball over a net 2. Learn how to use the "set" strike and pass to a partner, alternating the forearm bump and set. 3. Participate in mini volleying games and involve one or two bounces. |
| Student Learning Strategies | <p>Class Discussion Verbal Instruction Visual Instruction Student Modeling Teacher Demonstration Student Demonstration</p> |

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| Success Criteria | I can use the bump hit to a partner. I can use a set hit to a partner. |
| Formative Assessment (drives instructional decisions) | Check for proper body positioning and alignment when students are performing movements. Provide informal, verbal feedback to students as needed. Model and demonstrate proper form and technique to individuals and/or small groups when needed. Encourage students by highlighting specific accomplishments and/or breakthrough moments. |
| Activities and Resources | Resources: Poly Spots, Court Markings, volleyballs hula hoops, volleyball standards, volleyball net, targets, music 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 |
| Suggested Modifications | Click Here for Suggested Modifications |

MODULE 4

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| Student Learning Intentions (SLI) WALT: (We are learning to...) | <ol style="list-style-type: none"> 1. Dribble a basketball in personal space at various speeds while maintaining ball control. 2. Shoot the ball using 3 out of the 4 techniques of BEEF, specifically bending the knees, eyes on the target, and following through. 3. Using a chest pass to a partner by pushing a ball from my chest towards my partner, not allowing the ball to bounce. |
| Student Learning Strategies | Class Discussion |

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| | <p>Verbal Instruction Visual Instruction Student Modeling Teacher Demonstration Student Demonstration</p> |
| Success Criteria | <p>I can dribble a ball while jogging. I can make an accurate pass to a partner. I can use the cues of shooting to score in a basket.</p> |
| Formative Assessment (drives instructional decisions) | <p>Check for proper body positioning and alignment when students are performing movements. Provide informal, verbal feedback to students as needed. 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. 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 Here for Suggested Modifications</p> |

REFLECTIONS

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

MA.4.OA.A

Use the four operations with whole numbers to solve problems.

LA.RI.4.7

Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

MA.4.MD.A

Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.