

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

How can I increase scoring opportunities for my team?
What are ways to improve catching while on the run?
How do I safely and effectively strike an object with a hockey/pillo-polo stick?
What is stick handling?
How do I properly field a ground ball?
What do proper hitting mechanics look like?
What sports or activities require an overhead strike?
How can I properly underhand strike an object?
How can I accumulate more rope swings in a thirty second increment?

STANDARDS

NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

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

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 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.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.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

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

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

Observe students' ability to accurately pass while running.

Student hockey accuracy will be tested through ten opportunities to hit a moving target. No target score will be set.

Observe students' ability to perform the following three steps of fielding a ground ball.

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

In three trials, track students' continuous successful rope swings. No target score will be set.

INSTRUCTIONAL PLAN

MODULE 1

Student Learning Intentions (SLI) WALT: (We are learning to...)	Today I will learn proper communication to improve team success. Today I will learn efficient ways to catch while running.
Student Learning Strategies	-Class Discussion -Verbal Instruction -Visual Instruction -Student Modeling -Teacher Demonstration
Success Criteria	Observe students' ability to accurately pass while running.
Formative Assessment (drives instructional decisions)	Monitor the understanding of rules and strategies. Utilize peer discussion to increase growth in gameplay strategies.
Activities and Resources	Small Rhino Skin Balls, Pyramid Cones, Tall Cones, Cone Sleeves, White Board, Goals, Speakers, Poly Spots, Speaker, Music, Microphone
Suggested Modifications	Click Here for Suggested Modifications

MODULE 2

Student Learning Intentions (SLI) WALT: (We are learning to...)	<p>Today I will learn how to safely and effectively strike an object with a hockey/pillo-polo stick.</p> <p>Today I will be learning offensive strategies to improve scoring opportunities.</p>
Student Learning Strategies	<ul style="list-style-type: none">-Class Discussion-Verbal Instruction-Visual Instruction-Student Modeling-Teacher Demonstration
Success Criteria	<p>Student hockey accuracy will be tested through ten opportunities to hit a moving target. No target score will be set.</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	<p>Click Here for Suggested Modifications</p>

MODULE 3

Student Learning Intentions (SLI) WALT: (We are learning to...)	<p>Today I will learn effective and safe hitting mechanics.</p> <p>Today I will learn how to properly field a ground ball.</p>
Student Learning Strategies	<ul style="list-style-type: none">-Class Discussion

	<ul style="list-style-type: none"> -Verbal Instruction -Visual Instruction -Student Modeling -Teacher Demonstration
Success Criteria	Observe students' ability to perform the following three steps of fielding a ground ball
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	Gloves, Bats, Baseballs, Wiffle Bats, Wiffle Balls Bases, Arrows, Tall Cones, Cone Sleeves, Tees, Helmets, Position Markers, Poly Spots, Speaker, Music, Microphone
Suggested Modifications	Click Here for Suggested Modifications

MODULE 4

Student Learning Intentions (SLI) WALT: (We are learning to...)	<p>Today I will learn how to perform an efficient overhead strike.</p> <p>Today I will learn how to perform an underhand strike.</p>
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	<p>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</p>
Suggested Modifications	<p>Click Here for Suggested Modifications</p>

MODULE 5

Student Learning Intentions (SLI) WALT: (We are learning to...)	<p>Today I will learn strategies to maintain a continuous rope swing.</p> <p>Today I will learn strategies to execute the jump rope "double-jump".</p>
Student Learning Strategies	<ul style="list-style-type: none"> -Class Discussion -Verbal Instruction -Visual Instruction -Student Modeling -Teacher Demonstration
Success Criteria	<p>In three trials, track students' continuous successful rope swings. No target score will be set.</p>
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	Jump Ropes, Poly Spots, Arrows, Tall Cones, Cone Sleeves, Speaker, Music, Microphone, Stopwatches, Clipboards, Pencils, Pyramid Cones
Suggested Modifications	Click Here for Suggested Modifications

REFLECTIONS

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

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| 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. |