

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 5th 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

- How do you properly execute a soccer pass?
- What are the different positions in soccer and what are their responsibilities?
- What are the different positions in football and what are their responsibilities?
- How can you improve your agility and footwork in football?
- How can you improve your accuracy and distance when throwing?
- How can you improve your reaction time and hand-eye coordination when catching?
- What are some effective strength training exercises and how are they performed?
- What are some strategies for setting and achieving fitness goals?
- What are some strategies for resolving conflicts within a team?
- How can you use your strengths to contribute to a team's success?

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.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

<p>Student Learning Intentions (SLI) WALT: (We are learning to...)</p>	<p>Throwing and Catching</p> <ul style="list-style-type: none"> -Students will learn and practice different games and activities that involve throwing and catching. - Students will learn to develop communication and teamwork skills when playing games that involve throwing and catching. - Students will understand and practice good sportsmanship and fair play habits.
<p>Student Learning Strategies</p>	<ul style="list-style-type: none"> -Class discussion -Student Modeling -Teacher Demonstration
<p>Success Criteria</p>	<p>Students will be asked to identify the cues of overhand throwing.</p>
<p>Formative Assessment (drives instructional decisions)</p>	<ul style="list-style-type: none"> -Teacher Feedback -Peer Feedback -Observe participation, engagement, and ability to perform skills.

<p>Activities and Resources</p>	<p>Resources</p> <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 Eye, Hit This, Keep it Up.</p>
<p>Suggested Modifications</p>	<p>Click Here for Suggested Modifications</p>

MODULE 2

<p>Student Learning Intentions (SLI) WALT: (We are learning to...)</p>	<p>Football</p> <ul style="list-style-type: none"> -Students will learn to improve agility, footwork, and overall physical conditioning. -Students will learn to work cooperatively with teammates to achieve common goals. - Students will learn to develop good sportsmanship and fair play habits.
<p>Student Learning Strategies</p>	<ul style="list-style-type: none"> -Class discussion -Student Modeling -Teacher Demonstration
<p>Success Criteria</p>	<p>Students will be asked to identify the what makes a good sport.</p>
<p>Formative Assessment (drives instructional decisions)</p>	<ul style="list-style-type: none"> -Teacher Feedback -Peer Feedback -Observe participation, engagement, and ability to perform skills.

<p>Activities and Resources</p>	<p>Resources</p> <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>
<p>Suggested Modifications</p>	<p>Click Here for Suggested Modifications</p>

MODULE 3

<p>Student Learning Intentions (SLI) WALT: (We are learning to...)</p>	<p>Soccer</p> <ul style="list-style-type: none"> -Students will learn to improve cardiovascular endurance and overall physical conditioning. -Students will learn to work cooperatively with teammates to achieve common goals. -Students will learn to develop good sportsmanship and fair play habits.
<p>Student Learning Strategies</p>	<ul style="list-style-type: none"> -Class discussion -Student Modeling -Teacher Demonstration
<p>Success Criteria</p>	<div style="border: 1px solid black; padding: 5px;"> <p>Students will be asked to identify the what makes a good sport.</p> </div>

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	<p>Resources</p> <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 4

Student Learning Intentions (SLI) WALT: (We are learning to...)	<p>Cooperation</p> <ul style="list-style-type: none"> -Students will learn strategies for conflict resolution and problem solving. -Students will learn to develop leadership skills and take on leadership roles within a group. -Students will learn to develop empathy and support for others.
Student Learning Strategies	<ul style="list-style-type: none"> -Class discussion -Student Modeling -Teacher Demonstration
Success Criteria	<p>Students will be asked to identify what makes a good leader.</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	<p>Resources</p> <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 Bee, Moving the World, Group Juggling, Stranded Scoop Ball, Flippers, Circle Up.</p>
Suggested Modifications	<p>Click Here for Suggested Modifications</p>

MODULE 5

Student Learning Intentions (SLI) WALT: (We are learning to...)	<p>Fitness</p> <ul style="list-style-type: none"> -Students will learn how to understand and practice good nutrition habits to support overall fitness. -Students will learn to set and achieve individual fitness goals -Students will learn to develop good sportsmanship and fair play habits during group fitness activities.
Student Learning Strategies	<ul style="list-style-type: none"> -Class discussion -Student Modeling -Teacher Demonstration
Success Criteria	<p>Students will review their fitness goals with a peer and discuss their successes.</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	<p>Resources</p> <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	<p>Click Here for Suggested Modifications</p>

REFLECTIONS

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

MA.5.NBT.B.5

Fluently multiply multi-digit whole numbers using the standard algorithm.