

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 while rolling a strike in bowling?
4. Are you using the contralateral step all 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) most of the time?
6. Can you volley a ball with a two-hand overhead pattern, sending it upward, demonstrating 5 of the 5 critical elements of a mature pattern.
7. Can you dribble in while moving in different directions 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 most of the time?
9. Are you able to use 4 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)

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.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 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

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 how long students can stay on beat to a dance.
2. Test students on the correct bowling approach and delivery.
3. Test students to see if they are demonstrating 4 of the 5 critical elements of a mature pattern.
4. Test students volleying of a ball using a two-hand pattern, sending it upward to a target.
5. Test students on combined right and left hand dribbling for longevity.
6. Test students on 4 out of 4 success criteria for the shooting acronym "BEEF."

INSTRUCTIONAL PLAN

MODULE 1

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, "September" by the movie Trolls. 3. Continue to learn the choreography steps to the song, "September" by the movie Trolls
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 September.</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</p> <p>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

Student Learning Intentions (SLI) WALT: (We are learning to...)	<ol style="list-style-type: none"> 1. Use proper bowling form consistently- while staying behind the foul line after I release the ball. 2. Attempt to know down all the bowling pins with 1 roll multiple times for two strikes in a row, a turkey, fourbanger, etc.
Student Learning Strategies	<ul style="list-style-type: none"> Class Discussion Verbal Instruction Visual Instruction Student Modeling Teacher Demonstration Student Demonstration

Success Criteria	I can consistently stay behind the foul line. I can knock multiple pins down with one roll.
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: 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

Student Learning Intentions (SLI) WALT: (We are learning to...)	<ol style="list-style-type: none"> 1. Consistently volley a ball to a target using a mature pattern. 2. Consistently use the volley strikes of the forearm volley and set to a partner to use during game play. 3. Participate in mini volleying games and involve one or zero bounces.
Student Learning Strategies	<p>Class Discussion Verbal Instruction Visual Instruction Student Modeling Teacher Demonstration</p>

	Student Demonstration
Success Criteria	<p>I can volley a ball to a target.</p> <p>I can use different strikes to pass to a partner.</p> <p>I can play in a volleyball game.</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.</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, volleyballs hula hoops, volleyball standards, volleyball net, targets, music</p> <p>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</p>
Suggested Modifications	Click Here for Suggested Modifications

MODULE 4

Student Learning Intentions (SLI) WALT: (We are learning to...)	<ol style="list-style-type: none"> 1. Dribble a basketball in personal space while maintaining ball control and various speeds, not allowing my partner to take the ball away. 2. Shoot the ball using all of the 4 techniques of BEEF, bending the knees, elbow down, eyes on the target, and following through 3. Identify using a bounce or chest pass to a partner depending on where the defender is.
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Student Learning Strategies	Class Discussion Verbal Instruction Visual Instruction Student Modeling Teacher Demonstration Student Demonstration
Success Criteria	I can dribble a basketball moving at different speeds. I can shoot a basketball into a hoop using the four steps. I am able to make a successful bounce and chest pass 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: 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
Suggested Modifications	Click Here for Suggested Modifications

REFLECTIONS

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

MA.5.NF.B

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

LA.RI.5.9

Integrate and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.