

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

Does a jump count as a stride in Handball?
What happens if the ball deflects off an opponent and hits the ground in Handball?
How high can I raise the stick to strike the ball?
Can I use the back of the hockey stick?
How do I properly catch a fly ball?
Should my feet rotate when swinging a bat?
How can I improve my striking accuracy?
What sports require the skill of striking?
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.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.
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

Test students' ability to accurately pass a handball while running. Students will have ten attempts.

Test students' natural ability to accurately pass to a moving target with a hockey stick. Students will have ten attempts.

Test students' natural ability to catch a fly ball. Students will have ten attempts.

Test students ability to accurately pass a ball to a stagnant target with an underhand strike. Students will have ten attempts.

Count students successful jump rope swings in a thirty second increment.

INSTRUCTIONAL PLAN

MODULE 1

Student Learning Intentions (SLI) WALT: (We are learning to...)	Today I will learn innovative strategies to increase team success. Today I will learn how to pass the handball while running.
Student Learning Strategies	-Class Discussion -Verbal Instruction -Visual Instruction -Student Modeling -Teacher Demonstration
Success Criteria	Test students' ability to accurately pass a handball while running. Students will have ten attempts.
Formative Assessment (drives instructional decisions)	Promote peer discussion to enhance strategy development. Encourage students by highlighting specific accomplishments and/or breakthrough moments.
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 accurately pass to a moving target.</p> <p>Today I will learn defensive strategies to increase team success.</p>
Student Learning Strategies	<ul style="list-style-type: none">-Class Discussion-Verbal Instruction-Visual Instruction-Student Modeling-Teacher Demonstration
Success Criteria	<p>Test students' natural ability to accurately pass to a moving target with a hockey stick. Students will have ten attempts.</p>
Formative Assessment (drives instructional decisions)	<p>Promote peer discussion to enhance strategy development.</p> <p>Monitor hand placement on pillo-polo/hockey stick.</p> <p>Encourage students by highlighting specific accomplishments and/or breakthrough moments.</p>
Activities and Resources	<p>Hockey Sticks, Hockey Balls, Pillo-Polo Sticks, Pillo-Pol 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	<p>Today I am learning how to properly catch a</p>
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are learning to...)	flyball. Today I will learn defensive strategies to increase team
Student Learning Strategies	-Class Discussion -Verbal Instruction -Visual Instruction -Student Modeling -Teacher Demonstration
Success Criteria	Test students' natural ability to catch a fly ball. Students will have ten attempts.
Formative Assessment (drives instructional decisions)	Monitor body mechanics to ensure proper catching mechanics Promote peer discussion to enhance defensive strategy development.
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...)	Today I will learn how to accurately pass a ball with an underhand strike. Today I will be learning the difference between striking and guiding an object.
Student Learning Strategies	-Class Discussion -Verbal Instruction -Visual Instruction -Student Modeling -Teacher Demonstration

Success Criteria	Test students ability to accurately pass a ball to a stagnant target with an underhand strike. Students will have ten attempts.
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	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
Suggested Modifications	Click Here for Suggested Modifications

MODULE 5

Student Learning Intentions (SLI) WALT: (We are learning to...)	<p>Today I will learn how to jump rope more efficiently in a thirty second timeframe.</p> <p>Today I will learn how to jump rope while maintaining a safe space.</p>
Student Learning Strategies	<ul style="list-style-type: none"> -Class Discussion -Verbal Instruction -Visual Instruction -Student Modeling -Teacher Demonstration
Success Criteria	Count students successful jump rope swings in a thirty second increment.
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</p>

	accomplishments and/or breakthrough moments.
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 Modificatiions

REFLECTIONS

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

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.