

# Unit 3: Trimester 3

Content Area: **Template**  
Course(s):  
Time Period: **Full Year**  
Length: **Trimester 3**  
Status: **Published**

## UNIT RATIONALE

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Students will be able to independently use their learning to perform skills such as kicking, rolling, and jump roping. Alongside, students will be able to demonstrate proper teamwork strategies through cooperative and lead up games. They will do so efficiently and safely while using a variety of locomotor and manipulative skills. The movements learned in this unit will be used to help students succeed at any more advanced movement objectives. These skills are the building blocks for controlling the body in any mobile activity, exercise, or sport.

## ESSENTIAL QUESTIONS

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What is the proper sequence to kick a ball or object?

What is the starting position of jump roping?

How do you efficiently roll a ball or object?

How can I effectively implement individualized skills into gameplay?

Why should I show good sportsmanship and follow the rules when others do not?

## STANDARDS

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### NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

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#### New Jersey (NJSL) - Grades K-2 - Comprehensive Health and Physical Education (2020)

HE.K-2.2.1.2.EH.1	Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.
HE.K-2.2.1.2.EH.2	Identify what it means to be responsible and list personal responsibilities.
HE.K-2.2.1.2.EH.3	Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).
HE.K-2.2.1.2.EH.4	Demonstrate strategies for managing one's own emotions, thoughts and behaviors.
HE.K-2.2.1.2.EH.5	Explain healthy ways of coping with stressful situations.
HE.K-2.2.2.2.PF.1	Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles).

HE.K-2.2.2.2.PF.2	Explore how to move different body parts in a controlled manner.
HE.K-2.2.2.2.PF.3	Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building).
HE.K-2.2.2.2.MSC.1	Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running).
HE.K-2.2.2.2.MSC.3	Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges.
HE.K-2.2.2.2.MSC.4	Differentiate manipulative movements (e.g., throwing, catching, dribbling).
HE.K-2.2.2.2.MSC.6	Execute appropriate behaviors and etiquette while participating in activities, games, sports, and other events to contribute to a safe environment.
HE.K-2.2.2.2.MSC.7	Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.
HE.K-2.2.3.2.PS.1	Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.

## **NEW JERSEY STUDENT LEARNING STANDARDS: CAREER READINESS, LIFE LITERACIES AND KEY SKILLS**

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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**

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

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Students will be observed on their natural ball kicking ability. Observations will be taken based on their sequential order during the kicking motion.

Students will be observed on their natural jump roping ability. Observations will be taken based upon the timing of the students rope swing and hop.

Students will be observed on their natural ball rolling ability. Observations will be taken based on their sequential order during the rolling motion.

Students' ability to demonstrate positive sportsmanship will be observed during cooperative games. These observations will be reflected during the summative assessment.

Students' ability to utilize previously learned skills during lead up games will be observed. These observations will be reflected during the summative assessment.

## INSTRUCTIONAL PLAN

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### MODULE 2

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<p><b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b></p>	<p>Today I will learn how to effectively and efficiently roll a ball.</p> <p>Today I will learn the following steps: Step with the opposite leg of the dominant arm, controlled retraction of the dominant arm, proper follow through, all while maintaining a supine hand position.</p>
<p><b>Student Learning Strategies</b></p>	<ul style="list-style-type: none"> <li>-Class Discussion</li> <li>-Verbal Instruction</li> <li>-Visual Instruction</li> <li>-Student Modeling</li> <li>-Teacher Demonstration</li> </ul>
<p><b>Success Criteria</b></p>	<p>Students will be observed on their natural ball rolling ability. Observations will be taken based on their sequential order during the rolling motion.</p>
<p><b>Formative Assessment (drives instructional decisions)</b></p>	<p>Check for proper body positioning and alignment when students are performing</p> <p>Utilize small groups to drive peer mirroring and demonstration</p>
<p><b>Activities and Resources</b></p>	<p>Gator-skin ball, poly dots, bowling pins(target), hula hoops (target), pyramid cones, tall cones, cone sleeves, speaker, microphone, kickballs, laminated visual aides, lane guide,</p>
<p><b>Suggested Modifications</b></p>	<p><a href="#">Click for Suggested Modifications</a></p>

## MODULE 1

<b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b>	<p>Today I will learn how to safely and effectively use a jump rope.</p> <p>Today I will practice the internal timing of a successful rope swing and hop through age appropriate lead up activities.</p>
<b>Student Learning Strategies</b>	<ul style="list-style-type: none"><li>-Class Discussion</li><li>-Verbal Instruction</li><li>-Visual Instruction</li><li>-Student Modeling</li><li>-Teacher Demonstration</li></ul>
<b>Success Criteria</b>	<p>Students will be observed on their natural jump roping ability. Observations will be taken based upon the timing of the students rope swing and hop.</p>
<b>Formative Assessment (drives instructional decisions)</b>	<p>Encourage students by highlighting specific accomplishments and/or breakthrough moments.</p> <p>Allow students to work individually to minimize personal doubt in failed attempts.</p>
<b>Activities and Resources</b>	<p>Jump ropes, poly spots, Cone sleeves, tall cones, Music, Stop watch, speaker, microphone, kickballs laminated visual aides, lane guide,</p>
<b>Suggested Modifications</b>	<p><a href="#">Click for Suggested Modifications</a></p>

## MODULE 3

<b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b>	<p>Today I will learn how to safely, efficiently, and effectively demonstrate proper sportsmanship.</p>
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	Today I will learn how to utilize specific skills within lead up games and activities.
<b>Student Learning Strategies</b>	<ul style="list-style-type: none"> <li>-Class Discussion</li> <li>-Verbal Instruction</li> <li>-Visual Instruction</li> <li>-Student Modeling</li> <li>-Teacher Demonstration</li> </ul>
<b>Success Criteria</b>	Students' ability to demonstrate positive sportsmanship will be observed during cooperative games. These observations will be reflected during the summative assessment.
<b>Formative Assessment (drives instructional decisions)</b>	<p>Provide informal, verbal feedback to students as needed.</p> <p>Encourage students by highlighting specific accomplishments and/or breakthrough moments.</p>
<b>Activities and Resources</b>	Soccer balls, soccer nets, bowling balls, bowling pins, pyramid cones, pool noodles, track batons, speaker, microphone, kickballs, laminated visual aides
<b>Suggested Modifications</b>	<a href="#">Click for Suggested Modifications</a>

## MODULE 4

<b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b>	<p>Today I will learn how to safely and effectively demonstrate teamwork during cooperative games.</p> <p>Today I will learn how to demonstrate proper conflict resolution alongside my teammates.</p>
<b>Student Learning Strategies</b>	<ul style="list-style-type: none"> <li>-Class Discussion</li> <li>-Verbal Instruction</li> <li>-Visual Instruction</li> <li>-Student Modeling</li> <li>-Teacher Demonstration</li> </ul>

<b>Success Criteria</b>	Students' ability to utilize previously learned skills during lead up games will be observed. These observations will be reflected during the summative assessment.
<b>Formative Assessment (drives instructional decisions)</b>	Utilize larger groups to promote peer communication.  Conserve for peer reflection.
<b>Activities and Resources</b>	Soccer balls, soccer nets, poly spots, tall cones, cone sleeves, bowling pins, jump ropes, speaker, microphone, kickballs, laminated visual aides
<b>Suggested Modifications</b>	<a href="#">Click for Suggested Modifications</a>

## MODULE 5

<b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b>	Today I will learn how to effectively and efficiently kick a ball.  Today I will learn the following steps: Step with non-dominant foot, controlled arm swing, retraction of dominant leg/foot, striking ball or object with the inner half of the dominant foot.
<b>Student Learning Strategies</b>	-Class Discussion -Verbal Instruction -Visual Instruction -Student Modeling -Teacher Demonstration
<b>Success Criteria</b>	Students will be observed on their natural ball kicking ability. Observations will be taken based on their sequential order during the kicking motion.
<b>Formative Assessment (drives instructional decisions)</b>	Check for proper body positioning and alignment when students are performing the kicking motion

	Utilize small groups to drive peer mirroring and demonstration
<b>Activities and Resources</b>	Mini soccer balls, poly dots, sports goals(target), hula hoops (target), pyramid cones, tall cones, cone sleeves, Speaker, Microphone, Kickballs, Laminated visual aides,
<b>Suggested Modifications</b>	<a href="#">Click for Suggested Modifications</a>

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## REFLECTIONS

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### 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.