

# Englewood Public School District

## Physical Education

### Grade 3

#### Unit 4: Kickball

**Overview:** Third grade students will engage in games and activities, such as kickball, that will assist in developing motor skills and physical fitness. Cooperation and team work are emphasized as students are encouraged to demonstrate good sportsmanship and leadership skills. Lifelong fitness habits are developed as students engage in games that can be played for recreation.

**Time Frame:** One Marking Period

**Enduring Understandings:**

- Kickball is a team sport which develops many useful motor skills presented in the physical development in a child.
- The motor skills presented in kickball are shown in a variety of different sports and activities influential to child's development.

**Essential Questions:**

- What are the rules in kickball? In what ways are they similar and different from baseball?
- What are the essential components of playing a successful sporting game?

Standards	Topics and Objectives	Activities	Resources	Assessments
<u><b>Comprehensive Health and Physical Education</b></u>  <b>2.5.4.A.1</b> <b>Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</b>  <b>2.5.4.A.2</b>	<p style="text-align: center;"><b>Topics</b></p> <p style="text-align: center;">Kickball</p> <p style="text-align: center;"><b>Objectives</b></p> <ul style="list-style-type: none"> <li>• Students will learn the different rules of kickball and compare them to baseball</li> <li>• Students will learn the pre-requisite skills to play kickball.</li> <li>• Students will learn running the base path</li> </ul>	<p>Teacher will instruct students on the rules and guidelines of kickball.</p> <p>Through a rotation of stations students will demonstrate and practice through the following skills:</p> <p>Kicking:</p> <ul style="list-style-type: none"> <li>• Demonstrate/practice how to kick the ball using the proper part of the foot (instep).</li> </ul>	<p><b>Equipment:</b></p> <ul style="list-style-type: none"> <li>• Kickball</li> <li>• Bases</li> </ul> <p><b>Chart:</b></p> <ul style="list-style-type: none"> <li>• Physical Education Word Wall</li> </ul> <p>Rules of Kickball  <a href="http://www.kids-sports-activities.com/how-to-play-kickball.html">http://www.kids-sports-activities.com/how-to-play-kickball.html</a> </p>	<p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Question and answer group discussion</li> <li>• Peer Feedback</li> </ul> <p><b>Benchmark Assessment:</b> Common Formative Assessment</p> <p><b>Summative Assessment:</b> Kickball Rubric</p>

**Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.**

#### **2.5.4.A.1**

**Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).**

#### **2.5.4.A.2**

**Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.**

#### **2.5.4.B.1**

**Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).**

#### **2.5.4.B.2**

- Students will learn the different positions of baseball/kickball
- Students will play a kickball game.
- Students will develop better foot-eye coordination
- Students will show good sportsmanship and teamwork.

#### **Pitching/Throwing**

- Demonstrate and practice throwing to increase the distance, speed and accuracy of a thrown ball.
- To be able to make accurate tosses to a partner at varying distances

#### **Base Running**

- Students will practice the correct base running strategies/rules. (overrun first, touch each base, run within base lines, etc.)

#### **Catching:**

- Students will increase success in catching a thrown, hit or kicked ball.
- Students will be able to demonstrate proper form when catching ground balls, line drives, and fly balls.

Students will participate in a kickball game and implement the skills/strategies taught throughout the stations as well as practice good sportsmanship.

#### **All-Ball Kickball**

<https://www.pecentral.org/lessons/ideas/ViewLesson.asp?ID=591>

#### **Kickball Guidelines**

<https://www.playworks.org/game-library/kickball/>

#### **Kickball Activities**

[http://www.peuniverse.com/videos/?tag\\_id=922](http://www.peuniverse.com/videos/?tag_id=922)

#### **Kickball Variations**

<http://kickballzone.com/kickball-games-variations/>

#### **Kickball vs. Baseball**

<http://kickballstrategies.com/rules/12-differences-between-kickball-and-baseball>

#### **P.E. Kickball**

<https://www.youtube.com/watch?v=08PVLRHvCM4>

#### **Kickball Lesson**

[https://www.youtube.com/watch?v=7LHs-x\\_1J0](https://www.youtube.com/watch?v=7LHs-x_1J0)

<https://www.rcampus.com/rubricshowc.cfm?code=TX7CWC8&sp=yes&>

Alternate Kickball Rubric  
<https://www.rcampus.com/rubricshowc.cfm?code=XB935C&sp=yes&>

#### **Alternative Assessment:**

- Self-Assessment
- Peer Assessment
- Reflection

**Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.**

**2.5.4.C.1**

**Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.**

**Key Vocabulary:**

- **Base Path** – the path a runner must take after successfully kicking a pitch, from first base to home plate
- **1st, 2nd, 3rd, Home Plate** – the four bases that constitute the field of play in kickball, baseball, and softball
- **Pitcher** – the player who rolls the ball towards the opposing team's kicker
- **Short Stop** – the player who guards in between second and third base
- **Outfield** – the player(s) who retrieve long kicks into the far reaches of the field
- **High Pop** – a type of kick that causes the ball to ascend high into the air, making it possible to catch it
- **Grounder** – a type of kick that causes the ball to not leave the ground

**Integration of 21st Century Standards:**

9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.

**Accommodations and Modifications:**

**Students with special needs:** Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this Dance curriculum.

**ELL/ESL students:** Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - [https://www.wida.us/standards/CAN\\_DOs/](https://www.wida.us/standards/CAN_DOs/)  
This particular unit has limited language barriers due to the physical nature of the curriculum.

**Students at risk of school failure:** Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

**Gifted and Talented Students:** Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the Dance

requirements. This will include allowing more opportunities to demonstrate creativity and the design of original choreography.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> <li>• Speak and display terminology and movement</li> <li>• Teacher modeling</li> <li>• Peer modeling</li> <li>• Label classroom materials</li> <li>• Word walls</li> <li>• Relate to sports in students home country if new-comer</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize modifications &amp; accommodations delineated in the student's IEP</li> <li>• Work with paraprofessional</li> <li>• Break tasks into manageable chunks</li> <li>• Use multi-sensory teaching approaches. Textured balls, and other props provide helpful visual, auditory, and tactile reinforcement of ideas.</li> <li>• Work with a partner</li> <li>• Provide concrete examples and relate all new movements to previously learned moves (throw basketball into bucket first).</li> <li>• Solidify and refine concepts through repetition.</li> <li>• Change movement requirements</li> <li>• Focus on student's attempts instead of precise form</li> </ul>	<ul style="list-style-type: none"> <li>• Increase one on one time</li> <li>• Teachers may modify instructions by modeling what the student is expected to do</li> <li>• Review behavior expectations and make adjustments as needed.</li> <li>• Oral prompts can be given.</li> <li>• Using visual demonstrations, illustrations, and models</li> <li>• Give directions/instructions verbally and in simple written format.</li> <li>• Peer Support</li> </ul>	<ul style="list-style-type: none"> <li>• Students can complete extend research outside of the classroom</li> <li>• Inquiry-based instruction</li> <li>• Independent study</li> <li>• Higher order thinking skills</li> <li>• Adjusting the pace of lessons</li> <li>• Interest based content (other sports)</li> <li>• Real world scenarios</li> <li>• Student Driven Instruction</li> </ul>

#### Interdisciplinary Connections:

##### ELA - NJSLS/ELA:

NJSLS RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

NJSLS W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**Integration of Technology Standards NJSLS 8:**

8.2.2A.2 Describe how designed products and systems are useful at school, home and work.

**Career Ready Practices:**

CRP2. Apply appropriate academic and technical skills

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP12. Work productively in teams while using cultural global competence.