

Englewood Public School District
Physical Education
Grade 3

Unit 2: Hockey and Fitness Testing

Overview: Fitness habits must be created at a young age to allow for health and wellness throughout the lifetime. Third grade students will engage in games and activities that will assist in developing motor skills and physical fitness. Students will be assessed and learn to self-assess their fitness.

Time Frame:

Hockey – One marking period

Fitness Testing - Throughout the year

Enduring Understandings:

- Hockey is a team sport which develops many useful motor skills presented in the growth of physical development in a child.
- The motor skills presented in Hockey are shown in a variety of different sports and activities influential to child's development.
- Hockey also presents team unity and improves hand-eye coordination with the striking implement, which important for young children to grow.
- It is important to track student progression at such a young age.
- Fitness testing data must be tracked in the beginning of the year and at the end of the year.
- This will act as a formative assessment for the teacher to see what they must continue to work on.

Essential Questions:

- How is hockey different from soccer?
- Does using a striking stick make the sport easier or more difficult?
- How much have students progressed physically throughout the year?

Standards	Topics and Objectives	Activities	Resources	Assessments
<u>Comprehensive Health and Physical Education</u> 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,	<p style="text-align: center;">Topics</p> <p>Hockey</p> <p style="text-align: center;">Objectives</p> <ul style="list-style-type: none"> • Students will be shown how to correctly dribble, pass, shoot 	<p>Students will read about regions where hockey is played. Students will describe the weather in these regions and how climate change may cause a change in the cold weather. (3-ESS2-2) (NJSLs RI.3.3.)</p> <p>Hockey Passing, PE Central</p>	<p>Equipment:</p> <ul style="list-style-type: none"> • Soft Hockey sticks • 2 small goals • Cones • Small soft balls <p>Chart:</p> <ul style="list-style-type: none"> • Physical Education Word Wall 	<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Teacher observation • Summative non-formal assessment • Question and answer group discussion • Peer Feedback <p>Benchmark Assessment: Common Formative Assessment</p>

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

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.

- Students will use previously learned skills in a live game setting
- Students will come up with their own strategies to succeed
- Students will understand the difference between offense and defense
- Students will use teamwork to succeed
- Students will act as good team players and show good sportsmanship

Sailors and Sharks Hockey Dribble, PE Central

Hockey Stick Handling, PE Central

Hockey Mania, PE Central

Hockey in the Middle, PE Central

Field Hockey 10 Session Curriculum, USA Field Hockey

Hockey: Warm-Up Games, Sportplan Limited:

- 4v2 in Area
- Divots
- Follow the Leader
- Pass and Receive
- Famers and Foxes
- Jailbreak
- Mirror: One Ball
- Pass and Follow
- Pass and Score

Filed Hockey Drills and Practice Plans, Making you a better coach one practice at a time!

Hockey Dribbling Lesson Plan, Fit 2 Learn Fit 4 Life

Hockey Passing, PE Central, <http://www.pecentral.org/LessonIdeas/ViewLesson.asp?ID=133003#.Wh2QD1VryX0>

Sailors and Sharks Hockey Dribble, PE Central, <http://www.pecentral.org/LessonIdeas/ViewLesson.asp?ID=132996#.Wh2QPFVryX0>

Hockey Stick Handling, PE Central, <http://www.pecentral.org/LessonIdeas/SearchResults.asp>

Hockey Mania, PE Central, <http://www.pecentral.org/LessonIdeas/ViewLesson.asp?ID=11048#.Wh2QkIVryX0>

Hockey in the Middle, PE Central, <http://www.pecentral.org/LessonIdeas/ViewLesson.asp?ID=9075#.Wh2Q6VVryX0>

Field Hockey 10 Session Curriculum, USA Field Hockey, http://www.panamhockey.org/files/documents/2013/eng/2013-FUNDamental_fieldhockey.pdf.

Hockey: Warm-Up Games, Sportplan Limited, <https://www.sportplan.net/drill>

Summative Assessments:
Paper and Pencil Assessment, Floor Hockey Tap-Dribbling and Trapping Assessment, PE Central, <http://www.pecentral.org/LessonIdeas/ViewLesson.asp?ID=10576#.Wh2Q1FVryX0>

Paper and Pencil Assessment, Hockey Skills, PE Central, <http://www.pecentral.org/LessonIdeas/ViewLesson.asp?ID=2083#.Wh2RT1VryX0>

Alternative Assessments:

- Performance based
- Oral Assessments

	<p>ls/Hockey/Warm-up-Games/practiceIndex.jsp</p> <p>Filed Hockey Drills and Practice Plans, Making you a better coach one practice at a time! http://assets.ngin.com/attachments/document/0026/8834/fieldhockeypracticeplans.pdf.</p> <p>Hockey Dribbling Lesson Plan, Fit 2 Learn Fit 4 Life, https://fit2learn.sdcoe.net/LinkClick.aspx?fileticket=IUb8bL43KXs%3D&portalid=4.</p> <p>Student Text: Hockey and the Environment https://newsela.com/read/NHL-wants-to-save-ice/id/41904/</p> <p>Climate Change: https://newsela.com/read/lib-nasa-climate-and-climate-change/id/24134/</p>			
<p><u>Comprehensive Health and Physical Education</u></p> <p>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).</p>	<p>Topics</p> <p>Fitness Testing</p> <p>Objectives</p> <ul style="list-style-type: none"> Students will be able to complete the exact same skill in the beginning of the year as the end Students will be tested on sprinting speed, throwing distance, long 	<p>Students will brainstorm various digital tools that can assist in maintaining health and fitness (step counter, calorie tracker, etc.) (NJSLS SL 1)</p> <p>Students will explore fitness apps that promote wellness for kids and describe the ways it can support health</p>	<p>Equipment:</p> <ul style="list-style-type: none"> Stopwatch Baseball Cones Beanbags Mat Tape measure <p>Charts:</p> <ul style="list-style-type: none"> Physical Education Vocabulary 	<p>Formative Assessments:</p> <ul style="list-style-type: none"> Teacher observation Summative non-formal assessment Question and answer group discussion Peer Feedback <p>Summative Assessments: Activity Checkup, American Heart Association,</p>

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.

2.6.4.A.2

Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.

2.6.4.A.3

Develop a health-related fitness goal and track progress using health/fitness indicators.

distance speed, and muscular endurance (push up test)	and wellness.(NJSLS W3.8)(NJSLS SL 2)	Physical Fitness Test, PE Central, http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=4570#.Wh2VRVVryX0	http://www.heart.org/HEARTORG/Educator/FortheClassroom/ElementaryLessonPlans/Elementary-Lesson-Plans_UCM_001258_Article.jsp#.Wg8Ct1VryX0
<ul style="list-style-type: none">Students will be able to see if they progressed or digressed throughout the year.	Physical Fitness Test, PE Central	Primary Fitness Skills Unit, Learn NC, http://www.learnnc.org/lp/pages/4055	Fitness Testing, Jackson Elementary School, http://www.cooperinstitute.org/fitnessgram
	Primary Fitness Skills Unit, Learn NC		<ul style="list-style-type: none">Curl UpsShuttle RunOne Mile Run/WalkPush UpsSit and Reach
	Fitness Unit of Study, Colorado Department of Education	Fitness Unit of Study, Colorado Department of Education, https://www.cde.state.co.us/standardsandinstruction/pe3-fitness-pdf	
	Flip It Fitness, PE Central		
	Fitness if Fun Scavenger Hunt, PE Central		
	Fitness Chutes and Ladders, PE Central	Flip It Fitness, PE Central, http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=133232#.Wh2WUVVryX0	Independent Warm-up and Assessment, PE Lesson Plans, http://pelessonplan.com/2016/05/06/independent-warm-up-and-assessment/
	Students will work with a group to “create” a new fitness or health and wellness app. They will draw an advertisement that shows the benefits of this product.(NJSLS W3.10)	Fitness if Fun Scavenger Hunt, PE Central, http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12924#.Wh2W6FVryX0	Physical Fitness Test, Mohammed Ghazi, Hot Chalk Lesson Plans, http://lessonplanspage.com/pemorephysicalfitness26-htm/
		Fitness Chutes and Ladders, PE Central, http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=133167#.Wh2W_1VryX0	
		Teacher Resource:	Paper and Pencil Assessment, Health Related Fitness Components, PE Central, http://www.pecentral.org/lessonideas/ViewLesson.as
		Exercise if fun! Lesson idea, PE Lesson Plans, http://pelessonplan.com/2016/	

11/18/exercise-is-fun-lesson-idea/

p?ID=133224#.Wh2WmFVryX0

Aerobic Challenge, PE Lesson Plans,
<http://pelessonplan.com/2016/04/01/aerobic-challenge/>

Alternative Assessments:

- Participation Tracker
- Self-Assessment
- Peer Assessment

Fitness apps for kids
<https://physedreview.weebly.com/pe-workout-apps.html>

Key Vocabulary:

Hockey:

- **Hockey Stick** – a long, thin implement with a curved end, used to hit or direct the puck or ball in ice hockey or field hockey
- **Backhand** – a shot taken from the backside of the blade of the hockey stick
- **Front hand** – a shot taken from the frontside of the blade of the hockey stick
- **Slap shot** – a shot that is taken by lifting the stick from the ice and pulling it backwards, winding up and then bringing the stick forwards rapidly to shoot the puck
- **Wrist shot** – a type of hockey shot that involves using arm muscles (especially those in the wrist and forearm) to propel a puck forward from the concave side of the blade of a hockey stick

Fitness Testing:

- **Fitness test** – a series of measurements that help determine the health status and physical fitness of an athlete

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/

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"> • Speak and display terminology and movement • Teacher modeling • Peer modeling • Label classroom materials • Word walls • Relate to sports in students home country if new-comer 	<ul style="list-style-type: none"> • Utilize modifications & accommodations delineated in the student's IEP • Change movement requirements • Focus on student's attempts instead of precise form or quantity of exercise (pull up, sit up, etc.) • Work with paraprofessional • Break tasks into manageable chunks • Use multi-sensory teaching approaches, with a focus on visual, auditory, and tactile reinforcement of ideas. • Work with a partner • Provide concrete examples and relate all new movements to previously learned moves (throw basketball into bucket first). • Solidify and refine concepts through repetition. 	<ul style="list-style-type: none"> • Review behavior expectations and make adjustments as needed. • Oral prompts can be given. • Using visual demonstrations, illustrations, and models • Give directions/instructions verbally and in simple written format. • Peer Support • Increase one on one time • Modified instructions • Modeling what the student is expected to do 	<ul style="list-style-type: none"> • Students can create a prototype of the new fitness app • Inquiry-based instruction • Higher order thinking skills • Adjusting the pace of lessons • Interest based content (other sports, fitness activities) • Real world scenarios • Student Driven Instruction

Interdisciplinary Connections:

ELA - NJSLS/ELA:

NJSLS RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

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.

NJSLS W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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.

Science:

3-ESS2-2 Obtain and combine information to describe climates in different regions of the world.

Integration of Technology Standards NJSL 8:

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

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.