3-5 CHPE Unit - Manipulative skills

Content Area: **Physical Education & Health**
Course(s):
Time Period: **Marking Period 1**
Length: **9 Weeks**
Status: **Published**

Unit Overview

This unit is intended to explore the following core ideas:

- Competent and confident age appropriate performances of gross, fine motor and manipulative skills, with execution of movement skills and concepts individually and in groups enhance (intensifies) physical activities. free movement, games, aerobics, dance, sports, and recreational activities.
- Constructive feedback from others impacts improvement, effectiveness and participation in movement skills, concepts, sportsmanship, and safety.
- The components of fitness contribute to enhanced personal health as well as motor skill performance (e.g., speed, agility, endurance, strength, balance).

Standards

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).

2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.

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).

2.2.5.MSC.4: Develop the necessary body control to improve stability and balance during movement and physical activity.

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.

2.2.5.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health.

2.2.5.PF.2: Accept and respect others of all skill levels and abilities during participation.

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).

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.

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).

Exemplar Learning Activities

Lessons within this unit may include:

- Small equipment use
- Large equipment use
- Striking skills
- Ball handling skills (I.e. throwing, catching, dribbling, kicking)
- Team sports

Materials

Core Materials:

- District provided materials
- Shape NJ
- Spark PE
- Be Well played
- PE with Mr. G
- Fitness hustle

Supplemental Materials:

- Music equipment
- Projector/ Boxlight

Technology

Technology Literacy

9.4.5.DC.1: Explain the need for and use of copyrights.

Evidence of Learning/Assessment

Formative Assessment

- Teacher Observation
- Exit Tickets
- Peer Assessment
- Self-Assessment

Summative Assessment

- Rubrics
- Peer Assessment
- Self-Assessment

Accommodations & Modifications

Special Education

Follow IEP Plan which may contain some of the following examples…

- In-class support with special ed assistant
- Preferred seating
- Questions read aloud
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts
- Limit the number of questions
- Scribe

504

Follow 504 Plan which may contain some of the following examples…

- In-class support with special assistant
- Preferred seating
- Questions read aloud
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts
- Limit the number of questions
- Scribe

ELL

- Translation device/dictionary
- In class/ support with special ed assistant
- Preferred seating
- Questions read aloud
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts
- Limit number of questions
- Scribe

At-risk of Failure

- In-class/pull-out support with special ed teacher
- Preferred seating
- Questions read aloud
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts
- Study Guides
- Limit the number of questions
- Scribe

Gifted & Talented

- Independent projects

Interdisciplinary Connections

Connections to NJSLS - English Language Arts

- RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (2-PS1-4)
- RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (2-PS1-4)
- W.2.8Recall information from experiences or gather information from provided sources to answer a question. (2-PS1-1), (2-PS1-2), (2-PS1-3)
- 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.

Connections to NJSLS - Mathematics

- MP.1. Make sense of problems and persevere in solving them.
- MP.2 Reason abstractly and quantitatively. (2-PS1-2)
- MP.4 Model with mathematics. (2-PS1-1), (2-PS1-2)
- MP.5 Use appropriate tools strategically. (2-PS1-2)

Connections to NJSLS - Science

- K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change (e.g., climate change) to define a simple problem that can be solved through the development of a new or improved object or tool.
- K-2-ETS1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem
- • K-PS2-1 Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.
- K-PS2-2 Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.

Connections to NJSLS - Social Studies

- 6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).
- 6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions.

Climate Change: Technology - Effects on the Natural World

- 8.2.2.ETW.1: Classify products as resulting from nature or produced as a result of technology.
- 8.2.2.ETW.2: Identify the natural resources needed to create a product.
- 3-5-ETS1-2: Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

Connection to NJDOE SEL Competencies

- Self-Awareness
- Self-Management
- Social Awareness
- Responsible Decision-Making
- Relationship Skills

Amistad Law:

N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students. Historical figures in science and sports.

Holocaust Law:

N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Bullying and respect for others.

Asian American and Pacific Islander Studies Legislation:

Every board of education shall incorporate the information regarding the contributions of Asian American and Pacific Islander musicians to our country in an appropriate place in the curriculum of elementary and secondary school students.

DEI

Beginning in the 2021-2022 school year, each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards P.L. 2021 Ch 32.

NJ Curriculum Mandates: Galloway Teacher Resource Crosswalk

Historical figures in science and sports.

Career Readiness, Life Literacies, and Key Skills

Critical Thinking and Problem Solving:

- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Career Ready Practices

- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.