

# 6 CHPE Unit - Manipulative skills

Content Area: **Physical Education & Health**

Course(s):

Time Period: **Marking Period 1**

Length: **9 Weeks**

Status: **Published**

## Unit Overview

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This unit is intended to explore the following core ideas:

- Effective execution of movements is determined by the level of related skills and provides the foundation for physical competency and literacy to participate with confidence in a broad range of physical activities (e.g., games, sports, aerobics, martial arts, recreational activities).
- Feedback from others and self-assessment impacts performance of movement skills and concepts.

## Standards

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2.2.8.MSC.1: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).

2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.

2.2.8.MSC.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).

2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills.

## Exemplar Learning Activities

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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
- Individual, dual recreational games

## **Materials**

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### **Core Materials:**

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

### **Supplemental Materials:**

- Music equipment
- Projector/Box light

## **Technology**

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### **Technology Literacy**

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

## **Evidence of Learning/Assessment**

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### **Formative Assessment**

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

### **Summative Assessment**

- Rubrics
- Peer Assessment

- Self-Assessment

## **Accommodations & Modifications**

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### **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**

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### **Connections to NJSLA - 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.2.8 Recall information from experiences or gather information from provided sources to answer a question. (2-PS1-1), (2-PS1-2), (2-PS1-3)
- NJSLA.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 NJSLA - 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 NJSLA - 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

### **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.
- 8.2.2.ETW.3: Describe or model the system used for recycling technology.

### **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**

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### **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**

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