

6th-8th grade- Unit 3- Movement Skills and Concepts- Team Sports and Cooperative Games

Content Area: **Physical Education/Health**
Course(s):
Time Period: **Full Year**
Length: **3-4 days a week**
Status: **Published**

General Overview, Course Description or Course Philosophy

All students will acquire the knowledge and skills of what is most essential to become individuals who possess health and physical literacy and pursue a life of wellness by developing the habits necessary to live healthy, productive lives that positively impact their families, schools and communities.

A quality comprehensive health and physical education program fosters a population that:

- Maintains mental health awareness and relies on social/emotional support systems
- Engages in a physically active lifestyle
- Maintains awareness of health and wellness and how to access resources
- Recognizes the influence of media, peers, technology, and cultural norms in making informed health-related decisions as a consumer of health products and wellness services;
- Practices effective cross-cultural communication and conflict resolution skills
- Builds and maintains healthy relationships
- Accepts and respects individual and cultural differences; and
- Advocates for personal, family, community, and global wellness and is aware of local, national and global public health and climate change issues.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Movement Skills and Concepts include learning and investigating the fundamentals of movement (on land, water, snow, sand and ice) from one place to another and the understanding of biomechanics (how the body moves, grows and matures). Movement skills fall into three main categories: locomotor, non-locomotor, and manipulative skills. Concepts into categories such as spatial awareness (where the body moves), body awareness (what can the body do), qualities of movement (how the body moves and with whom/what does the body move).

By the end of grade 8:

-Effective execution of movements is determined by the level of related skills, provide 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 selfassessment impacts performance of movement skills and concepts.

-Individual and team goals are achieved when applying effective tactical strategies in games, sports and other

CONTENT AREA STANDARDS

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| HE.6-8.2.2.8.MSC | Movement Skills and Concepts |
| HE.6-8.2.2.8.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). |
| HE.6-8.2.2.8.MSC.2 | Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments. |
| HE.6-8.2.2.8.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). |
| HE.6-8.2.2.8.MSC.4 | Analyze, and correct movements and apply to refine movement skills. |
| HE.6-8.2.2.8.MSC.5 | Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games. |
| HE.6-8.2.2.8.MSC.6 | Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings. |
| HE.6-8.2.2.8.MSC.7 | Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others. Feedback from others and self-assessment impacts performance of movement skills and concepts. 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). Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities. |

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

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| LA.K-12.NJSLSA.W1 | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| LA.K-12.NJSLSA.SL | Speaking and Listening Comprehension and Collaboration |
| LA.K-12.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. |
| LA.K-12.NJSLSA.SL3 | Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. |
| PFL.9.1.8.PB.5 | Identify factors that affect one's goals, including peers, culture, location, and past experiences. |

STUDENT LEARNING TARGETS

Refer to the 'Declarative Knowledge' and 'Procedural Knowledge' sections.

Declarative Knowledge

Students will understand that:

- they have to develop basic skills in order to transfer those skills into a game-like situation.
- it's easier to balance over a wide base of support than a narrow base.
- the center of gravity should be aligned over the base of support for stationary balance.
- extensions to one side of the body beyond the base of support necessitate extensions in the opposite direction for counterbalance.
- the key elements to work together in large groups and small group activities towards a common goal.
- the basic rules for a variety of mass and cooperative games.
- there are ways to practice movements, movement sequences and exercises by learning yoga, and different elements of fitness and skill related components.
- sportsmanship and managing your emotions during activities or game play is essential in learning and growing.

Procedural Knowledge

Students will be able to:

- Explain and demonstrate movements that combine mechanically correct movement sequences. (i.e. aerobic routine, yoga)
- Compare and contrast how various movements skills are affected by change in force and motion. (i.e. weight transfer, power, speed, and agility).
- Identify mechanically correct movement skills and provide specific and appropriate feedback to correct errors in execution.
- Explain and apply concepts of force and motion (weight transfer, power, speed, and agility) to changing environments (i.e. games, sports, dance and yoga).
- Create and demonstrate a planned movement sequence that includes changes in force, motion, and

tempo in various physical activities (i.e. games, sports, and yoga).

- Demonstrate a planned movement sequence that incorporates feedback from teachers and peers.
- Identify, describe, and celebrate the influence that different world cultures have on games, sports, and physical activity.
- Determine appropriate critical thinking and decision making skills necessary in individual and collaborative activities .
- Compare and contrast different types of verbal and nonverbal communication that are appropriate when responding to conflict and peer negotiation in cooperative games.
- Compare and contrast the benefits of individual versus collaborative decision making skills in a variety of cooperative activities and sports.
- Describe and implement cooperative strategies in a variety of activities and sports.
- Compare and contrast the effectiveness of cooperative strategies in a variety of settings (game, sports and physical activities.)
- Analyze and assess personal behavior including communication, respect of others ideas, decision making and attention to safety during cooperative games.
- Describe how positive mental attitudes, competent skill levels and teamwork may affect cooperative strategies in individual and team activities.
- Evaluate feedback received from self-evaluation and external sources to improve motor performance.
- Analyze individual and team effectiveness strategies in achieving a goal and assess performance utilizing critical thinking skills and make recommendation for improvement.
- Identify and assess the effectiveness of personal critical thinking strategies that are implemented to complete tasks and to improve group performance.

EVIDENCE OF LEARNING

Refer to the 'Formative Assessments' and 'Summative Assessments' sections.

Formative Assessments

Written assessments; Teacher observation; Participation; Exit cards; Question and Answer sessions; Checklist; Understanding; Following Rules and Regulations, SMART Goal Sheets, Running Chart, fitness plans, questionnaires

Summative Assessments

Assessments, Preparation for PE class, Participation; Effort; Sportsmanship; Rules and Regulations

RESOURCES (Instructional, Supplemental, Intervention Materials)

OpenPE website

PE central website

ECA Fitness Conventions

Fitness Certifications Websites; Fitness Subscriptions-Les Mills <http://www.lesmills.com/>

RIPPED <http://rippedplanet.com/>

Pound <https://www.poundfit.com/>

Piyo (beachbody) <http://www.beachbodylive.com/piyo/>

Music <http://www.powermusic.com/>; Spotify [www. Spotify.com](http://www.spotify.com)

PE Conferences <http://www.njahperd.org/>

SCW Fitness Convention <http://scwfit.com/>

Kripalu workshops <https://kripalu.org/>

Running Workshops- www.runningworks.com

Running form chart-

<https://docs.google.com/document/d/12DY0CYeAABWS4fhJXMCqodOTeyBjqLkD1dCHJlujGTM/edit>

Running Chart - that is posted as an assignment through oncourse-

[https://docs.google.com/document/d/1_aPSQCx7-](https://docs.google.com/document/d/1_aPSQCx7-Mn0SSWT_LWlrWIdmI_HNNEw/edit?usp=sharing&oid=100141333314983982265&rtpof=true&sd=true)

[Mn0SSWT_LWlrWIdmI_HNNEw/edit?usp=sharing&oid=100141333314983982265&rtpof=true&sd=true](https://docs.google.com/document/d/1_aPSQCx7-Mn0SSWT_LWlrWIdmI_HNNEw/edit?usp=sharing&oid=100141333314983982265&rtpof=true&sd=true)

Fitness Day Reflection - https://docs.google.com/document/d/19a5UCtQ9oyoe_S90GIBgCrsasdFi8-fQb_MZnlFlbAw/edit

Yoga Resources

Choices Magazine- <https://digital.scholastic.com/#!/signin/staff?app=choices&state=%2F&role=staff>

Resources that the teachers posts on oncourse through the school year.

INTERDISCIPLINARY CONNECTIONS

Social Emotional Learning

Social relationships among people

Data collection/analysis

Researching based writing

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.