Unit 1: Movement Skills & Concepts

Content Area: **Physical Education**
Course(s):
Time Period: **Full Year**
Length: **Full Year**
Status: **Published**

Unit Overview

Students will explain and perform gross motor and movement skills with developmentally appropriate control in isolated settings and applied settings.

Enduring Understandings

The ability to create solutions to solve tasks at hand is an important skill for students and increases the likelihood for success when faced with a challenge.

Essential Questions

Cooperative Games:
• To what extent does strategy influence performance in cooperative activities?
• What skills are necessary to successfully work within a group to achieve a common goal?
• How can the skills learned throughout cooperative activities, such as building trust and effectively communicating, be used in life outside of PE?
Team Sports:
• What can you gain from participating in team/individual sports?
• To what extent does strategy influence performance in competitive games and activities?
• How do you apply sportsmanship to daily life? How are the social lessons learned through group activity applied to other long term daily life experiences?

Learning Objectives

Cooperative Games:

• Students will have the ability to compare and contrast the use of offensive and defensive strategies in game situations
• Students will have the skills and knowledge to apply training principles to individual and
• cooperative games/activities
• Students will have the ability to assess the effectiveness teamwork/cooperation to work
• towards achieving a specific goal
• Compare and contrast different types of verbal and nonverbal communication that are appropriate in cooperative activities
• Analyze individual and team effectiveness strategies in achieving a goal and assess performance utilizing critical thinking skills and make recommendations for improvement

Team Sports:
• Introduce essential questions and emphasize that team sports can be used as a life-long activity to attain and maintain personal fitness goals
• Introduction to history, terminology, skills taught and how they will be assessed, assessment of project, and safety rules
• Explain daily participation of skill practice, assessment and charting personal fitness
• Discuss sequences to create and completing the performance task project
• Include modified skill tactics in the student's daily warm-ups and stretches to help practice and improve their skills
• Teacher led skill-based instruction (yoga/dance)
• Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).
• Apply the concept of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.
• Create, explain, and demonstrate, as a small group, a planned movement sequence that includes changes in rhythm, tempo, and musical style (creative, cultural, social, and fitness dance)..
• Detect, analyze, and correct errors and apply to refine movement skills.
• Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
• Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.
• Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance).
• Use self-evaluation and external feedback to detect and correct errors in one's movement performance.

Standards: Content

Comprehensive Health and Physical Education Practices
The ten Comprehensive Health and Physical Education practices describe the ways in which individuals in these field engage in their careers as well as reflect the actions and behaviors of active, informed, responsible individuals and contributing community members. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations.
• Acting as responsible and contributing member of society
• Building and maintaining healthy relationships
• Communicating clearly and effectively (verbal and nonverbal)
• Resolving conflict
• Attending to personal health, emotional, social and physical well-being
• Engaging in an active lifestyle
• Making decisions
• Managing-self
• Setting goals
• Using technology tools responsibly

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).

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).
	Feedback from others and self-assessment impacts performance of movement skills and concepts.
2.2.8.MSC.4	Analyze, and correct movements and apply to refine movement skills.
	Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities.
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.
2.2.8.MSC.6	Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.
2.2.8.MSC.7	Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.

Standards: Interdisciplinary

L.SS.6.1	Demonstrate command of the system and structure of the English language when writing or speaking.
L.SS.8.1	Demonstrate command of the system and structure of the English language when writing or speaking.
L.SS.7.1	Demonstrate command of the system and structure of the English language when writing or speaking.
9.2.8.CAP.1	Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
1.5.8.Cr1a	Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media.
1.5.8.Cr1b	Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.
1.5.8.Cr2a	Demonstrate persistence and willingness to experiment and take risks during the artistic process.
	Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.
1.5.8.Cr3a	Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement.
RI.CR.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
RI.CR.6.1	Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
RI.CR.8.1	Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an

	analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.
9.4.5.IML.1	Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).
W.AW.7.1	Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.
W.AW.8.1	Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.
W.AW.6.1	Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.
9.4.5.IML.7	Evaluate the degree to which information meets a need including social emotional learning, academic, and social (e.g., 2.2.5. PF.5).
8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.
SL.PE.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SL.PE.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SL.PE.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Assessment Evidence

Formative	Teacher informal observations, class discussion, class participation, oral and written responses.
Summative	Written tests, skill tests, FITT Assessment, Projects, oral & written assessments.
Alternative & Benchmark	Alternative - Read to the student and chart oral responses, graphic organizers, observations, portfolios of student work, orally administered assessments, Project based-learning, Sketchbook Benchmark – LinkIt Benchmark Assessment, Teacher generated summative assessments
Assessment Evidence Resource	

Instructional Resources

Smartboard, Computers, iPads, websites and digital interactives/models, Multi-media presentations, video streaming, Brain Pop, Microsoft 365, Primary and Secondary Source Documents, Appropriate Physical Education Equipment for games and exercises.

Instructional Resource List 2026-2027 - ONLINE - Copy.xlsx

Curricular Mandates

Below are the curricular requirements as defined in NJ Administrative Code and Statute

	Amistad	**X**	Diversity, Equity, and Inclusion
	Holocaust		LGBT and Disabilities (Grades 6-12)
	Climate Change		Asian American & Pacific Islander

Social Emotional Learning (SEL) Competencies

NJ Social and Emotional Learning Competencies & Sub-Competencies

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

21st Century Skills & Themes

	Global and Cultural Awareness		Technology Literacy		Planning and Budgeting
X	Creativity and Innovation		Financial Institutions		Risk Management and Insurance
	Information and Media Literacy		Digital Citizenship		Economic and Government Influences
X	Critical Thinking and Problem Solving		Credit Profile		Career Awareness and Planning
	Civic Financial Responsibility		Financial Psychology		