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

• Learning to move effectively and safely will lead to a higher physical activity participation throughout life.

• Moving carefully and correctly is the core foundation for participation in games, dance, sports and recreational activities.
• Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities.
• Regular physical activity promotes fitness.
• Competitive and cooperative strategies in should be used at different times in games, sports, and other movement activities.
• There is a difference between offense and defense.
• Game strategies enable team members to achieve goals.
• Good sportsmanship involves cooperation, communication and positive interactions with teammates and opponents.
• Movement is affected by changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
• Movement skills should be performed with developmentally appropriate control in isolated settings (i.e. skill practice) and applied settings (i.e. games, sports, dance, and recreational activities).
• Playing large group games develops skills that are used in many sports and physical activities

Essential Questions

• How does effective and appropriate movement affect wellness?
• How can we move effectively and efficiently?
• How do we interact with others during physical activity?
• Why is physical fitness important?
• How can fitness be developed?
• What does teamwork look like and sound like?
• How can we maximize safety and enjoyment when playing with others?
• Why are ball handling skills important?
• How can ball handling skills be used in other activities and environments outside of PE class?
• What are manipulatives? Why are manipulative skills important?
• How can manipulative skills be used in other activities and environments outside of PE class?
• Why is moving in many different ways important?

• How can moving in many different ways be used in other activities and environments outside of PE class?
• How can playing large group games affect performance in other sports and physical activities?
• What does it mean to be a good teammate?

Learning Objectives

• Individual assess themselves as well as their peers.
• Provide positive feedback.
• Maintaining physical, social, and emotional health by practicing healthy behaviors and goal setting.
• Engaging in a physically active lifestyle.
• Demonstrate proper manipulative movements.
• Differentiate non-locomotor and locomotor movements.
• Throwing, catching, bouncing, and kicking objects.
• Moving and traveling safely (Walking, running, dodging, chasing, fleeing).
• Locomotor Movements (skip, hop, gallop, slide, shuffle).
• Apply offensive and defensive strategies in a game setting.
• Students will be expected to work and compete in teams effectively. They will need to coordinate their efforts through communication.
• Movement skills and concepts include learning and investigating the fundamentals of movement.
• Movement skills fall into three categories: locomotor, non-locomotor and manipulative skills.
• Teamwork consists of effective communication and respect among class and team members.

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

2.2.2.MSC.1	Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hoping, skipping, running).
2.2.2.MSC.2	Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling).
2.2.2.MSC.3	Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and

	ranges.
2.2.2.MSC.4	Differentiate manipulative movements (e.g., throwing, catching, dribbling).
2.2.2.MSC.5	Adjust and correct movements and skill in response to feedback.
2.2.2.MSC.6	Execute appropriate behaviors and etiquette while participating in activities, games, sports, and other events to contribute to a safe environment.
2.2.2.MSC.7	Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.
2.2.2.MSC.8	Explain the difference between offense and defense.
2.2.2.PF.1	Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles).
2.2.2.PF.2	Explore how to move different body parts in a controlled manner.
2.2.2.PF.3	Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building).
2.2.2.PF.4	Demonstrate strategies and skills that enable team and group members to achieve goals.

Standards: Interdisciplinary

K.CC.A.1	Count to 100 by ones and by tens.
K.CC.A.2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
L.RF.2.3.A	Know spelling-sound correspondences for common vowel teams.
L.RF.2.3.B	Decode regularly spelled two-syllable words with long vowels.
L.RF.2.3.C	Decode words with common prefixes and suffixes.
1.OA.C.5	Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
K.CC.C.6	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.
L.RF.2.4.A	Read grade-level text with purpose and understanding.
2.NBT.B.8	Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.
2.NBT.B.9	Explain why addition and subtraction strategies work, using place value and the properties of operations.
	Space, time and energy are basic elements of dance.
	How do dancers work with space, time and energy to communicate artistic expression?
1.1.2.Pr4a	Perform planned and improvised movement sequences, with variations in direction (e.g., forward/backward, up/down, big/small, sideways, right/left, diagonal), spatial level (e.g., low, middle, high), and spatial pathways (e.g., straight, curved, circular, zigzag), alone and in small groups.
1.NBT.B.2.c	The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).
1.1.2.Pr4b	Perform planned and improvised movement sequences, with variations in tempo, meter, and rhythm, alone and in small groups.
1.1.2.Pr4c	Demonstrate contrasting dynamics and energy with accuracy (e.g., loose/tight, light/heavy, sharp/smooth).

L.WF.1.1	Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).
L.WF.K.1	Demonstrate command of the conventions of writing.
L.WF.1.1.A	Write the upper and lowercase alphabets from memory.
L.WF.K.1.A	Match upper and lowercase letters.
L.WF.1.1.B	Write a common grapheme (letter or letter group) for each phoneme.
	The way the body is developed, execution of movement and movement quality vary in different dance styles, genres and traditions.
L.WF.K.1.B	Write upper and lowercase letters, with reference to a model.
L.WF.1.1.C	Orally segment the phonemes in any single syllable, spoken word.
L.WF.1.1.D	Recognize that each syllable is organized around a vowel sound.
L.WF.K.1.C	Write left to right and include a space between words.
L.WF.K.1.D	Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.
1.1.2.Pr5a	Identify personal and general space to share space safely with other dancers. Categorize healthful strategies (e.g., nutrition, injury prevention, emotional health, overall functioning) essential for the dancer.
L.WF.K.1.E	Write a common grapheme (letter or letter group) for each phoneme.
1.1.2.Pr5b	Identify basic body parts and joints (e.g., limb, bone) and joint actions (e.g., bend, rotate). Examine how basic body organs (e.g., brain, lungs, heart) relate and respond to dance movements.
1.1.2.Pr5c	Explore the use of spine and pursue use of elongated spine. Demonstrate body organization (e.g., core/distal, head/tail, upper/lower half lateral) and explore cross-lateral body organization. Demonstrate holding a shape in the body while traveling through space.
9.4.2.IML.4	Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).
L.WF.K.1.F	Orally segment the phonemes in any single syllable, spoken word.
L.WF.1.2.A	Short vowels and single consonants.
1.1.2.Pr5d	Explore a variety of body positions requiring a range of strength, flexibility and core support.
1.1.2.Pr5e	Explore locomotor action vocabulary (e.g., gallop, hop, slide, skip) and non-locomotor action vocabulary (e.g., bending, stretching, twisting) and execute codified movements from various styles/genres with genre specific alignment. Demonstrate, through focused practice and repetition (e.g., breath control, body part initiations, body sequencing).
L.WF.1.2.C	Initial and final consonant blends (must, slab, plump).
9.4.2.TL.2	Create a document using a word processing application.
L.WF.1.3.A	Write sentences with increasing complexity.
L.WF.1.3.B	Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.
1.1.2.Pr6a	Explore how visualization, motor imagery and breath can enhance body mechanics and the quality of a movement skill.
L.WF.1.3.E	Use commas in dates and to separate single words in a series.
L.WF.2.3	Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.
L.VL.1.2.A	Choose flexibly from an array of strategies to determine the meaning of words and

	phrases.
1.1.2.Re7a	Demonstrate movements in a dance that develop patterns.
8.2.2.ITH.3	Identify how technology impacts or improves life.
L.VL.1.2.B	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
L.KL.2.1.A	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
L.VL.2.2.A	Use sentence-level context as a clue to the meaning of a word or phrase.
RL.CR.1.1	Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
RI.CR.1.1	Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
RL.CI.1.2	Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).
L.VI.2.3.A	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
1.1.2.Cn10a	Examine how certain movements are used to express an emotion or experience in a dance that is observed or performed.
RI.CR.2.1	Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.
RL.CI.2.2	Recount a text in oral and written form and determine central message (in literary texts, e.g., fables and folktales from diverse cultures).
W.AW.1.1.A	Introduce an opinion.
W.IW.1.2.A	Introduce a topic.
W.NW.1.3.A	Using words and pictures, establish a situation and/or introduce characters; organize an event sequence.
W.AW.2.1.A	Introduce an opinion.
W.AW.2.1.B	Support the opinion with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
SL.PE.1.1.B	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
SL.PE.1.1.C	Ask questions to clear up any confusion about the topics and texts under discussion.
SL.ES.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
SL.PE.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
SL.PE.K.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
SL.PE.K.1.B	Continue a conversation through multiple exchanges.
SL.ES.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
SL.PE.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
SL.PE.2.1.A	Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.PE.2.1.B	Build on others' talk in conversations by linking their explicit comments to the remarks of others.
SL.PE.2.1.C	Ask for clarification and further explanation as needed about the topics and texts under discussion.

Curricular Mandates

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

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

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	Formative, Summative, Alternative, and Benchmark Assessments.docx
Assessment Evidence Resource	

Instructional Resources

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

Social Emotional Learning (SEL) Competencies

NJ Social and Emotional Learning Competencies & Sub-Competencies

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

21st Century Skills & Themes

X	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		