

## Unit 1: Cooperative Team Activities

**Grade Level:** K,1,2

**Length of Unit:** Ongoing

**Unit Rationale:** Working with others and problem solving are important life-skills that our students need to learn. This unit will help students develop these skills and refine them. Both successes and failures in this unit will provide students with an opportunity to learn and grow.

### Stage 1 - Desired Results

#### Understandings:

*Students will understand that...*

- There is often a need to work together with others in order to solve a problem.
- Students will understand the need for critical thinking skills and perseverance.

#### Essential Questions:

1. What am I learning during this unit?
2. Why is this unit important to my health and wellness?
3. What are some other aspects of my life when cooperation can be applied?
4. Why is it important to be able to lead AND be able to follow?

#### Content:

*Students will know...*

- How to identify and develop critical thinking skills.
- The benefit of working with others and the difficulties of solving problems alone or individually in a way that does not support the group or team.
- How to both lead and follow the lead of others.

#### Skills:

*Students will be able to...*

- Demonstrate the ability to cooperate with others.
- Apply problem solving concepts.
- Identify and apply various techniques involved in conflict resolution.
- Explain why good sportsmanship is important and demonstrate positive behaviors during participation.
- Act as a leader and follower.
- Identify factors that lead to group success and help solve problems.

### NJ Student Learning Standards

**K- 2.2.2.MSC.1: Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running).**

**1st- 2.2.2.MSC.5: Adjust and correct movements and skill in response to feedback.**

**2nd- 2.2.2.MSC.6: Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.**

**2nd- 2.2.2.MSC.7: Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.**

**2nd- 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).**

**1st- 2.2.2.PF.4: Demonstrate strategies and skills that enable team and group members to achieve goals.**

<https://www.nj.gov/education/cccs/2020/2020%20NJSLs-CHPE.pdf>

## **Career Education (Career Readiness, Life Literacies, and Key Skills Practices and 9.2 Standards)**

<https://www.nj.gov/education/standards/clicks/Docs/2020NJSLS-CLKS.pdf>

**9.2 standards should be listed when appropriate. The appropriate grade band must be used for these standards.**

**Two or three Career Readiness, Life Literacies, and Key Skills Practices standards should be left in each unit, the rest should be removed from the list below.**

### **CLKS Practices:**

1. Act as a responsible and contributing community members and employee
2. Consider the environmental, social and economic impacts of decisions
3. Demonstrate creativity and innovation
4. Utilize critical thinking to make sense of problems and persevere in solving them
5. Model integrity, ethical leadership and effective management
6. Work productively in teams while using cultural/global competence

**Explanation of how CLKs connect to the unit: The activities in this unit place an emphasis on being a positive and productive part of a group, problem solving, decision making, communication**

**Explanation of how 9.2 standards connect to the unit:**

### **Interdisciplinary Standards**

**Pick a subject area that is not health and PE and find standards from the same grade level or grade band that connect to this work. At minimum two standards must be included.**

**6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.**

**6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions**

**Explanation of how interdisciplinary standards connect to the unit: Student success in the learning activities of this unit rely greatly on discussion with group members, sharing ideas, listening to others, working as a team and cooperation**

### **Technology Integration (9.4 Standards) -**

**9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).**

**9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).**

**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).**

<https://www.nj.gov/education/standards/clicks/Docs/2020NJSLS-9.4LifeLiteraciesandKeySkills.pdf>

**At minimum two standards from the 9.4 list must be included. The appropriate grade band must be used for these standards.**

**Explanation of how 9.4 standards connect to the unit: Utilizing these performance expectations assists students in accomplishing the objectives of the activities in this unit and enhances their learning experience.**

**Stage 2- Assessment Evidence:**

**Assessment:**

<b>Formative</b>	<b>Performance Assessments</b>
<b>Summative</b>	<b>Student Portfolio</b>
<b>Alternative</b>	<b>Peer Assessments</b>
<b>Benchmark</b>	<b>Journal Entries</b>

**Stage 3 - Learning Plan**

**Learning Activities:**

**Trajectory of how you are bringing students to develop the understandings listed above**

**Introduction to unit - Group discussion on key topics (communication, listening, teamwork, cooperation, critical thinking, problem solving) and continued discussion of these topics as reminders throughout this unit.**

**Individual, partner, small group and whole group learning activities such as:**

- **Slmon**
- **Caterpillar**
- **Plank Tag**
- **Banana Tag**
- **River Cross**
- **Trains and Conductors**
- **Stepping Stones**
- **Musical Hula Hoops**
- **Ring Carry**
- **Blind Builders**
- **Birthday Lineup**
- **Hula Hoop Pass**
- **Boulder Run**
- **Buddy Walkers**
- **Noodle Transport**
- **Chute Relay**
- **Big Ball Relay**

**Differentiation:**

**ELL:**

- Plan meaningful activities that integrate lesson concepts with language practices opportunities for reading, writing, listening, and/or speaking
- Emphasize key vocabulary for students
- Use a variety of techniques to make content concepts clear (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language)
- Use group configurations that support language and content objectives of the lesson
- Provide Support language objectives clearly
- Support content objectives clearly

**G&T:**

- Competitions
- Differentiated Instruction

**Special Ed:**

- Limit number of items student is expected to learn at one time
- Allow extra time for task completion
- Modify curriculum content based on student's ability level
- Use a consistent daily routine
- Assist student in setting short-term goals
- Frequently check for understanding
- Simplify task directions
- Provide hands-on learning activities
- Provide modeling
- Provide guided instruction

- **Elbow Pass**
- **Balloon Battle**

- **Modify pace of instruction to allow additional processing time**
- **Provide small group instruction**
- **Allow for repetition and/or clarification of directions, as needed**
- **Give direct and uncomplicated directions**
- **Provide easier tasks first**
- **Directions repeated, clarified or reworded**
- **Use interests to increase motivation**
- **Modified grading**
- **Stand in proximity to student to focus attention**
- **Provide short breaks when refocusing is needed**
- **Refocusing and redirection**
- **Discuss behavioral issues privately with student**
- **Provide opportunities for peer interactions**
- **Encourage student to self-advocate**
- **Identify triggers**
- **Provide positive reinforcement**

**504:**

- **Frequently check for understanding**
- **Directions repeated, clarified, or reworded**
- **Break down tasks into manageable units**
- **Frequent breaks during class**
- **Provide buddy system**
- **Modification in grading system**
- **Communication with parents**
- **Modify curriculum content based on student's ability level**
- **Utilize nurse/Health Office/counselor/SAC during episodes of presenting problem**
- **Provide short breaks**
- **Preferential seating**
- **Refocusing and redirection**
- **Behavior/time management system**
- **Excused from activities that affect presenting issue**
- **Allow use of assistive devices**
- **Monitor presenting issue**

**Students at Risk:**

- **Prompt before directions/questions are verbalized with visual cue between teacher and student**
- **Preferential seating**
- **Provide structure and positive reinforcements**
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- **Communication with parents**
- **Provide short breaks**
- **Praise whenever possible**
- **Seat student near front of room**
- **Arrange private signal to cue student to off-task behavior**

- Stand in proximity to student to focus attention
- Refocusing and redirection
- Behavior/time management system
- Provide buddy system

[Link](#) to discipline accommodations chart

### Core and Supplementary Instructional Materials

**Teacher Pedagogical Resources:** Internet, colleagues, apps, twitter, professional development

**Student Materials:** Various PE equipment specific to the learning activity

**DOE Mandates:** A statement of how this is shown within the unit. Each component may not be in every unit, as long as it is hit upon at some point within the course.

**Diversity, Equity, and Inclusion Mandate:**

**Gender - Will be discussed when talking about student expressions and stereotypes**

**Sexual Orientation - Understanding everyone's differences**

**Race -**

**Ethnicity -**

**Religious Tolerance - Understanding everyone's differences**

**Unconscious Bias Impact on Individuals -**

**Unconscious Bias Impact on Society -**

**Economic Disparity Impact on Individuals -**

**Economic Disparity Impact on Society -**

**Notes:**

## Unit 2: Wellness

**Grade Level:** K,1,2

**Length of Unit:** Ongoing

**Unit Rationale:** Physical fitness can be applied to nearly every activity throughout the K-12 curriculum and plays a significant role in the overall health and wellness of the student throughout their entire life.

<b>Stage 1 - Desired Results</b>	
<p><b>Understandings:</b></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● Wellness activities have a direct impact on their overall health.</li> <li>● There are many reasons why they need muscular strength, flexibility, endurance, and aerobic capacity.</li> </ul>	<p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. What am I learning during this unit?</li> <li>2. Why is this unit important to my health and wellness?</li> <li>3. Why is fitness important?</li> <li>4. What are the different parts of fitness?</li> <li>5. What are ways I am able to improve my fitness?</li> </ol>
<p><b>Content:</b></p> <p><i>Students will know...</i></p> <p>How to perform and participate in a variety of games, activities and exercises through learning activities that help them to improve their wellness related skills outlined for this unit.</p>	<p><b>Skills:</b></p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>● Participate in a variety of activities which develops and maintains health related wellness such as: Cardiorespiratory endurance, Muscular Strength, Muscular Endurance, Flexibility, Power, Speed, Agility</li> <li>● Recognize the importance of pacing, gradual progression and cool-down period.</li> <li>● Recognize that too much or not enough exercise can be harmful.</li> <li>● Recognize and explain how participation in physical activity contributes to wellness and be able to perform wellness activities to the best of their ability</li> </ul>
<p><b>NJ Student Learning Standards</b></p> <p><b>K- 2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy.</b></p> <p><b>K- 2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness.</b></p> <p><b>K- 2.2.2.MSC.1: Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running).</b></p> <p><b>1st- 2.2.2.MSC.2: Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling).</b></p> <p><b>1st- 2.2.2.MSC.5: Adjust and correct movements and skill in response to feedback.</b></p> <p><b>2nd- 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).</b></p> <p><b>2nd- 2.2.2.PF.2: Explore how to move different body parts in a controlled manner.</b></p> <p><b>2nd- 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).</b></p> <p><b>K- 2.2.2.LF.1: Express one's feeling and emotions when involved in movement and physical activities to increase positive behaviors.</b></p> <p><b>1st- 2.2.2.LF.3: Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).</b></p> <p><b>2nd- 2.2.2.LF.4: Identify physical activities available outside of school that are in the community.</b></p> <p><a href="https://www.nj.gov/education/cccs/2020/2020%20NJSLs-CHPE.pdf">https://www.nj.gov/education/cccs/2020/2020%20NJSLs-CHPE.pdf</a></p>	
<p><b>Career Education (Career Readiness, Life Literacies, and Key Skills Practices and 9.2 Standards)</b></p> <p><a href="https://www.nj.gov/education/standards/clicks/Docs/2020NJSLs-CLKS.pdf">https://www.nj.gov/education/standards/clicks/Docs/2020NJSLs-CLKS.pdf</a></p>	

**9.2 standards should be listed when appropriate. The appropriate grade band must be used for these standards.**

**Two or three Career Readiness, Life Literacies, and Key Skills Practices standards should be left in each unit, the rest should be removed from the list below.**

**CLKS Practices:**

1. Consider the environmental, social and economic impacts of decisions
2. Demonstrate creativity and innovation
3. Use technology to enhance productivity increase collaboration and communicate effectively

**Explanation of how CLKs connect to the unit: A person's health and wellness has an impact on their social experiences and activity choices. There are many different ways to achieve good health and wellness and an individual can be creative in their choices. There is a lot of new technology available to assist people in increasing and maintaining their health and wellness.**

**Explanation of how 9.2 standards connect to the unit:**

**Interdisciplinary Standards**

**Pick a subject area that is not health and PE and find standards from the same grade level or grade band that connect to this work. At minimum two standards must be included.**

**6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.**

**6.3.2.CivicsPD.1: With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.**

**Explanation of how interdisciplinary standards connect to the unit: The climate in which you live can have an effect on the ways you choose to practice health and wellness activities. Different communities have different resources and programs available to support health and wellness. Voicing ideas and opinions can lead to positive change and increased opportunities.**

**Technology Integration (9.4 Standards) -**

**9.4.2.CI.1: Demonstrate openness to new ideas and perspectives**

**9.4.2.CT.2: Identify possible approaches and resources to execute a plan**

**9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals**

<https://www.nj.gov/education/standards/clicks/Docs/2020NJSLS-9.4LifeLiteraciesandKeySkills.pdf>

**At minimum two standards from the 9.4 list must be included. The appropriate grade band must be used for these standards.**

**Explanation of how 9.4 standards connect to the unit: Having a willingness to try a variety of activities and being aware of all available resources can increase the likelihood of finding enjoyment, preventing boredom and achieving lifelong wellness.**

**Stage 2- Assessment Evidence:**

**Assessment:**

<b>Formative</b>	<b>Performance Assessments</b>
<b>Summative</b>	<b>Student Portfolio</b>
<b>Alternative</b>	<b>Peer Assessments</b>
<b>Benchmark</b>	<b>Journal Entries</b>

**Stage 3 - Learning Plan**

**Learning Activities:**

**Trajectory of how you are bringing students to dev**

**Introduction to unit - Group discussion on key topics (wellness, physical fitness, different forms of health related fitness, ex. muscle strength, muscle endurance, cardiovascular fitness, flexibility, mindfulness,) and continued discussion of these topics as reminders throughout this unit.**

**Individual, partner, small group and whole group learning activities such as:**

- **Wellness based warm-up exercises and games/activities**
- **Station activities/exercise**
- **Yoga and mindfulness**
- **Relays**
- **Tag Games**

**Differentiation:**

**ELL:**

- **Plan meaningful activities that intergrate lesson concepts with language practices opportunities for reading, writing, listening, and/or speaking**
- **Emphasize key vocabulary for students**
- **Use a variety of techniques to make content concepts clear (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language)**
- **Use group configurations that support language and content objectives of the lesson**
- **ProvideSupport language objectivies clearly activities that integrate all language skills**
- **Support content objectives clearly**

**G&T:**

- **Competitions**
- **Differentiated Instruction**

**Special Ed:**

- **Limit number of items student is expected to learn at one time**
- **Allow extra time for task completion**
- **Modify curriculum content based on student's ability level**
- **Use a consistent daily routine**
- **Assist student in setting short-term goals**
- **Frequently check for understanding**
- **Simplify task directions**
- **Provide hands-on learning activities**

- Provide modeling
- Provide guided instruction
- Modify pace of instruction to allow additional processing time
- Provide small group instruction
- Allow for repetition and/or clarification of directions, as needed
- Give direct and uncomplicated directions
- Provide easier tasks first
- Directions repeated, clarified or reworded
- Use interests to increase motivation
- Modified grading
- Stand in proximity to student to focus attention
- Provide short breaks when refocusing is needed
- Refocusing and redirection
- Discuss behavioral issues privately with student
- Provide opportunities for peer interactions
- Encourage student to self-advocate
- Identify triggers
- Provide positive reinforcement

**504:**

- Frequently check for understanding
- Directions repeated, clarified, or reworded
- Break down tasks into manageable units
- Frequent breaks during class
- Provide buddy system
- Modification in grading system
- Communication with parents
- Modify curriculum content based on student's ability level
- Utilize nurse/Health Office/counselor/SAC during episodes of presenting problem
- Provide short breaks
- Preferential seating
- Refocusing and redirection
- Behavior/time management system
- Excused from activities that affect presenting issue
- Allow use of assistive devices
- Monitor presenting issue

**Students at Risk:**

- Prompt before directions/questions are verbalized with visual cue between teacher and student
- Preferential seating
- Provide structure and positive reinforcements
- Frequently check for understanding
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- Directions repeated, clarified, or reworded
- Modify curriculum content based on student's ability level
- Communication with parents

- Provide short breaks
- Praise whenever possible
- Seat student near front of room
- Arrange private signal to cue student to off-task behavior
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- Refocusing and redirection
- Behavior/time management system
- Provide buddy system

[Link](#) to discipline accommodations chart

### Core and Supplementary Instructional Materials

**Teacher Pedagogical Resources:** Internet, colleagues, apps, twitter, professional development

**Student Materials:** Various PE equipment specific to the learning activity

**DOE Mandates:** A statement of how this is shown within the unit. Each component may not be in every unit, as long as it is hit upon at some point within the course.

#### **Diversity, Equity, and Inclusion Mandate:**

**Gender - Will be discussed when talking about student expressions and stereotypes**

**Sexual Orientation - Understanding everyone's differences**

**Race -**

**Ethnicity -**

**Religious Tolerance - Understanding everyone's differences**

**Unconscious Bias Impact on Individuals -**

**Unconscious Bias Impact on Society -**

**Economic Disparity Impact on Individuals -**

**Economic Disparity Impact on Society -**

**Notes:**

## Unit 3: Locomotor Skills

**Grade Level:** K,1,2

**Length of Unit:** Ongoing

**Unit Rationale:** The skills acquired during this unit will provide a foundation for a variety of other physical activities. Students need to learn these basic fundamental skills in order to move on to other more complex activities.

### Stage 1 - Desired Results

#### Understandings:

*Students will understand that...*

- Locomotor skills are the foundation for participating in activities and sports.

#### Essential Questions:

1. What am I learning during this unit?
2. Why is this unit important to my health and wellness?
3. Where can I apply the skills learned into my life?
4. What other activities use these locomotor skills?

#### Content:

*Students will know...*

- Proper locomotor movements with the addition of changing of levels and tempo.
- What are even movements and uneven movements.
- How these skills relate to various activities..
- How these locomotor skills relate to other activities and games played.

#### Skills:

*Students will be able to...*

- Perform a variety of locomotor movements such as walk, jog, hop, jump, crawl, run, leap, skip, slide, gallop..
- Perform variations of locomotor skills by being able to move: forward, backward, sideways, over, under, around, zig-zag.
- Vary level and range.
- Vary tempo, rhythm, speed force.

#### NJ Student Learning Standards

**2nd- 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.**

**K- 2.2.2.MSC.4: Differentiate manipulative movements (e.g., throwing, catching, dribbling).**

**1st- 2.2.2.LF.2: Perform movement skills that involve controlling and adapting posture and balance, to successfully negotiate different environments (e.g., mats, turf fields, grass fields, hard surfaces, gym floors, sand, water, snow) during physical activity.**

<https://www.nj.gov/education/cccs/2020/2020%20NJSLs-CHPE.pdf>

#### Career Education (Career Readiness, Life Literacies, and Key Skills Practices and 9.2 Standards)

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**9.2 standards should be listed when appropriate. The appropriate grade band must be used for these standards.**

**Two or three Career Readiness, Life Literacies, and Key Skills Practices standards should be left in each unit, the rest should be removed from the list below.**

**CLKS Practices:**

7. Demonstrate creativity and innovation
8. Use technology to enhance productivity increase collaboration and communicate effectively

**Explanation of how CLKs connect to the unit: While some locomotor movements are performed in a specific manner, there are also many ways to move using your own creativity. The use of various technologies can aid in the practice, performance and creativity of locomotor movements.**

**Explanation of how 9.2 standards connect to the unit:**

**Interdisciplinary Standards**

**Pick a subject area that is not health and PE and find standards from the same grade level or grade band that connect to this work. At minimum two standards must be included.**

**1.1.2.Cr1a: Demonstrate movement in response to a variety of sensory stimuli (e.g., music, imagery, objects) and suggest additional sources for movement ideas.**

**1.1.2.Cr2a: Create a movement sequence with a beginning, middle and end. Incorporate the use of a choreographic device.**

**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.**

**1.1.2.Pr4b: Perform planned and improvised movement sequences, with variations in tempo, meter, and rhythm, alone and in small groups.**

**Explanation of how interdisciplinary standards connect to the unit: Locomotor movements can be performed in many ways and influenced by various stimuli such as music, imagery and objects. Creativity and skill can be demonstrated and expressed by putting together various learned locomotor movements together in a sequence and varying movement details such as levels, pathways**

**Technology Integration (9.4 Standards) -**

**9.4.2.Cl.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).**

**9.4.2.Cl.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).**

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**At minimum two standards from the 9.4 list must be included. The appropriate grade band must be used for these standards.**

**Explanation of how 9.4 standards connect to the unit: Utilizing these performance expectations assists students in accomplishing the objectives of the activities in this unit and enhances their learning experience.**

**Stage 2- Assessment Evidence:**

**Assessment:**

<b>Formative</b>	<b>Performance Assessments</b>
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**Stage 3 - Learning Plan**

**Learning Activities:**

**Trajectory of how you are bringing students to develop the understandings listed above**

**Group discussion to differentiate between locomotor and non-locomotor skills. Identify different types of locomotor skills. Demonstrate and explain various types of locomotor movements and variations of each movement.**

**Individual, partner, small group and whole group learning activities such as:**

- **Incorporate locomotor skill practice into warm ups**
- **Game Play**
- **Tag games**
- **Movement games**
- **Invasion games**
- **Relays**

**Differentiation:**

**ELL:**

- **Plan meaningful activities that intergrade lesson concepts with language practices opportunities for reading, writing, listening, and/or speaking**
- **Emphasize key vocabulary for students**
- **Use a variety of techniques to make content concepts clear (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language)**
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**G&T:**

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- **Assist student in setting short-term goals**
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**Student Materials:** Various PE equipment specific to the learning activity

**DOE Mandates:** A statement of how this is shown within the unit. Each component may not be in every unit, as long as it is hit upon at some point within the course.

#### **Diversity, Equity, and Inclusion Mandate:**

**Gender - Will be discussed when talking about student expressions and stereotypes**

**Sexual Orientation - Understanding everyone's differences**

**Race -**

**Ethnicity -**

**Religious Tolerance - Understanding everyone's differences**

**Unconscious Bias Impact on Individuals -**

**Unconscious Bias Impact on Society -**

**Economic Disparity Impact on Individuals -**

**Economic Disparity Impact on Society -**

**Notes:**

## Unit 4: Manipulative Skills

**Grade Level:** K,1,2

**Length of Unit:** Ongoing

**Unit Rationale:** Learning basic manipulation skills are imperative to the progression into other games, sports, and physical activities. These are the fundamental skills for a large variety of activities and with these skills students will be prepared for that progression.

### Stage 1 - Desired Results

**Understandings:**

*Students will understand that...*

- These skills are a foundation for many activities they participate in throughout their lives.

**Essential Questions:**

1. What am I learning during this unit?
2. Why is this unit important to my health and wellness?
3. Where would I apply these skills in my life?

**Content:**

*Students will know...*

- Proper technique for basic manipulation skills.
- How to participate in activities that utilize these skills.
- How to identify and develop an understanding for how these skills relate to various activities.

**Skills:**

*Students will be able to...*

- Demonstrate manipulation skills such as underhand, overhand, sidearm, catch, kick, trap, throw, toss, strike with body, strike with implement, bounce roll, and ball handling using various objects.

### NJ Student Learning Standards

**1st- 2.2.2.MSC.2: Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling).**

**2nd- 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.**

**K- 2.2.2.MSC.4: Differentiate manipulative movements (e.g., throwing, catching, dribbling).**

**1st- 2.2.2.MSC.5: Adjust and correct movements and skill in response to feedback.**

**2nd- 2.2.2.MSC.6: Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.**

**2nd- 2.2.2.MSC.7: Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.**

**2nd- 2.2.2.MSC.8: Explain the difference between offense and defense.**

**2nd- 2.2.2.PF.2: Explore how to move different body parts in a controlled manner**

<https://www.nj.gov/education/cccs/2020/2020%20NJSLs-CHPE.pdf>

**Career Education (Career Readiness, Life Literacies, and Key Skills Practices and 9.2 Standards)**

<https://www.nj.gov/education/standards/clicks/Docs/2020NJSLs-CLKS.pdf>

**9.2 standards should be listed when appropriate. The appropriate grade band must be used for these standards.**

**Two or three Career Readiness, Life Literacies, and Key Skills Practices standards should be left in each unit, the rest should be removed from the list below.**

**CLKS Practices:**

9. Act as a responsible and contributing community members and employee
10. Demonstrate creativity and innovation
11. Utilize critical thinking to make sense of problems and persevere in solving them
12. Work productively in teams while using cultural/global competence

**Explanation of how CLKs connect to the unit: Students will learn how to perform these skills in a safe manner and in ways to help others succeed. Students will be able to identify ways to improve these skills through observation of self and others and feedback.**

**Explanation of how 9.2 standards connect to the unit:**

**Interdisciplinary Standards**

**PS2.A: Forces and Motion Pushes and pulls can have different strengths and directions. (K-PS2-1), (K-PS2-2) Pushing or pulling on an object can change the speed or direction of its motion and can start or stop it. (KPS2-1), (K-PS2-2)**

**PS2.B: Types of Interactions When objects touch or collide, they push on one another and can change motion. (K-PS2-1)**

**PS3.C: Relationship Between Energy and Forces A bigger push or pull makes things speed up or slow down more quickly. (secondary to K-PS2-1)**

**Pick a subject area that is not health and PE and find standards from the same grade level or grade band that connect to this work. At minimum two standards must be included.**

**Explanation of how interdisciplinary standards connect to the unit: Having an understanding of forces in motion, interactions and the relationship between energy and forces helps students to have more control when performing manipulative skills.**

**Technology Integration (9.4 Standards) -**

**9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).**

**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.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).**

<https://www.nj.gov/education/standards/clicks/Docs/2020NJSLs-9.4LifeLiteraciesandKeySkills.pdf>

**At minimum two standards from the 9.4 list must be included. The appropriate grade band must**

be used for these standards.

**Explanation of how 9.4 standards connect to the unit: Accepting feedback, observing technique and making corrections in response to these things help to improve performance of manipulative skills. Using technology and multimedia sources to gain knowledge and understanding of these skills will also help improve performance.**

**Stage 2- Assessment Evidence:**

**Assessment:**

<b>Formative</b>	<b>Performance Assessments</b>
<b>Summative</b>	<b>Student Portfolio</b>
<b>Alternative</b>	<b>Peer Assessments</b>
<b>Benchmark</b>	<b>Journal Entries</b>

**Stage 3 - Learning Plan**

**Learning Activities:**

**Group discussion and introduction to each new manipulative skill. Gradual progression of each skill starting with individual practice then progressing to partner practice and eventually small group practice. During small group practice introduce concepts such as teamwork, cooperation, sportsmanship, offense, defense.**

**Individual, partner, and small group learning activities such as:**

- Tossing skill practice and games
- Throwing skill practice and games
- Throwing and catching skill practice and games
- Striking skill practice and games (hand, foot, paddle)
- Rolling skill practice and games
- Bouncing skill practice and games
- Small sided, ball control skill practice and games similar to (soccer, basketball, volleyball, handball, tball, etc)

**Differentiation:**

**ELL:**

- Plan meaningful activities that integrate lesson concepts with language practices opportunities for reading, writing, listening, and/or speaking
- Emphasize key vocabulary for students
- Use a variety of techniques to make content concepts clear (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language)
- Use group configurations that support language and content objectives of the lesson
- ProvideSupport language objectives clearly activities that integrate all language skills
- Support content objectives clearly

**G&T:**

- Competitions
- Differentiated Instruction

**Special Ed:**

- Limit number of items student is expected to learn at one time
- Allow extra time for task completion
- Modify curriculum content based on student's ability level
- Use a consistent daily routine

- Assist student in setting short-term goals
- Frequently check for understanding
- Simplify task directions
- Provide hands-on learning activities
- Provide modeling
- Provide guided instruction
- Modify pace of instruction to allow additional processing time
- Provide small group instruction
- Allow for repetition and/or clarification of directions, as needed
- Give direct and uncomplicated directions
- Provide easier tasks first
- Directions repeated, clarified or reworded
- Use interests to increase motivation
- Modified grading
- Stand in proximity to student to focus attention
- Provide short breaks when refocusing is needed
- Refocusing and redirection
- Discuss behavioral issues privately with student
- Provide opportunities for peer interactions
- Encourage student to self-advocate
- Identify triggers
- Provide positive reinforcement

**504:**

- Frequently check for understanding
- Directions repeated, clarified, or reworded
- Break down tasks into manageable units
- Frequent breaks during class
- Provide buddy system
- Modification in grading system
- Communication with parents
- Modify curriculum content based on student's ability level
- Utilize nurse/Health Office/counselor/SAC during episodes of presenting problem
- Provide short breaks
- Preferential seating
- Refocusing and redirection
- Behavior/time management system
- Excused from activities that affect presenting issue
- Allow use of assistive devices
- Monitor presenting issue

**Students at Risk:**

- Prompt before directions/questions are verbalized with visual cue between teacher and student
- Preferential seating
- Provide structure and positive reinforcements
- Frequently check for understanding
- Limit number of items student is expected to

	<p>learn at one time</p> <ul style="list-style-type: none"> <li>● Directions repeated, clarified, or reworded</li> <li>● Modify curriculum content based on student's ability level</li> <li>● Communication with parents</li> <li>● Provide short breaks</li> <li>● Praise whenever possible</li> <li>● Seat student near front of room</li> <li>● Arrange private signal to cue student to off-task behavior</li> <li>● Stand in proximity to student to focus attention</li> <li>● Refocusing and redirection</li> <li>● Behavior/time management system</li> <li>● Provide buddy system</li> </ul> <p><a href="#">Link</a> to discipline accommodations chart</p>
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<p><b>Core and Supplementary Instructional Materials</b></p> <p><b>Teacher Pedagogical Resources:</b> Internet, colleagues, apps, twitter, professional</p> <p><b>Student Materials:</b> Various PE equipment specific to the learning activity</p>
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<p><b>Notes:</b></p>
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