

Winslow Township School District
Grade 3
Unit 1: Motor Skill Development

Overview: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

Overview	Standards for Motor Skill Development Content	Unit Focus	Essential Questions
Unit 1: Motor Skill Development	<ul style="list-style-type: none"> • 2.2.5.MSC.1 • 2.2.5.MSC.2 • 2.2.5.MSC.3 • 2.2.5.MSC.4 • 2.2.5.MSC.5 • 2.2.5.MSC.6 • 2.2.5.MSC.7 • WIDA1 	<ul style="list-style-type: none"> • Students will be shown the correct form to shoot, pass, dribble • Students will put their previously learned skills into a live game play setting • Students will understand the difference between offense and defense • Students will use teamwork to succeed • Students will act as good team players and show good sportsmanship 	<ul style="list-style-type: none"> • How can understanding movement concepts improve my performance? • How can I make movement more interesting, fun, and enjoyable? • How does my use of movement influence that of others?
Unit 1: Enduring Understandings	<ul style="list-style-type: none"> • Research shows that people who participate in regular physical activity, no matter what the form, are more likely to do so because they feel comfortable and competent in movement skills. • Skill development involves an understanding of movement concepts, the underlying principles of physics, as a means to analyze movement performance and make adjustments. • Implementing movement principles such as space, speed, force, projection or tempo makes movement more effective and more interesting. 		

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Curriculum Unit 1	Standards		Pacing	
			Week	Unit Weeks
	2.2.5.MSC.1	Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).	3	18
	2.2.5.MSC.2	Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.	2	
	2.2.5.MSC.3	Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).	3	
	2.2.5.MSC.4	Develop the necessary body control to improve stability and balance during movement and physical activity.	2	
	2.2.5.MSC.5	Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.	2	
	2.2.5.MSC.6	Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.	2	
	2.2.5.MSC.7	Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.	2	
	Assessment, Re-teach and Extension		2	

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Core Idea	Indicator #	Performance Expectations
Competent and confident age appropriate performances of gross, fine motor and manipulative skills, with execution of movement skills and concepts individually and in groups enhance (intensifies) physical activities. free movement, games, aerobics, dance, sports, and recreational activities.	2.2.5.MSC.1	Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).
	2.2.5.MSC.2	Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
	2.2.5.MSC.3	Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).
	2.2.5.MSC.4	Develop the necessary body control to improve stability and balance during movement and physical activity.
Constructive feedback from others impacts improvement, effectiveness and participation in movement skills, concepts, sportsmanship, and safety.	2.2.5.MSC.5	Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.
Teams apply offensive, defensive, and cooperative strategies in most games, sports, and physical activities.	2.2.5.MSC.6	Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.
	2.2.5.MSC.7	Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.

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Assessment Plan	
Performance Tasks: Ability to follow rules, classroom activities, individual, partner and group activities.	Alternative Assessments: <ul style="list-style-type: none"> Teacher observation, participation, skill grade
Resources	Activities
<ul style="list-style-type: none"> http://www.pecentral.org/assessment/assessmenttips.html PECentral.org BrainPop.com Mr.Gym.com SparkPE.org Children Moving Team Building for Physical Challenges Personal Best Activity Guide Follow Me: A Handbook of Movement Activities PhEdGames: https://www.youtube.com/channel/UCnbRIQ5NUImCyCxFilDppXg The Physical Educator: http://www.thephysicaleducator.com Physical Education for Learning: http://www.pe4learning.com SHAPE: http://www.shapeamerica.org/jump/peresources/skills-and-games.cfm 	2.2.5.MSC.1 <ul style="list-style-type: none"> SW perform individual skill practice of specific learning cues in an isolated setting prior to the application of the specific skill during a game setting. <p>Activity 1: Practice the skill of dribbling and trapping a soccer ball. Activity 2: Freeze Dribble - Each student has a soccer ball. Hula-hoops are scattered inside the boundary area. When the signal (music/whistle) is given all students must dribble to the closest hoop and stop the soccer ball inside.</p> 2.2.5.MSC.2 <ul style="list-style-type: none"> SW toss an object into the air and keep it aloft by striking it with his/her palms and then by controlling the hit to circulate the object to teammates.

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Suggested Activities:

Sport Related Activities

- Pass-ketball
- Defender ball
- Pin Ball
- Ultimate Football

Rhythmic Movement:

- Cultural Dances
- Line Dances
- Rhythm Bands

Cooperative Activities:

- Titanic
- Coney Island
- Ultimate Hoop Games
- Castles
- Battleship

Additional Activities:

Chasing, Fleeing, and Dodging Games such as: Sailors and Ships, Oogedy-Boogedy Tag, Spiders and Flies, Blob Tag, Bump Tag, Amoeba Tag, etc...

Scooter Games such as: Scootermania. Monsters, Inc., Environmental Helpers, obstacle courses, Scooter Ships

Diversity, Equity & Inclusion Educational Resources

<https://www.nj.gov/education/standards/dei/>

2.2.5.MSC.3

- SW work with team members to create a team cheer that will include movement and music.

Activity: Team Cheer Once students are placed into teams for a specific activity; they must create a team name, team cheer, and movement sequence to music.

2.2.5.MSC.5

- SW use peer evaluation to critique team cheers.
- SW understand player positioning, faking, and defending space by creating and moving to the open area (open hula-hoop).

2.2.5.MSC.6

- SW encourage others by cheering, high-fiving, and giving positive feedback throughout the game play.

Activity: Ultimate Hoop Basketball

- Students are placed into teams.
- Each team has two balls.
- Minimum of 20-30 hula-hoops are spread out around the basketball court.
- In pairs, a partner without the ball will run to an open space (hula-hoops).
- The partner with the ball will pass the ball.

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	<ul style="list-style-type: none">• Objective is to successfully pass the ball to the open player as you move toward the basket to shoot. <p>2.2.5.MSC.7</p> <ul style="list-style-type: none">• SW generate a list of characteristics that describe “good” sportsmanship.• SW explain how the rules of Ultimate Hoop Basketball create a safe and active environment.
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Instructional Best Practices and Exemplars

- | | |
|---|--|
| 1. Identifying similarities and differences | 6. Cooperative learning |
| 2. Summarizing and note taking | 7. Setting objectives and providing feedback |
| 3. Reinforcing effort and providing recognition | 8. Generating and testing hypotheses |
| 4. Homework and practice | 9. Cues, questions, and advance organizers |
| 5. Nonlinguistic representations | 10. Manage response rates |

9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills

- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
9.1.5.RMI.1: Identify risks that individuals and households face.
9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process.

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

Philadelphia Mint

<https://www.usmint.gov/learn/kids/resources/educational-standards>

Different ways to teach Financial Literacy.

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

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Modifications for Special Education/504

Students with special needs: The students' needs will be addressed on an individual and grade level using a variety of modalities. Accommodations will be made for those students who need extra time to complete assignment. Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this Physical Education curriculum.

- Small group instruction
- Audio books/ Text-to-speech platforms
- Leveled texts/Vocabulary Readers
- Leveled informational texts via online
- Modeling and guided practice
- Read directions aloud
- Repeat, rephrase and clarify directions
- Extended time as needed
- Break down assignments into smaller units
- Provide shortened assignments
- Modify testing format
- Repeat directions as needed

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Modifications for At-Risk Students

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations

- Increase one on one time
- Teachers may modify instructions by modeling what the student is expected to do
- Oral prompts can be given.
- Using visual demonstrations, illustrations, and models
- Give directions/instructions verbally and in simple written format.
- Peer Support

English Language Learners

All WIDA Can Do Descriptors can be found at this link:

<https://wida.wisc.edu/teach/can-do/descriptors>

Grade 3 WIDA Can Do Descriptors:

Listening Speaking

Reading Writing

Oral Language

Students will be provided with accommodations and modifications that may include:

- Relate to and identify commonalities in Phys Ed practices in students home country
- Speak and display terminology and movement
- Teacher Modeling
- Peer Modeling
- Label Classroom Materials - Word Walls

Modifications for Gifted Students

Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.

- Students can complete extend research outside of the classroom
- Inquiry-based instruction
- Higher order thinking skills
- Adjusting the pace of lessons
- Interest based content
- Project Based Learning
- Real world scenarios
- Student Driven Instruction
- [Gifted Programming Standards](#)
- [Webb's Depth of Knowledge Levels and/or Revised Bloom's Taxonomy](#)
- [REVISED Bloom's Taxonomy Action Verbs](#)

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Interdisciplinary Connections

ELA - NJSLS/ELA:

NJSLSA.SL.5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.

SL.3.5. Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Integration of Computer Science and Design Thinking NJSLS 8

8.1.5.CS.2: Model how computer software and hardware work together as a system to accomplish tasks.

8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.

8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.