

Winslow Township School District
Grade K 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"> • 2.2.2.MSC.1 • 2.2.2.MSC.2 • 2.2.2.MSC.3 • 2.2.2.MSC.4 • 2.2.2.MSC.5 • 2.2.2.MSC.6 • 2.2.2.MSC.7 • 2.2.2.MSC.8 • WIDA1 	<ul style="list-style-type: none"> • Fine Motor skills • Gross Motor skills • Improve performance and skill level while participating in physical activities? 	<ul style="list-style-type: none"> • How can I utilize fine motor skills to improve my performance and movement skills during physical activities? • How can I utilize gross motor skills to improve my performance and movement skills during physical activities?
Unit 1: Enduring Understandings	<ul style="list-style-type: none"> • Research indicates fine motor skills involve the use of the smaller muscle of the hands. Fine motor skill efficiency significantly influences the quality of the task outcome as well as the speed of task performance. Efficient fine motor skills require a number of independent skills to work together to appropriately manipulate the object or perform. • Research indicates gross motor skills involve the use of larger muscle groups. Gross motor skill efficiency significantly influences the quality of the task outcome as well as the speed of task performance. Efficient gross motor skills require a number of independent skills to work together in order to perform movements effectively. • Utilizing gross and fine motor skills concurrently allows us to take information that the brain receives from our muscles and joints to make us aware of body position and body movement. Thereby improving overall movement performance. 		<ul style="list-style-type: none"> • How can I utilize gross and fine motor skills to improve performance and skill level while participating in physical activities?

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Curriculum Unit 1	Standards		Pacing	
			Week	Unit Weeks
	2.2.2.MSC.1	Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running).	3.5	34
	2.2.2.MSC.2	Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling).	4	
	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.	4	
	2.2.2.MSC.4	Differentiate manipulative movements (e.g., throwing, catching, dribbling).	4	
	2.2.2.MSC.5	Adjust and correct movements and skill in response to feedback.	3.5	
	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.	3.5	
	2.2.2.MSC.7	Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.	3.5	
	2.2.2.MSC.8	Explain the difference between offense and defense.	3	
	Assessment, Re-teach and Extension		2	

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Core Idea	Indicator #	Performance Expectations
The body moves with confidence in a variety of the age appropriate performances of gross, fine, locomotor, non-locomotor, and manipulative skills as it relates to movements, concepts, games, aerobics, dance, sports, and recreational activities.	2.2.2.MSC.1	Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, 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)
Feedback impacts and improves the learning of movement skills and concepts.	2.2.2.MSC.5	Adjust and correct movements and skill in response to feedback.
Teamwork consists of effective communication and respect among class and team members.	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.
	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.

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Assessment Plan	
<p>Performance Tasks:</p> <p>Students will be formatively assessed. Assessments will be ongoing and performance- based. Performance will be defined as</p> <p>M-mastery, D-developing, or NE-Not evident.</p> <ul style="list-style-type: none">• To what degree does the student demonstrate an ability to mimic exemplar fine motor actions in isolation.• To what degree does the student demonstrate an ability to improve their ability to persist with fine motor tasks.• To what degree does the student demonstrate an ability to cross the imaginary line running from a person's nose to pelvis that divides the body into left and right sides.• To what degree does the student demonstrate an ability to skillfully manipulate tools, objects, props, and/or equipment with control to complete developmentally appropriate activities.• To what degree does the student demonstrate an ability to reflect on their performance and make adjustments in an effort to improvement fine motor movement.	<p>Alternative Assessments:</p> <ul style="list-style-type: none">• Teacher observation, participation, skill grade

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Resources	Activities
<ul style="list-style-type: none"> • http://handsonaswegrow.com/get-the-kids-moving-activities • STOP Follow Directions Song by Patty Shukla • PEcentral.org • The Physical Educator: Standards-Based PE Games • Mr. Gym.com • Sparkpe.org General Space • Cosmic Kids Yoga Adventures: https://www.youtube.com/watch?v=xlg052EKMTk • https://www.youtube.com/user/PhysEdGames (Modify for Kindergarten) • Physedgames.com • OPEN Phys Ed Personal & Social Responsibility • Backwards Soccer • Crazy Ball Soccer • Alphabet in Motion • Speedway (Modify for Kindergarten) • Playworks.org • Save the Statues (Modify for Kindergarten) • SparkPE.org Parachute Switcheroo, Line Boogie <p>Other Activities:</p> <ul style="list-style-type: none"> • Dead Ants • Builders and Bulldozers 	<p>2.2.2.MSC.1</p> <ul style="list-style-type: none"> • Students will engage in Creative Games or other activities and games which require students to utilize gross motor skills to complete tasks. • Students will play Balance Beam Bend and Grab or other activities and games which require students to utilize fine motor skills to complete tasks. • balancing while standing and balancing while bending to grab an item. • Decrease the size of the objects or increase the amount of objects the student must obtain to challenge gifted students and increase their fine motor dexterity. <p>2.2.2.MSC.2</p> <ul style="list-style-type: none"> • Student will play Juggling Scarves or activities which require props and or objects to develop spatial and coordination skills. <p>2.2.2.MSC.3</p> <ul style="list-style-type: none"> • Students will use competitive and cooperative strategies while playing Pin Alley Defender or other games, sports, and movement activities. <p>2.2.2.MSC.6</p> <ul style="list-style-type: none"> • Students will understand how cooperative behavior affects a team's

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- Throw Ball
- Oscar's Garbage Can (Overhand throwing)
- Newcombe
- Parachute Games
- Flag Grab Tag
- Scooter Tag
- Clean Up The Backyard

Diversity, Equity & Inclusion Educational Resources

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

performance.

- Student will demonstrate positive behavior while participating in a game of Bean Bag Rush or other activity and will be able to explain why this game and others have rules.
- Students will use concepts of teamwork including visible and verbal cues during Pin Alley Defender or other sports, games, and movement activities.

2.2.2.MSC.7

- Students will describe characteristics of good sportsmanship.

2.2.2.MSC.8

- Students will explain the purpose of offense and defense while playing Pin Alley Defender.

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Instructional Best Practices and Exemplars

- | | |
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| <ol style="list-style-type: none"> 1. Identifying similarities and differences 2. Summarizing and note taking 3. Reinforcing effort and providing recognition 4. Homework and practice 5. Nonlinguistic representations | <ol style="list-style-type: none"> 6. Cooperative learning 7. Setting objectives and providing feedback 8. Generating and testing hypotheses 9. Cues, questions, and advance organizers 10. Manage response rates |
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9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 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.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
- 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).

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: When a student cannot execute movements at a proficient level, the teacher will modify the movements to make them accessible to that student. If the student requires one-on-one help, either the teacher or instructional assistant will assist them in completing the assigned task. Students with special needs may be grouped with a model peer or small group during activities.

- 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	
<p>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</p> <ul style="list-style-type: none"> • 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	Modifications for Gifted Students
<p>All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors</p> <p><input type="checkbox"/> Grade K WIDA Can Do Descriptors:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Oral Language <p>Students will be provided with accommodations and modifications that may include:</p> <ul style="list-style-type: none"> • 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 	<p>Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.</p> <ul style="list-style-type: none"> • 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:

RI.K.2. With prompting and support, identify the main topic and retell key details of a text.

W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

Integration of Computer Science and Design Thinking NJSLS 8

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

8.1.2.NI.3: Create a password that secures access to a device. Explain why it is important to create unique passwords that are not shared with others.

8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.