

Winslow Township School District
Grade 5
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"> • Comprehension of how critical aerobic exercise is to the lifelong health and well-being of an individual. • Body awareness and coordination are necessary components of a well-grounded individual. • Cooperation within a team/group is necessary for success in all areas of life. • Body awareness and coordination are necessary components for a well-grounded individual. • Teamwork and communication are essential to ensure the best possible results during game play. 	<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		

Physical Education Curriculum – Grade 5 –
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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	
<p>Performance Tasks: Ability to follow rules, classroom activities, individual, partner and group activities.</p>	<p>Alternative Assessments:</p> <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 PE 4 ME Team Building for Physical Challenges Personal Best Activity Guide Follow Me: A Handbook of Movement Activities PhEdGames: https://www.youtube.com/channel/UCnbRIQ5NUImCyCxFiIDppXg The Physical Educator: http://www.thephysicaleducator.com Physical Education for Learning: http://www.pe4learning.com 	<p>2.2.5.MSC.1</p> <ul style="list-style-type: none"> SW dribble a soccer ball with dominant and nondominant foot keeping their head up. SW use appropriate form while batting by using correct hand position, correct stance and accurate swing. SW understand and apply proper performance techniques when using resistance bands. <p>2.2.5.MSC.2</p> <ul style="list-style-type: none"> SW incorporate aerobic and non-aerobic components by creating a workout. SW participate in cooperative activities (hit the deck) in which students move through open space at the tempo of the music. SW use elements of cultural and social dances (i.e. cha-cha, line dances) by creating their own original dance. <p>2.2.5.MSC.3</p> <ul style="list-style-type: none"> SW use the proper force, control, and timing it takes to set,

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- SHAPE:
<http://www.shapeamerica.org/jump/peresources/skills-and-games.cfm>

Suggested Activities:

Sport Related Activities

- Knock Out
- 3 v 3 Basketball
- Small Sided Soccer
- Small Sided Ultimate Football
- Volleyball
- Wiffle Ball Rhythmic Movement
- Line Dance (Cha Cha Slide, Cupid Shuffle, Cotton Eyed Joe, Macarena, Electric Slide)

Cooperative Activities

- Mat or Tarp Manipulation
- Defender Ball
- Human Knot
- Human Hula-Hoop
- Cat & Mouse
- Triangle Tag

Diversity, Equity & Inclusion Educational Resources

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

- bump and serve a ball to themselves and/or partners.
- SW understand and implement the concept of force by practicing the football skills of passing and receiving with a partner and how increasing distance impacts the outcome.
- SW comprehend how dynamic factors in the environment will affect the flight of a ball when passing and catching.
- SW shoot a basketball by using the proper performance cues (B = balance E = elbow E = eyes F = follow through) to self-evaluate.
- SW evaluate the critical elements of shooting a hockey puck and differentiate between when to use the appropriate shot (i.e. slap, wrist).

2.2.5.MSC.4

- SW understand rotating, positioning, teamwork, and communication through participating in a modified volleyball game.

2.2.5.MSC.5

- SW discuss when to use the appropriate skill in volleyball in reference to location on the court (i.e., set in the front row, bump in the back row).

2.2.5.MSC.6

- SW perform and understand the role of each position and the importance of each player's responsibility to the team

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	<p>when participating in the activity.</p> <ul style="list-style-type: none">• SW encourage all participants during the activities and emphasize positive participation and sportsmanship. <p>2.2.5.MSC.7</p> <ul style="list-style-type: none">• SW create a new game/activity and explain the rules and regulations and how the rules help to enhance safety and participation for all participants.• SW explain the rules of speedball and tell why each rule is crucial to keeping players safe and how it helps enhance the overall activity.• LW research a fitness activity or sport from a different culture and explain the history, how to play the game, rules, and regulations to their classmates in a presentation.• LW teach their classmates about a specific dance from several different cultures and perform the dance for the class.
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Instructional Best Practices and Exemplars

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|---|--|
| 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 5 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
- 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.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- W.5.6. With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
- SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

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.