

Winslow Township School District
Grade 6
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"> • 2.2.8.MSC.1 • 2.2.8.MSC.2 • 2.2.8.MSC.3 • 2.2.8.MSC.4 • 2.2.8.MSC.5 • 2.2.8.MSC.6 • 2.2.8.MSC.7 • 2.2.8.MSC.8 • WIDA1 	<ul style="list-style-type: none"> • Perform fluid movements during sport-specific drills, dance, and/or cooperative activities, focusing on the skills needed for the task at hand. • Demonstrate the importance of spatial awareness while the body is in motion. • Understand and explain the effect of force and motion in specific activities. • Evaluate them using verbal feedback, written assessments, performance checklists, etc. • Demonstrate teamwork, cooperation, and/or individual strategies to enhance performance. • Demonstrate good sportsmanship, positive interaction, and responsible behavior among peers. • Follow all safety rules and procedures. 	<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
	2.2.8.MSC.1	Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).	3	24
	2.2.8.MSC.2	Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.	3	
	2.2.8.MSC.3	Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).	3	
	2.2.8.MSC.4	Analyze, and correct movements and apply to refine movement skills.	3	
	2.2.8.MSC.5	Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.	3	
	2.2.8.MSC.6	Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.	3	
	2.2.8.MSC.7	Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others	3	
	Assessment, Re-teach and Extension		3	

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Content Statement	Indicator #	Indicator
Effective execution of movements is determined by the level of related skills and provides the foundation for physical competency and literacy to participate with confidence in a broad range of physical activities (e.g., games, sports, aerobics, martial arts, recreational activities).	2.2.8.MSC.1	Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).
	2.2.8.MSC.2	Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.
	2.2.8.MSC.3	Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).
Feedback from others and self-assessment impacts performance of movement skills and concepts.	2.2.8.MSC.4	Analyze, and correct movements and apply to refine movement skills.
Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities.	2.2.8.MSC.5	Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.
	2.2.8.MSC.6	Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.
	2.2.8.MSC.7	Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others

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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"> • PE Central: www.pecentral.org/ • NJAHPERD: http://www.njahperd.org/ • Sports Know How: http://www.sportsknowhow.com/ • Project Adventure: www.pa.org • Teaching Cues for Sport Skills, 2nd Edition, by Benjamin Cummings • Team Building Through Physical Challenges by Glover and Midura • Rhythmic Activities and Dance, 2nd Edition, by Bennett and Reiner • Physical Activity and Sport for Secondary School Students by Neil J. Dougherty • Pedometers • Just Dance • PhEdGames: • https://www.youtube.com/channel/UCnbRIQ5NUImCyCxFiIDppXg 	2.2.8.MSC.1 <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 lifting free weights. 2.2.8.MSC.2 <ul style="list-style-type: none"> • SW use the proper force, control, and timing it takes to set, 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.

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- 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>
- Heart Rate Monitors

Suggested Activities

P.E. Indoor Activities:

- Fitness Testing Fitness Unit – (i.e. Relays, Cardio kickboxing, jump rope stations)
- Weight-Training
- Bop Ball
- Team Handball
- Indoor Soccer / Sideline soccer
- Basketball (skills, then game stations)
- Speedball / Ultimate ball
- Volleyball
- Floor Hockey

Lifetime Activities:

- Bowling

2.2.8.MSC.3

- SW create a workout using music that incorporates aerobic and anaerobic components.
- SW monitor their heart rates using both heart rate monitors and taking their own pulse (carotid and radial).
- SW participate in cooperative activities (hit the deck) in which they move through open space at the tempo of the music and when it stops perform the proper shape by themselves or with other classmates.
- SW research, using the internet, available school and home resources, and videos, different elements of cultural and social dances (i.e., cha-cha, line dances, music) and using them to create their own unique and original dance.

2.2.8.MSC.4

- SW take proper performance cues in basketball (B = balance E = elbow E = eyes F =follow through) to self-evaluate and correct their shooting.
- SW evaluate the critical elements of shooting the puck in hockey and differentiate between a slap, snap and wrist shot.
- SW review the difference between walking, jogging, and running and the proper form for each. LW analyze their form and make any modifications to their movement with the help of a pedometer.

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- Golf
- Horseshoes
- Shuffleboard
- Table tennis
- Wiffle batting

Tag Activities:

- Capture the Object - 12 items on each side – capture objects without getting tagged
- Mat Ball
- Scooter Ball/Medic
- Kickball
- Badminton / Pickleball
- Battleship
- Dance Dance Revolution

Cooperative / Team-Building Activities :

- Name Game with gatorskin ball (circle)
- Birthday Game (no talking, no hand gestures, line up in chronological order, month and date)
- Hula Hoop Game (straight line, then circle)
- Rope Rectangle
- Earthball Transport (Move big ball across the gym – no team member can move their feet while touching the ball)

2.2.8.MSC.5

- SW participate and discuss singles and doubles play in badminton to describe and demonstrate the use of offensive, defensive and cooperative strategies.
- SW demonstrate their knowledge of the different roles (offense, defense and midfield) when playing three zone, handball and use team strategies to improve the pace and play of the game.

2.2.8.MSC.6

- SW communicate with others in their groups to come up with and modify strategies to help them achieve their goal in several different cooperative activities and games. (i.e., the hula hoop pass, or turnstile)
- SW participate in several different types of tag (team and individual) activities and discuss what strategies they had to do away with or modify and which ones were beneficial to the overall task at hand.
- SW demonstrate and understand the role of each position and the importance of each player's responsibility when participating in the activity.

2.2.8.MSC.7

- SW encourage all participants during the activities and emphasis positive participation and sportsmanship.

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- Moon Ball (volleyball trainer or beach ball - travel across gym)
- Fitness Ball Challenge
- Human Knots Rock wall (w/ lead-up & off-wall activities)
 - a. Back-to-back stand-up (do not lock arms)
 - b. Human Spring (Face-to-face, hands out front)
 - c. Ground Trust Fall (groups of three)
 - d. Trust Circle (“Willow in the Wind”) – groups of five or six
 - e. Poly Spots on floor to practice traversing

P.E. Outdoor Activities:

- Soccer
- Football
- Softball
- Basketball
- Walk/Jog/Running
- Ultimate Ball
- Ultimate Frisbee
- Lacrosse
- Four Square/Box Ball

Diversity, Equity & Inclusion Educational Resources

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

- SW create a new game/activity and explain the rules and regulations and how that helps to enhance safety and participation for all participants.
- SW explain the rules of speedball and tell why that rule is crucial to keeping each player safe or how it helps enhance the overall activity.

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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

- 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.
9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.
9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).

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 6 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.

RL.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

W.6.6. 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 three pages in a single sitting.

SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Integration of Computer Science and Design Thinking NJSLS 8

8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

8.1.8.A.4 Graph and calculate data within a spreadsheet and present a summary of the results

8.1.8.A.5 Create a database query, sort and create a report and describe the process, and explain the report results.