Unit 1: Healthy Lifestyles

Content Area: **PE/Health**
Course(s):
Time Period: **SeptOct**
Length: **Full Year, Kindergarten**
Status: **Published**

Title Section

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Comprehensive Health and Physical Education: Kindergarten

Unit 1: Healthy Lifestyles

Belleville Board of Education

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Board Approved: October 17, 2016

Unit Overview

This area should give an introduction to the Unit.

PE

Health- related and skill related fitness concepts and skills help develop and maintain a healthy, active lifestyle.

Students' bodies sends signals to tell them their activity level.

Feelings can trigger these signals (fear, excitement, tired).

Health

We should brush our teeth 2 to 3 times a day and most importantly before bed.

A dentist checks to see if our teeth are in good shape.

Washing and brushing our hair helps to keep it healthy looking and clean.

Washing our hands helps to keep germs from spreading.

NJSLS

Please link all standards that apply in this section within the curriculum of the unit being written.

HPE.2.1.2	All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.
HPE.2.1.2.A	Personal Growth and Development
HPE.2.1.2.A.2	Use correct terminology to identify body parts, and explain how body parts work together to support wellness.
HPE.2.1.2.A.CS1	Health-enhancing behaviors contribute to wellness.
HPE.2.1.2.B	Nutrition
HPE.2.1.2.B.1	Explain why some foods are healthier to eat than others.
HPE.2.1.2.B.2	Explain how foods on MyPlate differ in nutritional content and value.
HPE.2.1.2.B.3	Summarize information about food found on product labels.
HPE.2.1.2.B.CS1	Choosing a balanced variety of nutritious foods contributes to wellness.
HPE.2.1.2.C	Diseases and Health Conditions
HPE.2.1.2.C.2	Summarize strategies to prevent the spread of common diseases and health conditions.
HPE.2.1.2.C.3	Determine how personal feelings can affect one's wellness.
HPE.2.1.2.C.CS1	Knowledge about diseases and disease prevention promotes health-enhancing behaviors.
HPE.2.1.2.D.1	Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).
HPE.2.1.2.D.2	Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches.
HPE.2.1.2.D.CS1	Using personal safety strategies reduces the number of injuries to self and others.
HPE.2.1.2.E	Social and Emotional Health
HPE.2.1.2.E.1	Identify basic social and emotional needs of all people.
HPE.2.1.2.E.2	Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.
HPE.2.1.2.E.3	Explain healthy ways of coping with common stressful situations experienced by children.
HPE.2.1.2.E.CS1	Many factors at home, school, and in the community impact social and emotional health.
HPE.2.5.2	All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.
HPE.2.5.2.A	Movement Skills and Concepts

HPE.2.5.2.A.1	Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
HPE.2.5.2.A.2	Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
HPE.2.5.2.A.3	Respond in movement to changes in tempo, beat, rhythm, or musical style.
HPE.2.5.2.A.4	Correct movement errors in response to feedback.
HPE.2.5.2.A.CS1	Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.
HPE.2.6.2	All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.
HPE.2.6.2.A	Fitness and Physical Activity
HPE.2.6.2.A.1	Explain the role of regular physical activity in relation to personal health.
HPE.2.6.2.A.2	Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.
HPE.2.6.2.A.3	Develop a fitness goal and monitor progress towards achievement of the goal.
HPE.2.6.2.A.CS1	Appropriate types and amounts of physical activity enhance personal health.

Exit Skills

What are the skills that the students should have obtained by the end of this unit?

PE

- What fitness is.
- Why fitness is important.
- That participation in some physical activities will increase their heart rate more than others.
- How to use charts to monitor progress.
- Ways to monitor their physical conditions (i.e. heart rate).

Health

- Brushing your teeth, combing your hair, and bathing regularly, improves health and self-esteem.
- How to properly brush teeth and care for their hair.
- That germs cause people to get sick.

Enduring Understanding

PE

Health- related and skill related fitness concepts and skills help develop and maintain a healthy, active

lifestyle.

Students' bodies sends signals to tell them their activity level.

Feelings can trigger these signals (fear, excitement, tired).

Health

We should brush our teeth 2 to 3 times a day and most importantly before bed.

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Essential Questions

PE

What is fitness?

What is wellness?

How can I improve my fitness and wellness?

Why does my body feel different when I move?

Why is it important for me to know how I feel?

Health

When should we brush our teeth?

Why should we brush our teeth?

How can we take care of hair?

How can we keep germs from spreading?

Learning Objectives

Students will:

PE

- Explain the role of regular physical activity in relation to personal health.
- Explain what it means to be physically fit and engaged
- Develop a fitness goal and monitor progress towards achievement of the goals.
- Identify the components of health-related and skill related fitness and identify activities that develop each component.
- Identify body responses associated with moderate to vigorous physical activity including sweating, a fast heart rate, and heavy breathing.
- Explain that too much or not enough exercise can be harmful.
- Engage in moderate to vigorous physical activity that develops all components of fitness.
- Monitor heart rate and breathing before, during, and after exercise.

Health

- Develop an awareness of healthy habits (e.g., use clean hands, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).
- Demonstrate emerging self-help skills (e.g., develop independence when pouring, serving, and using utensils and when dressing and brushing teeth).

Interdisciplinary Connections

Please list all and any cross-curricular content standards that link to this Unit.

MA.K.CC	Counting and Cardinality
MA.K.CC.A	Know number names and the count sequence.
MA.K.CC.B.5	Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.
MA.K.CC.B.4a	When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.

MA.K.CC.B.4b	Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
MA.K.CC.B.4c	Understand that each successive number name refers to a quantity that is one larger.
MA.K.CC.C.7	Compare two numbers between 1 and 10 presented as written numerals.

Alignment to 21st Century Skills & Technology

Key SUBJECTS AND 21st CENTURY THEMES

Mastery of key subjects and 21st century themes is essential for all students in the 21stcentury.

Key subjects include:

- English, reading or language arts
- World languages
- Arts
- Mathematics
- Economics
- Science
- Geography
- History
- Government and Civics

21st Century/Interdisciplinary Themes

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

21st Century Skills

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

Technology Infusion

What technology can be used in this unit to enhance learning?



Differentiation

As a Reminder:

The basis of good differentiation in a lesson lies in differentiating by content, process, and/or product.

Resources:

- NJDOE: Instructional Supports and Scaffolds for Success in Implementing the Common Core State Standards http://www.state.nj.us/education/modelcurriculum/success/math/k2/

Special Education

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multiple test sessions
- multi-sensory presentation
- preferential seating
- preview of content, concepts, and vocabulary
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

ELL

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

Intervention Strategies

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Evidence of Student Learning-CFU's

Please list ways educators may effectively check for understanding in this secion.

- Admit Tickets
- Anticipation Guide
- Common benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit tests

Primary Resources

-- Assortment of Physical Education equipment

-- Teacher web–based search engines

-- Audio/visual equipment

Ancillary Resources

Please list ALL other resources available to strengthen your lesson.

Sample Lesson

Unit Name: Healthy Lifestyles

NJSLS: See attached

Interdisciplinary Connection:Science, Health, and Math.

Statement of Objective: Students will display the ability to combine their throwing and catching skills during a modified game of football.

Anticipatory Set/Do Now: Students will lineup in their squads

Learning Activity:

- Physical warm up and exercise
- Introduction into throwing and catching a football, demonstrating correct techniques
- Throw to each other and catch football from equal distances
- Play a modified game of football
- Correct mistakes during activity

Student Assessment/CFU's: Formative assessment using Thumbs Up/Thumbs Down

Materials:

- Footballs
- Cones
- Pinnies

Differentiation:They can throw different distance to challenge themselves. The older students can use a bigger football during their game.

Integration of Technology:

- Students will research favorite team on home computers

Standards:

Ref's	Standard ID	Description
0x	HPE.2.1.2.D.1	Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).
0x	HPE.2.1.2.D.CS1	Using personal safety strategies reduces the number of injuries to self and others.
0x	HPE.2.2.2.A.CS1	Effective communication may be a determining factor in the outcome of health- and safety-related situations.
0x	HPE.2.2.2.B.CS1	Effective decision-making skills foster healthier lifestyle choices.
0x	HPE.2.5.2.A.CS1	Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.
0x	HPE.2.5.2.B	Strategy
0x	HPE.2.5.2.C.CS1	Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.
0x	HPE.2.6.2.A.1	Explain the role of regular physical activity in relation to personal health.
0x	HPE.2.6.2.A.CS1	Appropriate types and amounts of physical activity enhance personal health.