Unit 2: Sportsmanship

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Belleville Public Schools

Curriculum Guide

Comprehensive Health and Physical Education: Kindergarten

Unit 2: Sportsmanship

Belleville Board of Education

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Unit Overview

PE

Using healthy-enhancing personal, interpersonal, and life skills will support a healthy and active lifestyle.

Everyone benefits from volunteering.

Health

There are five main food groups and the importance of each group.

Fruits and vegetables come in a wide range of colors, which means they are rich in different nutrients.

There are healthy and unhealthy foods.

NJSLS

Please link all standards that apply in this section within the curriculum of the unit being written. Please include all Common Core and New Jersey Core Curriculum Standards.

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.1	Explain what being “well” means and identify self-care practices that support wellness.
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.1	Summarize symptoms of common 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.3	Identify procedures associated with pedestrian, bicycle, and traffic safety.
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.2.2.2	All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.
HPE.2.2.2.A.1	Express needs, wants, and feelings in health- and safety-related situations.
HPE.2.2.2.A.CS1	Effective communication may be a determining factor in the outcome of health- and safety-related situations.
HPE.2.2.2.B	Decision-Making and Goal Setting

HPE.2.2.2.B.1	Explain what a decision is and why it advantageous to think before acting.
HPE.2.2.2.B.2	Relate decision-making by self and others to one's health.
HPE.2.2.2.B.3	Determine ways parents, peers, technology, culture, and the media influence health decisions.
HPE.2.2.2.B.4	Select a personal health goal and explain why setting is important.
HPE.2.2.2.B.CS1	Effective decision-making skills foster healthier lifestyle choices.
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

PE

Students must know:

- How to collaborate with others.
- How the decisions of a leader can affect the outcome of a situation.
- Why it is important to help others.
- The many aspects of respect.
- How it feels to be a member of a team.

Health

- The skills necessary and knowledge necessary to make nutritious food choices.
- How much of each food group should be eaten daily.

- Healthy vs. unhealthy choices.
- That soda and other sugar-filled drinks are unhealthy.

Enduring Understanding

PE

Using healthy-enhancing personal, interpersonal, and life skills will support a healthy and active lifestyle.

Everyone benefits from volunteering.

Health

There are five main food groups and the importance of each group.

Fruits and vegetables come in a wide range of colors, which means they are rich in different nutrients.

There are healthy and unhealthy foods.

Essential Questions

PE

What is a goal?

How do we communicate our feelings?

Why do we have rules?

What is a decision?

Why should we think before we make a decision?

Health

What are the five main food groups (My Plate)?

What food groups have the widest variety of color?

What are some foods that you would find at each of the main meals (breakfast, lunch, and dinner)?

Learning Objectives

Students will:

PE

- Explain that a person's character and values are reflected in the ways the person thinks, feels, and acts.
- Act as a leader and follower.
- Identify factors that lead to group success and help solve group problems.
- Motivate group members to work together and provide constructive feedback.
- Demonstrate respect for varying ideas and opinions.
- Participate in a class or school service activity and explain how volunteering enhances self-esteem.
- Develop a wellness goal and explain why setting a goal is important.

Health

- Develop an awareness of nutritious food choices (e.g., participate in classroom cooking activities, hold conversations with knowledgeable adults about daily nutritious meal and snack offerings).
- Explore foods and food groups (e.g., compare and contrast foods representative of various cultures by taste, color, texture, smell, and shape).
- Learn about sugar and how too much can be unhealthy.

Interdisciplinary Connections

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

SCI.K-2.5.3.2.B	Food is required for energy and building cellular materials. Organisms in an ecosystem have different ways of obtaining food, and some organisms obtain their food directly from

	other organisms.
SCI.K-2.5.3.2.B.2	Compare how different animals obtain food and water.
SCI.K-2.5.3.2.B.a	A source of energy is needed for all organisms to stay alive and grow. Both plants and animals need to take in water, and animals need to take in food. Plants need light.
SCI.K-2.5.3.2.B.b	Animals have various ways of obtaining food and water. Nearly all animals drink water or eat foods that contain water.
SOC.6.1.4.D.6	Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.

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

TECH.8.1.2	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.2.2	Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

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: Sportsmanship

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

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: Quiz using Thumbs Up/Thumbs Down

Materials:

- Footballs
- Cones
- Pinnies

21st Century Themes and Skills:

- Global Perspectives
- Civic Literacy

- Creativity and Innovation
- Information Literacy
- Critical Thinking and Problem Solving

Differentiation/Modifications:

- Paired groupings: Skilled students can challenge themselves with greater distances
- Whole group activity
- Skills clarification

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.