

Unit 2 Comprehensive Health/Physical Education, Gr. 6

Content Area: **PE/Health**
Course(s): **Sample Course**
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Status: **Published**

Title Section

Department of Curriculum and Instruction



Belleville Public Schools

Curriculum Guide

Comprehensive Health/Physical Education, Gr. 6

Health-Integrated Skills

Belleville Board of Education

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Unit Overview

Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

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.2.2.6	All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.
HPE.2.2.6.A	Interpersonal Communication
HPE.2.2.6.A.1	Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others.
HPE.2.2.6.A.2	Demonstrate use of refusal, negotiation, and assertiveness skills in different situations.
HPE.2.2.6.A.CS1	Effective communication may be a determining factor in the outcome of health- and safety-related situations.
HPE.2.2.6.A.CS2	Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.
HPE.2.2.6.B	Decision-Making and Goal Setting
HPE.2.2.6.B.1	Use effective decision-making strategies.
HPE.2.2.6.B.2	Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others.

HPE.2.2.6.B.3	Determine how conflicting interests may influence one's decisions.
HPE.2.2.6.B.4	Apply personal health data and information to support achievement of one's short- and long-term health goals.
HPE.2.2.6.B.CS1	Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.
HPE.2.2.6.C	Character Development
HPE.2.2.6.C.1	Explain how character and core ethical values can be useful in addressing challenging situations.
HPE.2.2.6.C.2	Predict situations that may challenge an individual's core ethical values.
HPE.2.2.6.C.3	Develop ways to proactively include peers with disabilities at home, at school, and in community activities.
HPE.2.2.6.C.CS1	Personal core ethical values impact the behavior of oneself and others.
HPE.2.2.6.D	Advocacy and Service
HPE.2.2.6.D.1	Appraise the goals of various community or service-organization initiatives to determine opportunities for volunteer service.
HPE.2.2.6.D.2	Develop a position about a health issue in order to inform peers.
HPE.2.2.6.D.CS1	Participation in social and health- or service-organization initiatives have a positive social impact.
HPE.2.2.6.E	Health Services and Information
HPE.2.2.6.E.1	Determine the validity and reliability of different types of health resources.
HPE.2.2.6.E.2	Distinguish health issues that warrant support from trusted adults or health professionals.
HPE.2.2.6.E.CS1	Health literacy includes the ability to compare and evaluate health resources.
HPE.2.2.6.E.CS2	Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems.

Exit Skills

Identify factors that influence health skills and explain why health skills are important for life.

- Identify ways to make healthy, responsible decisions.
- Explain the importance of goals and describe how to set goals.
- Identify character development and self concept.
- Examine the kinds of health problems that young adolescents might face and discuss appropriate actions to resolve the problems.
- Organize health problems into categories (e.g., injuries, diseases, social, mental, and emotional).
- Formulate and express a position on a health issue and educate peers about that issue.

Enduring Understanding

Knowing how and when to navigate the healthcare system is critical to maintaining wellness. The early

detection of diseases and health conditions contributes to one's health and helps reduce healthcare costs.

Essential Questions

Why is it so difficult for some people to access healthcare?

How do you know when you need help?

What's more important: prevention or cure?

Learning Objectives

Identify factors that influence health skills and explain why health skills are important for life.

- Identify ways to make healthy, responsible decisions.
- Explain the importance of goals and describe how to set goals.
- Identify character development and self concept.
- Examine the kinds of health problems that young adolescents might face and discuss appropriate actions to resolve the problems.
- Organize health problems into categories (e.g., injuries, diseases, social, mental, and emotional).
- Formulate and express a position on a health issue and educate peers about that issue.

Interdisciplinary Connections

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

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 21st century.

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?

Originally taken from <http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg>
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst



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 clarify
- 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 work presented 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 work presented 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 section.

- 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

Adolescent Health :US Department of Health and Human Services

- www.kidshealth.org for Teens
- www.brainpop.com

Ancillary Resources

Please list ALL other resources available to strengthen your lesson.

Sample Lesson

One Lesson per Curriculum must be in this lesson plan template. I.e. one lesson in one unit

Unit Name:

CCSS/NJCCCS:

Interdisciplinary Connection:

Statement of Objective:

Anticipatory Set/Do Now:

Learning Activity:

Student Assessment/CFU's:

Materials:

21st Century Themes and Skills:

Differentiation/Modifications:

Integration of Technology: