Unit 5: Exercise Daily

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Belleville Public Schools

Curriculum Guide

Comprehensive Health and Physical Education: Grade 1

Unit 5: Exercise Daily

Belleville Board of Education

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Unit Overview

We can move in different ways.

We can balance on different parts of our body.

Strength, flexibility, agility, power, muscular endurance and balance can be developed.

NJSLS

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

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	Interpersonal Communication
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.2.2.2.C	Character Development
HPE.2.2.2.C.1	Explain the meaning of Character and how it is reflected in the thoughts, feelings, and actions of oneself and others.
HPE.2.2.2.C.2	Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities.
HPE.2.2.2.C.CS1	Character traits are often evident in behaviors exhibited by individuals when interacting with others.
HPE.2.2.2.D	Advocacy and Service
HPE.2.2.2.D.1	Determine the benefits for oneself and others of participating in a class or school service activity.
HPE.2.2.2.D.CS1	Service projects provide an opportunity to have a positive impact on the lives of self and others.
HPE.2.2.2.E.1	Determine where to access home, school, and community health professionals.
HPE.2.2.2.E.CS1	Knowing how to locate health professionals in the home, at school, and in the community assists in addressing health emergencies and obtaining reliable information.
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.2.5.2.B	Strategy
HPE.2.5.2.B.1	Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.
HPE.2.5.2.B.2	Explain the difference between offense and defense.
HPE.2.5.2.B.3	Determine how attitude impacts physical performance.
HPE.2.5.2.B.4	Demonstrate strategies that enable team and group members to achieve goals.
HPE.2.5.2.B.CS1	Teamwork consists of effective communication and other interactions between team members.
HPE.2.5.2.C	Sportsmanship, Rules, and Safety
HPE.2.5.2.C.1	Explain what it means to demonstrate good sportsmanship.
HPE.2.5.2.C.2	Demonstrate appropriate behaviors and safety rules and explain how they contribute to moving safely during basic activities.

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.
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?

- The difference between various movements.

Enduring Understanding

We can move in different ways.

We can balance on different parts of our body.

Strength, flexibility, agility, power, muscular endurance and balance can be developed.

Essential Questions

What is tumbling?

What is balance?

What is flexibility?

Learning Objectives

Students will:

- Perform various stunts.
- Develop and refine motor skills.
- Explain and perform movement skills with developmentally appropriate control in an isolated setting.

- Correct movement errors in response to feedback.

Interdisciplinary Connections

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

VPA.1.1.2.A.2	Use improvisation to discover new movement to fulfill the intent of the choreography.
VPA.1.1.2.A.CS2	Original movement is generated through improvisational skills and techniques.

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: Exercise Daily

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.