Unit 4: Enjoying Physical Activity

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Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

First Grade Comprehensive Health and Physical Education

Unit 4: Enjoying Physical Activity

Belleville Board of Education

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Unit Overview

PE

- Physical activities can be examples of exercise.
- Recreational games enhance the appreciation of active lifetime activities.
- Yoga and Mindfulness is a healthy component of either your daily or monthly physical activity.
- Dance is a way of moving and learning different cultural, traditional dances.

Health

- Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic steroids.
- Lyme disease prevention

Enduring Understandings

PE

Students will understand that...

- different daily physical activity are included as exercising.
- recreational games are great for enjoyment, trying a new game and practicing teammwork.
- knowing different level yoga poses and breathing thoughout meditation calms your mind and body.
- dance is an exmaple of exercise and learning traditional dances from different cultures.

Health

Students will understand that...

- Identify what smoking is, drugs, (perscription and non-perscription)
- Identify what alcohol is and what it does to your body.
- What lyme disease looks like and how to prevent it.

Essential Questions

PE

- What are different daily activities that are included as exercise?
- What athletic skills are needed to play a game or exercise?
- What are the different types of yoga poses
- How do you meditate?
- What are the steps of the Cha Cha Slide?
- Where do dances come from?

Health

- What is smoking?
- What does alcohol do to your body?
- What do you do if you have lyme disease?\

Exit Skills

PE

- Identify daily activities that are considered to be exercise.
- Breathing during meditation.
- Naming and practicing different level yoga poses.
- Games related to specific sports.
- Performing different steps to dances. For example, Cha Cha Slide.

Health

- Smoking is visible vapor, inhale and exhale tobacco.
- You must be 21 years old to drink alcohol.
- Alcohol affects your brain and decisions you make.
- lyme disease is bacteria caused by ticks.

New Jersey Student Learning Standards (NJSLS)

HPE.2.1.2	All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.
HPE.2.1.2.A.CS1	Health-enhancing behaviors contribute to wellness.
HPE.2.1.2.C.2	Summarize strategies to prevent the spread of common diseases and health conditions.

HPE.2.1.2.C.CS1	Knowledge about diseases and disease prevention promotes health-enhancing behaviors.
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.E.CS1	Many factors at home, school, and in the community impact social and emotional health.
HPE.2.2.2.A.1	Express needs, wants, and feelings in health- and safety-related situations.
HPE.2.2.2.B.CS1	Effective decision-making skills foster healthier lifestyle choices.
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.CS1	Character traits are often evident in behaviors exhibited by individuals when interacting with others.
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.2.3.2	All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.
HPE.2.3.2.A.CS1	Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.
HPE.2.3.2.B	Alcohol, Tobacco, and Other Drugs
HPE.2.3.2.B.CS1	Use of drugs in unsafe ways is dangerous and harmful.
VPA.1.1.2.A.1	Identify the elements of dance in planned and improvised dance sequences.
VPA.1.1.2.A.3	Demonstrate the difference between pantomime, pedestrian movement, abstract gesture, and dance movement.
VPA.1.1.2.A.4	Apply and adapt isolated and coordinated body part articulations, body alignment, balance, and body patterning.
VPA.1.1.2.A.CS1	Original choreography and improvisation of movement sequences begins with basic understanding of the elements of dance.
VPA.1.1.2.A.CS4	The coordination and isolation of different body parts is dependent on the dynamic alignment of the body while standing and moving.

Interdisciplinary Connections

MA.1.OA.A.1	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
WL.7.1.NM.C.C.1	Personal identity is developed through experiences that occur within one’s family, one’s community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)
SOC.6.1.4.B	Geography, People, and the Environment
SOC.6.3.4.D	History, Culture, and Perspectives
VPA.1.1.2	All students will demonstrate an understanding of the elements and principles that govern

the creation of works of art in dance, music, theatre, and visual art.

Learning Objectives

PE

In Unit 4: Enjoying physical activity, students will be able...

- demonstrate sport specific implement skills.
- demonstrate an understanding of game and safety rules.
- demonstrate the ability to perform skills needed to participate in recreational games and sports. (running, catching, throwing etc...)
- perform beginner yoga poses and breathe during meditation to clear mind.
- practice and perform steps to a variety of dances. (Cha Cha Slide)

Health

In Unit 4: Enjoying physical activity, students will be able...

- identify symptoms and how to treat lyme disease.
- symptoms of smoking and what it does to your body.
- symptoms and treatments of alcohol and other drugs.
- know prescription drugs and non-prescription drugs.

Suggested Activities & Best Practices

- Warm-Ups
- Spatial Awareness Activities
- Locomotor Activities
- Group question and answer
- Peer assessments
- Small group discussions

Assessment Evidence - Checking for Understanding (CFU)

- Fist- to-Five or Thumb-Ometer
- Quickwrite
- Learning Center Activities

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast

- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

- Assortment of Physical Education equipment
- Teacher web–based search engines
- Audio/visual equipment

Ancillary Resources

- https://www.shapeamerica.org
- https://www.pecentral.org
- https://www.brainpop.com
- https://www.gonoodle.com
- Just Dance
- Health (CDC) website https://www.cdc.gov

Technology Infusion

- Smart TV
- Chromebooks
- Music-Kids Bop



Alignment to 21st Century Skills & Technology

Mastery and infusion of 21st Century Skills & Technology and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts
- Mathematics
- Science and Scientific Inquiry (Next Generation)
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics
- World languages
- Technology
- Visual and Performing Arts

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 Skills/Interdisciplinary Themes

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

- 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

21st Century Skills

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

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

Differentiation

- Small group instruction
- Auditory presentations
- Visual presentation

Differentiation

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text

- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiation

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiation

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Special Education Learning (IEP's & 504's)

- Assistive Technology
- Computer or electronic device utilizes
- Behavior Managment Plan

- 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
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- 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

English Language Learning (ELL)

- Using videos, illustrations, pictures, and drawings to explain or clarify
- Tutoring by peers
- Teaching key aspects of a topic. Eliminate nonessential information

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- 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

At Risk

- Allowing students to correct errors (looking for understanding)
- 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
- Allowing students to select from given choices

- 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

Talented and Gifted Learning (T&G)

- Cluster Grouping
- Higher order, critical & creative thinking skills, and discovery
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Using the template below, please develop a **Sample Lesson** for the first unit only.

Unit Name:

NJSLS:

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: