Unit 2: Sportsmanship

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Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

First Grade Comprehensive Health and Physical Education

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.
- Helping Others learn-volunteering
- Understanding there is a team that wins and a team that loses in a game situation.
- Cooperative Games.
- Team Activities.
- Using Kind words.

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.
- Accident and Fire prevention

Enduring Understandings

PE

- How using healthy-enhancing personal, interpersonal, and life skills will support a healthy and active lifestyle.
- Ways everyone can work together.
- How to help others learn/volunteering.
- Using phrases before and after a game to show sportsmanship.
- Team Sports and Cooperative activities.

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.
- Important fire prevention facts and how to prevent accidents-what to do

Essential Questions

Essential Questions are:

PE

- How can I work with others?
- What are sports we work as a team?
- 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)?
- What do I do when there is a fire? or any accident?

Lesson Example Questions:

PE

- What is a true friend?
- Must heroes be flawless?
- How do cultures affect one another?
- Does practice make perfect?
- How does something acquire value?

Health

- In what ways do diet and exercise affect health?
- What is healthy eating?
- What is healthy living?

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.
- Name team sports (tennis, soccer etc...)

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.
- Call 9-1-1 when there is a fire and tell a trusted adult when one needs help or when an accident happens.

New Jersey Student Learning Standards (NJSLS)

	lifestyle.
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.CS1	Choosing a balanced variety of nutritious foods contributes to wellness.
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.CS1	Using personal safety strategies reduces the number of injuries to self and others.
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.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.CS1	Teamwork consists of effective communication and other interactions between team members.
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.

Interdisciplinary Connections

LA.RL.K.1	With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).
MA.K.G.B	Analyze, compare, create, and compose shapes.
WL.7.1.NM.A.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.)
VPA.1.3.2.B	Music

Learning Objectives

Students will be able to:

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.
- Know what to do when there is a fire or accident. Know how to prevent a fire and accidents.

Suggested Activities & Best Practices

- Warm-Ups
- Spatial Awareness Activities
- Locomotor Activities
- Group question and answer
- Peer assessments
- Small group discussions
- Team games/sport activities
- Fire prevention and Accident prevention programs/references

Assessment Evidence - Checking for Understanding (CFU)

- Think, Write, Pair, Share

- Evaluation Rubrics
- Exit Tickets and Admit Tickets

- 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
- Fire prevention programs-Example: DARE

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

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

Differentiation

- Preview Vocabulary
- Games and Tournaments
- Think-Pair-Share

Differentiations:

- 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 Differentiations:

- 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 Differentiations

- 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

- 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

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: