Unit 1: Healthy Lifestyles

Content Area: **PE/Health**
Course(s): **Phys. Ed./ Health Gr. 1**
Time Period: **SeptOct**
Length: **36 Days**
Status: **Published**

Unit 1: Healthy Lifestyles

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

First Grade Comprehensive Health and Physical Education

Unit 1: Healthy Lifestyles

Belleville Board of Education

102 Passaic Avenue

Belleville, NJ 07109

Prepared by: Ms. Erica Barbosa

Dr. Richard Tomko, Ph.D., M.J., Superintendent of Schools

Ms. LucyAnn Demikoff, Director of Curriculum and Instruction K-12

Ms. Nicole Shanklin, Director of Elementary Education

Mr. George Droste, Director of Secondary Education

Board Approved: September 23, 2019

Unit Overview

PE

- Skill related fitness concepts help develop and maintain a healthy, active lifestyle.
- Locomotor movemnts are components related to any type of exercise (running, walking, skipping, galloping, jumping, hopping, and sliding).
- Feelings can trigger these signals (fear, excitement, tired).
- Diet and exercise help life a healthy active lifestyle.

Health

- We should brush our teeth 2 to 3 times a day and most importantly before bed.
- A dentist checks to see if our teeth are in good shape.
- Washing and brushing our hair helps to keep it healthy looking and clean.
- Washing our hands helps to keep germs from spreading.
- Stress Management

Enduring Understandings

PE

- Skill related fitness concepts and skills help develop and maintain a healthy, active lifestyle.
- Using locomotor movements in different games and skill activities.
- Specific skills relate to recreational games and team games.
- Feelings can trigger different signals.
- Living a healthy and active lifestyle.

Health

- When we should bursh our teeth throughout the day.
- What a dentist checks in our teeth.
- Benefits of washing and burshing our hair.
- Prevention of spreading germs.
- What is stress and how to deal with it.

Essential Questions

PE

- What is fitness?
- What is wellness?
- How can I improve my fitness and wellness?

- Why does my body feel different when I move?
- Why is it important for me to know how I feel?
- How do I throw a ball?

Health

- When should we brush our teeth?
- Why should we brush our teeth?
- How can we take care of hair?
- How can we keep germs from spreading?
- When do I go to the dentist?

Exit Skills

PE

- What fitness is.
- Why fitness is important.
- That participation in some physical activities will increase their heart rate more than others.
- How to use charts to monitor progress.
- Ways to monitor their physical conditions (i.e. heart rate).
- Cues to show how to throw a ball.

Health

- Brushing your teeth, combing your hair, and bathing regularly, improves health and self-esteem.
- How to properly brush teeth and care for their hair.
- That germs cause people to get sick.

New Jersey Student Learning Standards (NJSLS)

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.2.6.2	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.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.CS1	Appropriate types and amounts of physical activity enhance personal health.

Interdisciplinary Connections

MA.K.CC.A	Know number names and the count sequence.
MA.K.CC.B	Count to tell the number of objects.
LA.SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
LA.SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
LA.SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.
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.)
SOC.6.1.4	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Learning Objectives

Students will be able to:

PE

- Explain the role of regular physical activity in relation to personal health.
- Explain what it means to be physically fit and engaged
- Develop a fitness goal and monitor progress towards achievement of the goals.
- Identify the components of health-related and skill related fitness and identify activities that develop each component.
- Identify body responses associated with moderate to vigorous physical activity including sweating, a fast heart rate, and heavy breathing.
- Explain that too much or not enough exercise can be harmful.
- Engage in moderate to vigorous physical activity that develops all components of fitness.
- Monitor heart rate and breathing before, during, and after exercise.
- Explain cues on how to perform locomotor skills and game based skills. Example: throwing.

Health

- Develop an awareness of healthy habits (e.g., use clean hands, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).
- Demonstrate emerging self-help skills (e.g., develop independence when pouring, serving, and using utensils and when dressing and brushing teeth).
- Identify stress.
- Know how to deal with stress-what they can do to help relieve stress.

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)

- Common Benchmarks
- Exit Tickets
- Teacher Observation Checklist

- 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

- 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)
- World languages
- Technology- Smart Board
- Visual and Performing Arts

	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, Communication, 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

- Token Economy
- Small group instruction
- Behavior Management Plan

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
- Behavior Management Plan
- Provide modifiifications as dictated in the student's IEP/504 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.
- Allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos etc.) to demonstrate student's learning.
- Teaching key aspects on 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 select from given choices.
- Using authentic assessments with real-life problem-solving.
- 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 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)

- Create a blog or social media page about their unit.
- Advanced-problem-solving
- Higher order, critical & creative thinking skills, and discovery.

- 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

Lesson Name: Scooter Soccer

CCSS/NJCCCS:

2.5.2.A 2.5.2.B

Interdisciplinary Connection: Mathematics,Visual Arts, Music

Statement (s) of Objective:

- Demonstrate strategies that enable team members to achieve goals.

- Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.

- Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).

Anticipatory Set/Do Now: Offensive/Defensvie Drills
Students will divide into groups of 4 and practice kicking the ball into the goal with a goalie in position in front of the goal.

Learning Activity: Students will use scooter safety tecniques throuought the soccer game and perform offensive and defensive strategies. Grades Pre-K through 2nd will use a beach ball in game 1 before using a soccer ball. Students will demonsrate sportsmanship at the end of the game by give each of their teammates and their opposing team a high five and say "Good Game".

Student Assessment/CFU's: Students correctly perform soccer skills in a game setting and explain the offensive and definsive positions on the field.

Materials: Foam Balls , Scooters, Cones, Beach Ball, Pinnies

21st Century Themes and Skills: Health Literacy, Civic Literacy, and Global Awareness.

Differentiation: Students that struggle performing skill will be taken into small groups for extra assistance by teacher. There will be

- Token Economy
- Small group instruction
- Behavior Management Plan

Integration of Technology: Music, Timer, Smart TV