Unit 3: Teamwork

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Belleville Public Schools

Curriculum Guide

Comprehensive Health andPhysical Education: Grade 2

Unit 3: Teamwork

Belleville Board of Education

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Unit Overview

PE

Kicking is used in a variety of activities.

Body control is needed for the skill of kicking.

There are various ways to kick an object.

Health

Wearing a seatbelt is not only the law, but it also saves lives.

Wearing a helmet and other protective gear can help lessen injury from accidents.

There are safe and unsafe areas to play.

Children should never play with matches or lighters.

Calling 911 is not a joke and should only be used for emergencies.

Street signs are to always be obeyed by vehicles and pedestrians.

NJSLS

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

HPE.2.1.2.A	Personal Growth and Development
HPE.2.1.2.A.1	Explain what being “well” means and identify self-care practices that support wellness.
HPE.2.1.2.A.2	Use correct terminology to identify body parts, and explain how body parts work together to support wellness.
HPE.2.1.2.A.CS1	Health-enhancing behaviors contribute to wellness.
HPE.2.1.2.B	Nutrition
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.3	Summarize information about food found on product labels.
HPE.2.1.2.B.CS1	Choosing a balanced variety of nutritious foods contributes to wellness.
HPE.2.1.2.C	Diseases and Health Conditions
HPE.2.1.2.C.1	Summarize symptoms 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	Safety
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.2	Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches.
HPE.2.1.2.D.3	Identify procedures associated with pedestrian, bicycle, and traffic safety.
HPE.2.1.2.D.CS1	Using personal safety strategies reduces the number of injuries to self and others.
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.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.2.6.2	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

PE

- What the difference is between their dominant and non-dominant foot.
- What the cues are for kicking a ball.
- What the rules of kickball are.

Health

- That wearing a seatbelt may save their life.
- Protective gear helps to prevent serious injury from accidents when on a bicycle.
- The street is not a safe place to play.
- Red means stop
- Yellow means slow down
- Green means go
- To dial 911 in an emergency

Enduring Understanding

PE

Kicking is used in a variety of activities.

Body control is needed for the skill of kicking.

There are various ways to kick an object.

Health

What should be the first thing you do when getting into a car?

What should you always wear when riding a bicycle, skateboard, or rollerblades?

What are some fire and danger hazards inside the house?

What colors and shapes are used for street signs?

What phone number do you call in case of an emergency?

Essential Questions

PE

What activities require the skill of kicking?

What body parts are used to kick an object?

What are the cues for kicking?

Why do we follow rules?

How does a person score?

Health

What should be the first thing you do when getting into a car?

What should you always wear when riding a bicycle, skateboard, or rollerblades?

What are some fire and danger hazards inside the house?

What colors and shapes are used for street signs?

What phone number do you call in case of an emergency?

Learning Objectives

- Demonstrate how to kick a stationary ball.
- Demonstrate how to kick a rolling ball.
- Demonstrate how to run the bases.
- Demonstrate how to field a ball.
- Demonstrate good sportsmanship.

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 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: Teamwork

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.