Unit 5: Active Lifestyle and Bullying

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Unit 5: Active Lifestyle and Bullying

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Second Grade Comprehensive Health and Physical Education

Unit 5: Active Lifestyle and Bullying

Belleville Board of Education

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Unit Overview

PE

- We can move in different ways, paths and directions.
- We can balance using different parts of our body.
- Strength, flexibility, agility, power, muscular endurance and balance development.
- Living a daily active lifestyle.

Health

- Bullying
- Suicide Prevention

Enduring Understandings

PE

- Demonstrating different directions, levels, ranges, and pathways.
- Understanding safety rules and spatial awareness.

- Selecting a personal goal for achievement.
- Performing warm-up stretches and fitness activities.

Health

- Using available information to make appropriate health-related decisions.
- Establishing and monitoring personal and family health goals.

Essential Questions

PE

- What is a goal?
- How do we communicate our feelings?
- Why do we have rules?
- What is a decision?
- Why should we think before we make a decision?
- How do we move our bodies in different directions and levels?
- What are stretches and exercises to do on a daily basis?

Health

- What is bullying?

- How do we stop the bully?
- What is suicide?
- What are the signals of someone harming themself?
- What do you do if you know someone needs help?

Exit Skills

PE

- Identify and perform different pathways, directions and levels by moving their body (arms, legs etc...)
- Perform jumping jacks, arm circles and different stretches as warm-ups to demonstrate daily exercises.
- Setting a personal number goal on how many fitness exercises they can perform.
- Explain game rules and safety rules.
- Demonsrtate spatial awareness.

Health

- Knowing the definition of bullying
- Identify the bully
- Knowing the definition of suicide
- What to do if someone is in danger
- Able to identify the signs and signals of someone harming themself
- Who to tell or what to do when someone needs help. Call 9-1-1 and tell a trusted adult.

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.C.3	Determine how personal feelings can affect one's wellness.
HPE.2.1.2.C.CS1	Knowledge about diseases and disease prevention promotes health-enhancing behaviors.
HPE.2.1.2.E.2	Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.
HPE.2.1.2.E.3	Explain healthy ways of coping with common stressful situations experienced by children.
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.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.2.6.2	All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

Interdisciplinary Connections

MA.2.MD	Measurement and Data
MA.2.MD.D	Represent and interpret data.
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.)
WL.7.1.NM.C.L.1.c	Describe people, places, and things.
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.
SOC.6.3.4	Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
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

- Perform various directions, levels, and pathways.
- 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.
- Perform jumping jacks, fitness skills, and warm-up stretches before participating in a game like setting or activity.

Health

- Identify the signs and signals bullying.
- Know the definition of bullying.
- Know the definition of suicide.
- Identify signs and signals of someone harming themself.
- Know what to do when someone is in danger of harming themself.

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)

- KWL Chart
- Quickwrite
- Compare and Contrast
- Journals

- 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)
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics
- World languages
- Technology
- 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, Communications and Technology) Literacy
- Life Skills

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

Differentiation

- Visual Presentation
- Guided Reading

- Goal setting with students

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: