Unit 3: Teamwork

Content Area: **PE/Health**
Course(s): **Phys. Ed./ Health Gr. 2**
Time Period: **JanFeb**
Length: **36 Days**
Status: **Published**

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Second Grade Comprehensive Health and Physical Education

Unit 3: Teamwork

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

- Using strategy in variety of activities.
- Getting along with others/being kind
- Practicing fitness skills and basic skill movements throughout game situations and activities.
- Working together to accomplish a goal.

Health

- Wearing a seatbelt is not only the law, but it also saves lives.
- Domestic Violence Education
- 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.

Enduring Understandings

PE

- Working with a partner, small group, or big group can be helpful in accomplishing the strategy as part of the game or activity.
- Fitness activities are a part of differnt games, sports and activities.
- There are various strategies and ides to apply in game situations and activities.
- You can work in a small group or a big group to accomplish a goal in a game like setting.

Health

- When to wear a seatbelt.
- Domestic violence prevention-identify problems.
- Wear a helmet always when riding a bicycle, skateboard, or rollerblades.
- Identify fire and danger hazards inside the house.
- The colors and shapes are used for street signs.
- Dial 911 in case of an emergency.

Essential Questions

PE

- What are fitness activities?
- Why do we follow game rules?
- How does a person score a goal or a point?
- How do you agree on one idea to accomplish the team goal?

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?
- What do I do if there is a problem at home?

Exit Skills

PE

- Create a strategies with a partner, small group, or a big group in order to accomplish the game or activity.
- Demonstrate different fitness skills.
- Explain game rules and safety rules.
- Discuss and try other team members ideas and opinions to see what works best.

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
- Ways to be aware of domestic violence and recognize signs of abusive or harmful interactions. Example: cutting, yelling etc...

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.1	Explain what being “well” means and identify self-care practices that support 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.3	Identify procedures associated with pedestrian, bicycle, and traffic safety.
HPE.2.1.2.E	Social and Emotional Health
HPE.2.1.2.E.1	Identify basic social and emotional needs of all people.
HPE.2.2.2.A.CS1	Effective communication may be a determining factor in the outcome of health- and safety-related situations.
HPE.2.2.2.B.2	Relate decision-making by self and others to one’s health.
HPE.2.2.2.B.3	Determine ways parents, peers, technology, culture, and the media influence health decisions.
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.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.2.5.2	All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.
HPE.2.5.2.B.CS1	Teamwork consists of effective communication and other interactions between team members.

HPE.2.6.2.A.3	Develop a fitness goal and monitor progress towards achievement of the goal.

Interdisciplinary Connections

MA.2.MD.D	Represent and interpret data.
MA.2.MD.D.10	Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put together, take-apart, and compare problems using information presented in a bar graph.
LA.L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.
WL.7.1.NM.A.C	Cultural
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 game rules and safety rules.
- Demonstrate fitness skills.
- Demonsrtate how to work together successfully.
- Demonstrate good sportsmanship.

Health

- Identify street signs.
- Identfiy safe areas and unsafe areas.
- Know when to call 911.
- Know to wear a seat belt in a vehicle and a helmet when riding a bike, skateboard etc...
- Know what to do when there is a fire.
- Identify signs of abusive and harmful interactions with others.

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)

- Quizzes
- Self-Assessments
- 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
- Domestic Violence advocacy programs

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 Entreprenuerial 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
- Group Investigations
- 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: