Unit 5: Enjoying Physical Activity

Content Area: **PE/Health**
Course(s): **Phys. Ed./ Health Gr. 3**
Time Period: **MayJun**
Length: **36 Days**
Status: **Published**

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Third Grade Comprehensive Health and Physical Education

Unit 5: Enjoying Physical Activity

Belleville Board of Education

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Board Approved: September 23, 2019

Unit Overview

PE

- Game Sports and Team Activities continued.. (at least 3 new) Examples: Kickball, Floor Hockey, Relay Races.
- Applying Sportsmanship and Teamwork.
- Safety Rules and Game Rules continued...
- Applying Offensive and Deffensive strategies with a team.
- Developing health related fitness goals and track progress.

Health

- Stress Management
- Peer Pressure
- Sexual Assault Prevention
- Physical, Emotional, Social, and intellectuall benefits of physical activity.

Enduring Understandings

PE

- Utilizing safe, efficient, and effective movement will help students develop and maintain a healthy, active lifestyle.
- Participating in games, sports, dance, and recreational activities will help students develop and maintain a healthy, active lifestyle.
- Game rules and safety rules of sports and game being taught
- Working together as a team in any sport or activity.
- Apply offense and defense strategies in game like settings.
- Create a healthy fitness goal and keep track of progress for improvement.

Health

- Short and Long term effects of stress and how to compare.
- Solutions to dealing with stress.
- Positive effects to regular physical activity.
- Know what sexual assault is (identify and define).

Essential Questions

PE

- How do work together in playing offense or defense?
- How can we track fitness progress?
- What are the rules of baseball?
- Is there such a thing as correct movement?
- Should movement be judged or analyzed?
- Does movement allow you to express yourself?

Health

- Is sleeping too much a short term effect of stress?
- What do i do if i stress out over a test?
- What are the benefits of daily physical activity?
- What is the definition of sexual assault?

Exit Skills

PE

- Applying movement skills (walk, jog, run, slide, skip, gallop, etc.), weight transfer, balance, coordination, agility, effort.
- The difference between the various movement skills (walk, jog, run, slide, skip, gallop, etc.)
- How to move safely, effectively, efficiently while performing the various movement skills.
- The importance of the various movement skills and how they transfer to the activities.
- The importance of moving and participating in various physical activities affects long terms health and fitness.
- Game rules and safety rules of games and sports being taught.
- Applying offense and defense strategies.
- Tracking fitness for progress.

Health

- Long term and short term effects of stress. (upset stomach, tension headaches, etc...)
- Solutions to feeling stressed (breathing, listen to music, journaling etc...)
- Sexual assualt is defined as: any type of contact or behavior that occurs without consent.
- Positivies to participating in physical activity. Example: more energy

New Jersey Student Learning Standards (NJSLS)

Please list only the content-level and cross-curricular **New Jersey Student Learning Standards** applicable to the unit. **Do not list standards that are not used in the unit.**

HPE.2.1.4.E.2	Distinguish among violence, harassment, gang violence, discrimination, and bullying and demonstrate strategies to prevent and resolve these types of conflicts.
HPE.2.1.4.E.4	Summarize the causes of stress and explain way s to deal with stressful situations.
HPE.2.2.4.A.CS2	Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.
HPE.2.2.4.B.3	Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.
HPE.2.2.4.B.4	Develop a personal health goal and track progress.
HPE.2.2.4.C.CS2	Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence.
HPE.2.2.4.D	Advocacy and Service
HPE.2.2.4.E.CS1	Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems.
HPE.2.5.4.A	Movement Skills and Concepts
HPE.2.5.4.B	Strategy
HPE.2.5.4.B.1	Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).
HPE.2.5.4.B.CS1	Offensive, defensive, and cooperative strategies are applied in most games, sports, and other activity situations.
HPE.2.6.4.A	Fitness and Physical Activity

Interdisciplinary Connections

LA.RL.3.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
MA.3.MD.B	Represent and interpret data.
WL.7.1.IL.A.C	Cultural

Learning Objectives

PE

- Perform movement skills with developmentally appropriate form in both isolated and applied settings.
- Demonstrate smooth transitions between sequential movement skills used in applied settings (e.g., creative dance, gymnastics routine, and trap-dribble-shoot).
- Demonstrate weight transfer, balance, coordination, and agility while employing various movement skills.
- Employ various rhythms, tempos, musical styles, relationships, directions, pathways, speeds, and levels during movement.
- Apply offense and defensive strategies.
- Keep track of fitness goals. How to improve.
- Know safety and game rules to sport games being taught.
- Change the effort or range of a movement skill or combination to improve performance.
- Modify and adapt movement skills in relation to body parts (e.g., clapping over one’s head), other participants (e.g., dance partner, teammate), objects, and boundaries.
- Demonstrate weight transfer, balance, coordination, and agility while employing various movement skills.

Health

- Identify short term and long term effects of stress.
- Different soulutions to stress management.
- Define sexual assault and know what to do if observed.
- Positives in participating in physical activity. (healthy heart, healthy brain etc...)

Suggested Activities & Best Practices

- Warm-Ups
- Spatial Awareness Activities
- Locomotor Activities
- Group question and answer
- Peer assessments
- Small group discussions
- Large group discussions

Assessment Evidence - Checking for Understanding (CFU)

- Journals
- Teacher Observation Checklist
- Compare and Contrast

- 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
- Chromebook
- Music- Kids Bop

- Timer

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

TECH.8.1.5	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.8.2.5	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

- Extra time to complete assignments.
- Games and Tournaments.
- 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
- Behavior Management Plan
- Provide modifications 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
- Tutoring by peers
- Teaching key aspects of a topic. Eliminate nonessential information

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- 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 ot social media page about their unit.
- Advanced problem-solving.
- Debate issues with research to support arguments.

- 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: