Unit 2: Movement, Cooperative Games and Goals

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Unit 2: Movement, Cooperative Games and Goals

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Third Grade Comprehensive Health and Physical Education

Unit 2: Movement, Cooperative Games and Goals

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

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Unit Overview

PE

- There are benefits to exercise if performed safely and that many factors (physical, emotional, and social) affect how our bodies respond to exercise.Setting goals are important to achieving fitness
- Fitness activities.
- Cooperative games and activities.
- Dance.
- Movement activities.
- Goal Setting with exercise.

Health

- Knowing how and when to navigate the healthcare system is critical to maintaining wellness.
- The early detection of diseases and health conditions contributes to one’s health and helps reduce healthcare costs.
- Lyme Disease Prevention.
- Domestic Violence Education.
- Nutrition Label.

Enduring Understandings

PE

- There are benefits to exercise if performed safely and that many factors (physical, emotional, and social) affect how our bodies respond to exercise.
- Setting goals are important to achieving fitness.
- Different Dances and steps-culture.
- Group games and activities.
- Fitness activities.

Health

- How and when to navigate the healthcare system is critical to maintaining wellness.
- Early detection of diseases and health conditions contributes to one's health and helps reduce healthcare costs.
- About Domestic Violence.
- Effects of Lyme Disease.
- How to read a nutrition label.

Essential Questions

PE

- Are there benefits of exercise?
- Does your mood and/or attitude affect how your exercise?
- Does what you eat affect how you perform physical activity?

- Can exercise be harmful to your health?
- Can you exercise too much/too little?
- What culture does the YMCA come from?

- What is the goal each day for fitness exercise?

Health

- Why is it so difficult for some people to access healthcare?
- What happens if I get lyme disease?
- How do you know when you need help?
- What's more important: prevention or cure?
- How do I identify domestic violence?
- What is protein?

Exit Skills

PE

- The different aspects of health (physical, social and emotional).
- The importance of physical activity on all areas of health.
- The different body systems (cardio-respiratory, muscular, skeletal, etc.)
- How the body responds to exercise.
- The difference between health-related and skill related fitness.
- How age, gender and fitness-level affects performance.
- How practice/training improves fitness.
- Fitness goals.
- How to set achievable goals.
- How to achieve fitness goals.
- Steps to a variety of dances in different cultures.

Health

- Effective interpersonal communication in health and safety related situations.
- Use the decision making process when addressing health related issues.
- Between situations when a health related decision should be made independently or with the help of

others.

- Determine how an individual's character develops over time and impacts personal health.
- What lyme disease looks like and short term efects.
- Know what domestic violence is and what to do when identified.

New Jersey Student Learning Standards (NJSLS)

HPE.2.1.4	All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.
HPE.2.1.4.A	Personal Growth and Development
HPE.2.1.4.C.1	Explain how most diseases and health conditions are preventable.
HPE.2.1.4.C.2	Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls prevent diseases and health conditions.
HPE.2.1.4.C.3	Explain how mental health impacts one's wellness.
HPE.2.1.4.E	Social and Emotional Health
HPE.2.1.4.E.1	Compare and contrast how individuals and families attempt to address basic human needs.
HPE.2.1.4.E.CS1	Many factors at home, school, and in the community impact social and emotional health.
HPE.2.2.4	All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.
HPE.2.2.4.A.2	Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.
HPE.2.2.4.B	Decision-Making and Goal Setting
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.2	Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community.
HPE.2.2.4.D.1	Explain the impact of participation in different kinds of service projects on community wellness.
HPE.2.2.4.E.1	Identify health services and resources provided in the school and community and determine how each assists in addressing health needs and emergencies.
HPE.2.2.4.E.2	Explain when and how to seek help when experiencing a health problem.
HPE.2.5.4.A.1	Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
HPE.2.5.4.A.3	Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
HPE.2.6.4.A.4	Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology.

Interdisciplinary Connections

	Range of Writing
LA.SL.3	Speaking and Listening
SOC.6.1.4.D	History, Culture, and Perspectives
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.
SOC.6.3.4.D	History, Culture, and Perspectives
VPA.1.1.5	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.
VPA.1.4.5.A.CS1	Works of art may be organized according to their functions and artistic purposes (e.g., genres, mediums, messages, themes).

Learning Objectives

PE

- Discuss the physical, social, and emotional benefits of regular physical activity.
- Describe how body systems respond to vigorous exercise.
- Discuss factors such as heredity, training, and diet that influence fitness.
- Describe how technology has improved fitness activities.
- Discuss the importance of regular physical activity.
- Engage in moderate to vigorous physical activity that develops all components of fitness.
- Maintain continuous aerobic activity for a specified time period.
- Monitor physiological responses before, during, and after exercise.

- Demonstrate age and gender-specific progress towards improving each component of fitness.
- Demonstrate safe and appropriate techniques while engaging in fitness activities.
- Steps to a variety of dances.

Health

- Demonstrate effective interpersonal communication in health and safety-related situations.
- Use the decision-making process when addressing health-related issues.
- Differentiate between situations when a health-related decision should be made independently or with the help of others.
- Determine how an individual's character develops over time and impacts personal health.
- Explain the impact of participation in different kinds of service projects on community wellness.
- Identify health services and resources provided in the school and community addressing health needs and emergencies.
- Know short and long term effects of lyme disease, where it comes from, and what it looks like.
- What to do when observing violence and how to deal with it. (Call 9-1-1 and tell a trusted adult).

Suggested Activities & Best Practices

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

Assessment Evidence - Checking for Understanding (CFU)

- Common Benchmarks
- KWL Chart
- Evaluation Rubrics

- 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
- 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
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- Media Literacy
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- Creativity and Innovation
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- 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
- Highlighted text visual presentation
- 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.
- 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.

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- 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
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- 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: