

Unit 5: Enjoying Physical Activity

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Title Section

Department of Curriculum and Instruction



Belleville Public Schools

Curriculum Guide

Comprehensive Health and Physical Education: Grade 3

Unit 5: Enjoying Physical Activity

Belleville Board of Education

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Unit Overview

This area should give an introduction to the Unit.

- What is the Unit About?
- What should students expect to learn from this unit?
- Etc.

NJSLS

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

HPE.2.5.4	All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.
HPE.2.5.4.A	Movement Skills and Concepts
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.2	Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.
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.2.5.4.A.4	Correct movement errors in response to feedback and explain how the change improves performance.
HPE.2.5.4.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.2.5.4.A.CS2	Ongoing feedback impacts improvement and effectiveness of movement actions.
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.2	Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.
HPE.2.5.4.B.CS1	Offensive, defensive, and cooperative strategies are applied in most games, sports, and other activity situations.
HPE.2.5.4.C	Sportsmanship, Rules, and Safety
HPE.2.5.4.C.1	Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.
HPE.2.5.4.C.2	Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.
HPE.2.5.4.C.CS1	Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.
HPE.2.6.4	All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.
HPE.2.6.4.A	Fitness and Physical Activity
HPE.2.6.4.A.1	Determine the physical, social, emotional, and intellectual benefits of regular physical activity.
HPE.2.6.4.A.2	Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.
HPE.2.6.4.A.3	Develop a health-related fitness goal and track progress using health/fitness indicators.
HPE.2.6.4.A.4	Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology.
HPE.2.6.4.A.CS1	Each component of fitness contributes to personal health as well as motor skill performance.

Exit Skills

PE

- Key Terms: *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.

Enduring Understanding

- 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.

Essential Questions

- What is movement?
- Why do we move?
- Do we all move in the same way?
- Is there such a thing as correct movement?
- Should movement be judged or analyzed? Does movement allow you to express yourself?

Learning Objectives

Students will:

- 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.
- Respond to multiple changes in rhythm, tempo, beat, and musical style.
- 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.
- 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).
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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 21st century.

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

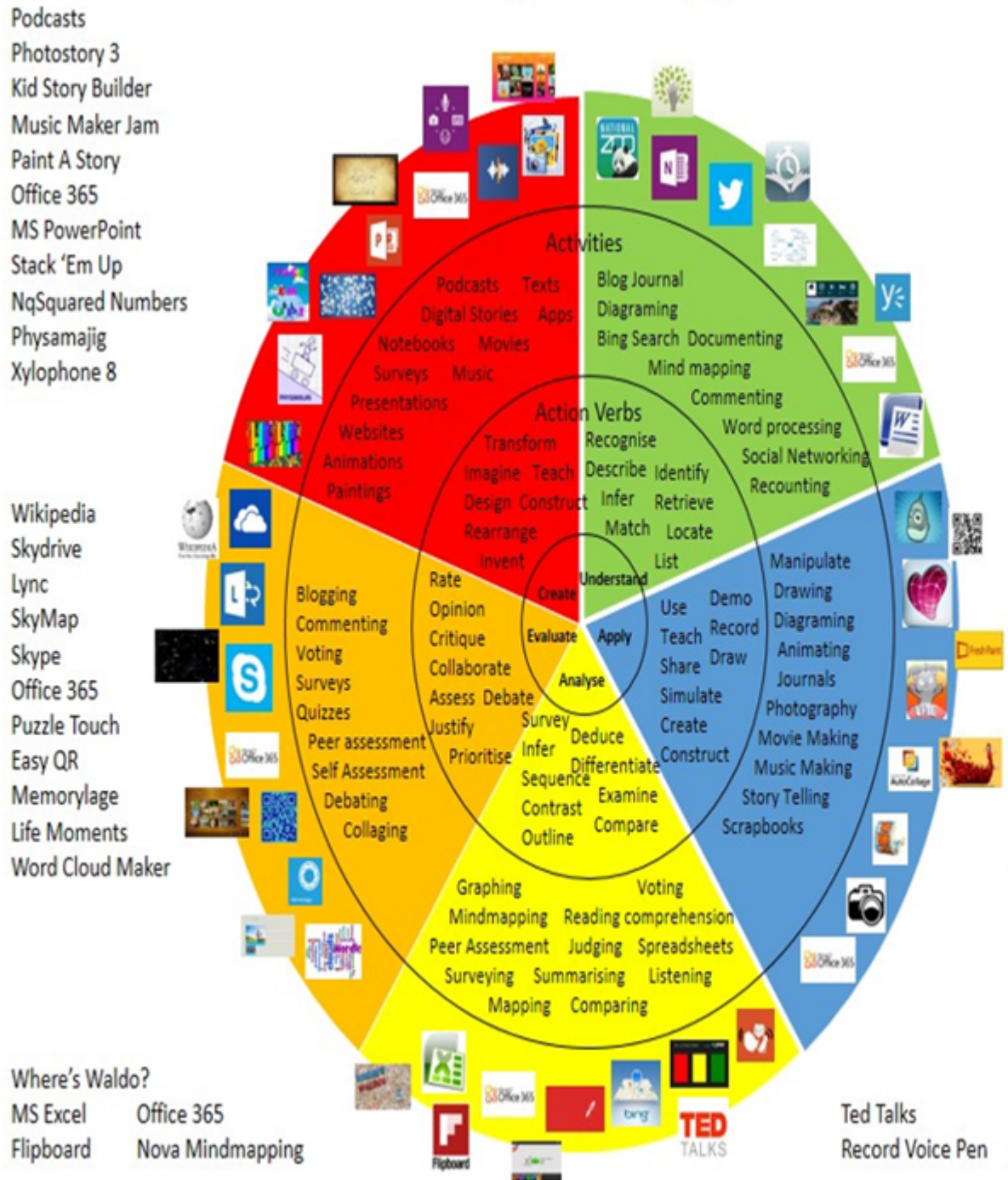
21st Century Skills

- 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?



Originally taken from <http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg>
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

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

- teaching key aspects of a topic. Eliminate nonessential information
- 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;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of work presented 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 work presented 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 section.

- 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

Kickball, tee ball tee, tee ball and bat, playground balls, jump ropes, scooters, tug of war ropes.

Ancillary Resources

Please list ALL other resources available to strengthen your lesson.

Sample Lesson

Unit Name: Enjoying Physical Activity

NJSLS: See attached.

Interdisciplinary Connection: Science, Health, and Math.

Statement of Objective: Students will be able to perform essential elements and essential movements for soccer, basketball, volleyball and jump rope while applying specific rules and procedures

Anticipatory Set/Do Now: Report to squad placement for attendance, warm-up and exercise.

Learning Activity:

- Explain and model essential sports-related movements.
- Demonstrate defensive strategies
- Explain rules and procedures of game settings.

Student Assessment/CFU's:Thumbs Up/Thumbs Down

Materials:

- Cones
- Balls
- Nets
- 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.2.1.4.A.CS1	The dimensions of wellness are interrelated and impact overall personal well-being.
0x	HPE.2.1.4.B.CS1	Choosing a balanced variety of nutritious foods contributes to wellness.
0x	HPE.2.1.4.C.CS1	The use of disease prevention strategies in home, school, and community promotes personal health.
0x	HPE.2.1.4.D.CS1	Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others.
0x	HPE.2.1.4.E.CS1	Many factors at home, school, and in the community impact social and emotional health.
0x	HPE.2.2.4.A.CS1	Effective communication may be a determining factor in the outcome of health- and safety-related situations.
0x	HPE.2.2.4.C.CS1	Personal core ethical values impact the health of oneself and others.
0x	HPE.2.3.4.B.CS1	Use of drugs in unsafe ways is dangerous and harmful.
0x	HPE.2.3.4.C.CS1	Substance abuse is caused by a variety of factors.
0x	HPE.2.4.4.A.CS1	The family unit encompasses the diversity of family forms in contemporary society.
0x	HPE.2.5.4.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.2.5.4.B.CS1	Offensive, defensive, and cooperative strategies are applied in most games, sports, and other activity situations.
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