

# Unit 4: Building Life Skills

Content Area: **PE/Health**  
Course(s):  
Time Period: **MarApr**  
Length: **Full Year, Grade 3**  
Status: **Published**

## **Title Section**

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## **Department of Curriculum and Instruction**



**Belleville Public Schools**

Curriculum Guide

## **Comprehensive Health and Physical Education: Grade 3**

## **Unit 4: Building Life Skills**

**Belleville Board of Education**

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Board Approved: October 17, 2016

## **Unit Overview**

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### **PE**

- Moving safely, effectively, and efficiently enhances performance.
- Personal, interpersonal, and life skills support a healthy, active lifestyle.

### **Health**

- Tolerance, appreciation and understanding of individual differences are necessary in order to establish healthy relationships.
- Change is normal; it happens at different rates and at different times and can be difficult.
- An individual's health at different life stages is dependent on heredity, environmental factors and lifestyle choices.

## **NJSLS**

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

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.3	Determine ways to cope with rejection, loss, and separation.
HPE.2.1.4.E.4	Summarize the causes of stress and explain ways to deal with stressful situations.
HPE.2.1.4.E.CS2	Stress management skills impact an individual's ability to cope with different types of emotional situations.
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	Interpersonal Communication
HPE.2.2.4.A.1	Demonstrate effective interpersonal communication in health- and safety-related situations.
HPE.2.2.4.A.2	Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.
HPE.2.2.4.A.CS1	Effective communication may be a determining factor in the outcome of health- and safety-related 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	Decision-Making and Goal Setting
HPE.2.2.4.B.1	Use the decision-making process when addressing health-related issues.
HPE.2.2.4.B.2	Differentiate between situations when a health-related should be made independently or with the help of others.
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.B.CS1	Many health-related situations require the application of a thoughtful decision-making process.
HPE.2.4.4	All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.
HPE.2.4.4.A	Relationships
HPE.2.4.4.A.1	Explain how families typically share common values, provide love and emotional support, and set boundaries and limits.
HPE.2.4.4.A.CS1	The family unit encompasses the diversity of family forms in contemporary society.
HPE.2.4.4.B	Sexuality
HPE.2.4.4.B.1	Differentiate the physical, social, and emotional changes occurring at puberty and explain why puberty begins and ends at different ages.
HPE.2.4.4.C	Pregnancy and Parenting
HPE.2.4.4.C.1	Explain the process of fertilization and how cells divide to create an embryo/fetus that grows and develops during pregnancy.
HPE.2.4.4.C.2	Relate the health of the birth mother to the development of a healthy fetus.
HPE.2.4.4.C.CS1	Knowing the physiological process of how pregnancy occurs as well as development of the fetus leading to childbirth contribute to a greater understanding of how and why a healthy environment should be provided for the pregnant mother.
HPE.2.4.4.C.CS2	The health of the birth mother impacts the development of the fetus.

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.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.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.CS1	Each component of fitness contributes to personal health as well as motor skill performance.

## Exit Skills

### PE

- The difference between personal and general space.
- How to move safely, effectively, efficiently while performing the various movement skills.
- The importance of the various movement skills and how they transfer to other activities
- The difference between verbal and visual cues.

### Health

- We are all unique and individually different.
- What is a healthy friendship with your peers
- Our bodies start to change from the day we are born

## **Enduring Understanding**

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### **PE**

- Moving safely, effectively, and efficiently enhances performance.
- Personal, interpersonal, and life skills support a healthy, active lifestyle.

### **Health**

- Tolerance, appreciation and understanding of individual differences are necessary in order to establish healthy relationships.
- Change is normal; it happens at different rates and at different times and can be difficult.
- An individual's health at different life stages is dependent on heredity, environmental factors and lifestyle choices.

## **Essential Questions**

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### **PE**

- Why is moving in open space important?
- What type of skills do we need to play the game of football?
- What are we trying to achieve when we look for open space and use the entire space (field, dance floor, gym) dance, basketball, soccer, etc.)?
- How do we show good sportsmanship?
- When should we show good sportsmanship (active participant, non-active participant, spectator)
- What makes a game worth playing?

### **Health**

- How are we all the same?
- How are we all different?
- Are any two people exactly the same?
- Are all families built the same way?
- **What's your responsibility in your family?**

## Learning Objectives

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### PE

#### *Students will:*

- Discuss ways to refine and increase control when performing movement skills.
- Discuss ways that personal and general space is used in all forms of physical activity (e.g., using the entire dance floor, position play in a sport).
- Explain how movement skills can be used in another movement setting.
- Give examples of verbal and visual cues used to improve movement skill performance.

### Health

#### *Students will:*

- Explain how families typically share common values; provide love and emotional support, and set boundaries and limits.
- Differentiate the physical, social, and emotional changes occurring at puberty and explain why puberty begins and ends at different ages.
- Explain the process of fertilization and how cells divide to create an embryo/fetus that grows and develops during pregnancy.

## Interdisciplinary Connections

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Please list all and any cross-curricular content standards that link to this Unit.

SCI.3-4.5.3.4.D

Organisms reproduce, develop, and have predictable life cycles. Organisms contain genetic information that influences their traits, and they pass this on to their offspring during reproduction.

## Alignment to 21st Century Skills & Technology

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### 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**

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

## **21st Century Skills**

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- 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**

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What technology can be used in this unit to enhance learning?

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



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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**

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- 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

## **ELL**

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- 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**

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- 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**

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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

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Footballs, field spray paint, cones, hula hoops, flags, football study guides, football written exams, football skill cues sheets, football field diagram, footballs offensive and defensive positions sheet, football skill test rubric, routes sheets, strategies sheet.

<http://www.pbs.org/wgbh/rxforsurvival/>

[http://www.usaid.gov/our\\_work/global\\_health/](http://www.usaid.gov/our_work/global_health/)

<http://www.worldhealthnews.harvard.edu/>

[http://www.youtube.com/watch?v=ul5czcO\\_PVA](http://www.youtube.com/watch?v=ul5czcO_PVA)

<http://www.worldaidscampaign.org/>

<http://www.unaids.org/en/default.asp>

<http://www.who.int/en/>

<http://www.cdc.gov/>

<http://wwwnc.cdc.gov/travel/default.aspx>

<http://www.globalhealth.org/>

<http://www.gatesfoundation.org/global-health/pages/overview.aspx>

<http://www.clintonfoundation.org/>

<http://www.unicef.org/>

## Ancillary Resources

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Please list ALL other resources available to strengthen your lesson.

## Sample Lesson

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Unit Name: Building Life Skills

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.
0x	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.
0x	HPE.2.6.4.A.CS1	Each component of fitness contributes to personal health as well as motor skill performance.

