

# Unit 3: Teamwork

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## **Title Section**

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## **Department of Curriculum and Instruction**



**Belleville Public Schools**

Curriculum Guide

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

## **Unit 3: Teamwork**

**Belleville Board of Education**

**102 Passaic Avenue**

**Belleville, NJ 07109**

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## **Unit Overview**

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### **PE**

Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance and recreational activities which will maintain a healthy, active lifestyle.

### **Health**

The use of critical thinking, decision making, problem solving, leadership and communication skills are essential to making informed personal, family and community health decisions about drugs and medicines related to personal wellness and the wellness of others.

## **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

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.A.1	Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.
HPE.2.1.4.A.2	Determine the relationship of personal health practices and behaviors on an individual's body systems.
HPE.2.1.4.A.CS1	The dimensions of wellness are interrelated and impact overall personal well-being.
HPE.2.1.4.B	Nutrition
HPE.2.1.4.B.1	Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.
HPE.2.1.4.B.2	Differentiate between healthy and unhealthy eating practices.
HPE.2.1.4.B.3	Create a healthy meal based on nutritional content, value, calories, and cost.
HPE.2.1.4.B.4	Interpret food product labels based on nutritional content.
HPE.2.1.4.B.CS1	Choosing a balanced variety of nutritious foods contributes to wellness.
HPE.2.1.4.C	Diseases and Health Conditions
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.C.CS1	The use of disease prevention strategies in home, school, and community promotes personal health.
HPE.2.2.4.A	Interpersonal Communication
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.2.3.4	All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.
HPE.2.3.4.A	Medicines
HPE.2.3.4.A.1	Distinguish between over-the-counter and prescription medicines.
HPE.2.3.4.A.CS1	Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.
HPE.2.3.4.B	Alcohol, Tobacco, and Other Drugs
HPE.2.3.4.B.1	Explain why it is illegal to use or possess certain drugs/substances and the possible consequences.
HPE.2.3.4.B.2	Compare the short- and long-term physical effects of all types of tobacco use.
HPE.2.3.4.B.5	Identify the short- and long- term physical effects of inhaling certain substances.
HPE.2.3.4.B.CS1	Use of drugs in unsafe ways is dangerous and harmful.
HPE.2.3.4.C	Dependency/Addiction and Treatment
HPE.2.3.4.C.1	Identify signs that a person might have an alcohol, tobacco, and/or drug use problem.
HPE.2.3.4.C.2	Differentiate between drug use, abuse, and misuse.
HPE.2.3.4.C.CS1	Substance abuse is caused by a variety of factors.

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.

## Exit Skills

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### PE

- How to describe and demonstrate the use of offensive, defensive, and cooperative strategies.
- The roles of responsibilities of participants and observers and recommend strategies to improve behaviors, participation, and enjoyment.

- General and specific activity rules, describe how they enhance participation and safety, and follow them during activities.
- Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small – group, and team activities
- Analyze the impact of different world cultures on present - day games, sports, and dance.

## **Health**

- The benefits of certain medicine that is prescribed to us by a physician.
- Why do we need to visit the doctor’s office?
- The importance with speaking to our parents about vitamins.
- Where we can get vitamins outside of the doctors.

## **Enduring Understanding**

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### **PE**

Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance and recreational activities which will maintain a healthy, active lifestyle.

## **Health**

The use of critical thinking, decision making, problem solving, leadership and communication skills are essential to making informed personal, family and community health decisions about drugs and medicines related to personal wellness and the wellness of others.

## **Essential Questions**

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### **PE**

- How does hockey allow for teamwork and team building?
- How can hockey improve physical fitness?
- Are game strategies necessary for success?

## Health

- When is it good to use a drug?
- When is it not good to use a drug?
- Why do so many people use and abuse drugs and alcohol?

## Learning Objectives

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### PE

#### *Students will:*

- Demonstrate their knowledge of the parts of the hockey stick.
- Demonstrate the proper stick handling technique.
- Describe and demonstrates the use of offensive, defensive, and cooperative strategies.
- Compare the roles and responsibilities of participation and observers and recommend strategies to improve behavior, participation, and enjoyment.
- Summarize general and specific activity rules, describe how they enhance participation and safety, and follow them during activities.
- Select, use, and care for equipment used during physical activity.
- Describe and demonstrate the use of mental preparation strategies prior to and during participation in physical activity.

## Health

#### *Students will:*

- Distinguish between over the counter and prescription medicines.
- Explain why it is illegal to use or possess certain drugs/substances and the possible consequences.
- Compare the short and long term physical effects of all types of tobacco use.
- Identify signs that a person might have an alcohol, tobacco, and/or drug use problem.
- Differentiate between drug use, abuse, and misuse.

## Interdisciplinary Connections

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

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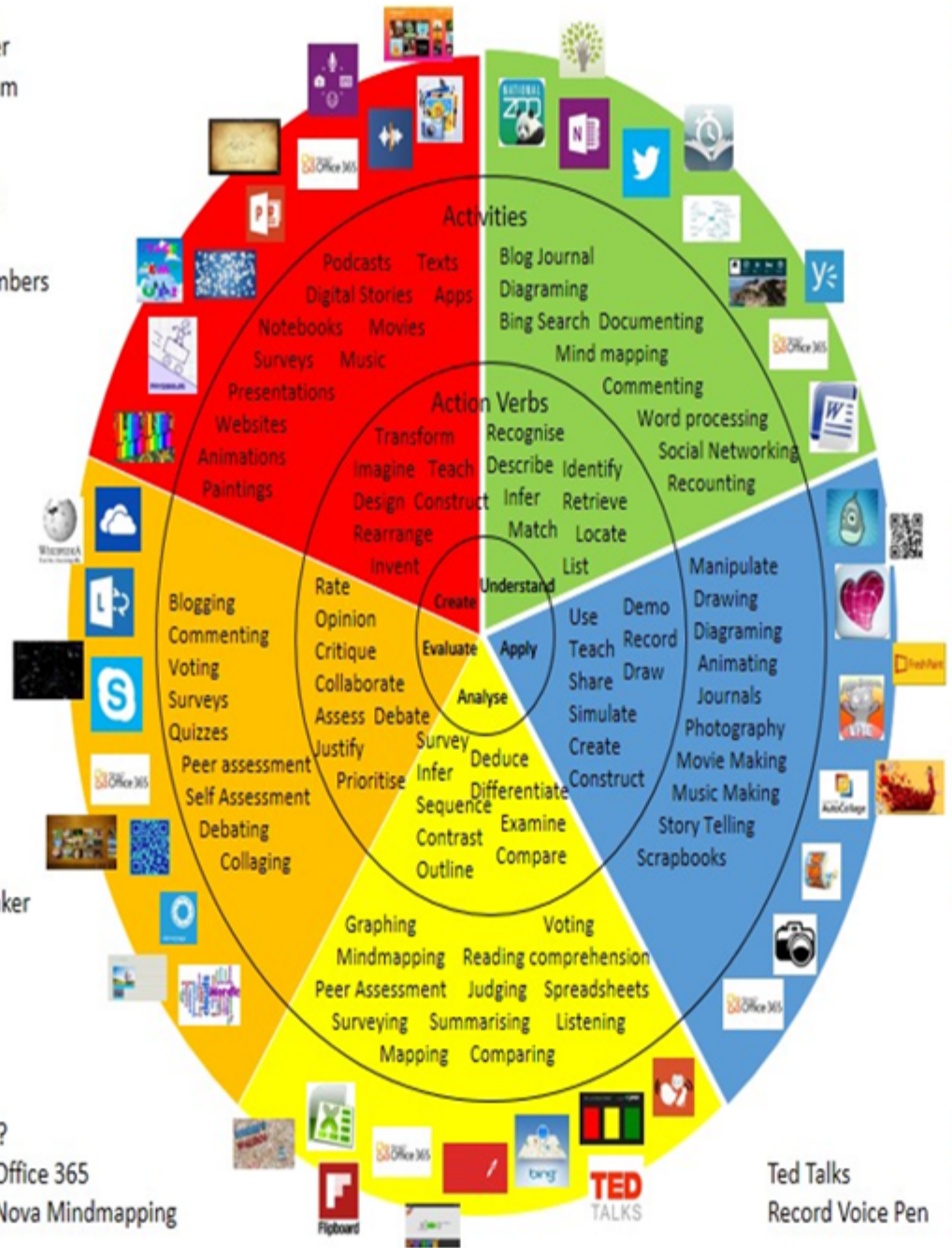
What technology can be used in this unit to enhance learning?

# Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts  
 Photostory 3  
 Kid Story Builder  
 Music Maker Jam  
 Paint A Story  
 Office 365  
 MS PowerPoint  
 Stack 'Em Up  
 NqSquared Numbers  
 Physamajig  
 Xylophone 8

Wikipedia  
 Skydrive  
 Lync  
 SkyMap  
 Skype  
 Office 365  
 Puzzle Touch  
 Easy QR  
 Memorylage  
 Life Moments  
 Word Cloud Maker

Where's Waldo?  
 MS Excel  
 Flipboard  
 Office 365  
 Nova Mindmapping



Originally taken from <http://www.coetail.com/zimmer/files/2013/02/1Padagogy-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**

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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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- Assortment of Physical Education equipment
- Teacher web-based search engines
- Audio/visual equipment

Hockey sticks, hockey pucks, hockey balls, hockey goals, hockey goalie equipment, hockey worksheets, hockey study guides, hockey written exams, floor hockey skill cues sheet, offensive/defensive strategies sheet,

floor hockey skill rubric, floor hockey diagram, positions sheet, pins.

<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: Teamwork

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:**

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<b>Ref's</b>	<b>Standard ID</b>	<b>Description</b>
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.