Unit 4: Building Life Skills

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Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Fourth Grade Comprehensive Health and Physical Education

Unit 4: Building Life Skills

Belleville Board of Education

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Unit Overview

PE

- Moving safely, effectively, and efficiently enhances performance.
- Personal, interpersonal, and life skills support a healthy, active lifestyle.
- Fitness skills and concepts, individual activities, and team activities.
- Sports/Games (at least 3 new and can be by season) Examples: Baseball, Track and Field, Fitness Unit)

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.
- Bullying Prevention continued
- Suicide Prevention continued

Enduring Understandings

PE

- Moving safely, effectively, and efficiently enhances performance.
- Personal, interpersonal, and life skills support a healthy, active lifestyle.
- Applying individual goals to fitness.
- Working together as a team to accomplish a goal.
- Seasonal team sports and activities. Example: Track and Field, baseball, Fitness Unit, etc...

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.
- Programs offered and what to do in order to help others who show warning signs of suicide.
- Know what to do when you see someone else being bullied and how to identify bullying.
- Review real life situations of bullying and what the correct solution would be.

Essential Questions

PE

- Why is moving in open space important?
- What type of skills do we need to play the game of volleyball?
- 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?
- How many steps should I take in one day?

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?
- How do I know if someones actions are considered bullying?
- What programs are offered in the community for suicide intentions?

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.
- Cues to different team activities and sport games.
- How to set individual goals for fitness activities.
- 10,000 steps a day should be taken (goal).

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.
- Tell a trusted adult when you see someone being a bully. Do not be a bystander.
- There is a suicide hotline number anybody can call: 1-800-273-8255. Available everyday for 24 hours. Tell someone you trust if you or anyone else is in danger of harming themself.

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.D	Safety
HPE.2.1.4.E	Social and Emotional Health
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.2.2.4.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.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	Health Services and Information
HPE.2.3.4.B	Alcohol, Tobacco, and Other Drugs
HPE.2.3.4.C	Dependency/Addiction and Treatment
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.C	Sportsmanship, Rules, and Safety
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.2.6.4.A	Fitness and Physical Activity

Interdisciplinary Connections

MA.4.MD	Measurement and Data
WL.7.1.IL.A.C	Cultural
SCI.4	Energy
SOC.6.1.4	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
VPA.1.1.5.A	Dance
VPA.1.1.5.B	Music

Learning Objectives

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.
- Perform and explain cues to team acitivities and sport games.
- Apply individual fitness goals to fitness testing and activities.

Health

Students will:

- Explain how families typically share common values; provide love and emotional support, and set boundaries and limits.
- Know how to determine a healthy relationship from an unhealthy relationship.
- Explain how to not be a bystander and tell a trsuted adult if they see someone being bullied.
- The number for Suicide hotline and to tell a trusted adult if they know someone is in danger or harming themself.
- Explaing what suicie is and signs. Know solutions if you know someone in danger of harmimg themself.
- Explaing signs of bullying and define a bystander.
- Know solutions when observing a bullying situation.

Suggested Activities & Best Practices

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

Assessment Evidence - Checking for Understanding (CFU)

- Written Reports

- Quickwrite
- Learning Center Activities

- 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
- Health (CDC) website 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)
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics
- World languages
- Technology
- 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

- Small group instruction
- Auditory presentations
- Visual presentation

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
- Computer or electronic device utilizes
- Behavior Managment 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

- 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 correct errors (looking for understanding)
- 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 select from given choices

- 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)

- Cluster Grouping
- Higher order, critical & creative thinking skills, and discovery
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities

- 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: