Unit 2: Movement, Team Games, and Goals

Content Area: **PE/Health**
Course(s): **Phys. Ed./ Health Gr. 4**
Time Period: **NovDec**
Length: **36 Days**
Status: **Published**

Unit 2: Movement, Team Games, and Goals

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Fourth Grade Comprehensive Health and Physical Education

Unit 2: Movement, Team 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

Board Approved: September 23, 2019

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 and improving
- Fitness activities continued.
- Cooperative games and sport games (at least 3 new, examples: floor hockey, track, basketball)
- Dance.
- Movement, team activities.
- Goal Setting with exercise.

Health

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

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 and improving.
- Different Dances and steps-culture.
- Team games and activities. (rules, positions, how to play)
- How to improve fitness and increase goals.

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. (signs and signlas)
- Effects (short and long term) of Lyme Disease.
- How to read a nutrition label.

Essential Questions

PE

- Are there benefits and negatives 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 are the rules of floor hockey?
- What should be my goal each day for certian fitness exercises?

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?
- Whats is sodium?

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.
- Rules, positions and general idea how to play sports that are taught.

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.
- How to read a nutrition label and definition of each content.

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.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.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.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.2.1.4.D	Safety
HPE.2.1.4.E	Social and Emotional Health
HPE.2.2.4.A	Interpersonal Communication
HPE.2.2.4.B	Decision-Making and Goal Setting
HPE.2.2.4.E	Health Services and Information
HPE.2.3.4.A	Medicines
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.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.C	Sportsmanship, Rules, and Safety
HPE.2.6.4.A.3	Develop a health-related fitness goal and track progress using health/fitness indicators.

Interdisciplinary Connections

MA.4.MD.B	Represent and interpret data.
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

- 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 and culture.
- Demonstrate how to play sports taught and explain game rules.
- Identify game positions.

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).
- How to read a nutrition label correctly.

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
- Chromebook
- 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
- 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

- Use manipulatives
- Stations/Centers
- Jigsaw

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
- 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 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.

- 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)

- 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: