Unit 1: Maintaining a Healthy Lifestyle

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Unit 1: Maintaining a Healthy Lifestyle

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Fourth Grade Comprehensive Health and Physical Education

Unit 1: Maintaining a Healthy Lifestyle

Belleville Board of Education

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Unit Overview

PE

- Applying fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, and recreational activities which will maintain a healthy, active lifestyle.
- Using Locomotor Movements in game like activities.
- Sport games (can be by season-soccer, volleyball, floor hockey etc...)
- Fitness Testing (push-ups, sit-ups, plank) etc...
- Strategy

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.
- Stress Management
- Compare and Contrast healthy food choices and not healthy choices.
- Effects of Nutritional Choices.
- Self-care practices and safety practices- what people choose affect their wellness.
- Emotions can affect communication, choices, and behavior.

Enduring Understandings

PE

- Foundation for participation in games, sports, and recreational activities which will maintain a healthy, active lifestyle.
- How and when to use locomotor movements in game like situations and activities.
- Diet and exercise relate to your body image (weight, strength, flexibility).
- Cues to perform a push up, sit up, and plank correctly. Add other fitness elements.
- Creating and applying strategies individually and as a team.
- Game rules and skill cues to sports being taught.

Health

- Critical thinking, decision making, problem solving, leadership and communication skills are essential to making informed personal, family and community health decisions.
- Drugs and medicines relate to personal wellness and the wellness of others.
- Compare and Contrast your daily diet choices and water intake.
- What to eat at restaurants and how unhealthy fast food is.
- How to deal with feelings and communication.
- Body Image-undertsanding oneself and positives.
- How to deal with stress-long and short term effects. (during a test or other life situations)

Essential Questions

PE

- Are game strategies necessary for success?
- Why is participation important in game sports and recreational activities?
- What is body image?
- What is flexibility?
- What are the rules to soccer?
- What are the positions in volleyball?
- What types of exercise can I perform on a daily basis?
- How do I perform a plank? How should I increase my goal?

Health

- How are things to consider before making an important decision?
- Who are people that we trust for advice?
- What are some unhealthy practices?
- What are the 5 food groups?
- How do drugs affect people?
- How does stress affect me?
- How much water should I drink per day?
- How bad is fast food for my health?

Exit Skills

PE

Students must know:

- 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.
- Perform cues of sports taught and game description.
- How to perform a plank, sit-up, and a push-up.
- How to use strategies in a game like situation.
- Daily exercise includes walking, running, dancing, etc...

Health

- The physical, social, emotional, and mental dimensions of personal wellness and how they interact.
- Long and short term effects of stress.
- Strategies on what to do when you feel stressed. What works for you.
- Being happy with their body image and knowing everybody is different.
- The 5 food groups are: vegetables, fruits, grains, protein, and dairy.
- How healthy eating provides energy, helps maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.
- Difference between healthy and unhealthy eating practices.
- How much water to intake per day: 8 glasses per day.
- How the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environment controls prevent diseases and health conditions.

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.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.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.D.CS1	Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others.
HPE.2.1.4.E.CS1	Many factors at home, school, and in the community impact social and emotional health.
HPE.2.2.4.B.CS1	Many health-related situations require the application of a thoughtful decision-making process.
HPE.2.2.4.C.2	Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community.
HPE.2.3.4.A.2	Determine possible side effects of common types of medicines.
HPE.2.4.4.A	Relationships
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.B	Strategy
HPE.2.5.4.C	Sportsmanship, Rules, and Safety
HPE.2.6.4.A.4	Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology.

Interdisciplinary Connections

MA.4.OA.C	Generate and analyze patterns.
MA.4.MD.B	Represent and interpret data.
SCI.4-PS3-1	Use evidence to construct an explanation relating the speed of an object to the energy of that object.
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.
SOC.6.3.4	Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Learning Objectives

PE

- Describe and demonstrates the use of offensive, defensive, and cooperative strategies in the game of at least soccer and volleyball.
- Compare the roles and responsibilities of participation and observers and recommend strategies to improve behavior, participation, and enjoyment.
- Summarize general and specific sport game 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.
- Perform a variety of fitness activities.
- Use and apply strategies in sports and recreational activities.

Health

- Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.
- Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps a body system functioning effectively.
- Differentiate between healthy and unhealthy eating practices.
- Name the 5 food groups. 8 glasses of water per day.
- Healthy and unhealthy choices when eating out.
- Know short and long term affects of stress and know solutions to what works for you.
- Identify their character (body image) . Related to flexibility, strength, weight etc...
- Explain how most diseases and health conditions are preventable.
- Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls prevent diseases and health conditions. Determine the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, (e.g., fire safety, poison safety, accident prevention).
- Summarize the various forms of abuse and ways to get help.
- Compare and contrast how individuals and families attempt to address basic human needs.

Suggested Activities & Best Practices

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

Assessment Evidence - Checking for Understanding (CFU)

- Journals
- Teacher Observation Checklist
- Compare and Contrast

- 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

- https://www.myplate.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

- Extra time to complete assignments.
- Games and tournaments.
- Goal setting with students.

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
- Behavior Management Plan
- 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)

- Tutoring by peers.
- Providing study guides.
- 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.

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- 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
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- 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

Lesson Name: Scooter Soccer

CCSS/NJCCCS:

2.5.4.B 2.5.4.C

Interdisciplinary Connection: Mathematics,Visual Arts, Music

Statement (s) of Objective:

- Demonstrate strategies that enable team members to achieve goals.

- Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.

- Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).

Anticipatory Set/Do Now: Offensive/Defensvie Drills
Students will divide into groups of 4 and practice kicking the ball into the goal with a goalie in position in front of the goal.

Learning Activity: Students will use scooter safety tecniques throuought the soccer game and perform offensive and defensive strategies. Grades Pre-K through 2nd will use a beach ball in game 1 before using a soccer ball. Students will demonsrate sportsmanship at the end of the game by give each of their teammates and their opposing team a high five and say "Good Game".

Student Assessment/CFU's: Students correctly perform soccer skills in a game setting and explain the offensive and definsive positions on the field.

Materials: Foam Balls , Scooters, Cones, Beach Ball, Pinnies

21st Century Themes and Skills: Health Literacy, Civic Literacy, and Global Awareness.

Differentiation: Students that struggle performing skill will be taken into small groups for extra assistance by teacher. There will be

- Token Economy
- Small group instruction
- Behavior Management Plan

Integration of Technology: Music, Timer, Smart TV