Unit 1 Comprehensive Health/Physical Education, Gr. 5

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Title Section

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Comprehensive Health/Physical Education, Gr. 5

Belleville Board of Education

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Unit Overview

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

Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy, active life style.

NJSLS

Please link all standards that apply in this section within the curriculum of the unit being written. Please include all Common Core and New Jersey Core Curriculum Standards.

HPE.2.1.6	All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.
HPE.2.1.6.A	Personal Growth and Development
HPE.2.1.6.A.1	Explain how health data can be used to assess and improve each dimension of personal wellness.
HPE.2.1.6.A.2	Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage.

HPE.2.1.6.A.3	Determine factors that influence the purchase of healthcare products and use of personal hygiene practices.
HPE.2.1.6.A.CS1	Staying healthy is a lifelong process that includes all dimensions of wellness.
HPE.2.1.6.B	Nutrition
HPE.2.1.6.B.1	Determine factors that influence food choices and eating patterns.
HPE.2.1.6.B.2	Summarize the benefits and risks associated with nutritional choices, based on eating patterns.
HPE.2.1.6.B.3	Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost.
HPE.2.1.6.B.4	Compare and contrast nutritional information on similar food products in order to make informed choices.
HPE.2.1.6.B.CS1	Eating patterns are influenced by a variety of factors.
HPE.2.2.6.B	Decision-Making and Goal Setting
HPE.2.2.6.B.1	Use effective decision-making strategies.
HPE.2.2.6.B.2	Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others.
HPE.2.2.6.B.3	Determine how conflicting interests may influence one's decisions.
HPE.2.2.6.B.4	Apply personal health data and information to support achievement of one's short- and long-term health goals.
HPE.2.2.6.B.CS1	Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.
HPE.2.3.6.B	Alcohol, Tobacco, and Other Drugs
HPE.2.3.6.B.2	Relate tobacco use and the incidence of disease.
HPE.2.3.6.B.3	Compare the effect of laws, policies, and procedures on smokers and nonsmokers.
HPE.2.3.6.B.4	Determine the impact of the use and abuse of alcohol on the incidence of illness, injuries, and disease, the increase of risky health behaviors, and the likelihood of harm to one's health.
HPE.2.3.6.B.5	Determine situations where the use of alcohol and other drugs influence decision-making and can place one at risk.
HPE.2.3.6.B.6	Summarize the signs and symptoms of inhalant abuse.
HPE.2.3.6.B.7	Analyze the relationship between injected drug use and diseases such as HIV/AIDS and hepatitis.
HPE.2.3.6.B.CS1	There is a strong relationship between individuals who abuse drugs and increased intentional and unintentional health-risk behaviors.
HPE.2.4.6	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.2.4.6.A	Relationships
HPE.2.4.6.A.1	Compare and contrast how families may change over time.
HPE.2.4.6.A.2	Analyze the characteristics of healthy friendships and other relationships.
HPE.2.4.6.A.3	Examine the types of relationships adolescents may experience.
HPE.2.4.6.A.4	Demonstrate successful resolution of a problem(s) among friends and in other relationships.
HPE.2.4.6.A.5	Compare and contrast the role of dating and dating behaviors in adolescence.

HPE.2.4.6.A.CS1	Healthy relationships require a mutual commitment.
HPE.2.5.6	All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.
HPE.2.5.6.A	Movement Skills and Concepts
HPE.2.5.6.A.1	Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
HPE.2.5.6.A.2	Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.
HPE.2.5.6.A.3	Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance).
HPE.2.5.6.A.4	Use self-evaluation and external feedback to detect and correct errors in one's movement performance.
HPE.2.5.6.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.2.5.6.A.CS2	Performing movement skills effectively is often based on an individual's ability to analyze one's own performance as well as receive constructive feedback from others.
HPE.2.5.6.B	Strategy
HPE.2.5.6.B.1	Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, team and group activities.
HPE.2.5.6.B.2	Compare and contrast strategies used to impact individual, team and group effectiveness and make modifications for improvement.
HPE.2.5.6.B.CS1	There is a relationship between applying effective tactical strategies and achieving individual and team goals when competing in games, sports, and other activity situations.
HPE.2.5.6.C	Sportsmanship, Rules, and Safety
HPE.2.5.6.C.1	Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.
HPE.2.5.6.C.2	Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.
HPE.2.5.6.C.3	Relate the origin and rules associated with certain games, sports, and dances to different cultures.
HPE.2.5.6.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.2.5.6.C.CS2	There is a strong cultural, ethnic, and historical background associated with competitive sports and dance.
HPE.2.6.6	All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.
HPE.2.6.6.A	Fitness and Physical Activity
HPE.2.6.6.A.1	Analyze the social, emotional, and health benefits of selected physical experiences.
HPE.2.6.6.A.2	Determine to what extent various activities improve skill-related fitness versus health-related fitness.
HPE.2.6.6.A.3	Develop and implement a fitness plan based on the assessment of one's personal fitness level, and monitor health/fitness indicators before, during, and after the program.
HPE.2.6.6.A.4	Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.
HPE.2.6.6.A.5	Relate physical activity, healthy eating, and body composition to personal fitness and

	health.
HPE.2.6.6.A.6	Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.
HPE.2.6.6.A.7	Evaluate the short- and long-term effects of anabolic steroids and other performance-enhancing substances on personal health.
HPE.2.6.6.A.CS1	Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status.

Exit Skills

PE

Students must know:

- Their level of fitness and how/why it differs between individuals.
- Methods for improving their fitness level.

Health

- Each body system, function and related vocabulary words.
- Regular physical activity throughout life is important for maintaining a healthy body, enhancing psychological well-being, and preventing premature death.
- Nutritional choices have direct correlation with the body's ability to function efficiently.
- Types of diseases and health conditions and how they are diagnosed and treated.

Enduring Understanding

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

Health

- A healthy body is one in which the systems function properly
- There are many short and long term health benefits and risk associated with nutritional choices.
- The self-care practices, nutrition, and safety practices people choose affect their wellness.
- Emotions can affect communication, choices, and behavior.

Essential Questions

PE

Are setting goals important to achieving fitness?
- How do we achieve our goals?
- Do we achieve individual goals the same as we would group goals?

Health

What is health and wellness?
- What contributes towards a healthy/active lifestyle?
- How do nutritional choices and physical activity support healthy development and your future?

Learning Objectives

PE

- Monitor physiological responses before, during and after exercise.
- Demonstrate age and gender-specific progress towards improving each component 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

Health

- Explain how health data can be used to assess and improve each dimension of personal wellness.
- Determine factors that influence food choices and eating patterns.
- Summarize the benefits and risks associated with nutritional choices, based on eating patterns.
- Summarize means of detecting and treating diseases and health conditions that are prevalent in adolescents.
- Summarize the common causes of intentional and unintentional injuries in adolescents and related prevention strategies.
- Explain what to do if abuse is suspected or occurs.

Interdisciplinary Connections

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

Alignment to 21st Century Skills & Technology

Key SUBJECTS AND 21st CENTURY THEMES

Mastery of key subjects and 21st century themes is essential for all students in the 21stcentury.

Key subjects include:

- English, reading or language arts
- World languages
- Arts
- Mathematics
- Economics
- Science
- Geography
- History
- Government and Civics

21st Century/Interdisciplinary Themes

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

21st Century Skills

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
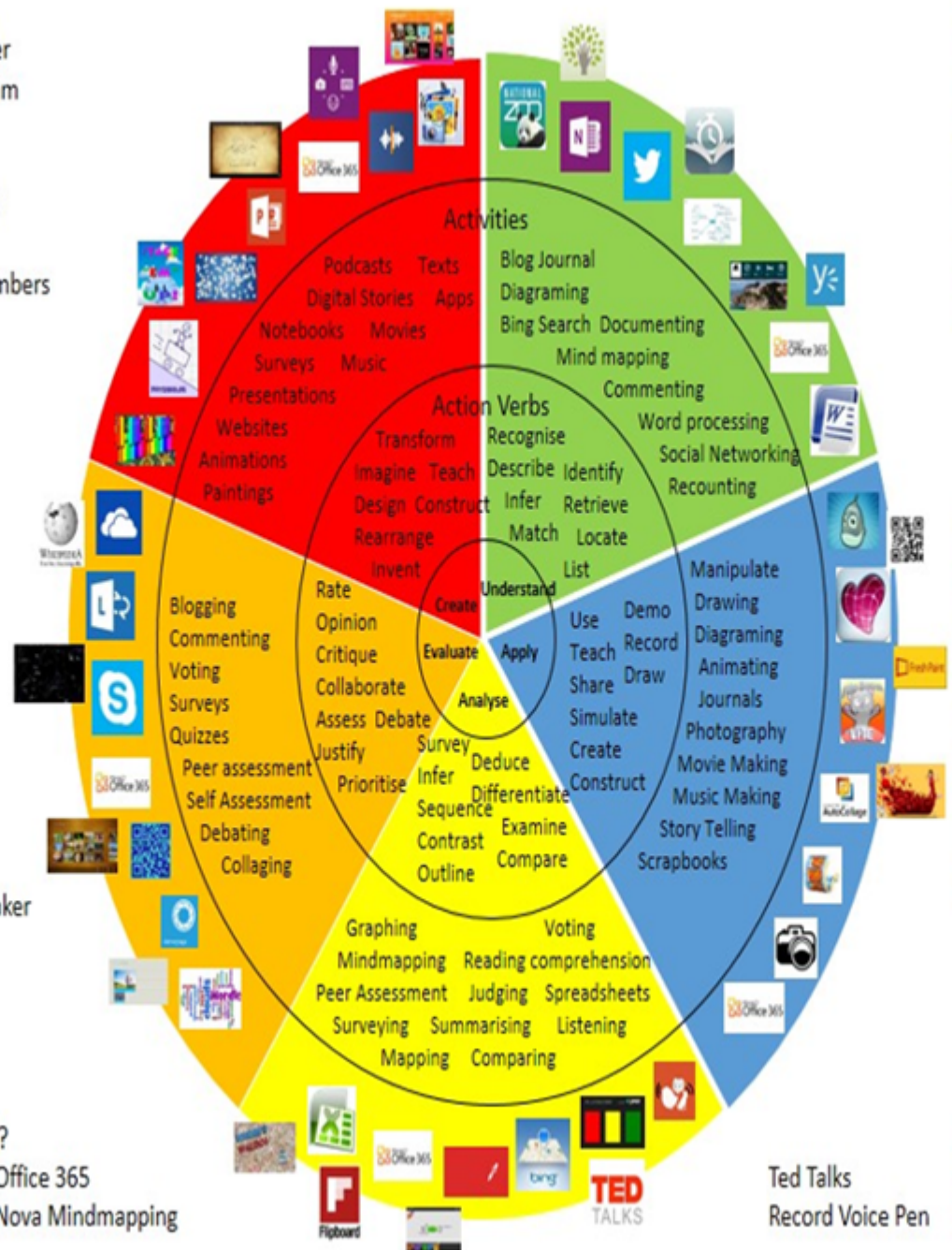- Life and Career Skills
- Media Literacy

Technology Infusion

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   Office 365
Flipboard   Nova Mindmapping

Ted Talks
Record Voice Pen

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

Activities

Podcasts   Texts
Digital Stories   Apps
Notebooks   Movies
Surveys   Music
Presentations
Websites
Animations
Paintings

Blog Journal
Diagraming
Bing Search   Documenting
Mind mapping
Commenting
Word processing
Social Networking
Recounting

Action Verbs

Transform   Recognise
Imagine Teach   Describe Identify
Design Construct   Infer   Retrieve
Rearrange   Match   Locate
Invent   List

Rate
Opinion
Critique
Collaborate
Assess Debate
Justify
Peer assessment
Self Assessment
Debating
Collaging

Blogging
Commenting
Voting
Surveys
Quizzes

Understand
Create
Evaluate   Apply
Analyse

Survey
Prioritise Infer Deduce
Sequence Differentiate
Contrast Examine
Outline Compare

Use   Demo
Teach Record
Share Draw
Simulate
Create Construct

Manipulate
Drawing
Diagraming
Animating
Journals
Photography
Movie Making
Music Making
Story Telling
Scrapbooks

Graphing   Voting
Mindmapping   Reading comprehension
Peer Assessment   Judging   Spreadsheets
Surveying   Summarising   Listening
Mapping   Comparing

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

- 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

- 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

Intervention Strategies

- 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

Evidence of Student Learning-CFU's

Please list ways educators may effectively check for understanding in this secion.

- 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

- Assortment of Physical Education equipment

- Teacher web–based search engines

- Audio/visual equipment

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

http://www.usaid.gov/our_work/global_health/

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

http://www.youtube.com

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

Please list ALL other resources available to strengthen your lesson.

Sample Lesson

One Lesson per Curriculum must bein this lesson plan template. I.e. one lesson in one unit

Unit Name:

CCSS/NJCCCS:

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: