Unit 3 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

- Implementing effective offensive, defensive, and cooperative strategies is necessary for all players to be successful in game situations
- Understand basic skills and cognitive concepts that will enable them to participate in flag football activities

Health

- Choices about alcohol, tobacco, drugs, and other medicine affect a healthy lifestyle.

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.D	Safety
HPE.2.1.6.D.1	Summarize the common causes of intentional and unintentional injuries in adolescents and related prevention strategies.
HPE.2.1.6.D.2	Explain what to do if abuse is suspected or occurs.
HPE.2.1.6.D.3	Summarize the components of the traffic safety system and explain how people contribute to making the system effective.
HPE.2.1.6.D.4	Assess when to use basic first-aid procedures.
HPE.2.1.6.D.CS1	Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others.
HPE.2.1.6.D.CS2	Applying first-aid procedures can minimize injury and save lives.
HPE.2.1.6.E	Social and Emotional Health
HPE.2.1.6.E.1	Examine how personal assets and protective factors support healthy social and emotional development.
HPE.2.1.6.E.2	Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying.
HPE.2.1.6.E.3	Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation.
HPE.2.1.6.E.CS1	Social and emotional development impacts all components of wellness.
HPE.2.1.6.E.CS2	Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict.
HPE.2.1.6.E.CS3	Stress management skills impact an individual's ability to cope with different types of emotional situations.
HPE.2.2.6	All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.
HPE.2.2.6.A	Interpersonal Communication
HPE.2.2.6.A.1	Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others.
HPE.2.2.6.A.2	Demonstrate use of refusal, negotiation, and assertiveness skills in different situations.
HPE.2.2.6.A.CS1	Effective communication may be a determining factor in the outcome of health- and safety-related situations.
HPE.2.2.6.A.CS2	Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.
HPE.2.2.6.B	Decision-Making and Goal Setting
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.2.2.6.C	Character Development
HPE.2.2.6.C.1	Explain how character and core ethical values can be useful in addressing challenging situations.
HPE.2.2.6.C.2	Predict situations that may challenge an individual's core ethical values.
HPE.2.2.6.C.3	Develop ways to proactively include peers with disabilities at home, at school, and in community activities.
HPE.2.2.6.C.CS1	Personal core ethical values impact the behavior of oneself and others.
HPE.2.2.6.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.2.2.6.D	Advocacy and Service
HPE.2.2.6.D.1	Appraise the goals of various community or service-organization initiatives to determine opportunities for volunteer service.
HPE.2.2.6.D.2	Develop a position about a health issue in order to inform peers.
HPE.2.2.6.D.CS1	Participation in social and health- or service-organization initiatives have a positive social impact.
HPE.2.3.6	All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.
HPE.2.3.6.A	Medicines
HPE.2.3.6.A.1	Compare and contrast short- and long-term effects and the potential for abuse of commonly used over-the-counter and prescription medicines and herbal and medicinal supplements.
HPE.2.3.6.A.2	Compare information found on over-the-counter and prescription medicines.
HPE.2.3.6.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.2.3.6.B	Alcohol, Tobacco, and Other Drugs
HPE.2.3.6.B.1	Explain the system of drug classification and why it is useful in preventing substance abuse.
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.2.3.6.C	Dependency/Addiction and Treatment

HPE.2.3.6.C.1	Summarize the signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction.
HPE.2.3.6.C.2	Explain how wellness is affected during the stages of drug dependency/addiction.
HPE.2.3.6.C.3	Determine the extent to which various factors contribute to the use and abuse of alcohol, tobacco, and other drugs by adolescents, such as peer pressure, low self-esteem, genetics, and poor role models.
HPE.2.3.6.C.4	Determine effective strategies to stop using alcohol, tobacco and other drugs, and that support the ability to remain drug-free.
HPE.2.3.6.C.CS1	Substance abuse is caused by a variety of factors.
HPE.2.3.6.C.CS2	There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.
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:

- Assess the effectiveness of specific mental strategies applied to improve performance
- Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement
- Assess player behavior for evidence of sportsmanship in individual, small - group, and team 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 functions of the respiratory and circulatory systems.
- The short and long term effects of tobacco products and alcohol.

Enduring Understanding

PE

Implementing effective offensive, defensive, and cooperative strategies is necessary for all players to

be successful in game situations

- Understand basic skills and cognitive concepts that will enable them to participate in flag football activities.

Health

- Choices about alcohol, tobacco, drugs, and other medicine affect a healthy lifestyle.

Essential Questions

PE

- How many points are scored for a touchdown?
- How does flag football allow for leadership roles to be defined?
- When should the different passing and running plays be used?
- How do you properly execute the different passing routes?
- What is required to achieve a first down?
- How do you score a touchdown?

Health

How do drugs and medicines help or hinder your lifestyle?
- If alcohol and tobacco are harmful, why are they used?
- What influences a person to use drugs and/or medicines?

Learning Objectives

PE

Students will:

- Assess the effectiveness of specific mental strategies applied to improve performance
- Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement
- Assess player behavior for evidence of sportsmanship in individual, small - group, and team 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

- Explain the system of drug classification and why it is useful in preventing substance abuse.
- Relate tobacco use and the incidence of disease.
- Compare the effect of laws, policies, and procedures on smokers and nonsmokers.
- Summarize the signs and systems of a substance abuse problem and the stages that lead to dependency/addiction.
- Explain how wellness is affected during the stages of drug dependency/addition.

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

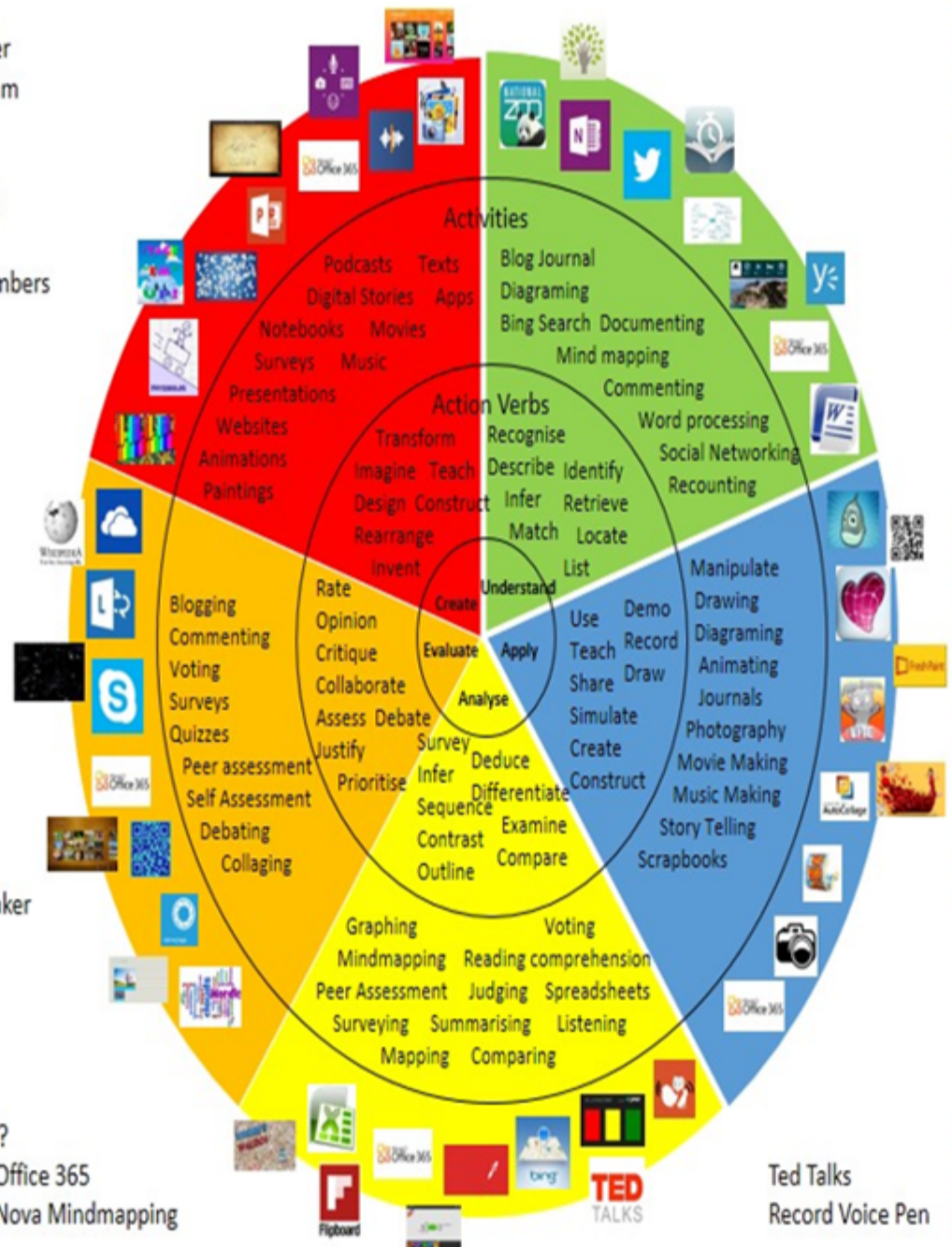What technology can be used in this unit to enhance learning?

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

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   Understand
Create
Opinion   Apply
Critique   Evaluate   Use   Demo
Collaborate   Teach   Record
Analyse   Share   Draw
Assess Debate   Simulate
Survey   Create
Justify   Infer Deduce   Construct
Prioritise   Sequence Differentiate
Contrast   Examine
Outline   Compare

Blogging
Commenting
Voting
Surveys
Quizzes
Peer assessment
Self Assessment
Debating
Collaging

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: