

Unit 4 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

The ability to move in a safe, efficient, and effective manner is critical in the development of confidence in performing motor skills that are necessary to maintain a healthy active lifestyle.

Health

There are physical, emotional, and social aspects to human relationships.
Growth patterns during adolescence are individual.

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.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.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.2.4.6	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.2.4.6.B	Sexuality
HPE.2.4.6.B.1	Compare growth patterns of males and females during adolescence.
HPE.2.4.6.B.2	Summarize strategies to remain abstinent and resist pressures to become sexually active.
HPE.2.4.6.B.3	Determine behaviors that place one at risk for HIV/AIDS, STIs, HPV, or unintended pregnancy.
HPE.2.4.6.B.4	Predict the possible physical, social, and emotional impacts of adolescent decisions regarding sexual behavior.

HPE.2.4.6.B.CS1	Most significant physical, emotional, and mental growth changes occur during adolescence, but not necessarily at the same rates.
HPE.2.4.6.B.CS2	Responsible actions regarding sexual behavior impact the health of oneself and others.
HPE.2.4.6.C	Pregnancy and Parenting
HPE.2.4.6.C.1	Summarize the sequence of fertilization, embryonic growth, and fetal development during pregnancy.
HPE.2.4.6.C.2	Identify the signs and symptoms of pregnancy.
HPE.2.4.6.C.3	Identify prenatal practices that support a healthy pregnancy.
HPE.2.4.6.C.4	Predict challenges that may be faced by adolescent parents and their families.
HPE.2.4.6.C.CS1	Knowing the physiological process of how pregnancy occurs as well as development of the fetus leading to child birth contribute to a greater understanding of how and why a healthy environment should be provided for the pregnant mother.
HPE.2.4.6.C.CS2	Adolescent parents may have difficulty adjusting to emotional and financial responsibilities of parenthood.
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:

- Demonstrate the use of force and motion to impact the quality of physical movement.
- Employ the principles of space, effort, and relationships to modify movement.
- Modify movement in response to dynamic, interactive environments.

Health

- The difference between healthy and unhealthy relationships with family and friends.
- How healthy relationships and unhealthy relationships contribute towards overall health.
- The growth patterns males and females should expect during adolescence.

Enduring Understanding

PE

The ability to move in a safe, efficient, and effective manner is critical in the development of confidence in performing motor skills that are necessary to maintain a healthy active lifestyle.

Health

There are physical, emotional, and social aspects to human relationships.
Growth patterns during adolescence are individual.

Essential Questions

PE

How does external force changed movement?

- Is there such a thing as correct movement?
- Should movement be judged or analyzed?
- Does movement allow you to express yourself?

Health

What is puberty?

- Does a person need to have relationships?
- Do relationships affect a person's social and emotional health?
- Are physical maturity and emotional maturity the same in boys and girls?
- Do adolescents grow at the same rate?

Learning Objectives

PE

Students will:

- Explain and demonstrate the transition of movement skills from isolated settings into applied settings
- Apply the concepts of force and motion to impact performance
- Create, explain, and demonstrate, as a small group, a planned movement sequence that includes changes in rhythm, tempo, and musical style
- Detect, analyze, and correct errors and apply to refine movement skills
- Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings
- 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

- Analyze the characteristics of healthy friendship and other relationships adolescents may experience.
- Compare growth patterns of males and females during adolescence.
- Summarize strategies to remain abstinent and resist pressures to become sexually active.
- Summarize the sequence of fertilization, embryonic growth, and fetal development during pregnancy.
- Identify the signs and symptoms of pregnancy.

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 21st century.

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?

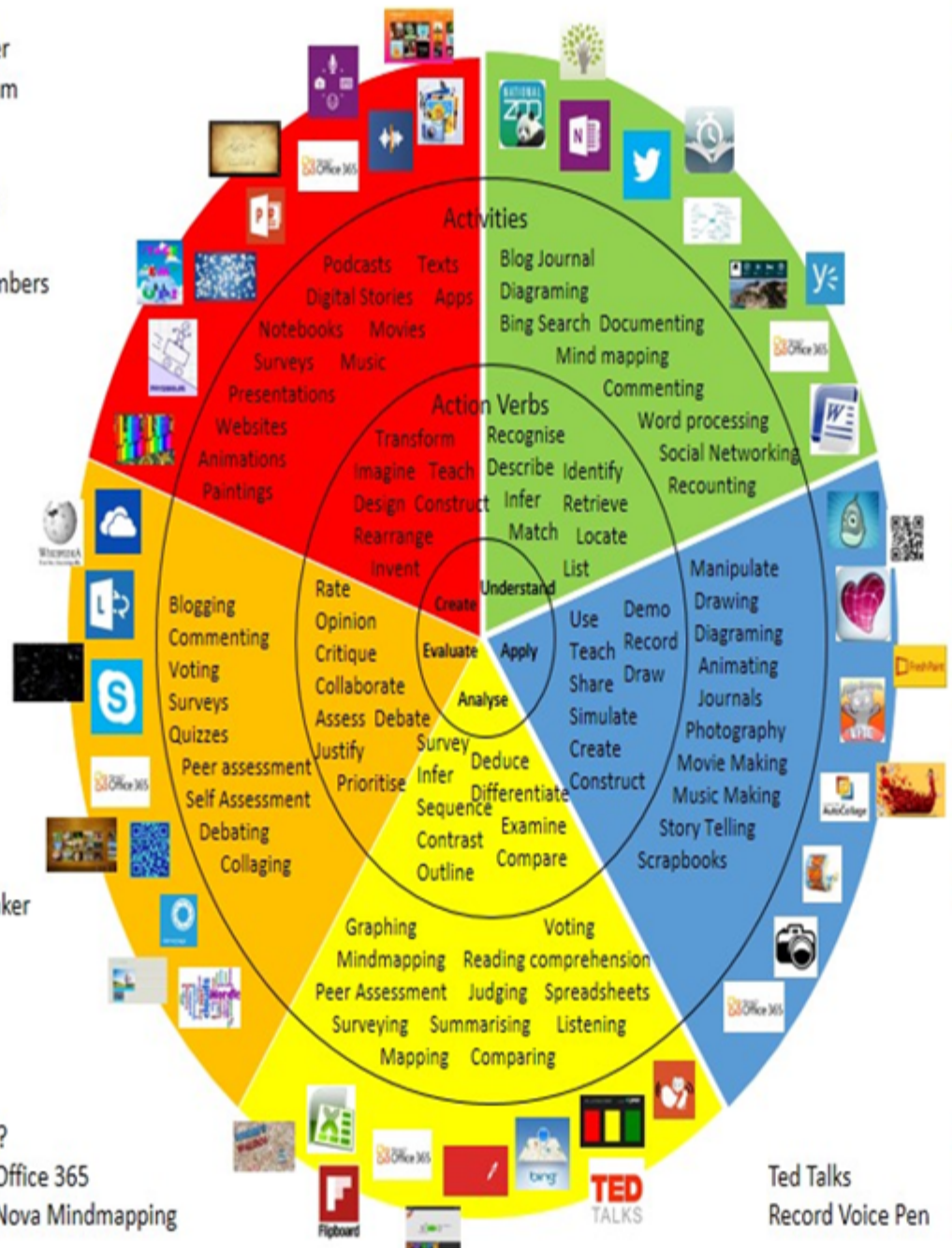
Win 8.1 Apps/Tools Pedagogy Wheel

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
Flipboard
Office 365
Nova Mindmapping

Ted Talks
Record Voice Pen



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 clarify
- 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 work presented 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 work presented 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 section.

- 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 be in 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: