Unit 5: Enjoying Physical Activity

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Belleville Public Schools

Curriculum Guide

Fifth Grade Comprehensive Health and Physical Education

Unit 5: Enjoying Physical Activity

Belleville Board of Education

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Unit Overview

PE

- Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.
- Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities.
- Game Sports and Team Activities continued.. (at least 3 new) Examples: Kickball, Floor Hockey, Relay Races.
- Applying Sportsmanship and Teamwork.
- Safety Rules and Game Rules continued...
- Applying Offensive and Deffensive strategies with a team.
- Developing health related fitness goals and track progress.

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.
- Stress Management
- Peer Pressure
- Sexual Assault Prevention
- Physical, Emotional, Social, and intellectuall benefits of physical activity.

Enduring Understandings

PE

- Utilizing safe, efficient, and effective movement will help students develop and maintain a healthy, active lifestyle.
- Participating in games, sports, dance, and recreational activities will help students develop and maintain a healthy, active lifestyle.
- Game rules and safety rules of sports and game being taught
- Working together as a team in any sport or activity.
- Apply offense and defense strategies in game like settings.
- Create a healthy fitness goal and keep track of progress for improvement.
- Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.
  Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities.

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.
- Short and Long term effects of stress and how to compare.
- Solutions to dealing with stress.
- Positive effects to regular physical activity.
- Know what sexual assault is (identify and define).
- Know signs of sexual assault and solution.
- Identify peer pressure and what to do if it is happening.

Essential Questions

PE

- How do work together in playing offense or defense?
- How can we track fitness progress?
- What are the rules of baseball?
- Is there such a thing as correct movement?
- Should movement be judged or analyzed?
- Does movement allow you to express yourself?
- What makes soccer the most popular international sport?
- How can fitness concepts from soccer be applied to a lifestyle of wellness?
- What are the proper techniques in executing a pass, trap, head ball, throw in, chest trap, dribbling and shooting?
- What are the basic rules and scoring procedures for soccer?

Health

- Is sleeping too much a short term effect of stress?
- What do i do if i stress out over a test?
- What are the benefits of daily physical activity?
- What is the definition of sexual assault?
- How does the proper functioning of bodily systems support a healthy lifestyle?
- Taking responsibility for one’s nutritional choices is essential to maintaining ones health.
- What is wellness?
- How do the choices people make affect their wellness?
- How do external influences affect the way you interact with others?
- How can emotions affect conflict resolution?

Exit Skills

PE

Students must know:

- Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement
- 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.
- Applying movement skills (walk, jog, run, slide, skip, gallop, etc.), weight transfer, balance, coordination, agility, effort.
- The difference between the various movement skills (walk, jog, run, slide, skip, gallop, etc.)
- How to move safely, effectively, efficiently while performing the various movement skills.
- The importance of the various movement skills and how they transfer to the activities.
- The importance of moving and participating in various physical activities affects long terms health and fitness.
- Game rules and safety rules of games and sports being taught.
- Applying offense and defense strategies.
- Tracking fitness for progress.

Health

- 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.
- Long term and short term effects of stress. (upset stomach, tension headaches, etc...)
- Breathing during a test can help relax your mind and focus.
- Solutions to feeling stressed (breathing, listen to music, journaling etc...)
- Sexual assualt is defined as: any type of contact or behavior that occurs without consent.
- Positivies to participating in physical activity. Example: more energy.

New Jersey Student Learning Standards (NJSLS)

HPE.2.1.6	All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.
HPE.2.2.6.D	Advocacy and Service
HPE.2.2.6.E	Health Services and Information
HPE.2.3.6.C	Dependency/Addiction and Treatment
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.B	Sexuality
HPE.2.5.6.A	Movement Skills and Concepts
HPE.2.5.6.B	Strategy
HPE.2.5.6.C	Sportsmanship, Rules, and Safety
HPE.2.6.6.A	Fitness and Physical Activity

Interdisciplinary Connections

MA.5.OA.B	Analyze patterns and relationships.
MA.5.MD	Measurement and Data
MA.5.MD.B	Represent and interpret data.
SCI.5	Structure and Properties of Matter
SOC.5-8.1.3	Critical Thinking

Learning Objectives

Students will:

PE

- Practice the fundamental skills involved with soccer.
- Develop speed and endurance in relation to playing a regulation game of soccer.
- Understand the rules and regulations of soccer.
- Adjust to new group situations associated with athletic activity.
- Demonstrate proper passing, receiving, shooting, goaltending and trapping techniques.
- Demonstrate proper knowledge of safety procedures and caution when playing soccer.
- Develop soccer skills through skill related fitness station work.
- Apply offense and defensive strategies.
- Keep track of fitness goals. How to improve.
- Know safety and game rules to sport games being taught.
- Change the effort or range of a movement skill or combination to improve performance.
- Modify and adapt movement skills in relation to body parts (e.g., clapping over one's head), other participants (e.g., dance partner, teammate), objects, and boundaries.
- Demonstrate weight transfer, balance, coordination, and agility while employing various movement skills.

Health

- Determine the relationship of personal health practices and behaviors on an individual's body systems.
- Create a healthy meal based on nutritional content, value, calories, and cost.
- Interpret food product labels based on nutritional content.
- Explain how mental health impacts one's wellness.
- Examine the impact of unsafe behaviors when traveling in vehicles, as a pedestrian, and when using other modes of transportation.
- Demonstrate simple first-aid procedures for choking, bleeding, burns, and poisoning.
- Determine ways to cope with rejection, loss, and separation.
- Summarize the causes of stress and explain ways to deal with stressful situations.
- Identify short term and long term effects of stress.
- What works individually to minimize stress.
- Different soulutions to stress management.
- Define sexual assault and know what to do if observed.
- Positives in participating in physical activity. (healthy heart, healthy brain etc...)

Suggested Activities & Best Practices

- Warm-Ups

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

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

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)

- Using videos, illustrations, pictures, and drawings to explain or clarify
- Tutoring by peers
- Teaching key aspects of a topic. Eliminate nonessential information

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- 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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- 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: