Unit 3: Teamwork and Sportsmanship

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Unit 3: Teamwork and Sportsmanship

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Fifth Grade Comprehensive Health and Physical Education

Unit 3: Teamwork and Sportsmanship

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.
- Sport Names and Games Examples: basketball, bowling, etc... Can be seasonal
- Cooperative Games continued...
- Safety and Game Rules
- Yoga/Meditation
- Working together as a team.
- Applying Sportsmanship in games. Saying "Good Game"

Health

- Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids
- Perscriptions
- Mental Health
- Choices about alcohol, tobacco, drugs, and other medicine affect a healthy lifestyle.

Enduring Understandings

PE

- Variety of sport games and how they are played.
- Recreational games are great for enjoyment, trying a new game and practicing teammwork.
- Knowing different level yoga poses and breathing thoughout meditation calms your mind and body.
- Safety and Game Rules to each sport taught.
- Working together and how to work with others.
- 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.
- Identify what smoking is, drugs, (perscription and non-perscription)
- What effects smoking has on the body, second-hand smoking.
- Continue to identify what alcohol is and what it does to your body.
- Decision making involing alcohol and addiction.
- Programs in the community to help others.
- What mental health is and its affects. (social, emotional, physical)

Essential Questions

PE

- What are different daily activities that are included as exercise?
- What athletic skills are needed to play a game or exercise?
- What are the different types of yoga poses
- How do you meditate?
- What are the steps of the Cha Cha Slide?
- Where do dances come from?
- What are the rules for soccer?

Health

- What is smoking?
- What does alcohol do to your body?
- What is mental health?
- What is a perscription drug?
- 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?

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.
- Identify daily activities that are considered to be exercise.
- Breathing during meditation.
- Naming and practicing different level yoga poses and their meanings.
- Games related to specific sports.
- Safety and game rules to sports taught.
- Positions to the sports taught.
- Performing different steps to dances. For example, Cha Cha Slide.

Health

- The functions of the respiratory and circulatory systems.
- The short and long term effects of tobacco products and alcohol.
- Smoking is visible vapor, inhale and exhale tobacco.
- Short and long term effects of smoking.
- You must be 21 years old to drink alcohol.
- Community progrmas to help alcoholism and addiciton to smoking.
- Alcohol affects your brain and decisions you make.
- Mental health includes our emotinoal, psychological, and social-well being.

New Jersey Student Learning Standards (NJSLS)

Please list only the content-level and cross-curricular **New Jersey Student Learning Standards** applicable to the unit. **Do not list standards that are not used in the unit.**

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.CS1	Staying healthy is a lifelong process that includes all dimensions of wellness.
HPE.2.1.6.D	Safety
HPE.2.1.6.E	Social and Emotional Health
HPE.2.2.6.B	Decision-Making and Goal Setting
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.2.3.6.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.B.3	Compare the effect of laws, policies, and procedures on smokers and nonsmokers.
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.C	Dependency/Addiction and Treatment
HPE.2.5.6.C.1	Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.
HPE.2.6.6.A.2	Determine to what extent various activities improve skill-related fitness versus health-related fitness.

Interdisciplinary Connections

LA.RL.5	Reading Literature Text
	Key Ideas and Details
MA.5.MD.B	Represent and interpret data.
SCI.5	Structure and Properties of Matter
SOC.5-8.1.1	Chronological Thinking
SOC.5-8.1.3	Critical Thinking

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.
- Demonstrate sport specific implement skills.
- Demonstrate an understanding of game and safety rules.
- Demonstrate the ability to perform skills needed to participate in recreational games and sports. (running, catching, throwing etc...)
- Perform beginner yoga poses and breathe during meditation to clear mind.

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.
- Identify emotional, physical and social relations to mental health.
- Symptoms and treatments of alcohol and other drugs.
- Know perscription drugs and non-perscription drugs.

Suggested Activities & Best Practices

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

Assessment Evidence - Checking for Understanding (CFU)

- Written Reports
- Quickwrite
- Learning Center Activities

- 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
- Health (CDC) website https://www.cdc.gov

Technology Infusion

- Smart TV
- Chromebooks
- 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)
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics
- World languages
- Technology
- 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

- Small group instruction
- Auditory presentations
- Visual presentation

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
- Computer or electronic device utilizes
- Behavior Managment 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

- 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 correct errors (looking for understanding)
- 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
- Allowing students to select from given choices

- 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

Talented and Gifted Learning (T&G)

- Cluster Grouping
- Higher order, critical & creative thinking skills, and discovery
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities

- 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: