

# Unit 3: Character (grade 5)

Content Area: **Physical Education**  
Course(s): **Health and Physical Ed**  
Time Period: **3rd Marking Period**  
Length: **1 Weeks**  
Status: **Published**

## Unit Overview

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Students will understand what character is and learn how to be proud of their good characteristics.

## Transfer

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Students will be able to independently use their learning to...

-be proud of their characteristics and be able to defend their good characteristics

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For more information, read the following article by Grant Wiggins.

[http://www.authenticeducation.org/ae\\_bigideas/article.lasso?artid=60](http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60)

## Meaning

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## Understandings

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Students will understand that...

-Students will be able to understand what character is

-Students will be able to recognize their own characteristics.

-Students will be able to stand up for their own characteristics.

### **Essential Questions**

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Students will keep considering...

-Students will understand why they have certain characteristics

### **Application of Knowledge and Skill**

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#### **Students will know...**

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Students will know...

-Students should know the definition of good character

#### **Students will be skilled at...**

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Students will be skilled at...

-Students will be able to recognize and explain their character

-Using good character in challenging situations

## Academic Vocabulary

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character

ethics

values

## Learning Goal 1

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Explain how values and ethics will determine ones character

- Explain how values and ethics will determine ones character

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.CS1 Personal core ethical values impact the behavior of oneself and others.

## Target 1

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Students will be able to explain what character is

## Target 2

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Students will be able to list some of their own characteristics

## Learning Goal 2

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Explain how some characteristics may have been implemented through family values.

- Explain how some characteristics may have been implemented through family values

HPE.2.2.6.C.2 Predict situations that may challenge an individual's core ethical values.

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.

## Target 1

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Students will understand how characteristics can be used to diffuse a situation

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## **Target 2**

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Students will be able to identify situations that will challenge ones character.

## **Learning Goal 3**

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Students will use their good character in the community

- Students will use their good character in the community

HPE.2.2.6.C.3

Develop ways to proactively include peers with disabilities at home, at school, and in community activities.

## **Target 1**

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Students will recognize their good character

## **Summative Assessment**

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worksheets

visual assessment

## **21st Century Life and Careers**

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WORK.5-8.9.2.8 B.2

Demonstrate responsibility for personal actions and contributions to group activities.

WORK.5-8.9.2.8 B.3

Explain the need for, and advantages of, lifelong learning.

WORK.5-8.9.2.8 C.4	Demonstrate appropriate social skills within group activities.
WORK.5-8.9.2.8 C.5	Practice the skills necessary to avoid physical and verbal confrontation in individual and group settings.
WORK.5-8.9.2.8 C.6	Participate as a member of a team and contribute to group effort.
WORK.5-8.9.2.8 D.1	Explain and demonstrate how character and behavior affects and influences the actions of others in the home, school, and community.
WORK.5-8.9.2.8 D.2	Describe and demonstrate appropriate character traits, social skills, and positive attitudes needed for the home, school, community, and workplace.
WORK.5-8.9.2.8 D.3	List problems and their causes, effects, and solutions that are faced in the home, school, and/or community.
WORK.5-8.9.2.8 D.4	Describe how personal ethics influence decision making.

## **Formative Assessment and Performance Opportunities**

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worksheets

visual assessment

## **Differentiation/Enrichment**

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inclusion strategies

motivating activities

reteaching opportunities

## **Unit Resources**

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Health book

worksheets

videos

