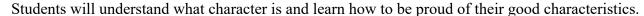# Unit 3: Character (grade 5)

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

## Unit Overview

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

## Transfer

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

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

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

http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60

## Meaning

## Understandings

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 caracteristics.

## Essential Questions

Students will keep considering...

-Students will understand why they have certain characteristics

## Application of Knowledge and Skill

## Students will know...

Students will know...

-Students should know the definition of good character

## Students will be skilled at...

Students will be skilled at...

-Students will be albe to recognize and explain their character

-Using good character in challenging situations

## Academic Vocabulary

character

ethics

values

## Learning Goal 1

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

Students will be able to explain what character is

## Target 2

Students will be able to list some of their own characteristics

## Learning Goal 2

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

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

## Target 2
Students will be able to identify situations that will challenge ones character.

## Learning Goal 3
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
Students will recognize their good character

## Summative Assessment
worksheets

visual assessment

## 21st Century Life and Careers

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

worksheets

visual assessment

## Differentiation/Enrichment

inclusion stagies

motivating activities

reteaching opportunities

## Unit Resources

Health book

worksheets

videos