Unit 1: Maintaining a Healthy Lifestyle

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Unit 1: Maintaining a Healthy Lifestyle

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Third Grade Comprehensive Health and Physical Education

Unit 1: Maintaining a Healthy Lifestyle

Belleville Board of Education

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Unit Overview

PE

- Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, and recreational activities which will maintain a healthy, active lifestyle.
- Using Locomotor Movements in game like activities.
- Relationship between exercise and diet.
- Fitness Activities. (push-ups, sit-ups, plank) etc...
- Strategy

Health

- The use of critical thinking, decision making, problem solving, leadership and communication skills are essential to making informed personal, family and community health decisions about drugs and medicines related to personal wellness and the wellness of others.
- Stress Management
- My Plate - 5 food groups and the purpose.
- Nutritional Choices.
- Self-care practices and safety practices- what people choose affect their wellness.
- Emotions can affect communication, choices, and behavior.

Enduring Understandings

PE

- Foundation for participation in games, sports, and recreational activities which will maintain a healthy, active lifestyle.
- How and when to use locomotor movements in game like situations and activities.
- Diet and exercise relate to your body image (weight, strength, flexibility).
- Cues to perform a push up, sit up, and plank correctly.
- Creating and applying strategies.

Health

- Critical thinking, decision making, problem solving, leadership and communication skills are essential to making informed personal, family and community health decisions.
- Drugs and medicines relate to personal wellness and the wellness of others.
- The correct 5 food groups and how much of each should be in your daily diet.
- How to deal with feelings and communication.
- Body Image-undertsanding oneself and positives.
- How to deal with stress-long and short term effects.

Essential Questions

PE

- Are game strategies necessary for success?
- Why is participation important in game sports and recreational activities?
- What is body image?
- What is flexibility?
- What types of exercise can I perform on a daily basis?
- How do I perform a plank?

Health

- How are things to consider before making an important decision?
- Who are people that we trust for advice?
- What are some unhealthy practices?
- What are the 5 food groups?
- How do drugs affect people?
- How does stress affect me?

Exit Skills

PE

Students must know:

- How to describe and demonstrate the use of offensive, defensive, and cooperative strategies.
- The roles of responsibilities of participants and observers and recommend strategies to improve

behaviors, participation, and enjoyment.
- General and specific activity rules, describe how they enhance participation and safety, and follow them during activities.
- How to perform a plank, sit-up, and a push-up.
- How to use strategies in a game like situation.
- Daily exercise includes walking, running, dancing, etc...

Health

- The physical, social, emotional, and mental dimensions of personal wellness and how they interact.
- Long and short term effects of stress.
- Being happy with their body image and knowing everybody is different.
- The 5 food groups are: vegetables, fruits, grains, protein, and dairy.
- How healthy eating provides energy, helps maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.
- Difference between healthy and unhealthy eating practices.
- How most diseases and health conditions are preventable?
- How the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environment controls prevent diseases and health conditions.

New Jersey Student Learning Standards (NJSLS)

HPE.2.1.4	All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.
HPE.2.1.4.A	Personal Growth and Development
HPE.2.1.4.B.1	Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.
HPE.2.1.4.C	Diseases and Health Conditions
HPE.2.1.4.C.CS1	The use of disease prevention strategies in home, school, and community promotes personal health.
HPE.2.1.4.E	Social and Emotional Health
HPE.2.1.4.E.CS1	Many factors at home, school, and in the community impact social and emotional health.
HPE.2.2.4	All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.
HPE.2.2.4.A	Interpersonal Communication
HPE.2.2.4.A.CS1	Effective communication may be a determining factor in the outcome of health- and safety-related situations.
HPE.2.2.4.B	Decision-Making and Goal Setting
HPE.2.2.4.B.CS1	Many health-related situations require the application of a thoughtful decision-making process.
HPE.2.2.4.C.CS1	Personal core ethical values impact the health of oneself and others.
HPE.2.2.4.E.CS1	Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems.
HPE.2.3.4.A.CS1	Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.
HPE.2.3.4.B	Alcohol, Tobacco, and Other Drugs
HPE.2.3.4.C.CS1	Substance abuse is caused by a variety of factors.
HPE.2.4.4	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.2.4.4.A	Relationships
HPE.2.5.4.B	Strategy
HPE.2.5.4.B.CS1	Offensive, defensive, and cooperative strategies are applied in most games, sports, and other activity situations.
HPE.2.6.4.A	Fitness and Physical Activity
HPE.2.6.4.A.1	Determine the physical, social, emotional, and intellectual benefits of regular physical activity.
HPE.2.6.4.A.2	Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.

Interdisciplinary Connections

	Integration of Knowledge and Ideas
LA.RI.3	Reading Informational Text
MA.3.MD.B	Represent and interpret data.
WL.7.1.NM.A.C.1	Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)
SOC.6.1.4	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
VPA.1.1.5	All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

Learning Objectives

PE

- Describe and demonstrates the use of offensive, defensive, and cooperative strategies in the game of basketball.
- Compare the roles and responsibilities of participation and observers and recommend strategies to improve behavior, participation, and enjoyment.
- Summarize general and specific sport game rules, describe how they enhance participation and safety, and follow them during activities.
- Select, use, and care for equipment used during physical activity.
- Describe and demonstrate the use of mental preparation strategies prior to and during participation in physical activity.
- Perform a variety of fitness activities.
- Use and apply strategies in sports and recreational activities.

Health

- Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.
- Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps a body system functioning effectively.
- Differentiate between healthy and unhealthy eating practices.
- Name the 5 food groups.
- Know short and long term affects of stress.
- Identify their character (body image) . Related to flexibility, strength, weight etc...
- Explain how most diseases and health conditions are preventable.
- Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls prevent diseases and health conditions. Determine the

characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, (e.g., fire safety, poison safety, accident prevention).
- Summarize the various forms of abuse and ways to get help.
- Compare and contrast how individuals and families attempt to address basic human needs.

Suggested Activities & Best Practices

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

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
- https://www.myplate.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)
- 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

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- Information Literacy
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- Creativity and Innovation
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- 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.
- Allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos etc.) to demonstrate student's learning.
- Teaching key aspects on a topic. Eliminate nonessential information.

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- 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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- 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

Lesson Name: Scooter Soccer

CCSS/NJCCCS:

2.5.2.A 2.5.2.

Interdisciplinary Connection: Mathematics,Visual Arts, Music

Statement (s) of Objective:

- Demonstrate strategies that enable team members to achieve goals.

- Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.

- Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).

Anticipatory Set/Do Now: Offensive/Defensvie Drills
Students will divide into groups of 4 and practice kicking the ball into the goal with a goalie in position in front of the goal.

Learning Activity: Students will use scooter safety tecniques throuought the soccer game and perform offensive and defensive strategies. Grades Pre-K through 2nd will use a beach ball in game 1 before using a soccer ball. Students will demonsrate sportsmanship at the end of the game by give each of their teammates and their opposing team a high five and say "Good Game".

Student Assessment/CFU's: Students correctly perform soccer skills in a game setting and explain the offensive and definsive positions on the field.

Materials: Foam Balls , Scooters, Cones, Beach Ball, Pinnies

21st Century Themes and Skills: Health Literacy, Civic Literacy, and Global Awareness.

Differentiation: Students that struggle performing skill will be taken into small groups for extra assistance by teacher. There will be

- Token Economy
- Small group instruction
- Behavior Management Plan

Integration of Technology: Music, Timer, Smart TV