

Unit 1: Maintaining a Healthy Lifestyle

Content Area: **PE/Health**
Course(s):
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Title Section

Department of Curriculum and Instruction



Belleville Public Schools

Curriculum Guide

Comprehensive Health/Physical Education, Gr. 3

Belleville Board of Education

102 Passaic Avenue

Belleville, NJ 07109

Prepared by: Tom D'Elia

Board Approved: October 17, 2016

Unit Overview

PE

Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance and recreational activities which will maintain a healthy, active lifestyle.

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.

NJSLS

Please link all standards that apply in this section within the curriculum of the unit being written. Please include all Common Core and New Jersey Core Curriculum Standards.

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| HPE.2.1.4 | All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. |
| 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.1 | Compare and contrast how individuals and families attempt to address basic human needs. |

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| HPE.2.1.4.E.2 | Distinguish among violence, harassment, gang violence, discrimination, and bullying and demonstrate strategies to prevent and resolve these types of conflicts. |
| HPE.2.1.4.E.3 | Determine ways to cope with rejection, loss, and separation. |
| HPE.2.1.4.E.4 | Summarize the causes of stress and explain ways to deal with stressful situations. |
| HPE.2.1.4.E.CS1 | Many factors at home, school, and in the community impact social and emotional health. |
| HPE.2.1.4.E.CS2 | Stress management skills impact an individual's ability to cope with different types of emotional situations. |
| HPE.2.2.4.A | Interpersonal Communication |
| HPE.2.2.4.A.1 | Demonstrate effective interpersonal communication in health- and safety-related situations. |
| HPE.2.2.4.A.2 | Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others. |
| 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.A.CS2 | Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts. |
| HPE.2.2.4.B | Decision-Making and Goal Setting |
| HPE.2.2.4.B.1 | Use the decision-making process when addressing health-related issues. |
| HPE.2.2.4.B.2 | Differentiate between situations when a health-related should be made independently or with the help of others. |
| HPE.2.2.4.B.3 | Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors. |
| HPE.2.2.4.B.4 | Develop a personal health goal and track progress. |
| HPE.2.2.4.B.CS1 | Many health-related situations require the application of a thoughtful decision-making process. |
| HPE.2.2.4.C | Character Development |
| HPE.2.2.4.C.1 | Determine how an individual's character develops over time and impacts personal health. |
| HPE.2.2.4.C.2 | Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community. |
| HPE.2.2.4.C.3 | Determine how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them. |
| HPE.2.2.4.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.2.3.4.B | Alcohol, Tobacco, and Other Drugs |
| HPE.2.3.4.B.1 | Explain why it is illegal to use or possess certain drugs/substances and the possible consequences. |
| HPE.2.3.4.B.2 | Compare the short- and long-term physical effects of all types of tobacco use. |
| HPE.2.3.4.B.3 | Identify specific environments where second-hand/passive smoke may impact the wellness of nonsmokers. |
| HPE.2.3.4.B.4 | Summarize the short- and long-term physical and behavioral effects of alcohol use and abuse. |
| HPE.2.3.4.B.5 | Identify the short- and long- term physical effects of inhaling certain substances. |
| HPE.2.3.4.B.CS1 | Use of drugs in unsafe ways is dangerous and harmful. |
| HPE.2.3.4.C | Dependency/Addiction and Treatment |

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| HPE.2.3.4.C.1 | Identify signs that a person might have an alcohol, tobacco, and/or drug use problem. |
| HPE.2.3.4.C.2 | Differentiate between drug use, abuse, and misuse. |
| HPE.2.3.4.C.3 | Determine how advertising, peer pressure, and home environment influence children and teenagers to experiment with alcohol, tobacco, and other drugs. |
| HPE.2.3.4.C.CS1 | Substance abuse is caused by a variety of factors. |
| HPE.2.5.4 | All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. |
| HPE.2.5.4.A | Movement Skills and Concepts |
| HPE.2.5.4.A.1 | Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities). |
| HPE.2.5.4.A.2 | Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space. |
| HPE.2.5.4.A.3 | Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles. |
| HPE.2.5.4.A.4 | Correct movement errors in response to feedback and explain how the change improves performance. |
| HPE.2.5.4.A.CS1 | Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities. |
| HPE.2.5.4.A.CS2 | Ongoing feedback impacts improvement and effectiveness of movement actions. |
| HPE.2.5.4.B | Strategy |
| HPE.2.5.4.B.1 | Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space). |
| HPE.2.5.4.B.2 | Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments. |
| HPE.2.5.4.B.CS1 | Offensive, defensive, and cooperative strategies are applied in most games, sports, and other activity situations. |
| HPE.2.5.4.C | Sportsmanship, Rules, and Safety |
| HPE.2.5.4.C.1 | Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer. |
| HPE.2.5.4.C.2 | Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment. |
| HPE.2.5.4.C.CS1 | Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event. |
| HPE.2.6.4 | All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle. |
| 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. |
| HPE.2.6.4.A.3 | Develop a health-related fitness goal and track progress using health/fitness indicators. |
| HPE.2.6.4.A.4 | Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology. |
| HPE.2.6.4.A.CS1 | Each component of fitness contributes to personal health as well as motor skill performance. |

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.

Health

- The physical, social, emotional, and mental dimensions of personal wellness and how they interact.
- 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.

Enduring Understanding

PE

Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance and recreational activities which will maintain a healthy, active lifestyle.

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.

Essential Questions

PE

What is the proper way to dribble a basketball?

How can you pass a basketball?

How do you shoot a basketball?

Are game strategies necessary for success?

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 is mental health?

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 football 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.

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.
- 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.

Interdisciplinary Connections

Please list all and any cross-curricular content standards that link to this Unit.

Alignment to 21st Century Skills & Technology

Key SUBJECTS AND 21st CENTURY THEMES

Mastery of key subjects and 21st century themes is essential for all students in the 21st century.

Key subjects include:

- English, reading or language arts
- World languages
- Arts
- Mathematics
- Economics
- Science
- Geography
- History
- Government and Civics

21st Century/Interdisciplinary Themes

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

21st Century Skills

- 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

Technology Infusion

What technology can be used in this unit to enhance learning?

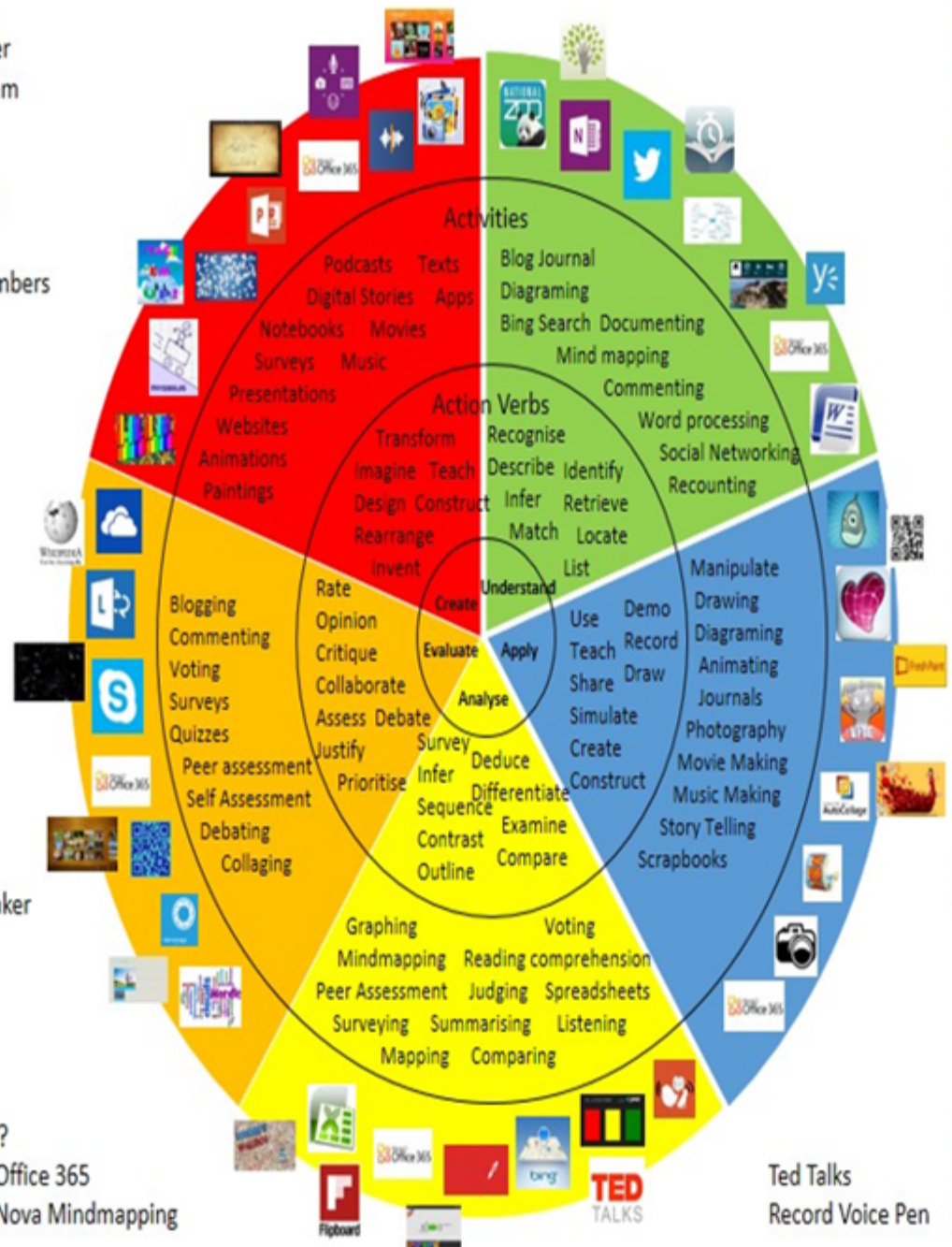
Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker

Where's Waldo?
MS Excel
Flipboard
Office 365
Nova Mindmapping

Ted Talks
Record Voice Pen



Originally taken from <http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg>
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

Differentiation

As a Reminder:

The basis of good differentiation in a lesson lies in differentiating by content, process, and/or product.

Resources:

- NJDOE: Instructional Supports and Scaffolds for Success in Implementing the Common Core State Standards <http://www.state.nj.us/education/modelcurriculum/success/math/k2/>

Special Education

- 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
- multiple test sessions
- multi-sensory presentation
- preferential seating
- preview of content, concepts, and vocabulary
- 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

ELL

- teaching key aspects of a topic. Eliminate nonessential information

- 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;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of work presented 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

Intervention Strategies

- 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 work presented 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

Evidence of Student Learning-CFU's

Please list ways educators may effectively check for understanding in this section.

- Admit Tickets
- Anticipation Guide
- Common benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit tests

Primary Resources

- Assortment of Physical Education equipment
- Teacher web-based search engines

- Audio/visual equipment

<http://www.pbs.org/wgbh/rxforsurvival/>

http://www.usaid.gov/our_work/global_health/

<http://www.worldhealthnews.harvard.edu/>

<http://www.youtube.com>

<http://www.worldaidscampaign.org/>

<http://www.unaids.org/en/default.asp>

<http://www.who.int/en/>

<http://www.cdc.gov/>

<http://wwwnc.cdc.gov/travel/default.aspx>

<http://www.globalhealth.org/>

<http://www.gatesfoundation.org/global-health/pages/overview.aspx>

<http://www.clintonfoundation.org/>

<http://www.unicef.org/>

Ancillary Resources

Please list ALL other resources available to strengthen your lesson.

Sample Lesson

One Lesson per Curriculum must be in this lesson plan template. I.e. one lesson in one unit

Unit Name:

CCSS/NJCCCS:

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: