

# Unit 2: Eat Right and Exercise Daily

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## **Title Section**

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## **Department of Curriculum and Instruction**



**Belleville Public Schools**

Curriculum Guide

## **Comprehensive Health and Physical Education: Grade 3**

## **Unit 2: Eat Right and Exercise Daily**

**Belleville Board of Education**

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**Belleville, NJ 07109**

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## **Unit Overview**

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### **PE**

There are benefits to exercise if performed safely and that many factors (physical, emotional, and social) affect how our bodies respond to exercise. Setting goals are important to achieving fitness

### **Health**

Knowing how and when to navigate the healthcare system is critical to maintaining wellness. The early detection of diseases and health conditions contributes to one's health and helps reduce healthcare costs.

## **NJSLS**

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Please link all standards that apply in this section within the curriculum of the unit being written.

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.A.1	Explain the physical, social, emotional, and mental dimensions of personal wellness and

	how they interact.
HPE.2.1.4.A.2	Determine the relationship of personal health practices and behaviors on an individual's body systems.
HPE.2.1.4.A.CS1	The dimensions of wellness are interrelated and impact overall personal well-being.
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.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.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.CS1	Personal core ethical values impact the health of oneself and others.
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	All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.
HPE.2.3.4.A	Medicines
HPE.2.3.4.A.1	Distinguish between over-the-counter and prescription medicines.
HPE.2.3.4.A.2	Determine possible side effects of common types of medicines.
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.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.C	Dependency/Addiction and Treatment
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.2.6.4	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.

## Exit Skills

### PE

- The different aspects of health (physical, social and emotional).
- The importance of physical activity on all areas of health.
- The different body systems (cardio-respiratory, muscular, skeletal, etc.)
- How the body responds to exercise.
- The difference between health-related and skill related fitness.
- How age, gender and fitness-level affects performance.
- How practice/training improves fitness.
- Fitness goals.
- How to set achievable goals.

- How to achieve fitness goals.

## **Health**

- Effective interpersonal communication in health and safety related situations.
- Use the decision making process when addressing health related issues.
- Between situations when a health related decision should be made independently or with the help of others.
- Determine how an individual's character develops over time and impacts personal health.

## **Enduring Understanding**

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### **PE**

- There are benefits to exercise if performed safely and that many factors (physical, emotional, and social) affect how our bodies respond to exercise. Setting goals are important to achieving fitness

## **Health**

- Knowing how and when to navigate the healthcare system is critical to maintaining wellness.
- The early detection of diseases and health conditions contributes to one's health and helps reduce healthcare costs.

## **Essential Questions**

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### **PE**

- Are there benefits of exercise?
- Does your mood and/or attitude affect how your exercise?
- Does what you eat affect how you perform physical activity?
- Can exercise be harmful to your health?
- Can you exercise too much/too little?

## **Health**

- Why is it so difficult for some people to access healthcare?
- How do you know when you need help?
- What's more important: prevention or cure?

## **Learning Objectives**

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### **PE**

- Discuss the physical, social, and emotional benefits of regular physical activity.
- Describe how body systems respond to vigorous exercise.
- Discuss factors such as heredity, training, and diet that influence fitness.
- Describe how technology has improved fitness activities.
- Discuss the importance of regular physical activity.
- Engage in moderate to vigorous physical activity that develops all components of fitness.
- Maintain continuous aerobic activity for a specified time period.
- Monitor physiological responses before, during, and after exercise.
- Demonstrate age and gender-specific progress towards improving each component of fitness.
- Demonstrate safe and appropriate techniques while engaging in fitness activities.

### **Health**

- Demonstrate effective interpersonal communication in health and safety-related situations.
- Use the decision-making process when addressing health-related issues.
- Differentiate between situations when a health-related decision should be made independently or with the help of others.
- Determine how an individual's character develops over time and impacts personal health.
- Explain the impact of participation in different kinds of service projects on community wellness.
- Identify health services and resources provided in the school and community addressing health needs and emergencies.

## **Interdisciplinary Connections**

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

## **Alignment to 21st Century Skills & Technology**

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### **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**

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

## **21st Century Skills**

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- 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**

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

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



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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**

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- 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**

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- 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**

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- 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**

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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**

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- Assortment of Physical Education equipment
- Teacher web-based search engines
- Audio/visual equipment

[www.pecentral.org](http://www.pecentral.org)

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

[http://www.usaid.gov/our\\_work/global\\_health/](http://www.usaid.gov/our_work/global_health/)

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

[http://www.youtube.com/watch?v=ul5czcO\\_PVA](http://www.youtube.com/watch?v=ul5czcO_PVA)

<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/>

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## Ancillary Resources

Please list ALL other resources available to strengthen your lesson.

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## Sample Lesson

Unit Name: Eating Right and Exercising Daily

NJSLS: See attached.

Interdisciplinary Connection: Science, Health, and Math.

Statement of Objective: Students will be able to perform essential elements and essential movements for soccer, basketball, volleyball and jump rope while applying specific rules and procedures

Anticipatory Set/Do Now: Report to squad placement for attendance, warm-up and exercise.

Learning Activity:

- Explain and model essential sports-related movements.
- Demonstrate defensive strategies

- Explain rules and procedures of game settings.

#### Student Assessment/CFU's:Thumbs Up/Thumbs Down

#### Materials:

- Cones
- Balls
- Nets
- Pinnies

#### 21st Century Themes and Skills:

- Global Perspectives
- Civic Literacy
- Creativity and Innovation
- Information Literacy
- Critical Thinking and Problem Solving

#### Differentiation/Modifications:

- Paired groupings: Skilled students can challenge themselves with greater distances
- Whole group activity
- Skills clarification

#### Integration of Technology:

- Students will research favorite team on home computers

#### Standards:

Ref's	Standard ID	Description
0x	HPE.2.1.4.A.CS1	The dimensions of wellness are interrelated and impact overall personal well-being.
0x	HPE.2.1.4.B.CS1	Choosing a balanced variety of nutritious foods contributes to wellness.
0x	HPE.2.1.4.C.CS1	The use of disease prevention strategies in home, school, and community promotes personal health.
0x	HPE.2.1.4.D.CS1	Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others.
0x	HPE.2.1.4.E.CS1	Many factors at home, school, and in the community impact social and emotional health.
0x	HPE.2.2.4.A.CS1	Effective communication may be a determining factor in the outcome of health- and safety-related situations.
0x	HPE.2.2.4.C.CS1	Personal core ethical values impact the health of oneself and others.

- 0x HPE.2.3.4.B.CS1 Use of drugs in unsafe ways is dangerous and harmful.
- 0x HPE.2.3.4.C.CS1 Substance abuse is caused by a variety of factors.
- 0x HPE.2.4.4.A.CS1 The family unit encompasses the diversity of family forms in contemporary society.
- 0x 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.
- 0x HPE.2.5.4.B.CS1 Offensive, defensive, and cooperative strategies are applied in most games, sports, and other activity situations.
- 0x 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.
- 0x HPE.2.6.4.A.CS1 Each component of fitness contributes to personal health as well as motor skill performance.