



BOE Approved 5/17

Cliffside Park Public Schools

GRADE: Third

Unit I: Personal Growth/Wellness

Resource: 2014 NJSL Model Curriculum for Comprehensive Health and Physical Education

Learning Objectives

- **To identify and explain factors (heredity, environment) that may have a positive or negative impact on personal health and fitness.**
- **To compare and contrast diets that contain healthy eating practices versus one that contains unhealthy eating practices.**
- **To To identify the physical, social, emotional and intellectual benefits of participating in daily physical activity.**

Duration: September/October/November

Essential Questions

- How do heredity and the environment affect personal health and fitness?
- What are the differences between healthy and unhealthy eating practices?
- What are the benefits of participating in daily physical activity?

Enduring Understandings

- Choosing a balanced variety of nutritious foods contributes to wellness.
- Each component of fitness contributes to personal health as well as motor skill performance.

NJSLS Comprehensive Health and Physical Education Standards

- **2.1.4.B.2** (Differentiate between healthy and unhealthy eating practices.)
- **2.6.4.A.4** (Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology.)
- **2.6.6.A.1** (Analyze the social, emotional, and health benefits of selected physical experiences.)



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Interdisciplinary Connections

Art

1. Create a poster emphasizing the importance of washing your hands.
2. Create an ad using scenes, people and ideas to promote products such as, an advertisement for selling orange juice.

Science

1. Research the sun and find ways that the sun is helpful to the body.
2. Research grains such as wheat, oat, barley, rice, rye, corn, millet, buckwheat and amaranth. Investigate where these plants grow, what they look like and how they are used for food and nonfood.

Math

1. Note how many times they brush their teeth in a day and calculate how many times in a week, month, year.
2. Use a fruit juice drink to find out what percentage of drink is juice.
3. Determine necessary operation for calculating how much an item costs per unit.

Physical Education

1. Write goals to improve one fitness area. Choices are flexibility, endurance or strength.

Social Studies

1. Research how children exercised long ago. Possible examples might be colonial times, or different cultures such as Mayan, Iroquois or Egyptian cultures.
2. Read ethnic cookbooks to find snack foods that are popular in other countries.



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Tier 2 Vocabulary: identify, compare, contrast, determine, differentiate, analyze

Tier 3 Vocabulary: pores, bacteria, sunscreen, plaque, cavity, fluoride, ear canal, ear drum, exercise, aerobic exercise, warm up, cool down, nutrients, nutrition, diet, fiber, serving, balanced diet, snack, ingredients, food label, spoiled, pathogens

Core Instructional Materials/Resources/Digital Tools:

i.e., specific textbooks, classroom resources, digital tools, links to websites and videos

- <http://www.nj.gov/education/modelcurriculum/assessment/pw/peh/hku1.pdf>
- <http://www.clker.com/clipart-shield-103.html>
- <http://www.choosemyplate.gov/>

21st Century Themes and Skills:

(CRP Standards)

- CRP2. Apply appropriate academic and technical skills.**
- CRP3. Attend to personal health and financial well-being.**
- CRP4. Communicate clearly and effectively and with reason.**
- CRP5. Consider the environmental, social and economic impacts of decisions.**
- CRP6. Demonstrate creativity and innovation.**
- CRP7. Employ valid and reliable research strategies.**
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**
- CRP11. Use technology to enhance productivity.**

8.1 Educational Technology

<http://www.state.nj.us/education/cccs/2014/tech/8.pdf>

Content Area Technology

Standard 8.1 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.



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Strand F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Grade Level Bands - K-2

Content Statements students will:

Identify and define authentic problems and significant questions for **Indicator 8.1.2.F.1**

Use geographic mapping tools to plan and solve problems.

Plan and manage activities to develop a solution or complete a project.

Collect and analyze data to identify solutions and/or make informed decisions.

Use multiple processes and diverse perspectives to explore alternative solutions

Assessments and Performance Tasks

Activities:

SLO: 1 Goal: Students will identify and explain the factors (heredity, environment) that may have a positive or negative impact on personal health and fitness.

Assessment Activity: Students will create their own family fitness coat of arms. The blank sections on the coat of arms will represent the factors that may have an impact on each student's



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personal health and fitness. Heredity, environment, eating habits and the student's physical activity interests should be represented on the blank sections. After the students have completed their family fitness coat of arms, they will be asked to answer reflection questions.

- Reflection 1. Which factors on your family fitness coat of arms have a positive impact on your personal health and fitness?
- Reflection 2. Why do you think these factors have a positive impact?
- Reflection 3. Which factors do you feel you can try to change to make them have more of a positive impact on your personal health and fitness?
- See <http://www.clker.com/clipart-shield-103.html> for shield clipart

SLO: 4 Goal: Students will compare and contrast diets that contain healthy eating practices versus ones that contain unhealthy eating practices.

Assessment Activity: Using MyPlate (<http://www.choosemyplate.gov/>)

as a guide, students will be asked to create a day of meals. One set of meals will be healthy and the other set unhealthy. Students will be asked to either draw or cut out and paste the meals. The students should include breakfast, lunch, dinner, and a snack. After both meal plans have been created students will compare and contrast the healthy meals versus the unhealthy meals.

- 1. What makes the healthy meals you created better for your body versus the unhealthy meals?
- 2. Why is it important to try to eat healthy versus eating unhealthy foods?

SLO 7 Goal: Students will identify the physical, social, emotional, and intellectual benefits that occur when participating in daily physical activity.



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Assessment Activity: Students will look at a variety of pictures of children participating in physical activities. Students will identify the characteristics of the children in the pictures. Do they look, happy, are they interacting with others etc. Students will then be asked to fill in the following sentences.

When I do my favorite physical activity I feel

When I don't do any physical activity I feel

Doing schoolwork after playing outside or exercising helps me

Assessments

- Grade 3: Unit I: Personal Growth/ Wellness Rubric (See Attached)
- See SLO Goals 1,4,7 above
- Anecdotal Notes



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Differentiation/Accommodations/Modifications (Alternate Modes of Instruction and Support)

Gifted and Talented	English Language Learners	Students with IEPs/504s	At-Risk Learners
<p>Provide appropriate challenge for wide ranging skills and development areas.</p> <p>Participate in inquiry and project-based learning units of study</p> <p>Assigning roles within partnerships</p> <p>Differentiated supports: content, process, product, environment</p>	<p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Pair visual prompts with verbal presentations</p> <p>Frontload and immerse students in literacy and language experiences related to content</p> <p>Provide students with visual models, sentence stems, concrete objects, and hands-on materials.</p> <p>Model procedures for life skills. Collaboration between ELL and general education teacher to maximize learning</p>	<p>Review student individual educational plan and/or 504 plan.</p> <p>Establish procedures for accommodations and modifications for assessments as per IEP/504.</p> <p>Establish procedures for modification of classwork and homework as per IEP/504.</p> <p>Modify classroom environment to support academic and physical needs of the students as per IEP/504.</p> <p>Provide appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.</p> <p>Differentiation through content, process, product, environment</p>	<p>Provide Title I services to students not meeting academic standards in ELA and/or Math.</p> <p>Provide instructional adaptations and interventions in the general education classroom.</p> <p>Modify classroom environment to support student needs.</p> <p>Differentiated instruction</p> <p>Basic Skills</p> <p>Intensive individual intervention</p>



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Sources

2014 NJSLS for Comprehensive Health and Physical Education

www.state.nj.us/education/cccs/2014/chpe/standards.pdf

www.nj.gov/education

NJ: 2014 SLS: Technology: <http://www.state.nj.us/education/cccs/2014/tech/8.pdf>

21st Century Life and Careers: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

Career Ready Practices: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>