

Comprehensive Health

Grade 3

Unit: Food and Healthy Living

Overview: Wellness begins at an early age, therefore it is important that students learn about the impact of their food choices on the future of their health. They will come to understand the factors that influence the choices they make that create their lifelong eating habits. Additionally, they will learn the skills necessary to make the best choices possible in the care of those many influences.

Time Frame: One Marking Period

Enduring Understandings:

- Healthy choices and behaviors have a lasting impact on individual and community wellness.
- Food choices and eating habits are developed at an early age and are directly related to one's health.
- It is important to recognize the influences that impact food choices and the availability of healthy options, such as geography, culture, family, peers and the media. Making healthy eating choices is an important part of experiencing wellness.

Essential Questions:

- How does making healthy choices impact our own health as well as the health of others?
- How do healthy food choices reduce one's risk for diseases, health conditions, and injuries that may impact the quality or duration of one's life?
- Why is it so difficult to change people's ability to make healthy choices? Why do some people still engage in risky behaviors despite knowing the possible outcomes?

Standards	Topics and Objectives	Activities	Resources	Assessments
Comprehensive Health 2.2.4.B.2 Differentiate between situations when a health-related decision should be made independently or with the help of others. 2.1.4.A.2 Determine the relationship of personal	Topics Healthy Eating Nutrition Culture and Food Objectives	Students will stand in a circle and pass/toss a ball to a peer, identifying one of their favorite foods (they shouldn't repeat). List all foods on board. Next, using the MyPlate poster, identify what category each	What's MyPlate poster choices, MyPlate.gov: https://choosemyplate.gov/ prod.azureedge.net/sites/default/files/printablematerials/2013-WhatsMyPlateAllAboutInfographic.pdf	Formative Assessments: Vocabulary Quiz/Matching Individual meal plate Recipe Journal Entry

<p>health practices and behaviors on an individual's body systems.</p> <p>2.1.4.B.2 Differentiate between healthy and unhealthy eating practices.</p> <p>2.2.4.B.2 Differentiate between situations when a health-related decision should be made independently or with the help of others.</p> <p>2.2.4.B.1 Use the decision-making process when addressing health-related issues.</p> <p>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.</p> <p>2.1.4.A.1 Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.</p> <p>2.2.4.C.1 Determine how an individual's character develops over time and impacts personal health.</p>	<p>Students will determine how healthy eating aids in the development of the body and lowers the risk of disease.</p> <p>Students will differentiate between healthy and unhealthy eating habits.</p> <p>Students will identify societal and cultural influences that affect food choices.</p> <p>Students will investigate nutritional content, caloric content, and cost of favorite foods.</p> <p>Students will assess the roles of families and society in the promotion of healthy lifestyles.</p> <p>Students will create a healthy meal plan, including information about nutritional value, caloric content, and cost.</p>	<p>food falls into: (NJSL SL3.2)</p> <p>Teacher will discuss how some foods/food choices vary based on culture. Students will share foods from their culture by drawing a picture and describing the item, which will be added to a class book. (6.1.4.D.13)</p> <p>Students will create a T-Chart (on paper or digitally) differentiating foods that are Healthy vs. Unhealthy based on the MyPlate poster.</p> <p>Teacher led discussion how unhealthy food habits can lead to disease such as obesity, diabetes, heart disease, etc. (NJSL SL 3.1)</p> <p>Students will choose one health problem to research as a group and how a healthy diet can have a positive impact on it. (NJSL W.3.7)</p> <p>Students will be shown TV commercials for junk food as a discussion starter about media influence on</p>	<p>Nutritious Foods: https://www.bing.com/vid/os/search?q=nutrition+gr+3&&view=detail&mid=C038197E86BA20DDEA3B&FORM=VRDGAR</p> <p>How To Read Food Labels, YouTube: https://www.youtube.com/watch?v=zt_ko5OvGRc</p> <p>Food Labels, http://classroom.kidshealth.org/classroom/3to5/persona/nutrition/food_labels.pdf</p> <p>Suggested Books</p> <p>The Berenstain Bears and Too Much Junk Food, Stan and Jan Berenstain</p> <p>Gregory the Terrible Eater, Mitchell Sharnet</p> <p>Good Enough to Eat: A Kid's Guide to Food and Nutrition, Lizzy Rockwell</p>	<p>Discussions</p> <p>Benchmark Assessment: Common Formative Assessment</p> <p>Summative Assessments: Students will be given a specific budget for a family (their group) and will have to choose healthy products within that budget using a shopping circular and nutritional labels. This will occur over several days.</p> <p>Alternative Assessment: Self-Assessment</p>
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2.1.4.C.1 Explain how most diseases and health conditions are preventable.

2.2.4.B.3 Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.

2.2.4.B.4 Develop a personal health goal and track progress.

2.2.4.C.1 Determine how an individual's character develops over time and impacts personal health.

unhealthy food choices.

(<https://www.common sense media.org/blog/junk-food-ads-tips#>) Teacher can ask

students questions such as: "What are the "tricks"?"

advertisers use to get us to buy their products? Why do people buy them even when we know they are

unhealthy? (NJSL

SL.3.1)(NJSL SL 3.3)

Students will brainstorm healthy snack options.

Teacher will choose one option and have students make the snack in class.

For example,

(<https://whatcooking.fns.usda.gov/recipes/supplemental-nutrition-assistance-program-snap/yo-gurt-berry-parfait>)

Students will create their own healthy snack recipe.

Research time should be provided for students to get ideas as needed. All recipes will be added to a class recipe book which should be copied and sent home or made available

online. (3.MD.A.2) (NJSL SL W 3.10)

Students will write a journal entry about how they can

have a positive influence regarding meal choices in their family. (NJSEL W3.10)

Students will view the Nutritional Label video from Youtube and learn how to read a label. Teacher will provide various labels to small groups of students who will have to answer questions about the nutritional value of a product. (NJSEL SL 3.1)

Students will create a healthy meal for themselves by choosing pictures of appropriate items from magazines and creating a "plate".

Students will be given a specific budget for a family (their group) and will have to choose healthy products within that budget using a shopping circular and nutritional labels. (3.NBT.A.1)

Students will track their food choices for 1 week using the MyPlate Daily tracker https://www.cnpp.usda.gov/sites/default/files/dietary_guidelines_for_american

Key Vocabulary:

Nutrition – The process of eating the right kind of food so you can grow properly and be healthy.
Culture – The arts and other manifestations of human intellectual achievement regarded collectively.
Eating habit – The way a person or group eats, considered in terms of what types of food are eaten, in what quantities, and when.
Cultural influence – Historical, geographical, and familial factors that affect assessment and intervention processes.
Nutritional value – Label required on most packaged food in many countries.
Meal plan – Sets a serving size (amount) for each food, and, within each group, each serving has a similar number of calories, protein, carbohydrate, and fat.
Snack – A small amount of food eaten between meals.
Food choices – The type of foods that a person chooses to eat, based on factors such as level of hunger, appearance of food and packaging, advertising, nutritional education and personal health choices.

Integration of 21st Century Standards NJSL S 9:

9.2.4.A.2 Identify various life roles and civic and work - related activities in the school, home, and community.

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this curriculum.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the requirements.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> Students will share books/photos about food from their own culture Peers will work together on research 	<ul style="list-style-type: none"> Students may need physical prompts for appropriate use of the ball Students will bring in recipes and/or samples of food from 	<ul style="list-style-type: none"> Using visual demonstrations, illustrations, and models Give directions/instructions verbally and in simple written format. 	<ul style="list-style-type: none"> Students can read the book aloud to peers Curriculum compacting Inquiry-based instruction Independent study

<ul style="list-style-type: none"> ● Students will share information about families in their culture ● Speak and display terminology and movement ● Look for children's books in student's native languages ● Teacher modeling ● Peer modeling ● Develop and post routines ● Label classroom materials ● Word walls 	<p>home</p> <ul style="list-style-type: none"> ● Students will receive peer support for research ● Provide a mat to sit on to teach boundaries ● Utilize modifications & accommodations delineated in the student's IEP ● Work with paraprofessional ● Use multi-sensory teaching approaches. Pictures, scarves, hula hoops, and other props provide helpful visual, auditory, and tactile reinforcement of ideas. ● Work with a partner ● Provide concrete examples and relate all new movements to previously learned moves (i.e., walking on a balance beam, kicking a ball). ● Solidify and refine concepts through repetition. ● Change movement requirements to reduce activity time 	<ul style="list-style-type: none"> ● Peer Support ● Increase one on one time ● Teachers may modify instructions by modeling what the student is expected to do ● Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. ● Review behavior expectations and make adjustments for personal space or other behaviors as needed. 	<ul style="list-style-type: none"> ● Higher order thinking skills ● Adjusting the pace of lessons ● Interest based content ● Real world scenarios ● Student Driven Instruction
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Interdisciplinary Connections:

ELA - NJSL/ELA:

W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Math:

3.MD.A.2. Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.

3.NBT.A.1. Use place value understanding to round whole numbers to the nearest 10 or 100.

Social Studies:

6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.

Integration of Technology Standards NJSL 8:

8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.

Career Ready Practices:

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Comprehensive Health

Grade 3

Unit: Preventing Illness

Overview: Ensuring personal safety and wellness includes identifying the sources of possible harm as well as ways to prevent illness and/or injury. This includes harmful substances and their negative consequences, along with how to deal with peer pressure. Students will develop a sense of personal responsibility in terms of caring for themselves and making good choices, as well as an understanding for others that may experience illness or disease.

Time Frame: One Marking Period

Enduring Understandings:

- I can take keep myself safe and take care of myself. Simple first aid can help myself and others get help quickly.
- There are some diseases that can be prevented and others that can only be managed.
- I can identify positive and negative influences in my life and make good choices about harmful substances.

Essential Questions:

- What would you do to take care of minor injuries on yourself or someone else?
- What types of situations are appropriate for using first aid procedures?
- How do I identify positive influences and make good choices about harmful substances (cigarettes, OTC medicine, illegal drugs)?
- How do diseases and disease prevention affect myself and others?

Standards	Topics and Objectives	Activities	Resources	Assessments
Comprehensive Health 2.1.4.C.3 Explain how mental health impacts one's wellness.	Topics Diseases	Work in small groups to list and demonstrate the five steps of cut care.	Kids Illnesses and Injuries: https://kidshealth.org/en/kid/s/ill-injure/	Formative Assessments: Vocabulary Quiz/Matching
2.2.4.B.2 Differentiate between situations when a health-related decision should be made independently or with the help of others.	Objectives Disease Prevention	Work with peers to classify different types of injuries, after a teacher led lesson.	Big Cuts and Little Cuts: https://kidshealth.org/en/kid/s/cuts.html?WT.ac=ctg_cataches	Benchmark Assessment: Common Formative Assessment
	Students will determine the causes of some commonly	After a teacher led lesson, students will discuss the	Asthma video:	Summative Assessments:

What do you Do when you Get the Flu?
<https://newsela.com/read/11b-flu-influenza/id/37670/>

Comprehensive Health

2.1.4.D.1 Determine the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).

2.1.4.D.1 Determine the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).

2.1.4.D.4 Demonstrate simple first-aid procedures for choking, bleeding, burns, and poisoning.

Topics

First Aid

Objectives

Students will determine the characteristics of safe and unsafe situations.

Students will examine the impact of unsafe behaviors when traveling in vehicles, as a pedestrian and using modes of transportation.

Students will demonstrate simple first-aid procedures for choking, bleeding, burns and poisoning.

Students will illustrate safe vs. unsafe situations.

Students will respond to scenario cards by describing the consequences of unsafe behaviors regarding vehicles and transportation, such as being a pedestrian, riding a bike, wearing a seating, etc. **(NJSLSL 3.1)(6.3.4.A.1)**

After viewing a video about First Aid (see resources), students will create a list of items needed for a first aid kit and what it would be used for. **(NJSLSL W3.10)**

Students will sort various medical supplies that could be included in a first aid kit. Small groups will work to assemble kits.

Students will practice first aid techniques on a doll or stuffed animal, such as stopping bleeding.

First Aid for Kids,

Youtube:
<https://www.youtube.com/watch?v=b97Kq2etQF0>

How To Create a First Aid Kit, WikiHow:

<http://www.wikihow.com/Make-a-First-Aid-Kit-for-Kids>

Seatbelt Safety:
<https://www.safekids.org/tip/seat-belt-safety-tips-pdf>

Formative Assessments:
 Vocabulary Quiz/Matching

Discussion

Demonstrations

Summative Assessments:
 Students will create a How-To brochure about 1 First Aid procedure, including when it is appropriate, what steps to take to ensure their own safety, and the steps to complete the procedure.

Alternative Assessment:
 Self-Assessment

Comprehensive Health	Topics			Formative Assessments:
<p>2.1.4.D.1 Determine the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).</p>	<p>Safety</p> <p>Objectives</p> <p>Students will know the numbers to the police, EMT, doctor, mom/dad's work, school neighbor.</p>	<p>As a class, demonstrate how to contact emergency services and how to properly use 911 services.</p> <p>Students will make a list of emergency contact numbers including poison control, emergency services, parent contacts, etc.</p>	<p>Fire Safety, KidsHealth.org http://classroom.kidshealth.org/classroom/3to5/persona/safety/fire_safety.pdf</p> <p>Water Safety, KidsHealth.org http://classroom.kidshealth.org/classroom/3to5/persona/safety/water_safety.pdf</p>	<p>Discussions</p> <p>Demonstrations</p> <p>Role Plays</p> <p>Summative Assessment: Students will create a Safety Brochure for students in a lower grade. They will provide information about what to do in the event of an emergency, including important people to call, and how to keep yourself from being injured.</p>
<p>2.2.4.B.1 Use the decision-making process when addressing health-related issues.</p> <p>2.2.4.B.2 Differentiate between situations when a health-related decision should be made independently or with the help of others.</p>	<p>Students will explain when and how to seek help in an emergency.</p> <p>Students will recall procedures that ensure pedestrian, bicycle, and traffic safety.</p>	<p>Students will work with a small group to create a plan to contact the appropriate "helper" given a scenario (fire, sports injury, car accident, etc.). (NJSLWS 3.4)</p>	<p>Bike Safety, KidsHealth.org http://classroom.kidshealth.org/classroom/3to5/persona/safety/bike_safety.pdf</p>	<p>Alternative Assessment: Graffiti Wall</p>
<p>2.1.4.D.3 Examine the impact of unsafe behaviors when traveling in vehicles as a pedestrian, and when using other modes of transportation.</p>	<p>Students will create a safety plan to reduce the risk of injuries at home, in school, and in the community.</p>	<p>Students will work together to create a graffiti wall with ideas for reducing the risk of injury in the community (ideas from any of the topics study may be appropriate). (6.3.4.A.1)</p>		<p>Peer Assessment</p>
<p>2.2.4.E.1 Identify health services and resources provided in the school and community and determine how each assists in addressing health needs and emergencies.</p>				

Comprehensive Health

2.3.4.A.1 Distinguishing

between over-the-counter and prescription medicines.

2.3.4.A.2 Determine

possible side effects of common types of medicines.

2.3.4.B.1 Explain why it

is illegal to use or possess certain drugs/substances and the possible consequences.

2.3.4.B.4 Summarize the

short- and long-term physical and behavioral effects of alcohol use and abuse.

2.3.4.B.2 Compare the

short- and long-term physical effects of all types of tobacco use.

2.3.4.B.3 Identify specific

environments where second-hand/passive smoke may impact the wellness of nonsmokers.

2.3.4.B.5 Identify the

short- and long-term physical effects of inhaling certain substances.

Topics

Medicines

Tobacco

Drug Abuse

Objectives

Students will distinguish

between over-the-counter and prescription medicines.

Students will determine

possible side effects of common types of medicines.

Students will explain why it

is illegal to use or possess certain drugs/substances and the possible consequences.

Students will compare the

short- and long-term physical effects of all types of tobacco use.

Students will identify

specific environments where secondhand/passive smoke may impact the wellness of nonsmokers.

Students will summarize

Students will share times that they have taken medicine and for what purposes. (NJSL SL 3.1)

Students will view a video

about the correct use of medicine, and discuss what they learned with peers. (NJSL SL3.1)

Students will create a chart

identifying over the counter vs. prescription medicines.

Students will describe what

"illegal" drugs are and the possible consequences after viewing a video. (NJSL 3.4)

Students will play a game

with teams working to solve riddles about medicine, and over the counter drugs. (NJSL RI 3.4)

Students will brainstorm the

negative effects of smoking and create a chart.

Students will create a

Google slides presentation to persuade students to not to smoke. They must come up with a slogan as well as illustrations that show the

Peer Pressure-
Drugs/Alcohol,
KidsHealth.org

<https://classroom.kidshealth.org/3to5/problems/drugs/alcohol.pdf>

and

<https://classroom.kidshealth.org/3to5/problems/drugs/drugs.pdf>

Riddles about Medicines,

National Institute on Drug Abuse
https://www.drugabuse.gov/sites/default/files/riddlemo_d4_23.pdf

Smoking Module, National

Institute on Drug Abuse
<https://www.drugabuse.gov/publications/brain-power/grades-2-3/science-behind-smoking-module-5>

Formative Assessments:
Vocabulary Quiz/Matching

Role Plays

Discussions

Summative Assessment:
Students will have to make a presentation persuading peers to not to smoke.

They can use their poster and slogan that was created in class. Students must be prepared to answer questions from peers children about the negative effects of smoking.

Alternative Assessments:

Self-Assessment

Peer Assessment

2.2.4.B.3 Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.

the short- and long-term physical effects of inhaling certain substances.

negative effects. (NJSLs W 3.6)(NJSLs SL3.4)

Students will differentiate between drug use, abuse, and misuse.

Students will be given scenarios and will work in small groups to role play possible ways to deal with peer pressure. (NJSLs SL3.1)

Students will determine how advertising, peer pressure, and home environment influence children and teenagers to experiment with alcohol, tobacco, and other drugs.

Key Vocabulary:

Diseases – A disorder of structure or function in a human, animal, or plant.

Medicines – A substance or preparation used in treating disease.

Tobacco – A preparation of the nicotine-rich leaves of an American plant, which are cured by a process of drying and fermentation for smoking or chewing.

Drug Abuse – Inappropriate, illegal, or excessive use of a drug.

Prevention – The action of stopping something from happening or arising.

EMT (Emergency Medical Technician) – A specially trained medical technician certified to provide basic emergency services (as cardiopulmonary resuscitation) before and during transportation to a hospital.

Substances – Some material or item with a particular texture or an intoxicating drink or drug.

Consequences – A result or effect of an action or condition.

Integration of 21st Century Standards NJSLs 9:

9.2.4.A.2 Identify various life roles and civic and work - related activities in the school, home, and community.

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this curriculum.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - https://www.wida.us/standards/CAN_DoS/

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental

considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the requirements.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> ● First Aid kit will be labeled in student's first language ● Peers will work together on research ● Speak and display terminology and movement ● Look for children's books in student's native languages ● Teacher modeling ● Peer modeling ● Develop and post routines ● Label classroom materials ● Word walls 	<ul style="list-style-type: none"> ● Students will receive peer support for research ● Peers will support students to create the first aid kit ● Utilize modifications & accommodations delineated in the student's IEP ● Lower level text will be provided ● Work with paraprofessional ● Use multi-sensory teaching approaches. Pictures, scarves, hula hoops, and other props provide helpful visual, auditory, and tactile reinforcement of ideas. ● Work with a partner ● Provide concrete examples and relate all new movements to previously learned moves (i.e., walking on a balance beam, kicking a ball). ● Solidify and refine concepts through repetition. 	<ul style="list-style-type: none"> ● Lower level text will be provided ● Teachers may modify instructions by modeling what the student is expected to do ● Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. ● Using visual demonstrations, illustrations, and models ● Give directions/instructions verbally and in simple written format. ● Peer Support ● Increase one on one time ● Review behavior expectations and make adjustments for personal space or other behaviors as needed. 	<ul style="list-style-type: none"> ● Students will present findings to other classes ● Students can continue research outside of class ● Students can read the book aloud to peers ● Curriculum compacting ● Inquiry-based instruction ● Independent study ● Higher order thinking skills ● Adjusting the pace of lessons ● Interest based content ● Real world scenarios ● Student Driven Instruction

Interdisciplinary Connections:

ELA - NJSL/ELA:

RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.

W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

Social Studies:

6.3.4.A.1 Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling)

Integration of Technology Standards NJSLS 8:

8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.

Career Ready Practices:

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Comprehensive Health

Grade 3

Unit: Social and Emotional Health

Overview: Social and emotional well-being is integral to students' ability to be successful now and in the future. Specific strategies such as stress reduction, effective communication and conflict resolution are important to learn at an early age as they create future habits. Core values of good citizenship allow students to support others in their social and emotional growth as well.

Time Frame: One Marking Period

Enduring Understandings:

- Humans take care of their basic needs in different ways.
- There are many factors that impact social and emotional health.
- There are many ways that people can help themselves and others deal with their emotions and stress.

Essential Questions:

- How do humans get their needs met?
- What are the factors that impact social and emotional well-being?
- How can people help themselves deal with emotions and stress?
- How do people help or hurt others emotional well-being?

Standards	Topics and Objectives	Activities	Resources	Assessments
Comprehensive Health 2.1.4.E.1 Compare and contrast how individuals and families attempt to address basic human needs.	Topics Staying Healthy Hygiene Objectives Students will identify how staying healthy affects your body.	Compare and contrast how individuals and families attempt to address basic human needs. (6.1.4.D.13)	Hygiene, KidsHealth.org http://classroom.kidshealth.org/classroom/3to5/personal/hygiene/germs.pdf	Formative Assessments: Vocabulary Quiz/Matching Discussions Demonstration
2.1.4.A.2 Determine the relationship of personal health practices and behaviors on an individual's body systems.	Objectives Students will identify how staying healthy affects your body.	Students will demonstrate how good hygiene prevents the spread of germs through an experiment. Students will brainstorm a list of all the good hygiene	Germs Experiment, KidTimes https://kidtimes.wordpress.com/tag/glitter-germs-for-hand-washing-experiment/	Benchmark Assessment: Common Formative Assessment Summative Assessment:

2.1.4.C.1 Explain how most diseases and health conditions are preventable.

Students will describe hygiene factors.

practices they should engage in and create a chart to monitor their daily

Family Types, Tolerance.org <http://www.tolerance.org/lesson/every-family-different>

Students will compare and contrast the ways that people fulfill their basic needs by describing a "day in the life" of their family. This should include their family make-up, their daily

2.2.4.B.1 Use the decision-making process when addressing health-related issues.

Students will use the decision-making process when addressing health-related issues.

practice (tooth brushing, flossing, brushing hair, taking a shower, etc.)

Suggested Book

Families, Susan Kulkkin

routines/hygiene practices and how family members support each other (I take a shower in the morning, then my family eats breakfast together. Next, my step-mom drives me to school. My grandmom is at my house afterschool to make dinner because my work. I help my brother with homework sometimes.)

2.2.4.B.2 Differentiate between situations when a health-related decision should be made independently or with the help of others.

Students will differentiate between situations when a health-related decision should be made independently or with the help of others.

Students will illustrate their family make-up. These will be posted around the room and students will complete a Gallery Walk. They will identify students that have similarities and differences from their family. **(6.1.4.D.13)**

How Full Is Your Bucket? Rath, T., Reckmeyer, M. (2009).

How Full is your Bucket? Activities:

<http://www.thenedshow.com/assets/encourage-others-intermediate-lesson-plan-how-full-is-your-bucket.pdf>

2.2.4.B.3 Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.

2.1.4.E.1 Compare and contrast how individuals and families attempt to address basic human needs.

2.1.4.C.3 Explain how mental health impacts one's wellness.

2.1.4.A.1 Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.

Alternative Assessments:
Self-Assessment
Peer Assessment

Students will create a bulletin board with student's ideas to support their peers' mental health. **(NJSLS W 3.10)**

Teacher led discussion explaining mental health and its connection to overall wellness. Students will ask and answer questions during lesson. **(NJSLS SL 3.3)**

Comprehensive Health	Topics			Formative Assessments:
<p>2.1.4.F.4 Summarize the causes of stress and explain ways to deal with stressful situations.</p>	<p>Stress and Coping Strategies</p>	<p>Students will identify the many emotions they experience after viewing video clips of various emotions in small groups (for example from the film <i>Inside Out</i> by Pixar).</p>	<p>Dealing with Emotions and Stress, Helpful Counselor https://www.bloglovin.com/blogs/helpful-counselor-helpful-counselor-4663597/20-inside-out-clips-to-help-teach-children-4408205323</p>	<p>Discussions Role Plays Journal Prompt</p>
<p>2.1.4.A.1 Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.</p>	<p>Communicating</p>	<p>Students will respond to a prompt about a time they could relate to one of the characters/ emotions.</p>	<p>Brain Breaks, Edutopia.org: https://www.edutopia.org/bl-og/brain-breaks-focused-attention-practices-lori-desautels</p>	<p>Summative Assessment: Student will role play one of the causes of stress and demonstrate ways to deal with stressful situations.</p>
<p>2.2.4.A.1 Demonstrate effective interpersonal communication in health- and safety-related situations.</p>	<p>Objectives</p>	<p>Students will summarize the causes of stress and explain ways to deal with stressful situations.</p>	<p>Alternative Assessments: Self-Assessment Peer Assessment</p>	
<p>2.1.4.E.3 Determine ways to cope with rejection, loss, and separation.</p>	<p>Students will explain the physical, social emotional, and mental aspects of wellness.</p>	<p>Teacher will lead a discussion about how these emotions and other issues may lead to stress. Students will brainstorm to create a class chart for ways to deal with stress. (NJLSL SL 3.1)</p>	<p>Mindfulness Resources, Edutopia: https://www.edutopia.org/bl-og/integrating-mindfulness-in-classroom-curriculum-giselle-shardlow</p>	
<p>2.2.4.A.1 Demonstrate effective interpersonal communication in health- and safety-related situations.</p>	<p>Students will demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.</p>	<p>Teacher will introduce brain breaks as ways to "take a break" from hard work or other stressful situations.</p>	<p>The Zax, lesson supplements, SchoolCounselingByHeart: http://www.schoolcounselingbyheart.com/2012/03/18/introduce-conflict-resolution-with-the-zax/</p>	
<p>2.1.4.A.1 Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.</p>	<p>Students will practice techniques and illustrate a time that they would use the technique.</p>	<p>Teacher will demonstrate mindfulness techniques such as breathing, visualizing, etc.</p>	<p>Conflict Resolution, KidsHealth: https://classroom.kidshealth.org/3to5/personal/growing/conflict_resolution.pdf</p>	

Students will listen to the read aloud of the book *The Zax* by Dr. Seuss (from the *Sneetches* and other Stories). Students will discuss how the characters handled conflict. (NJSL RL 3.3)

They will respond to a prompt about a time when they experienced conflict and how it was resolved. (NJSL W 3.10)

Students will create a chart of how to communicate to resolve conflicts using "I" messages after hearing scenarios.

Topics

Being a Good Citizen

Developing a Good Character

Bullying

Objectives

Students will explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community.

Comprehensive Health

2.2.4.C.1 Determine how an individual's character develops over time and impacts personal health.

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.

2.2.4.C.3 Determine how attitudes and assumptions toward individuals with

Students will listen to the read aloud of the book *Stand in My Shoes* by Bob Somson. Students will share the characters reactions in the story. (NJSL RL 3.3)

Small groups of students will choose a scenario out of a shoebox. They will work together to come up with a way that they can empathize and respond to that situation. They will trace their footprint and write their response on it. (NJSL SL 3.1)

Empathy, KidsHealth.org:
<http://classroom.kidshealth.org/classroom/3to5/persona/growing/empathy.pdf>

Bullying, KidsHealth.org:
<http://classroom.kidshealth.org/classroom/3to5/problem/s/emoions/bullying.pdf>

Books about Empathy:
 • *The Invisible Boy* by Trudy Ludwig
 • *Stand in My Shoes: Kids Learning About Empathy and What's Wrong with Timmy*, Maria Shriver

Formative Assessments:

Vocabulary Quiz/Matching

Discussions

Role Plays

Poem

Footprint responses

Summative Assessment:
 Students will work with peers to create a scenario that they can present to the class on the role of bullying (target, bully, and

disabilities may negatively or positively impact them

Students will determine how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them.

Students will distinguish

among violence, harassment, gang violence, discrimination, and bullying and demonstrate strategies to prevent and resolve these types of conflicts.

Students will view a video about accepting students with disabilities. Students will identify how this is an important feature of being a good citizen by creating an acrostic poem CITIZEN.

(NJSLS RI 3.4)

Students will identify the roles in bullying-the target, the bully and the bystander by creating a foldable. (6.3.4.D.1)

Students will create a class anchor chart with possible "Do's and Don'ts" for "If You are Being Bullied..." (6.3.4.D.1)

Students will add No Bullying to their class rules (if it doesn't already exist). Students will discuss with peers why it is important to have this as a school/class rule. (6.3.4.A.1)(6.1.4.A.1)

bystander) and how to respond to the situation.

Alternative Assessment:
Self-Reflection
Peer Assessment

- Books about Bullying:
- Spagnetti in a Hot Dog Bun, Maria Dismondy
 - Stick and Stone, Beth Perry
 - The Recess Queen, Alexis O'Neill

Katie's Disability Awareness video:
<https://www.youtube.com/watch?v=S0fts9650Vz8>

Comprehensive Health

2.2.4.B.3 Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.

2.2.4.C.1 Determine how an individual's character

Topics

Cyber Safety

Objectives

Students will define electronic communication.

Students will identify what private information is.

As a class create a guide that shows how students can use the Internet safely and responsibly. (NJSLS W 3.10)

Students will create and sign a contract regarding personal online safety (such as "I will not tell anyone my password...")

Internet Safety, KidsHealth.org:

http://classroom.kidshealth.org/classroom/3to5/persona/safety/online_safety.pdf

Internet Safety, Canada Safety Council:
<http://www.elmer.ca/safety-village/internet-safety>

Formative Assessments:

Discussions

Role Plays

Contract

Summative Assessments:

Internet Safety Guide

Student role plays

develops over time and impacts personal health.

Students will define stranger.

Students will differentiate between messages from friends and those from strangers when given scenarios (see KidsHealth.org resource).

Alternative Assessments:
Self-Assessment
Peer Assessment

Students will role-play what to do if they receive messages from strangers.

Key Vocabulary:

Hygiene – Conditions or practices conducive to maintaining health and preventing disease, especially through cleanliness.

Communication – The imparting of exchanging of information or news.

Citizen – A legally recognized subject or national of a state or commonwealth, either native or naturalized.

Bullying – Unwanted, aggressive behavior that is a real or perceived power imbalance.

Cyber Safety – The safe and responsible use of information.

Stranger – A person whom one does not know or with whom one is not familiar.

Private information – One wishes to keep from public viewing.

Electronic communication – Communication by computer

Attitude – A settled way of thinking or feeling about someone or something, typically one that is reflected in a person's behavior.

Assumption – A thing that is accepted as true or as certain to happen, without proof.

Integration of 21st Century Standards NJSLs 9:

9.2.4.A.2 Identify various life roles and civic and work - related activities in the school, home, and community.

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this curriculum.

ELL/ESL students: Students will be supported according to the recommendations for "can do's" as outlined by WIDA - https://www.wida.us/standards/CAN_DOS/

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the requirements.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> • First Aid kit will be labeled in student's first language • Peers will work together on research • Speak and display terminology and movement • Look for children's books in student's native languages • Teacher modeling • Peer modeling • Develop and post routines • Label classroom materials • Word walls 	<ul style="list-style-type: none"> • Students will receive peer support for research • Peers will support students to create the first aid kit • Utilize modifications & accommodations delineated in the student's IEP • Lower level text will be provided • Work with paraprofessional • Use multi-sensory teaching approaches. Pictures, scarves, hula hoops, and other props provide helpful visual, auditory, and tactile reinforcement of ideas. • Work with a partner • Provide concrete examples and relate all new movements to previously learned moves (i.e., walking on a balance beam, kicking a ball). • Solidify and refine concepts through repetition. • Change movement requirements to reduce activity time 	<ul style="list-style-type: none"> • Lower level text will be provided • Teachers may modify instructions by modeling what the student is expected to do • Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. • Using visual demonstrations, illustrations, and models • Give directions/instructions verbally and in simple written format. • Peer Support • Increase one on one time • Review behavior expectations and make adjustments for personal space or other behaviors as needed. 	<ul style="list-style-type: none"> • Students will present findings to other classes • Students can continue research outside of class • Students can read books aloud to peers • Curriculum compacting • Inquiry-based instruction • Independent study • Higher order thinking skills • Adjusting the pace of lessons • Interest based content • Real world scenarios • Student Driven Instruction

Interdisciplinary Connections:

ELA - NJSL/ELA:

RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RL.3.3. Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.

W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.

W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

Social Studies:

6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.

6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.

6.3.4.A.1 Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling)

6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

Integration of Technology Standards NJSL 8:

8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.

Career Ready Practices:

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.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Comprehensive Health

Grade 3

Unit: Taking Care of Me: The Human Body/Human Relationships & Sexuality

Overview: The systems of the body are complex and must be understood as having an important role in students' everyday lives. Students will discover the interaction of body systems and the practices needed to keep these systems healthy.

Time Frame: 1 Marking Period

Enduring Understandings:

- There are different systems in my body that help me move, grow and change.
- The systems of the body must work together to keep me healthy.
- There are practices I can engage in to keep my body healthy.

Essential Questions:

- How do the different systems of the body work together to help me move, grow and change?
- How can exercise help my body to stay healthy?
- How should I make decisions about my health?

Standards	Topics and Objectives	Activities	Resources	Assessments
<p>Comprehensive Health 2.1.4.A.1 Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.</p>	<p>Topics</p> <p>The Human Body</p> <p>Objectives</p> <p>Students will recall appropriate terminology for body parts and systems (e.g., digestive, cardiovascular, muscular, skeletal, nervous and reproductive system)</p>	<p>Students will view and hear information about the body systems. They will identify the function of each body system by making a foldable. They will also include the relationship to other organs/systems. (3-LS1-1)(NJSL SL 1)(NJSL RI 3.4)</p>	<p>Foldables: http://www.k12.wa.us/IndianaEd/TribalSovereignty/High/CWP-HS/Unit4/Level1-Materials/foldables.pdf</p> <p>The Digestive System, YouTube https://www.youtube.com/watch?v=ZK2FZAI8BY</p>	<p>Formative Assessments:</p> <p>Vocabulary Quiz/Matching</p> <p>Hands-on Demonstrations</p> <p>Writing Prompts</p> <p>Benchmark Assessment:</p>

<p>Students will explain that the reproductive system functions to develop an embryo during pregnancy.</p>	<p>Students will identify how body parts and systems interact to allow movement and growth and to support wellness.</p>	<p>Students will engage in hands-on experiments demonstrating the function of body systems. (3-LS1-1) (http://hepioneerwoman.com/homeschooling/how-to-see-your-pulse/; http://lifeovers.com/stem-respiratory-system-investigation-asthma-versus-health/; http://sciencing.com/make-heart-out-pop-bottles-7813129.html)</p>	<p>The Nervous System, YouTube https://www.youtube.com/watch?v=RUPPCNLSHY&list=PL3A523D119D8F03F8</p>	<p>Common Formative Assessment</p> <p>Summative Assessments: Students will identify favorite hobbies/sports that include physical activity and will create a poster persuading others to try this activity (i.e. dance, basketball, Scouts, etc)</p>
<p>Students will relate exercise to the maintenance of good health.</p>	<p>Students will define wellness practices that enhance physical health.</p>	<p>Students will discuss the findings of their experiments with a small group. (NJSL SL 3.1)</p>	<p>How Does the Heart Work?, YouTube https://www.youtube.com/watch?v=huzs3Q4-CGc</p> <p>The Circulatory System, YouTube https://www.youtube.com/watch?v=MG6LLGiNTYw</p>	<p>Students will complete an informative writing piece accompanying the poster explaining which body systems are engaged during the activity.</p>
<p>Students will identify puberty as a time of many changes (physical, emotional and social) that varies by the individual.</p>	<p>Students will list typical practices that will enhance physical health that they may engage in.</p>	<p>Students will keep a tracker of daily exercise for 3 weeks.</p>	<p>The Respiratory System, YouTube https://www.youtube.com/watch?v=CgmW9CL80q0</p> <p>The Reproductive System, YouTube https://www.youtube.com/watch?v=MG6LLGiNTYw</p>	<p>Alternative Assessment:</p> <p>Role Play</p> <p>Self-Assessment</p> <p>Peer Assessment</p> <p>Discussions</p>
<p>Students will develop a written plan to increase the amount of daily activity in their lives. (NJSL W 3.10)</p>	<p>Teacher will lead a discussion about growing up as a time when many</p>	<p>Students will develop a written plan to increase the amount of daily activity in their lives. (NJSL W 3.10)</p>	<p>Activity Diary, HealthyKids: https://www.healthykids.nsw.gov.au/downloads/file/KidsDiary/HealthKidsActivityDiary.pdf</p> <p>Puberty, KidsHealth.org: http://kidshealth.org/en/kids/growing-up-normal.html?WT.ac=k-ra</p>	<p>Puberty, KidsHealth.org:</p>

changes occur, many of which are physical (see [kidshealth.org resources](http://kidshealth.org/resources)). Teacher will ask students to raise hands if they have older siblings and can identify any of these outward changes (growing taller very quickly, facial hair, voice changing, acne, etc.) (NJSL SL 3.1)

<http://classroom.kidshealth.org/classroom/3to5/personal/growing/puberty.pdf>
Healthy Relationships:
http://westernhealth.nl.ca/uploads/Addictions_Prevention_and_Mental_Health_Promotion/Healthy_Relationships_Resource_Kir-Western.pdf

Suggested Books

How Babies are Made,
Allistair Smith
The Magic School Bus
Inside the Human Body,
Joanna Cole

The Fantastic Elastic
Brain, Joann Deak

Teacher will discuss healthy relationships. Teacher will share the definition of “healthy relationship”. Students will write on a colored sheet of paper someone they have a relationship with. Next on another color of paper, they will identify possible problems they may encounter with someone they have a relationship. Students will crumble the papers and toss on the floor, picking up one of the balls to read aloud. See lesson for additional details.

(Relationship lesson
http://www.hpepublichealth.ca/sites/default/files/Understanding_Healthy_Relationships_Gr.3_Lesson_4_2017.pdf)

Comprehensive Health	Topics
<p>2.1.4.A.1 Explain the physical, social, emotional and mental dimensions of personal wellness and how they interact.</p>	<p>Health and Safety Resources and Decision Making</p> <p>Objectives</p> <p>Students will identify resources in the community that are a source of help for both physical and mental health related issues.</p> <p>Teachers will lead students in a discussion and brainstorm sources of help to solve health issues, in the community and school. (NJSLs SL 3.1)(NJSLs SL 3.2)</p> <p>Internet Safety, BrainPop: https://r.brainpop.com/artisanotechnology/technology/internetsafety/</p> <p>Internet Safety, Canada Safety Council: http://www.elmer.ca/safety-village/internet-safety</p> <p>Formative Assessments: Students will list phone numbers of poison control, emergency services, and family contacts.</p>
<p>2.1.4.A.2 Determine the relationship of personal health practices and behaviors on an individual's body systems.</p>	<p>Students will identify questions about possible situations that may require an adults help. Groups of students work together to decide if the student should seek out help and who the most appropriate person would be. A chart of "helpers" will be created and posted.</p> <p>Decision Making, Colorado Education Initiative: http://www.coloradoeducation.org/wp-content/uploads/2014/10/Grade-3-5-Decision-Making.pdf</p> <p>Decision Making, Colorado Education Initiative: http://www.coloradoeducation.org/wp-content/uploads/2014/10/Grade-3-5-Decision-Making.pdf</p> <p>Summative Assessments: Journal Prompts</p>
<p>2.2.4.A.1 Demonstrate effective interpersonal communication in health- and safety-related situations.</p>	<p>Students will describe health and fitness careers in the school and community (e.g., nurses, doctors, dentists, etc.).</p> <p>Careers in Health/Fitness, KnowItAll.org: https://knowitall.org/series/hospital-real-people</p> <p>Summative Assessments: Decision Graphic Organizer</p>
<p>2.2.4.B.1 Use the decision-making process when addressing health-related issues.</p>	<p>Students will determine personal responsibility in decision making about health and personal safety issues.</p> <p>Students will play a game of headbands (cards on forehead face away from them) identifying health and fitness careers in the community.</p> <p>Role Plays</p>
<p>2.2.4.B.2 Differentiate between situations when a health-related decision should be made independently or with the help of others.</p>	<p>Students will demonstrate effective communication during health- and safety-related situations.</p> <p>Teacher will share information and lead a discussion about personal responsibility and making decisions regarding personal safety such as</p> <p>Alternative Assessment: Self-Reflection Peer Assessment</p>
<p>2.2.4.E.1 Identify health services and resources provided in the school and community and determine how each assists in addressing health needs and emergencies.</p>	<p>Students will determine personal responsibility in decision making about health and personal safety issues.</p> <p>Teacher will share information and lead a discussion about personal responsibility and making decisions regarding personal safety such as</p>

internet safety, etc.
(NJSL SL 3.1)(NJSL SL 3.2)

Teacher will demonstrate a step-by-step process for making decisions using a graphic organizer.

(NJSL SL 3.1)

<http://www.coloradoeducation.org/wp-content/uploads/2014/10/>

[Grade-3-5-Decision-Making.pdf](#)

Students will be given cards with various personal safety scenarios. (i.e. a person you recognize but do not know well, asks you where you live; a woman at the park says she has lost her dog and wonders if you can help her look; your friend falls off his bike a block away from home, etc.). Students will role play how they might communicate to create a positive outcome.

(NJSL SL 3.1)

Key Vocabulary:

Digestive System – The system by which ingested food is acted upon by physical or chemical means.

Cardiovascular System – The organs and tissues involved in circulating blood and lymph through the body.

Muscular System – All the muscles of the body collectively, especially voluntary skeletal muscles.

Skeletal System – The framework of the body, consisting of bones and other connective tissues, which protects and supports the body tissues and internal organs.

Nervous System – The network of nerve cells and fibers that transmit nerve impulses between parts of the body.

Reproductive System – The system of organs and parts which function in reproduction.

Integration of 21st Century Standards NJSL 9:

9.2.4.A.2 Identify various life roles and civic and work - related activities in the school, home, and community.

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this curriculum.

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Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the requirements.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> • Peers will work together on experiments • Students will label items in English and native language • Speak and display terminology and movement • Look for children’s books in student’s native languages • Teacher modeling • Peer modeling • Develop and post routines • Label classroom materials • Word walls 	<ul style="list-style-type: none"> • Students will receive peer support for experiments • Peers will support students to create the first aid kit • Utilize modifications & accommodations delineated in the student’s IEP • Lower level text will be provided • Work with paraprofessional • Use multi-sensory teaching approaches. Pictures, scarves, hula hoops, and other props provide helpful visual, auditory, and tactile reinforcement of ideas. 	<ul style="list-style-type: none"> • Lower level text will be provided • Teachers may modify instructions by modeling what the student is expected to do • Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. • Using visual demonstrations, illustrations, and models • Give directions/instructions verbally and in simple written format. • Peer Support 	<ul style="list-style-type: none"> • Students can continue research outside of class • Students will present findings to other classes • Students can read the book aloud to peers • Curriculum compacting • Inquiry-based instruction • Independent study • Higher order thinking skills • Adjusting the pace of lessons • Interest based content • Real world scenarios • Student Driven Instruction

	<ul style="list-style-type: none"> • Work with a partner • Provide concrete examples and relate all new movements to previously learned moves (i.e., walking on a balance beam, kicking a ball). • Solidify and refine concepts through repetition. • Change movement requirements to reduce activity time 	<ul style="list-style-type: none"> • Increase one on one time • Review behavior expectations and make adjustments for personal space or other behaviors as needed. 	
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Interdisciplinary Connections:

ELA - NJSL/ELA:

RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.

SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Science:

3-LS1-1 Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.

Integration of Technology Standards NJSL/8:

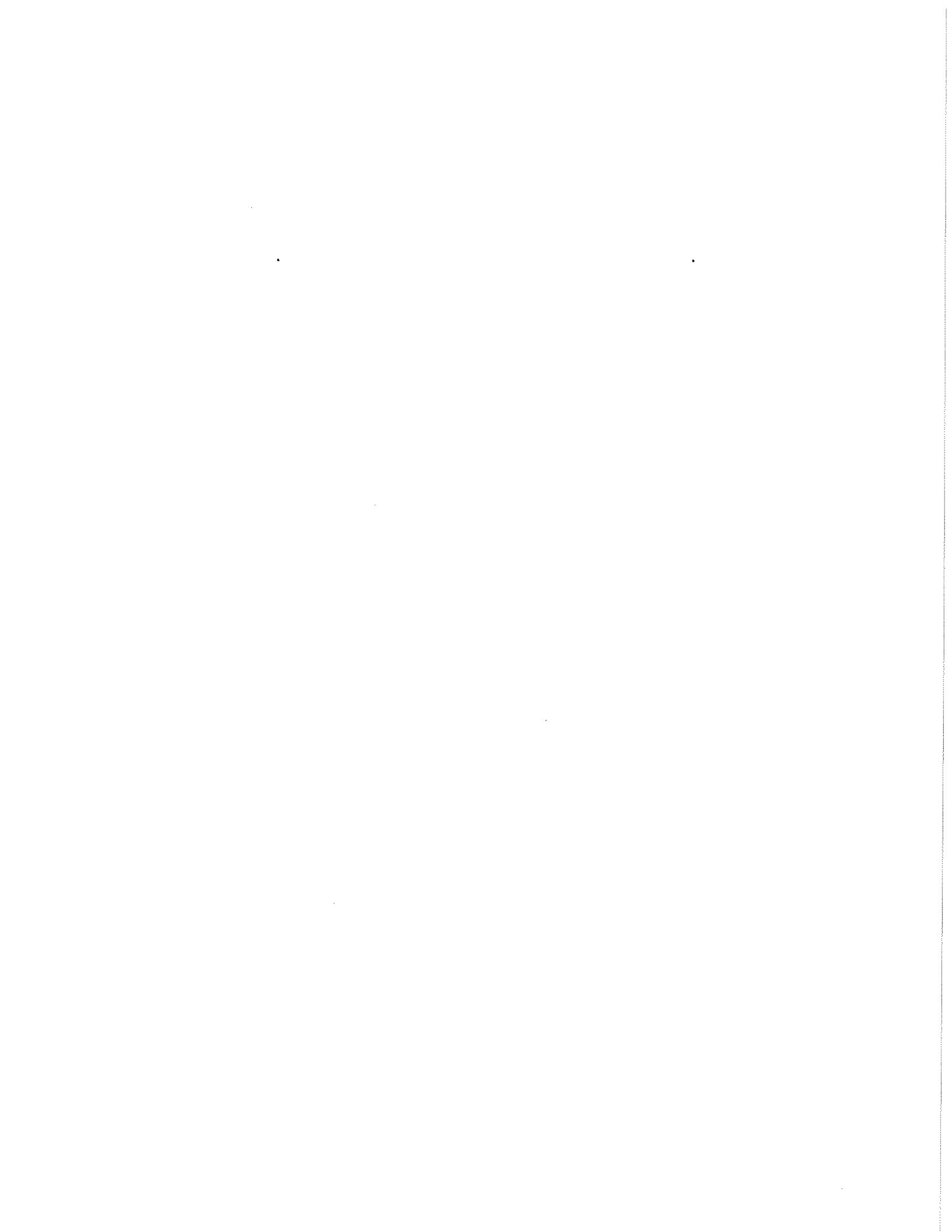
8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.

Career Ready Practices:

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.



PACING GUIDE
Health: GRADE 3

SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY
<p>Food and Healthy Living</p> <ul style="list-style-type: none"> - How does Healthy eating aid in body development. - Healthy eating lowers risk of disease - Healthy vs. unhealthy eating habits - Societal and cultural influences and affect food choices. - Nutritional content, caloric content, cost of favorite foods. - Assess roles of families in healthy lifestyles <p>Standards</p> <p>2.2.4.B.2 2.1.4.A.2 2.1.4.B.2 2.2.4.B.2 2.2.4.B.1 2.1.4.B.1 2.1.4.A.1 2.2.4.C.1 2.2.4.B.3 2.2.4.B.4 2.2.4.C.1</p>	<p>Preventing Illness</p> <ul style="list-style-type: none"> - Causes of common diseases and accidents. - Precautions to prevent diseases. - Childhood diseases in the US and other nations <p>Standards</p> <p>2.1.4.C.3 2.2.4.B.2 2.1.4.C.2 2.1.4.C.3 2.2.4.E.1</p>	<p>Preventing Illness</p> <ul style="list-style-type: none"> - Characteristics of safe and unsafe situations - Impact of unsafe behaviors when traveling in vehicles, as a pedestrian, and using other modes of transportation. - Simple First-aid procedures for choking, bleeding, burns, and poisoning <p>Standards</p> <p>2.1.4.D.1 2.1.4.D.4</p>	<p>Preventing Illness</p> <ul style="list-style-type: none"> - Numbers of Police, EMT, doctor, mom/dad work, and school neighbor. - Explain when and how to seek help in an emergency. - Traffic Safety. - Safety plan when going to and from school and home. <p>Standards</p> <p>2.1.4.D.1 2.2.4.B./1 2.2.4.B.2 2.1.4.D.3 2.2.4.E.1</p>	<p>Preventing Illness</p> <ul style="list-style-type: none"> - Over the Counter vs. Prescription medication - Possible side effects of common types of medicines. - Why it is illegal to possess certain drugs/substances and the possible consequences. - Physical effects of tobacco use. - Secondhand smoke - Effects of inhaling certain substances - Differentiate between drug use, abuse, and misuse. - How advertising, peer pressure, and home environment influence children and teenagers to experiment with alcohol, tobacco, and other drugs <p>Standards</p> <p>2.3.4.A.1 2.3.4.A.2 2.3.4.B.1 2.3.4.B.4 2.3.4.B.2 2.3.4.B.3</p>

					2.3.4.B.5 2.3.4.B.3
FEBRUARY	MARCH	APRIL	MAY	JUNE	
<p>Social and Emotional Health</p> <ul style="list-style-type: none"> - How staying healthy affects your body. - Good Hygiene - Decision-making process when making healthy choices. - When should decisions be made alone or with the help of others. <p>Standards</p> <p>2.1.4.E.1 2.1.4.A.2 2.1.4.C.1 2.2.4.C.1 2.2.4.B.1 2.2.4.B.2 2.2.4.B.3 2.1.4.E.1 2.1.4.C.3 2.1.4.A.1</p>	<p>Social and Emotional Health</p> <ul style="list-style-type: none"> - Causes of stress and ways to deal with stressful situations. - Physical, social emotional, and mental aspects of wellness. - Interpersonal communication when responding to disagreements or conflicts with others. <p>Standards</p> <p>2.1.4.E.4 2.1.4.A.1 2.2.4.A.1 2.2.4.A.1 2.1.4.E.3 2.2.4.A.1 2.1.4.A.1</p>	<p>Social and Emotional Health</p> <ul style="list-style-type: none"> - Core Values and why they are important to the local and world community. - How attitudes and assumptions towards individuals with disabilities may negatively or positively impact them. - Distinguish between violence, harassment, gang violence, discrimination, and bullying. - Strategies to prevent and resolve these conflicts. - Electronic Communication - What is private information <p>Standards</p> <p>2.2.4.C.1 2.2.4.C.2 2.2.4.C.3 2.2.4.B.3</p>	<p>Taking Care of Me</p> <ul style="list-style-type: none"> - Body parts and the system - Reproductive system functions and development of an embryo - Define wellness practices that enhance physical health - Exercise - Identify puberty as a time of many changes that varies by the individual. <p>Standards</p> <p>2.1.4.A.1 2.1.4.A.2</p>	<p>Taking Care of Me</p> <ul style="list-style-type: none"> - Resources in the community that are a source of help for physical and mental issues. - Describe health and fitness careers in the school and community - Personal responsibility in decision making about health and personal safety issues - Effective communication during health and safety related situations. <p>Standards</p> <p>2.1.4.A.1 2.1.4.A.2 2.2.4.A.1 2.2.4.B.1 2.2.4.B.2 2.2.4.E.1</p>	