

Sayreville Public Schools

Grade Three Health

Revised: August 2022

Course Description

The Grade Three Health Curriculum is based on the three comprehensive health standards, mental health: social and emotional wellness, physical wellness, and safety. Students will learn how to apply health-related concepts to situations outside of the school experience to build a base for life-long health and wellness. Age and developmentally appropriate concepts and skills covered in this Grade Three curriculum may include but are not limited to: personal growth and development, mental health, social/emotional awareness, the benefits of physical activity, how to access health and wellness resources, how to make informed health-related decisions as a consumer and user of health related services, nutrition, safety and environment, health conditions, diseases and medicines, alcohol, tobacco and other drugs, practices for communication and conflict resolution, healthy relationships, tolerance and respect for cultural differences, and the ability to advocate for personal, family, community, and global wellness and climate change issues.

Unit One— Social and Emotional Health

Content Area: **Comprehensive Health & Physical Education**

Course(s): Grade Three Health

Time Period:

Length:

Status: **Not Published**

Summary of the Unit

Social Health is a person's ability to communicate and interact with others efficiently. Individuals are able to form meaningful relationships with others and interact in healthy, appropriate ways. They encompass respect and accept differences of an individual's race, religion, gender identity, gender expression, ethnicity, disability, socioeconomic background, and perspectives of health-related decisions. The extent to which people connect with others in different environments, adapt to various social, feel supported by individuals, institutions, and experience a sense of belonging, all contribute to social and sexual health.

Emotional Health encompasses the views, feelings, and expressions about oneself. Emotional health includes a person's emotional, mental, psychological, and social well-being. It also helps determine how to handle stress and make choices related to others. Emotionally healthy people consciously develop coping mechanisms that are situationally appropriate to resolve and gather positive outcomes, develop strategies for mental health emergencies, respond to situations in a positive and appropriate manner, connect with resources and trusted individuals to assist, communicate feelings with confidence, and recognize support systems.

Enduring Understandings

Parents and guardians impact the development of their children physically, socially and emotionally.

People in healthy relationships share thoughts and feelings, as well as mutual respect.

Self-management skills impact an individual's ability to recognize, cope and express emotions about difficult events.

Resiliency and coping practices influence an individual's ability to respond positively to everyday challenges and difficult situations

Essential Questions

What are values? Think about some values that are important to your family.

What is communication and in what ways can you communicate with one another?

What are some healthy and unhealthy relationship characteristics?

Why is bullying harmful to others? Have you ever been bullied?
 What are some feelings and thoughts that lead to healthy behaviors?
 What is peer pressure? How can be avoid it?
 What are some healthy ways we can take our mind off our problems?
 Who can we talk to help us address those problems if they don't go away on their own?
 If you are having a difficult time at home or school who can you go to talk to?
 If someone is feeling down what are some helpful things you can say to make them feel better?

Resources

Internet/You Tube

Kidshealth.org <https://classroom.kidshealth.org/classroom/>

<https://newpathworksheets.com/science/kindergarten/me-and-my-family-0>

Everfi Health Resources <https://everfi.com/courses/k-12/health-curriculum-elementary-school/>

Books to Help Kids' Emotional Health: <https://www.youtube.com/watch?v=-taBIY5Ilvw>

BrainPop/BrainPop Jr.

EDPuzzles

DiscoveryEd.com

Reading A to Z/Raz Kids

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments	Standards
Families 2 Days	Define values and they are the same and different within different families.	Define values and discuss how they are similar and different within different families and cultures. How does your family show they support you? What are some of the rules and boundaries in your family? “All Kinds of Families” PowerPoint (See Resource Packet)	Students will work individually or in small groups to complete the resource worksheet. “Family Activity Bingo” (See Resource Packet)	2.1.5.SSH.4 2.1.5.SSH.5 2.1.5.SSH.6

	Explain how you communicate with parents, guardians and other trusted adults.	Discuss the importance of communication. <ul style="list-style-type: none"> • “I” statements • Refusal skills. • Role play 	“I Messages” activity. (See Resource Packet) Roleplay and allow students to turn and talk to practice “I” messages with a partner.	2.1.5.SSH.5
Relationships 1 Days	Analyze the factors that contribute to healthy relationships.	Discuss what makes a good friend. Students may provide examples Create a list of healthy and unhealthy relationship characteristics Large group- discuss the student generated list and categorize the characteristics.		2.1.5.SSH.7
Bullying and Conflict Resolution 2 - 3 Days	Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer)	Brain Pop “Conflict Resolution” https://www.brainpop.com/health/personalhealth/conflictresolution/ Define bullying and teasing. Provide examples. Why is bullying harmful to others? Have you ever been bullied? Raz Kids Book: “Standing up to the Bullies” https://www.raz-plus.com/books/leveled-books/book/?id=3661&langId=1	Discuss the different types of bullying. Discuss ways to be a buddy. Role play Select an activity from Brain Pop	2.1.5.SSH.6 2.1.5.SSH.7
	Define bullying and teasing and explain why they are wrong and harmful.	Brain Pop “Bullying” https://www.brainpop.com/health/personalhealth/bullying/		

<p>Peer Pressure 1 - 2 Days</p>	<p>Define peer pressure and learn strategies to deal with situations.</p>	<p>Brain Pop “Peer Pressure” https://www.brainpop.com/health/personalhealth/peerpressure/</p> <p>Resources from Kids’ Health: https://classroom.kidshealth.org/classroom/3to5/personal/growing/peer_pressure.pdf</p> <p>Raz Kids Book “A Bad Movie” https://www.raz-plus.com/books/leveled-books/book/?id=2226&langId=1</p>		<p>2.1.5.EH.4 2.1.5.SSH.6</p>
<p>Gender Stereotypes 1 Day</p>	<p>Identify gender stereotypes in society and their potential impact.</p>	<p>Select a video and discuss Video: “Gender Roles in Society” https://www.youtube.com/watch?v=LdEAz3mjaSw Video: “What are Gender Stereotypes” https://www.youtube.com/watch?v=HdHSDaJNQSg Video: Gender Roles And Stereotypes” https://www.youtube.com/watch?v=Ulh0DnFUGsk</p>		<p>2.1.5.SSH.1</p>
<p>Emotions and Self Control 1 Day</p>	<p>Demonstrate self-control in a variety of settings (e.g., in the classroom, on the playground and in an assembly)</p>	<p>Raz Kids Book: “Morty the Meany” https://www.raz-plus.com/books/leveled-books/book/?id=2539&langId=1</p>		<p>2.1.5.EH.1 2.1.5.EH.2 2.1.5.EH.3</p>

	Demonstrate strategies for managing one's own emotions, thoughts and behaviors.	School counselor or guest speaker discuss how to seek assistance when they are involved in a stressful situation		2.1.5.EH.4
Coping with Stress 1 Day	Explain healthy ways of coping with stressful situations.	Write or draw a picture of what makes you feel stressed in the left-hand column. Then write or draw a picture of what can make you feel better in the right-hand column. Kids' Health Resources https://classroom.kidshealth.org/classroom/3to5/problems/emotions/stress.pdf		2.1.5.EH.1 2.1.5.EH.2 2.1.5.EH.3

Suggested Modifications for Special Education, ELL, At-Risk and Gifted Students

- Extra time for assigned tasks
- Adjust length of assignment
- Timeline with due dates for reports and projects
- Communication system between home and school
- Provide lecture notes/outline
- Graphic Organizer
- Anchor charts to model concepts/skills/life progressions
- Chart academic vocabulary with visual representations
- Translation dictionary
- Teacher modeling
- Utilize technological programs which provide verbal and visual instruction in native and/or second language (site specific)
- Use interactive technology
- Independent assignments
- Modifications/accommodations included in 504 or IEP

Suggested Technological Innovations/Use

- Chromebooks
- OnCourse Classroom
- PowerPoint, Google Slides

Comprehensive Health Standards

2.1.5.EH.1: Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.

2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.

2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

2.1.5.EH.4: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance.

2.1.5.SSH.1: Describe gender-role stereotypes and their potential impact on self and others

2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration).

2.1.5.SSH.4: Describe how families can share common values, offer emotional support, and set boundaries and limits.

2.1.5.SSH.5: Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics.

2.1.5.SSH.6: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.

2.1.5.SSH.7: Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.

Cross Curricular Standards/Career Ready Practices

Computer Science and Design Thinking

- **8.1.2.A.4 Technology Operations and Concepts**
Create a document with text using a word processing program.
 - **8.1.2.F.1 Creativity and Innovation**
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Illustrate and communicate original ideas and stories using digital tools and media-rich resources.

- **8.2.2.D.1 Research and Information Literacy**

Collect and post the results of a digital classroom survey about a problem or issue and predict consequences based on claims and reasons.

Career Readiness, Life Literacies and Key Skills

- **9.4.2.CI.1: Creativity and Innovation**

Demonstrate openness to new ideas and perspectives

- **9.4.2.CT.1: Critical Thinking and Problem Solving**

Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem

- **9.4.2.IML.2: Information and Media Literacy**

Represent data in a visual format to tell a story about the data

English Language Arts

RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.

RL.2.3. Describe how characters in a story respond to major events and challenges using key details.

RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

RI.2.8. Describe and identify the logical connections of how reasons support specific points the

author makes in a text.

RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.

RF.2.4. Read with sufficient accuracy and fluency to support comprehension

W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.

W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.

SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing

Career Ready Practices

CRP1. Act as a responsible and contributing citizen and employee.

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.

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

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Unit Two - Personal Growth and Development, Wellness, Health Conditions

Content Area: **Comprehensive Health & Physical Education**
Course(s): Grade Three Health
Time Period:
Length:
Status: **Not Published**

Summary of the Unit

Personal Growth and Development are lifelong processes of physical, behavioral, emotional and cognitive change throughout one's lifetime. Personal Growth and Development pertains to keeping your body healthy and understanding hormonal changes (all body systems). It encompasses the human condition: who we are, how we grow or evolve, and how interaction with others affects the process of growth physically, mentally, socially, and emotionally from infancy through advanced age.

Health conditions are acute or chronic illnesses and diseases, which can be either controllable or life threatening. People contract different types of diseases, such as communicable diseases. Access to care and facilities affect the conditions of health. Health-enhancing behaviors help a person avoid and reduce health risks, and diseases. Early detection, treatment, screenings, and vaccines assist in preventing (personal, community and global) illnesses and outbreaks.

Enduring Understandings

The body is made up of many parts working together.
Self-care is critical at all points during a person's lifetime.
Illness can occur if we don't take care of our body.
Many factors influence how we think about ourselves and others.
Nutritious food choices promote wellness and are the basis for healthy eating habits.

Essential Questions

How does moving your body make you feel?
What can you do to keep yourself safe from germs?
What does it mean to be well?
What are the five basic food groups?
What are some healthy foods to eat? What are some unhealthy ones?

Summative Assessment and/or Summative Criteria

- Timelines, Maps, Charts, Graphic Organizers
- Unit Assessments, Chapter Assessments, Quizzes
- Short Answer
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations
- Homework
- Concept Mapping
- Primary and Secondary Source analysis

Resources

Internet/You Tube

Kidshealth.org <https://classroom.kidshealth.org/classroom/>

<https://newpathworksheets.com/science/kindergarten/me-and-my-family-0>

Everfi Health Resources <https://everfi.com/courses/k-12/health-curriculum-elementary-school/>

Center for Disease Control: <https://www.cdc.gov/cancer/dpcp/resources/index.htm>

BrainPop/BrainPop Jr.

EDPuzzles

DiscoveryEd.com

Reading A to Z/Raz Kids

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments	Standards
Staying Healthy 4 - 5 Days	Explore how activity helps all human bodies stay healthy.	What do you do to stay active and healthy? Discuss benefits of exercise and staying physically fit. How do you feel after physical activity? When I do my favorite physical activity, I feel..... When I don't do my favorite physical activity, I feel Doing schoolwork after playing outside or doing physical activity makes me feel Brain Pop " Fitness" https://www.brainpop.com/health/personalhealth/fitness/ Kids Health Fitness https://classroom.kidshealth.org/classroom/3to5/pers	Sharing Fitness Tips handout (See Resource Packet)	2.1.5.PGD.1 2.3.5.HCDM.1

		onal/fitness/fitness.pdf	
	Develop an awareness of healthy habits (e.g., wash hands, brush teeth).	Why is hand washing is important? Why is it important to cover our bodies when we go into a wooded or areas with tall grass?	2.1.5.PGD.1 2.3.5.HCDM.2
	Identify different types of germs, what effect they have on your body and how to prevent the spread of germs.	Kids Health “Germs” https://classroom.kidshealth.org/classroom/3to5/personal/hygiene/germs.pdf	2.1.5.PGD.1 2.3.5.HCDM.2
	Identify the systems of the body and how they relate to maintaining good health.	Brain Pop “Body Systems” https://www.brainpop.com/health/bodysystems/bodysystems/ Brain Pop “Circulatory System” https://www.brainpop.com/health/bodysystems/circulatorysystem/ Brain Pop “Respiratory System” https://www.brainpop.com/health/bodysystems/respiratorysystem/ Brain Pop “Digestive System” https://www.brainpop.com/health/bodysystems/digestivesystem/	2.2.5.N.1 2.1.5.PGD.1 2.1.5.HCDM.1
Mental Health 1 Day		Brain Pop “Getting Help” https://www.brainpop.com/english/studyandreadingskills/gettinghelp/	2.1.5. EH.4 2.1.5.HCDM.3

<p>Nutrition</p> <p>4 - 5 Days</p>	<p>Explore different types of foods and food groups.</p>	<p>Display food pyramid poster. Discuss the five food groups.</p> <p>Brain Pop video “Nutrition”: https://www.brainpop.com/health/nutrition/nutrition/</p> <p>Using MyPlate.org discuss the importance of eating a balanced meal</p> <p>Discuss the components of a balanced diet and analyze ‘diets’ (e.g., vegetarian, vegan, Paleo, South Beach, Mediterranean, etc.)</p> <p>Compare nutritional data on food labels (calories, fat, sugar, and sodium)</p> <p>Food Labels: https://classroom.kidshealth.org/classroom/3to5/personal/nutrition/food_labels.pdf</p>	<p>Using MyPlate (http://www.choosemyplate.gov/) as a guide, students will create a day of meals. One set of meals will be healthy and the other set unhealthy. They will either draw or cut out and paste the meals. They 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.</p> <ol style="list-style-type: none"> 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? 	<p>2.2.5.N.1 2.2.5.N.2</p>
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<p>Healthy Eating Habits 3 - 4 Days</p>	<p>Differentiate between healthy and unhealthy eating habits.</p>	<p>Breakfast: https://classroom.kidshealth.org/classroom/3to5/personal/nutrition/breakfast.pdf</p> <p>Healthy Snacking: https://classroom.kidshealth.org/classroom/3to5/personal/nutrition/healthy_snacking.pdf</p> <p>School Lunch: https://classroom.kidshealth.org/classroom/3to5/personal/nutrition/school_lunch.pdf</p> <p>Healthy Eating for Kids Video: https://www.youtube.com/watch?v=a-084pqI05U</p>		<p>2.2.5.N.1 2.2.5.N.2 2.2.5.N.3</p>
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Suggested Modifications for Special Education, ELL, Academically At Risk, and Gifted Students

- Extra time for assigned tasks
- Adjust length of assignment
- Timeline with due dates for reports and projects
- Communication system between home and school
- Provide lecture notes/outline
- Graphic Organizer
- Anchor charts to model concepts/skills/life progressions
- Chart academic vocabulary with visual representations
- Translation dictionary
- Teacher modeling

- Utilize technological programs which provide verbal and visual instruction in native and/or second language (site specific)
- Use interactive technology
- Independent assignments
- Modifications/accommodations included in 504 or IEP

Comprehensive Health Standards

2.1.5.PGD.1: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one’s wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity).

2.3.5.HCDM.1: Identify conditions that may keep the human body from working properly, and the ways in which the body responds.

2.3.5.HCDM.2: Describe how to prevent the spread of communicable and infection diseases and conditions (e.g., Lyme Disease, influenza)

2.3.5.HCDM.3: Examine how mental health can impact one’s wellness (e.g., depression, anxiety, stress, phobias).

2.2.5.N.1: Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.

2.2.5.N.2: Create a healthy meal based on nutritional content, value, calories, and cost.

2.2.5.N.3: Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture.

Cross Curricular Standards/Career Ready Practices

Computer Science and Design Thinking

- **8.1.2.A.4 Technology Operations and Concepts**
Create a document with text using a word processing program.
 - **8.1.2.F.1 Creativity and Innovation**
Illustrate and communicate original ideas and stories using digital tools and media-rich resources.
 - **8.2.2.D.1 Research and Information Literacy**
Collect and post the results of a digital classroom survey about a problem or issue and
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predict consequences based on claims and reasons.

Career Readiness, Life Literacies and Key Skills

- **9.4.2.CI.1: Creativity and Innovation**
Demonstrate openness to new ideas and perspectives
- **9.4.2.CT.1: Critical Thinking and Problem Solving**
Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem
- **9.4.2.IML.2: Information and Media Literacy**
Represent data in a visual format to tell a story about the data

English Language Arts

RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.

W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.3.7. Conduct short research projects that build knowledge about a topic. 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.

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.

L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Career Ready Practices

CRP1. Act as a responsible and contributing citizen and employee.

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.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Unit Three – Personal Safety, Community Services and Support

Content Area: Comprehensive Health & Physical Education

Course(s): Health Grade Three

Time Period:

Length:

Status: **Not Published**

Summary of the Unit

Personal Safety involves being aware of your surroundings and understanding of how certain situations and/or unhealthy behaviors can lead to injury, illness or death. The ability to identify potential risks and an awareness of the steps that can likely prevent injuries and diseases are key to being safe. In addition, it is essential that students understand that there are circumstances that may make them feel uncomfortable or are unsafe/dangerous that are beyond their control. It is essential that students know where and how to seek help and do not blame themselves.

Community Health Services provide informational resources and assistance to communities and individuals to support disease and injury prevention, disaster relief, and improve the quality of services provided to all individuals. Community Health Services promote public health, health equity, healthy lifestyles and reduce health disparities.

Enduring Understandings

People in the community work to keep us safe.

Potential hazards exist in personal space, in the school, in the community, and globally.

Individuals face a variety of situations that may result in different type of feelings and learning how to talk about their feelings is important.

Safety includes being aware of the environment and understanding how certain situations could lead to injury or illness.

It is important to be aware of potential dangers around us.

The environment can impact personal health and safety in different ways.

Essential Questions

How do I stay safe in various situations?

How can I impact the environment?

When should you tell an adult if you or a friend are in danger?

How can you stay safe riding in a car or bus?

What are some dangers of digital media? How can I stay safe online?

If there is an accident or fire, what information will you need to tell the operator when you call 911?

Summative Assessment and/or Summative Criteria

- Timelines, Maps, Charts, Graphic Organizers
- Unit Assessments, Chapter Assessments, Quizzes
- Short Answer

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- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
 - Projects, Portfolio, Presentations
 - Homework
 - Concept Mapping
 - Primary and Secondary Source analysis

Resources

Internet/You Tube

Kidshealth.org <https://classroom.kidshealth.org/classroom/>

<https://newpathworksheets.com/science/kindergarten/me-and-my-family-0>

Everfi Health Resources <https://everfi.com/courses/k-12/health-curriculum-elementary-school/>

BrainPop/BrainPop Jr.

EDPuzzles

DiscoveryEd.com

Reading A to Z/Raz Kids

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments	Standards
Finding Help in an Emergency 2 Days	Identify community professionals and school personnel who address health emergencies and provide reliable health information to us	Have the school nurse, anti-bullying specialist, and/or social worker come to class to explain their role in addressing emergencies and how they provide reliable health information to students Brain Pop: “Getting Help” https://www.brainpop.com/english/studyandreadingskills/gettinghelp/	Select an activity from Brain Pop resources	2.1.5.CHSS.1
	Determine where to access home, school and community health professionals.	Generate a list with the students who the home, school and community health professionals are and have a nurse, doctor, dental provided, etc. come to speak to the class FEMA Coloring Book http://www.fema.gov/pdf/library/color.pdf		2.1.5.CHSS.1
Environmental Impact on Health 1 Day	Describe how climate change affects the health of individuals, plants and animals.	Brain Pop: “Humans and the Environment” https://www.brainpop.com/science/ourfragileenvironment/humansandtheenvironment/ How can we impact the environment?	Complete one of the activities/quizzes.	2.1.5.CHSS.2

<p>Feelings 1 Day</p>	<p>Identify situations that might result in individuals feeling sad, angry, frustrated, or scared.</p>	<p>Share the different kinds of feelings that people experience (happy, angry, sad, scared, and excited).</p> <p>“Feeling Sad” https://classroom.kidshealth.org/classroom/3to5/problems/emotions/sad.pdf</p>	<p>Draw a picture of ways to deal with anger and frustration; write two sentences to explain. Discuss with class.</p>	<p>2.1.5.CHSS.3</p>
<p>Trusted Adults 1 Day</p>	<p>Identify individuals who can assist with expressing one’s feelings (e.g., family members, teachers, counselors, medical professionals).</p>	<p>Invite school counselor to speak to class. Brainstorm people who can help you talk about your feelings and help you solve problems.</p>	<p>Students will draw that person/persons with detail and write 2 sentences as to why they feel they can go to that person for help.</p>	<p>2.1.5.CHSS.1 2.3.5.PS.5 2.3.5.PS.6 Suicide Prevention (N.J.S.A. 18A: 6- 111)</p>
<p>Sexual Assault Prevention (N.J.S.A. 18A:35-4.3) 1 Day</p>	<p>Understand there are parts of our bodies that are private.</p>	<p>“I Can Say No” activity – identify situations when it is appropriate to say “no” to someone. (See Resource Packet)</p>		<p>2.3.5.PS.5 2.3.5.PS.6</p>
<p>Mental Health 1 Day</p>	<p>Mental Health (N.J.S.A. 18A:35-4.39)</p>	<p>Brain Pop “Stress” https://www.brainpop.com/english/studyandreadingskills/stress/</p>	<p>Complete quiz in Brain Pop resources.</p>	<p>2.1.5.CHSS.3</p>

Safe Choices 2 Days	Recognize and demonstrate safety strategies to prevent injuries at home, school, in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention).	Select from activities on the topics of bike, car, bus, water, cooking and fire safety: https://classroom.kidshealth.org/classroom/index.jsp?Grade=35&Section=personal	Break the students into small groups. Have each group design a visual cue such as a pamphlet or a poster on safety.	2.3.5.PS.1 2.3.5.PS.2 2.3.5.PS.3
	Recognize potential dangers of social media. Determine how to stay safe online.	Kids Health” Online Safety” https://classroom.kidshealth.org/classroom/3to5/personal/safety/online_safety.pdf		2.3.5.PS.1 2.3.5.PS.4

Suggested Modifications for Special Education, At Risk, ELL and Gifted Students

- Extra time for assigned tasks
- Adjust length of assignment
- Timeline with due dates for reports and projects
- Communication system between home and school
- Provide lecture notes/outline
- Graphic Organizer
- Anchor charts to model concepts/skills/life progressions
- Chart academic vocabulary with visual representations
- Translation dictionary
- Teacher modeling
- Utilize technological programs which provide verbal and visual instruction in native and/or second language (site specific)
- Use interactive technology
- Independent assignments
- Modifications/accommodations included in 504 or IEP

Suggested Technological Innovations/Use

- Chromebooks
- OnCourse Classroom
- PowerPoint, Google Slides
- Glogster to make Electronic Posters

Comprehensive Health Standards

2.3.5.PS.1: Develop strategies to reduce the risk of injuries at home, school, and in the community.

2.3.5.PS.3: Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation.

2.3.5.PS.4: Develop strategies to safely communicate through digital media with respect.

2.3.5.PS.5: Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries.

2.3.5.PS.6: Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous

situation, including bullying, teasing, teen dating violence, sexual harassment, sexual assault, and sexual abuse.

2.1.5.CHSS.1: Identify health services and resources available and determine how each assist in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals).

2.1.5.CHSS.2: Describe how business, non-profit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including climate change.

2.1.5.CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.

Cross Curricular Standards/Career Ready Practices

Computer Science and Design Thinking

- **8.1.2.A.4 Technology Operations and Concepts**
Create a document with text using a word processing program.
- **8.1.2.F.1 Creativity and Innovation**
Illustrate and communicate original ideas and stories using digital tools and media-rich resources.
- **8.2.2.D.1 Research and Information Literacy**
Collect and post the results of a digital classroom survey about a problem or issue and predict consequences based on claims and reasons.

Career Readiness, Life Literacies and Key Skills

- **9.4.2.CI.1: Creativity and Innovation**
Demonstrate openness to new ideas and perspectives
- **9.4.2.CT.1: Critical Thinking and Problem Solving**
Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem
- **9.4.2.IML.2: Information and Media Literacy**
Represent data in a visual format to tell a story about the data

English Language Arts

RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.

W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.3.7. Conduct short research projects that build knowledge about a topic. 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.

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.

L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Career Ready Practices

CRP1. Act as a responsible and contributing citizen and employee.

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.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Unit Four – Alcohol, Tobacco and Other Drugs

Content Area: **Comprehensive Health & Physical Education**

Course(s): Grade Three Health

Time Period:

Length:

Status: **Not Published**

Summary of the Unit

Alcohol, other drugs and tobacco can be found in a variety of forms. The use of alcohol and other drugs has both short-term and long-term effects. Alcohol and other drugs use refer to all types of legal and illicit drugs. Over the counter medicines and prescription medications, when taken correctly are drugs used to treat pain and illness. These drugs have both benefits and risks. There are many types of tobacco products such as cigarettes, e-cigarettes, and marijuana to name a few that can cause damage both physically and mentally. Tobacco, alcohol, and other illicit drug products can adversely affect the user, family members, and those in the community.

There are many types of treatment facilities for a person to receive help to recovery. Students should know who to see and where to go for resources in the school and in the community (e.g., teacher, coach, school counselor, SAC, school nurse, resource officer, peer leadership individual, mental health specialist, parents, social worker).

Topics in this unit are also part of Red Ribbon Week in October of each school year.

Enduring Understandings

The use of alcohol, tobacco, and other drugs in unsafe ways is harmful to one's health.

Substance abuse is caused by a variety of factors.

There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.

Essential Questions

What are the rules to follow for safe use of medicine?

What is a drug and what is the difference between good and bad drugs?

What does cigarette smoking do to your body?

Why do you think it's illegal for anyone to drink alcohol before they're 21 years old?

Why do some people smoke cigarettes? Why is it so hard for people to stop smoking?

Explain the effects of medicine on the body and the mind, how they are obtained and properly used.

What are some things you can do to help someone in your life who needs help with drugs, alcohol or tobacco

Summative Assessment and/or Summative Criteria

- Timelines, Maps, Charts, Graphic Organizers
- Unit Assessments, Chapter Assessments, Quizzes
- Short Answer
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations
- Homework
- Concept Mapping
- Primary and Secondary Source analysis

Resources

Internet/You Tube

Kidshealth.org <https://classroom.kidshealth.org/classroom/>
<https://newpathworksheets.com/science/kindergarten/me-and-my-family-0>

Everfi Health Resources <https://everfi.com/courses/k-12/health-curriculum-elementary-school/>

BrainPop/BrainPop Jr.

EDPuzzles

DiscoveryEd.com

Reading A to Z/Raz Kids

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments	Standards
Drugs 2 Days	Explain what medicines are, how they are used, and the importance	What's a drug? Can you name some drugs? What do drugs do to your body and mind? Identify the important information on the label (directions, dosage, uses, warnings, ingredients) List trusted adults to administer medicine Drugs:	Show What You Know About Drugs	2.3.5.ATD.1 2.3.5.DSDT.1

	of utilizing medications properly.	https://classroom.kidshealth.org/classroom/3to5/problems/drugs/drugs.pdf		
Potential Harmful Effects of Drugs 1 Day	Identify ways in which drugs, including some medicines, can be harmful.	Distinguish between helpful and harmful drugs. See activities: https://classroom.kidshealth.org/classroom/prekto2/problems/drugs/drugs.pdf	What Should you Do? Activity (See Resource Packet)	2.3.5.ATD.1 2.3.5.DSDT.1
Tobacco 1 Day	Explain effects of tobacco use on personal hygiene, health, and safety.	View and discuss Brain Pop video "Smoking". https://www.brainpop.com/health/personalhealth/smoking/ Activities; "Smoking" https://classroom.kidshealth.org/classroom/3to5/problems/drugs/smoking.pdf	Quiz (See Resource Packet).	2.3.5.ATD.1 2.3.5.ATD.3 2.3.5.DSDT.1 2.3.5.DSDT.2 2.3.5.DSDT.3 2.3.5.DSDT.4 2.3.5.DSDT.5
Alcohol 1 Day	Understand why alcohol can be dangerous. Understand the effects of alcohol.	Lesson Plans and activities: https://classroom.kidshealth.org/classroom/3to5/problems/drugs/alcohol.pdf		2.3.5.ATD.1 2.3.5.ATD.3 2.3.5.DSDT.1 2.3.5.DSDT.2 2.3.5.DSDT.3 2.3.5.DSDT.4 2.3.5.DSDT.5
Drug Abuse 1 Day	Recognize that some people may have difficulty controlling their use of	Brain Pop: "Substance Abuse" https://www.brainpop.com/health/personalhealth/substanceabuse/		2.3.5.DSDT.2 2.3.5.DSDT.4 2.3.5.DSDT.5 2.3.5.ATD.3

	alcohol, tobacco, and other drugs.			
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Comprehensive Health Standards

2.3.5.ATD.1: Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer).

2.3.5.ATD.3: Describe the behaviors of people who struggle with the use of alcohol and drugs and identify the type of assistance that is available.

2.3.5.DSDT.1: Differentiate between drug use, misuse, abuse, and, prescription and illicit drugs.

2.3.5.DSDT.2: Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem.

2.3.5.DSDT.3: Demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health.

2.3.5.DSDT.4: Demonstrate strategies for seeking assistance for someone impacted by an individual who is struggling with the use/abuse of alcohol or drugs.

2.3.5.DSDT.5: Identify the various types of resources that are available in the community and online to assist individuals who struggle with alcohol, tobacco, and drug use/abuse (e.g., school nurse, counselor, peer leadership group).

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