

Health Curriculum Overview

GRADE 3

Grade Level: Third Grade

Content Area: Health

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Board Approved: _____

PACING GUIDE

Coding of Performance Expectations

To promote a unified vision of the NJSLS-CHPE, an abbreviated form of the disciplinary concepts is included in the alphanumeric code. The disciplinary concepts were abbreviated as follows:

- Personal Growth and Development (PGD)
- Social and Sexual Health (SSH)
- Physical Fitness (PF)
- Personal Safety (PS)
- Dependency, Substance Disorder and Treatment (DSDT)
- Pregnancy and Parenting (PP)
- Community Health Services and Support (CHSS)
- Lifelong Fitness (LF)
- Health Conditions, Diseases and Medicines (HCDM)
- Emotional Health (EH)
- Movement Skills and Concepts (MSC)
- Nutrition (N)
- Alcohol, Tobacco and other Drugs (ATD)

EACH LESSON IS ONE CLASS PERIOD (40 MINUTES)

Lesson Title	Lesson Overview	Lesson Objectives	NJSLS Alignment
UNIT: FEELINGS AND HEALTHY RELATIONSHIPS			
Lesson 1: Being Healthy in Many Ways	In this lesson, students examine what it means to be healthy, with a focus on mental/emotional health. They discuss the qualities of an emotionally healthy person and why emotional health is important. After discussing ways young people learn how to do things, the teacher introduces the idea of role models and shares a story about an emotionally healthy role model. Then students consider the people in their lives who exemplify positive emotional health and examine the traits of their role models that they would like to emulate.	Explain what it means to be mentally and emotionally healthy. Identify characteristics of a mentally and emotionally healthy person. Identify role models who demonstrate positive emotional health.	2.1.5.EH.1 2.3.5.HCDM.3
Lesson 2: Expressing Feelings in Healthy Ways	This lesson helps students think about healthy ways to express different kinds of feelings, including those that may be troublesome or uncomfortable to experience. Students read some descriptions of different emotional expressions and guess what feeling is being represented. They discuss how feelings influence behavior and why it is	Describe the relationship between feelings and behavior. Describe appropriate ways to express and deal with emotions. Describe the importance of being aware of one's own feelings and of being sensitive to the feelings	2.1.5.EH.1 2.1.5.EH.2 2.1.5.EH.3 2.1.5.SSH.5 2.1.5.CHSS.3

	important to be aware of their own feelings as well as sensitive to the feelings of others. They brainstorm ways to express feelings in healthy ways, including feelings of anger or frustration, and list trusted adults they can talk to when they are experiencing strong or troublesome emotions.	of others. Identify a parent or other trusted adult to talk with about feelings. Explain the importance of talking with parents and other trusted adults about feelings.	
Lesson 3: Getting Along with Family	In this lesson, students consider the ways their families support them and how they can contribute, in turn, to their families. They explore how families help each other and draw pictures of their families. They read some stories about third graders and their families and the teacher guides a discussion to help them think about the benefits of healthy family relationships, pro-social behaviors that contribute to happy, healthy families and what it means to be a responsible family member. They take home a family sheet to help them talk about what they value about their families and how family members can help each other.	Describe the benefits of healthy family relationships. Give examples of pro-social behaviors (e.g., helping others, being respectful of others, cooperation, consideration). Identify characteristics of a responsible family member.	2.1.5.EH.4 2.1.5.SSH.4 2.1.5.SH.5 2.1.5.SSH.6
Lesson 4: Getting Along with Friends	In this lesson, students consider what it means to be a friend and the ways friends can support each other and help each other be healthy. They discuss the qualities that make a good friend, the benefits of friendship and how friends show each other they care. They read about expressing care and concern, respecting boundaries and being a good listener, then practice these friendship communication skills through some simple roleplays.	Describe the benefits of healthy peer relationships. Describe healthy ways to express affection, love, friendship and concern. Explain the importance of respecting the personal space and boundaries of others. Demonstrate effective verbal and nonverbal communication skills.	2.1.5.EH.4 2.1.5.SSH.6
Lesson 5: Valuing Self and Others	In this lesson, students learn how valuing oneself and others contributes to good emotional health. Students consider the benefits of living in a world where people are different and unique. They define the concept of respect and consider how liking and respecting yourself makes it easier to get along with and respect others. Then they work in small groups to identify things they value about themselves and their classmates using a series of questions. They take home a family sheet to help them talk with their parents or guardians about respecting differences.	Describe how people are similar and different. Identify characteristics that make people unique or special. Identify characteristics of someone who has self-respect.	2.1.5.SSH.3

<p>Lesson 16: Dealing with Inappropriate Touch</p> <p>NOTIFY GUARDIANS PRIOR TO LESSON</p>	<p>In this lesson, students learn what to do if they are ever touched inappropriately. After defining the word problem, they identify caring adults they could go to for help with problems. They learn that there are different kinds of touch and contrast safe touches with two types of touch that can be problems: unsafe and secret touches (sexual abuse). The teacher emphasizes that children are never at fault if they receive unsafe or secret touches. Students learn and practice how to respond to secret touches. Then they complete an activity sheet that helps them review what to do if they experience an unsafe or secret touch.</p>	<p>Distinguish between safe, unsafe and secret touches. Explain that unsafe and secret touches should be reported to a trusted adult. Explain that it's not children's fault if someone touches them in an inappropriate way. Explain that children have the right to tell others not to touch their bodies. Demonstrate how to effectively ask for help if they are touched in an inappropriate way.</p>	<p>2.1.5.EH.4 2.1.5.SSH.5 2.3.5.PS.5 2.3.5.PS.6 AGE APPROPRIATE</p>
UNIT: HEALTHY AND SAFE BODIES			
<p>Lesson 6: Avoiding Germs to Stay Healthy</p>	<p>This lesson helps students practice behaviors that will help prevent infectious diseases such as colds and flu. Students share symptoms they have experienced when sick, then read about how germs can be passed from person to person. They brainstorm things they can do to avoid infectious illness, and practice healthy actions they can take to prevent the spread of germs, including handwashing and covering sneezes and coughs. They also discuss the importance of asking for help and telling an adult then they don't feel well.</p>	<p>Describe ways that common infectious diseases are transmitted. Describe ways to prevent the spread of germs that cause infectious diseases. Explain how handwashing and covering a cough and sneeze are effective ways to prevent many infectious diseases. Describe the importance of seeking help and treatment for common infectious diseases.</p>	<p>2.1.5.PGD.1 2.3.5.HCDM.2</p>
<p>Lesson 7: Helping Everyone Avoid Germs</p>	<p>SKIP</p>		
<p>Lesson 8: Using Medicines in Safe Ways</p>	<p>Students identify symptoms or signals the body sends when a person is sick. They define <i>medicine</i> and learn the difference between prescription and over-the-counter medicines. They complete a chart as they discuss how to use medicines in ways that help, and ways to use medicines that can hurt or be dangerous because the medicine is being used in wrong or unsafe ways. They discuss the benefits medicines offer when used correctly and identify risks of using medicines improperly. They complete an activity sheet to review what they have</p>	<p>Describe symptoms that occur when a person is sick. Explain how to use medicines correctly. Explain the benefits of medicines when used correctly. Describe potential risks associated with inappropriate use of medicines.</p>	<p>2.1.5.PGD.1</p>

	learned and take home a family sheet to help them discuss family rules for using medicines safely.		
Lesson 9: Being Safety Smart	This lesson helps students consider the idea of being safe. Students complete an activity sheet to define what being safe means to them, then consider a series of questions around safety. They discuss how kids may often take risks because they believe that nothing bad will happen to them, and learn about the importance of thinking about safety ahead of time. They read about some of the ways kids can be hurt and review basic safety rules that can help keep them safe in a variety of everyday situations.	Explain what being safe means. Explain how injuries can be prevented. Identify basic safety rules for a variety of common situations and activities.	3.1.5.PGD.1 2.3.5.PS.1
Lesson 10: Teaching Others to Be Safety Smart	SKIP		
Lesson 11: Safety-Smart Presentations	SKIP		
Lesson 12: Setting My Goal to Be Safety Smart	In this lesson, students set a goal to be safety smart. They complete a self-assessment of their safety behaviors to identify areas in which they can improve. They learn three questions to help them set a goal, then complete an activity sheet to set a specific goal around one of the safety smart areas they have studied, identify benefits of meeting this safety goal and monitor their progress toward the goal.	Set a realistic personal goal to avoid or reduce injury. Identify resources that can help achieve a personal goal to avoid or reduce injury. Track progress toward achieving a personal goal to avoid or reduce injury.	2.3.5.PS.1
Lesson 13: Assessing Situations and Making Safe Choices	This lesson helps students assess situations for safety and make safe choices. After discussing what it means to feel safe and comfortable, students learn four questions they can ask themselves to check out situations, people and places. They identify some safe places and situations and contrast these to situations that can make them feel uncomfortable or unsafe. They consider steps they can take to feel safe again, including asking for help from adults. The teacher models how to use the questions to assess a situation and make a decision about what to do.	Describe safe situations. Identify situations which need a decision related to staying safe. Identify options and their potential outcomes when making a decision related to safety. Decide whether help is needed to make a decision related to safety. Choose a healthy option when making a decision related to safety.	2.1.5.EH.4

	Then students work in small groups to practice using the questions they've learned to assess some sample situations and make safe decisions. They take home a family sheet to help them discuss how to make safe choices with their parents or guardians.		
UNIT: RESPECTING YOURSELF AND OTHERS			
Lesson 14: Bullying: Myths and Facts	In this lesson, students examine myths and facts about bullying. They explore the kinds of actions, words and behaviors that constitute bullying and summarize key concepts. They read about myths people may believe about bullying and discuss why these myths are false. They consider why bullying is harmful not just to the person being bullied. The teacher reviews school policies on consequences of bullying and how to report it, then helps students consider the difference between tattling and reporting. Students complete an activity sheet to review facts about bullying and take home a family sheet to help them discuss bullying at school with their parents or guardians.	Describe the difference between bullying and teasing. Explain why it is wrong to bully others. Describe the difference between tattling and reporting bullying. Describe what to do if they or someone else were being bullied.	2.1.5.SSH.7 2.3.5.PS.6
Lesson 15: Preventing and Reporting Bullying	This lesson reinforces the importance of preventing and reporting bullying. Students learn a simple process for asking an adult for help with bullying and practice in pairs. Then they design signs for a Safety Ambassadors' campaign to help others at school understand that bullying is wrong and the importance of reporting it.	Demonstrate how to effectively ask for help to prevent bullying. Demonstrate how to persuade others to prevent bullying.	2.1.5.EH.4 2.1.5.SSH.5 2.1.5.SSH.7 2.3.5.PS.6
UNIT: NUTRITION AND FITNESS			
Lesson 17: My Healthy Food Choices	This lesson teaches guidelines for making healthy food choices. After solving a riddle, students explore the importance of eating, identify body signals of hunger and fullness, and list benefits of healthy eating. They learn "healthy foods rules" that will help them choose foods that are fresh, crunchy and chewy and avoid foods with a lot of sugar, salt or fat. They identify foods they like that fit these criteria, then write or illustrate healthy food	Explain body signals that tell people when they are hungry and when they are full. Describe the benefits of healthy eating. Identify foods that are high in fat and low in fat. Identify foods that are high in added sugars. Identify foods that are high in sodium. Describe the benefits of limiting the consumption of solid fat, added sugar, and sodium.	2.1.5.PGD.1 2.2.5.N.1

	choices for a day's worth of meals based on the rules they have learned.		
Lesson 18: Water and Other Healthy Drink Choices	This lesson reviews the importance of drinking water for health. Students read about and discuss the reasons the body needs water to be healthy. They are presented with pictures of different beverages and analyze which are healthy choices that meet the healthy foods rule of not being too sugary sweet. They complete an activity sheet by reading a story about a third grader, explaining when and why it would be important for her to drink water during the day, and assessing their own water drinking habits.	Identify nutritious and non-nutritious beverages. Describe the benefits of drinking plenty of water, including before, during and after physical activity. Assess and make a plan to maintain or improve their water-drinking habits.	2.1.5.PGD.1 2.2.5.N.1
Lesson 19: Eat Breakfast Every Day	This lesson teaches the importance of eating a healthy breakfast. Students read a story that illustrates the effect of eating breakfast on a third grader's feelings and school performance. They compare and contrast how they feel when they eat breakfast versus when they don't. They review and apply the healthy foods rules to identify examples of healthy breakfast food choices, and discuss why the body needs breakfast. The teacher posts a classroom banner to remind students to eat a healthy breakfast each day.	Explain why breakfast should be eaten every day. Illustrate a healthy breakfast. Explain the benefits of eating a healthy breakfast.	2.1.5.PGD.1 2.2.5.N.1
Lesson 20: Eat 5 a Day	This lesson reviews the concept of eating 5 fruits and vegetables a day for good health. Students answer some riddles to identify fruits and vegetables as healthy food choices and guess the names of some common fruits and vegetables. They review the meaning of 5 a day and discuss why eating fruits and vegetables is a healthy choice. They complete an activity sheet to identify their favorite fruits and vegetables and take home a family sheet to discuss eating 5 a day with their parents or guardians.	Describe the benefits of eating plenty of fruits and vegetables.	2.1.5.PGD.1 2.2.5.N.1
Lesson 21: Food Choices and Influences	In this lesson, students analyze influences on their food choices. They illustrate their favorite meal and then consider the reasons they like to eat these foods, including family and peer influences, advertising and local availability. They describe their favorite meal to a partner	Illustrate a favorite meal. Identify and describe how relevant influences of family and culture affect personal food choices. Identify and describe how relevant influences of peers affect food choices and other eating	2.2.5.N.2

	and compare their reasons for eating the foods they chose.	practices and behaviors. Identify and describe how relevant influences of media (e.g., advertising) affect food choices.	
Lesson 22: My Goal to Eat Healthy	SKIP		
Lesson 23: Move More, Sit Less	This lesson helps students understand the importance of being physically active. Students learn how much physical activity third graders need each day, and are introduced to some “let’s move rules” that will help them choose activities that contribute to good health and fitness. They discuss the benefits of physical activity and then complete a self-assessment to review their typical daily physical activity and the times when they are sedentary. They analyze the results and identify activities that would help them move more and sit less.	Assess how much they move each day. Describe the recommended amount of physical activity for children. Identify ways to increase daily physical activity. Explain positive outcomes for being physically active.	2.1.5.PGD.1 2.2.5.PF.1 2.2.5.PF.3 2.2.5.N.3
Lesson 24: My Goal to Move More	SKIP		
UNIT: ALCOHOL, TOBACCO, AND OTHER DRUGS			
Lesson 25: Tobacco and Alcohol Are Dangerous Drugs	In this lesson, students learn important facts about tobacco and alcohol. After brainstorming what they already know about these two drugs, students read an article and compare key facts to what they think they know. Then they participate in an interview game to explain how tobacco, secondhand smoke and aerosol, and alcohol hurt the body, list benefits of being tobacco and alcohol free, and identify people who can help them stay drug free.	Explain the difference between medicines and illicit drugs. Identify short- and long-term effects of alcohol use. Identify short- and long-term physical effects of using tobacco. Explain the short- and long-term physical effects of being exposed to others’ tobacco use. Describe benefits of being tobacco and alcohol free.	2.3.5.ATD.1 2.3.5.ATD.2 2.3.5.DSDT.1
Lesson 26: Choosing to Be	This lesson helps students make the personal choice to be tobacco free. Students review questions to ask	Identify situations which need a decision related to alcohol or tobacco use.	2.3.5.ATD.1 2.3.5.ATD.2

Tobacco and Alcohol Free	themselves when making a decision. They work through an example modeled by the teacher, and then complete an activity sheet to practice making a healthy choice in relation to alcohol use.	Identify options and their potential outcomes when making a decision related to alcohol or tobacco use. Choose a healthy option when making a decision about alcohol or tobacco use. Describe the final outcome of a decision related to alcohol or tobacco use.	2.3.5.DSDT.1
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