

# Gr. 3-5 Health Curriculum:

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## Overview

*During this grade level band of health instruction, students will be exposed to multiple learning objectives that focus on injury prevention and personal safety, nutrition, body functions, growth and development, the cycle of family life, disease and illness prevention, substance abuse prevention, community health and safety, self-worth, mental and emotional health, environmental and consumer health, and physical fitness. At all grade levels, these topics will be presented academically in an age appropriate manner that respects the comfort level, cognitive development, and wellbeing of all students, while also adhering to NJSL guidelines.*

## 2020 New Jersey Student Learning Standards - Comprehensive Health and Physical Education

Learning in this grade level band will focus on:

### 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).

**2.1.5.PGD.2:** Examine how the body changes during puberty and how these changes influence personal self-care.

- **2.1.5.PGD.3:** Explain the physical, social, and emotional changes that occur during puberty and adolescence and why the onset and progression of puberty can vary.

- **2.1.5.PGD.4:** Explain common human sexual development and the role of hormones

- **2.1.5.PGD.5:** Identify trusted adults, including family members, caregivers, school staff, and health care professionals, whom students can talk to about relationships and ask questions about puberty and adolescent health.

**2.1.5.PGD.1:** Explain the relationship between sexual intercourse and human reproduction.

- **2.1.5.PGD.2:** Explain the range of ways pregnancy can occur (e.g., IVF, surrogacy).

- **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.2:** Differentiate between sexual orientation and gender identity.

- **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.

- **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.

## Instructional Focus

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**Essential Questions:**

How do we stay safe and avoid injury and illness?  
What is a true emergency?  
Why is nutrition important?  
What are the functions of the eyes, ears, and digestive system?  
How are families different?  
What is pollution and climate change?

**Suggested Activities**

301  
Injury Prevention & Personal Safety  
Safe at home and away  
Responsible safety strategies  
Safe environments  
Turning unsafe into safe  
Identifying emergencies  
Understanding the concept of risk  
Setting safety personal goals  
Safe, unsafe, and confusing touches  
Practicing personal safety  
Using refusal skills  
Communication skills for emergencies  
How to get help  
302  
Nutrition  
Nutrition and digestion  
Reading food labels  
Responsible food choices  
Nutritional guidelines  
Food handling and labeling laws  
Influences on eating habits  
Ranking foods for energy and nutrients  
Testing recipes  
Food groups  
Setting nutritional goals  
303  
Functions of the Body  
Parts and functions of the eye  
Practicing seeing new things  
Eye problems & protection  
Eye care standards  
Digestive and immune systems  
Cells  
Physical impairments  
Responsible self care  
Genes and heredity  
Skeletal system  
304  
Growth and Development/Cycle of Family Life  
Defining the word 'family'

**Instructional Materials/Resources**

- The Great Body Shop Program (Teacher & Student Booklets)
- Brain pop videos
- Teacher Made Materials\*
- Video Clips
- Leveled Readers\*  
*\*includes varied levels of text*

<p>Different types of families  Respecting the importance of the family  Different family responsibilities and traditions  Understanding the role of genes  Pride in culture  Preventing discrimination  Appreciating uniqueness in one's self and others  Developing self worth  305  Disease &amp; Illness Prevention  Identifying a virus  Bacteria  Fungi  Hygiene routines  Illness prevention  Immune system and HIV  Decision-making for healthy behavior  Unhealthy risks  Transmission of germs  Disease and the community  Hepatitis, HIV, and other illnesses  306  Substance Abuse Prevention  Defining a drug-free and safe community  Rules and laws for medicines and drugs  Personal strategies for drug safety  Drug addiction (nicotine, alcohol, street drugs, medicines)  How values help prevent drug abuse  Predicting the consequences of becoming addicted to drugs  Practicing refusal skills  Set goals for drug-free living  307  Community Health and Safety (Violence Prevention)  Naming local community helpers  Studying community health  Rules and laws for community health  Predicting the effect of no laws  Drugs, violence, and gangs in the community  Effects of positive and negative group attitudes  Communication skills  Negotiation and conflict resolution  Harassment and bully prevention  Community service  308  Self Worth, Mental and Emotional Health  Uniqueness of self and others  Positive character traits  Values and goals  Respecting self and having pride in heritage  Grief and loss  Respecting different points of view</p>	
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<p>Communication and refusal skills  Setting goals for healthy friendships  Personal responsibility for health and safety  Discrimination and prejudice  Self awareness and self management  309  Environmental and Consumer Health  Pollution problems  Clean environments  Environmental protection rules  Food labels  Food handling  Second-hand smoke  Advocating for healthy communities  Accessing health services and products  310  Physical Fitness  Bones, joints, and exercise  Benefits and enjoyment of exercise  Safety rules and Injury Prevention &amp; Personal  Safety prevention in organized sports  Exercise and play  Making goals for fitness  Practicing various types of exercises  Types of physical activities  Fitness pyramid</p>	
<p><b>Pacing: 1 health lesson per cycle, complete one curricular unit per month in sequence (The Great Body Shop)</b>  <a href="https://www.thegreatbodyshop.net/curriculum/k-six/topics">https://www.thegreatbodyshop.net/curriculum/k-six/topics</a></p>	

## Interdisciplinary Connections

### Language Arts Literacy

- NJLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- NJLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- NJLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

### Other Interdisciplinary Connections

9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).

- 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).

## Integration of Technology

The following standards will be addressed through activities in this unit:

- 8.2.5.ITH.2: Evaluate how well a new tool has met its intended purpose and identify any shortcomings it might have.
- 8.2.5.ITH.3: Analyze the effectiveness of a new product or system and identify the positive and/or negative consequences resulting from its use.
- 8.2.5.ITH.4: Describe a technology/tool that has made the way people live easier or has led to a new business or career.

Covered in this curriculum (x)	Career Readiness, Life Literacies, and Key Skills Practices	Description
X	Act as a responsible and contributing community members and employee	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
X	Attend to financial well-being	Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
X	Consider the environmental, social and economic impacts of decisions	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
X	Demonstrate creativity and innovation	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
X	Utilize critical thinking to make	Students readily recognize problems in the workplace,

	sense of problems and persevere in solving them	understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
X	Model integrity, ethical leadership and effective management	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
X	Plan education and career paths aligned to personal goals	Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
X	Use technology to enhance productivity increase collaboration and communicate effectively	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
X	Work productively in teams while using cultural/global competence	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

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## Evidence of Learning

Summative and Benchmark Assessments	Formative Assessments and Alternative Activities	
Unit Pretest Unit Project Unit Test Unit Writing Activity Performance Assessment	Student Conference Fun and Games Class work/participation Critical Thinking Skill activity Let's Write Bonus Source Activity Leveled Reading Activities	Lesson Review questions Reading Check questions Share/Pair Skills Practice Study Guide Teacher Observation Unit Review Vocabulary Review Homework and Practice pages Writing Connection Content Videos

### Instructional Delivery add

Student learning experiences will include a combination of instructional strategies appropriate to the content and skills being taught. Lessons may include (but are not limited to) the following:

- The Great Body Shop Program
- Direct instruction/demonstration
- Interactive/Guided reading strategies
- Cooperative learning activities
- Digital activities including videos, games, assessments
- Small Group Instruction
- Share Examples
- Visual Aids
- Modeled, Shared, and Independent Activities
- Active Learning
- Literature Activities

### Differentiated Instruction, Accommodations & Adaptations

Guided Reading -Leveled Readers

Alternative Assessments  
 Goal Setting with Students  
 Homework Options  
 Frequent Breaks  
 Tests Read Aloud

Cooperative Learning  
 Personal Maps  
 Change in Content, Process, Product  
 Flexible Grouping  
 Modified Class Assignments

<b>Special Education/IEP</b>	<b>504</b>
Assessments/assignments read orally w/ extended time Concept chunking Picture study guides Small group instruction Tests modified to include a word bank, drawings, and diagrams while still covering the essential concepts	Extended time for assignments Frequent breaks Sign agenda book daily Study guides
<b>ELL</b>	<b>Gifted &amp; Talented</b>

<p>Video presentation/Audio presentation          Tests modified to include a word bank, drawings, and diagrams while still covering the essential concepts</p>	<p>Independent extension research projects          Jigsaw cooperative learning activities          Student choice</p>
<p>I&amp;RS/At Risk</p>	

**Internet Resources**

[BrainPop Jr supplemental videos](#)

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