

HEALTH GRADE 3

THE EWING PUBLIC SCHOOLS
2099 Pennington Road
Ewing, NJ 08618

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In accordance with The Ewing Public Schools' Policy 2230, Course Guides, this curriculum has been reviewed and found to be in compliance with all policies and all affirmative action criteria.

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Rationale and Summary:

In today's world and economy and in conjunction with the NJ Student Learning Standards and Comprehensive Physical Education, there is an importance of health literacy for our 21st century learners. All students must take personal responsibility for their health by living a smart, healthy, and active lifestyle. The goal of this curriculum is to foster a life-long commitment to making informed and healthy choices about nutrition, wellness, social, and emotional topics that arise, while positively impacting their families, schools and communities.

Pacing: 10-15 Days

Unit 1: Personal Health (1-2 days)

Unit 2: Personal Growth (1-2 days)

Unit 3: Nutrition (3-4 days)

Unit 4: Social and Emotional Health (1-2 days)

Unit 5: Decision Making (1-2 days)

Unit 6: Diseases (1-2 days)

Unit 7: Medicine, Drugs and Tobacco (1-2 days)

Unit 8: Human Sexuality & Growth (1-2 days)

NJSLS for Health Education:

Personal Growth and Development

Core Idea: Health is influenced by the interaction of body systems.

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)

Core Idea: Puberty is a time of physical, social, and emotional changes.

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.

Emotional Health

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

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.

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

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.

Social and Sexual Health

Core Idea: All individuals should feel welcome and included regardless of their gender, gender expression, or sexual orientation.

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).

Core Idea: Family members impact the development of their children physically, socially and emotionally.

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.

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

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. .

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Community Health Services and Support

Core Idea: Community professionals and school personnel are available to assist and address health emergencies as well as provide reliable information.

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).

Core Idea: Individuals will benefit from an awareness of coping strategies that can be used when facing difficult situations.

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

Personal Safety

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

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

Core Idea: There are strategies that individuals can use to communicate safely in an online environment.

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

Core Idea: Children who practice setting healthy boundaries know how to say no and what to do when they feel uncomfortable or find themselves in unsafe situations

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

Health Conditions, Diseases and Medicines

Core Idea: There are actions that individuals can take to help prevent diseases and stay healthy.

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

NJSLS for 21st Century Life and Careers:

Career Ready Practices

- CRP 1 Acts as a responsible and contributing citizen and employee
- CRP 2 Apply appropriate academic and technical skills
- CPR 3 Attend to personal health and financial well-being
- CRP 4 Communicate clearly and effectively and with reason
- CRP 5 Consider the environmental, social and economic impacts of decisions

Career Awareness, Exploration and Preparation

9.2.4.A.4 Explain why knowledge and skills acquired in elementary grades lay the foundation for future academic and career success.

Interdisciplinary Connections

- W.2.8** Recall information from experiences or gather information from provided sources to answer a questions
- SL.K.3** Ask and answer questions in order to seek help, get information, or clarify something that is not understood
- SL.K.5** Add drawings or other visual displays to descriptions as desired to provide additional detail

New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills

9.2.4.A.4 Explain why knowledge and skills acquired in elementary grades lay the foundation for future academic and career success

New Jersey Student Learning Standards for Computer Science and Design Thinking

- 8.2.5.ED.2:** Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.
- 8.2.5.ED.3:** Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.
- 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

Technology Integration:

8.1 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Cross-Curricular Integration and Connections:

W.2.8 Recall information from experiences or gather information from provided sources to answer a question

SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood

SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

Instructional Focus:

Enduring Understandings:

- Being constantly aware of the environment and taking safety precautions can reduce the risk of injury to oneself or others.
- To live a healthy life, I need to take responsibility for my own wellness and safety at home, in school, and in the community
- All living organisms, including myself, interact with and cause changes in the environment.
- I reproduce, grow, and develop in predictable ways.
- I must understand the essential function of the human body and its specialized systems in order to take responsibility for my own well-being.
- Food choices and eating patterns are developed at a young age
- Stress is a natural part of life, yet everyone has different stressors. The key is to find methods of dealing with stress that makes you feel better.
- If and when I am faced with an abusive situation, I will need help in dealing with the people and circumstances I am facing.
- The use and abuse of alcohol, and tobacco can be dangerous and harmful to myself and others.
- Knowing how the digital world works will help me make sound decisions about how and when to use technology tools

Essential Questions:

- What is the difference between healthy and unhealthy risks?
- What do I need to know to make informed decisions to stay healthy and safe?
- How can you express needs, wants, and feelings?
- How do my safety and health habits influence the health of people around me?
- How does my body work to keep me healthy?
- What should I do in an abusive or unsafe situation?
- What causes stress? How can we deal with stress?
- How does alcohol and tobacco hurt my health?
- What are the possible consequences for using or possessing certain drugs/substances?
- How would you seek help when experiencing a health problem?
- Am I prepared for a future with technology?

Objectives:**Students will know:**

- The signs of various forms of abuse and ways to get help
- Ways to cope with rejection, loss, and separation
- Structure and functions of the circulatory, respiratory and nervous systems
- Specific actions they can take to prevent some diseases and health conditions
- People and organizations they can contact to get help in abusive situations
- How to identify what makes you stressed, how to realize you're getting stressed before it is too late
- Effects of alcohol and tobacco on their body systems
- Reasons they should avoid alcohol and tobacco use
- Definition of a digital citizen
- How to seek help when there is a health problem
- Specific issues they might encounter when using digital tools
- Effects of their use of technology on others

Students will be able to:

- Recognize, identify and alert adults to potentially harmful conditions/situations.
- Recite personal information such as address and phone numbers
- List one way to cope with rejection, loss, and separation.
- Identify and explain circulatory, nervous and respiratory systems
- Compare and contrast healthful versus harmful actions that affect disease and health conditions
- Explain how to seek help when experiencing a health problem.
- Differentiate between appropriate and inappropriate interactions with others
- Identify common stressors
- Describe how alcohol and tobacco affects the body
- Give advice to peers about alcohol and tobacco use
- Use digital tools to create content, to present ideas to different audiences, and to interact with others

**Evidence of Learning
Assessment**

- Formative-Student and teacher discussion using vocabulary presented in the lessons
- Alternative- Informal observation
- Benchmark- Review of student activities
- Alternative- Comments during whole group discussions

Competencies for 21st Century Learners

- Collaborative Team Member
- Effective Communicator
- Self-Directed Learner
- Globally Aware, Active, & Responsible Student/Citizen

Resources**Suggested Resources:****Core Instructional Materials:**

- Brainpop Junior
- Kidshealth.org

Supplemental Materials:

- <https://scholasticnews.scholastic.com/>
- Learntobehealthy.org

