

Quinton Township School District
Health
Grade 3
[Pacing Guide](#)

Unit	1	Unit Title:	Being My Best Self: At Home, at School, and with Friends	Pacing:	45 Days
Unit Summary: This unit emphasizes the importance of building strong relationships and making good choices. Students will learn about mental and emotional health, including well-being, good character, and responsible decision making. In addition, students will learn about family and social health and how to resolve conflicts, including those involving a bully. ()					
Essential Questions: How do mental, social, and physical health work together to help me succeed and manage stress? How can understanding and respecting others—at home and in the community—help me build healthy relationships?					
Objectives: • Describe the four parts of health. • Explain how choosing healthful behaviors protects your health. • Identify how choosing risky behaviors can harm your health. • Explain how practicing life skills can help you take responsibility for your health. • List and apply the steps to use for resolving conflicts. • List ways to get along better with others. • Describe how peer pressure works and how to combat it. • Explain the impact of bullying and appropriate ways to handle a bullying situation. • Explain what it means to be a family. • List ways to be a responsible family member.					

- Describe how to adjust to family changes in healthy ways.
- Explain why you need friends.
- List ways to make new friends.
- Explain how friends can help each other make responsible decisions.

NJSLS-CHPE Standards: 2.1.5.PGD.1, 2.1.5.PGD.5, 2.1.5.EH.1, 2.1.5.EH.2, 2.1.5.EH.3, 2.1.5.EH.4, 2.1.5.SSH.1, 2.1.5.SSH.3, 2.1.5.SSH.4, 2.1.5.SSH.5, 2.1.5.SSH.6, 2.1.5.SSH.7, 2.1.5.CHSS.1, 2.1.5.CHSS.3, 2.2.5.PF.1, 2.3.5.PS.1, 2.3.5.PS.5, 2.3.5.PS.6, 2.3.5.HCDM.3

Interdisciplinary Connections: W.IW.3.2, W.WR.3.5, SL.PE.3.1, 6.1.5.CivicsPI.1, 6.1.5.CivicsCM.1, 6.1.5.CivicsCM.3

Career Readiness, Life Literacies and Key Skills: 9.1.5.CR.1, 9.1.5.FP.3, 9.1.5.RM.1, 9.4.5.CT.1, 9.4.5.CT.2, 9.4.5.CT.4, 9.4.5.GCA.1

Computer Science & Design Thinking: 8.1.5.DA.5, 8.1.5.NI.2, 9.4.5.IML.6

Career Education: 9.2.5.CAP.1, 9.2.5.CAP.8

Overview of Activity/Focus	Instructional Materials	Technology Infusion
• After reviewing the class and school rules, work in groups to connect each rule to one of the four areas of health (physical, mental, social, and emotional) the rule aligns with. Compare placement with other groups. • Create a “Health Puzzle Poster,” with four puzzle pieces labeled Emotional, Physical, Mental, and Social Health. Draw or write examples in each piece to show how each part helps them stay healthy. • After reading informational texts about healthy choices, work in groups to create a “Healthy Choices Sort” that	Core Materials <u>Readings</u> <i>What Do You Do With a Problem</i> by Kobi Yamada <u>Videos</u> How to Make Better Decisions	Smart Board Applications Google Applications Chromebooks

could be used by students in kindergarten. Provide a mix of cards showing different behaviors (e.g., brushing teeth, staying up late, eating fruits, skipping meals) for students to sort into “Healthful” and “Not Healthful” categories. Create an answer key for the teacher. • Role-play scenarios using life skills like saying no, making a healthy snack, or asking for help. Afterwards, share how that skill helps them be responsible. • After reading texts about the decision making process, have students practice the “Peace Path,” walking through a “Peace Path” on the floor as they role-play conflict resolution for real-life scenarios. • After reading articles on bullying, discuss the damage bullying can have on an individual, a class, a school, and a family. • Create drawings and collages to celebrate families’ unique characteristics and the traditions that help create family bonds.	<u>Lessons</u> Common Sense Education Decision Making StopBullying.gov Mystery Science: Health Lessons PBS Learning Media: Health Lessons Supplemental Resources chart paper, drawing paper, graphic organizers, role play cards, index cards, crayons, markers	
Assessments		
Formative Assessments • Class Discussions • Role Play • Self Assessment • Kahoot	Summative Assessments • Health Puzzle Posters • Family Collages • Healthy Choices Elementary Sort Project • End-of-Unit Assessment	
Benchmark Assessments • District-assigned Benchmark Assessments (e.g. LinkIt, content-specific benchmarks)	Alternative Assessments • Alternative Choice Projects • Oral Assessments	

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
• Modify and accommodate as listed in student IEP or 504 plan. • Communicate clear, concise directions and repeat, reword, modify as necessary. • Use visual aids in lessons. • Vary formative assessment styles to drive next point of instruction. • Modify assessments. • Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Provide and model sentence frames/sentence starters.	• Basic Skills Instruction • Speech/Language Therapy • Provide English/Native Language Dictionary for use. • Place with native-language-speaking teacher/paraprofessional as available. • Use target words and cognates to understand texts. • Remind students to underline passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write.	• Basic Skills Instruction • Provide after-school tutoring services. • Hold fall and spring parent conferences. • Make modifications to instructional plans based on I and RS Plan. • Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	• Allow self-directed learning for growth through independent projects. • Challenge students with age-appropriate texts at higher reading levels. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

Key: *Amistad ^Holocaust #Climate Change ()DEI @AAPI

Quinton Township School District
Health
Grade 3

Unit	2	Unit Title:	My Growing Body and Healthy Choices	Pacing:	45 Days
Unit Summary: In this unit, third graders will explore how their bodies grow and change, learn about major body systems (like muscles, bones, heart, lungs, and digestion), and discover how to care for them. They'll also learn about healthy eating using MyPyramid, food safety, kitchen rules, and how to make smart food choices based on nutrition labels and guidelines. The unit encourages personal responsibility and lifelong healthy habits.					
Essential Questions: How does my body grow and what can I do to keep it healthy? How can I make smart food choices to fuel my body and protect my health?					
Objectives: ● Describe the stages of the life cycle and body changes during growth. ● Identify how muscles and bones work and how to care for them. ● Explain how the circulatory, respiratory, and digestive systems function. ● Demonstrate ways to care for the heart, lungs, and digestive system. ● List the five senses and discuss the role of the nervous system. ● Identify nutrients the body needs to stay healthy. ● Use MyPyramid (or MyPlate) to make balanced food choices and explain the Dietary Guidelines for Americans. ● Recognize influences on food choices (family, media, culture). ● Interpret key information on food labels. ● Set a nutritional health goal and create steps to attaining it. ● Explain how to handle food safely and recall kitchen safety rules, including how to handle a kitchen fire.					

NJSLS-CHPE Standards: 2.1.5.P GD.2, 2.1.5.PGD.3, 2.1.5.EH.1, 2.1.5.EH.2, 2.1.5.EH.3, 2.2.5.N.1, 2.2.5.N.2, 2.2.5.N.3, 2.3.5.PS.2, 2.3.5.HCDM.1, 2.3.5.HCDM.2

Interdisciplinary Connections: 3-LS1-1, W.IW.3.2, W.WR.3.5, SL.PE.3.1, 6.1.5.CivicsCM.3

Career Readiness, Life Literacies and Key Skills: 9.1.5.CR.1, 9.1.5.FP.3, 9.1.5.RM.1, 9.4.5.CT.1, 9.4.5.CT.2, 9.4.5.CT.4, 9.4.5.GCA.1, 9.4.5.IML.6

Computer Science & Design Thinking: 8.1.5.DA.5, 8.1.5.NI.2

Career Education: 9.2.5.CAP.1

Overview of Activity/Focus	Instructional Materials	Technology Infusion
- After reading articles and watching videos on human life stages, create a Life Cycle Timeline, drawing or cutting out images to create a personal life cycle timeline (baby to adult), labeling physical changes that occur at each stage. - Read articles about, watch videos on, and create diagrams of the muscular, skeletal, circulatory, respiratory, digestive systems. - Participate in Body Systems Discovery Stations, completing activities for each body system (muscular, skeletal, circulatory, respiratory, digestive). At each one, complete a simple hands-on activity (e.g., bending straws for joints, blowing up balloons for lungs) and write one way to keep that system healthy. - After reading articles on nutrition, play a “Fuel Your Body” game. Using food picture cards, sort them into the	Core Materials Generation Genius: Body Systems for Kids USDA: Serving Up My Plate PBS Learning Media: Growth & Development HealthyEating.org: Let’s Eat Healthy Mystery Science: Health Lessons The Nemours Foundation: Kids Health in the Classroom Health Powered Kids	Smart Board Applications Google Applications Chromebooks

MyPlate categories and create a healthy meal. Explain choices based on what nutrients each food offers the body. ● Be a Label Detective. Provided with sample food packages or printed labels, work in small groups to identify serving size, calories, sugar, and key nutrients. Discuss how this helps us make smart choices. ● After reading about food safety or having a visit from the school cafeteria staff, complete a Food Safety Sorting Challenge. Using illustrated cards, sort food-handling actions into "Safe" and "Unsafe" categories. Follow with a group discussion and create a classroom safety poster. ● Discuss how to extinguish different types of kitchen fires. ● Teach simple stretches or strength moves and explain how these help keep muscles and bones healthy. Students then brainstorm other activities they enjoy that support strong bodies. Then, create a nutritional and fitness goal and the steps to achieving it.	Supplemental Resources chart paper, drawing paper, graphic organizers, role play cards, crayons, markers	
Assessments		
Formative Assessments ● Class Discussions ● Label Detective Group Work ● Sort Activities ● Self Assessment	Summative Assessments ● Life Cycle Timeline ● Health Goal Plan ● Body System Diagrams	
Benchmark Assessments ● District-assigned Benchmark Assessments (e.g. LinkIt,	Alternative Assessments ● Alternative Choice Projects	

content-specific benchmarks)		● Oral Assessments	
Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
● Modify and accommodate as listed in student IEP or 504 plan. ● Communicate clear, concise directions and repeat, reword, modify as necessary. ● Use visual aids in lessons. ● Vary formative assessment styles to drive next point of instruction. ● Modify assessments. ● Allow students to utilize online audio books, when appropriate. ● Allow for collaboration through strategically selected groups. ● Utilize assistive technology as appropriate. ● Provide and model sentence frames/sentence starters.	● Basic Skills Instruction ● Speech/Language Therapy ● Provide English/Native Language Dictionary for use. ● Place with native-language-speaking teacher/paraprofessional as available. ● Use target words and cognates to understand texts. ● Remind students to underline passages and list words they don't understand. ● Learn/Utilize/Display some words in the students' native language. ● Provide and model sentence frames to help students participate in discussion. ● Provide word banks to help students write.	● Basic Skills Instruction ● Provide after-school tutoring services. ● Hold fall and spring parent conferences. ● Make modifications to instructional plans based on I and RS Plan. ● Utilize wait time effectively. ● Develop a record system to encourage good behavior and completion of work. ● Utilize scaffolding to support instruction. ● Provide counseling if necessary to help students cope with challenges. ● Utilize strategic grouping with a positive academic role model. ● Utilize graphic organizers.	● Allow self-directed learning for growth through independent projects. ● Challenge students with age-appropriate texts at higher reading levels. ● Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. ● Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

Key: *Amistad ^Holocaust #Climate Change ()DEI @AAPI

Quinton Township School District
Health
Grade 3

Unit	3	Unit Title:	Healthy Me, Safe Me	Pacing:	45 Days
Unit Summary: In this unit, students will learn how to care for their bodies through healthy habits like getting checkups, brushing teeth, staying active, getting enough rest, and practicing good hygiene. They will also explore many ways to stay safe at home, school, and in the community—learning how to prevent injuries, use safety rules, and respond in emergencies. The unit helps students take responsibility for their health and safety in fun, hands-on ways.					
Essential Questions: What can I do to take care of my body and stay healthy? How can I keep myself and others safe in different situations?					
Objectives: ● Explain the importance of regular medical checkups and daily self-care habits. ● Describe how to care for your teeth, eyes, ears, skin, hair, and nails. ● Summarize why rest and physical activity are important for health. ● Demonstrate how to improve basic fitness skills safely. ● Identify ways to stay safe in physical activities and during emergencies. ● List rules for safety around water, roads, weather, strangers, and dangerous items. ● Describe how to avoid Lyme Disease. ● Define unsafe touches and discuss how to respond to them. ● Describe how to call for help and explain what belongs in a first aid kit.					
NJSLS-CHPE Standards: 2.1.5.PGD.1, 2.1.5.PGD.5, 2.1.5.EH.1, 2.1.5.CHSS.1, 2.3.5.PS.1, 2.3.5.PS.3, 2.3.5.PS.4, 2.3.5.PS.5, 2.3.5.PS.6, 2.3.5.HCDM.2, 2.3.5.HCDM.3					

Interdisciplinary Connections: 3-LS1-1, W.IW.3.2, W.WR.3.5, SL.PE.3.1		
Career Readiness, Life Literacies and Key Skills: 9.1.5.CR.1, 9.1.5.FP.3, 9.1.5.RM.1, 9.4.5.CT.1, 9.4.5.CT.2, 9.4.5.CT.4, 9.4.5.GCA.1		
Computer Science & Design Thinking: 8.1.5.DA.5, 8.1.5.NI.2, 9.4.5.IML.6		
Career Education: 9.2.5.CAP.1		
Overview of Activity/Focus	Instructional Materials	Technology Infusion
- After reading articles about healthy daily habits, create a “Health Hero Checklist” with items like brushing teeth, washing hands, getting sleep, being active, and eating healthy food. Check off tasks throughout the week and reflect on how these help their bodies. - After learning how to brush and floss, practice using a large tooth model and a giant toothbrush, then draw and label a step-by-step poster of good dental care. - Create a “My Super Senses Safety” Booklet, a mini-book describing how to protect eyes, ears, skin, and body using real-life safety tips (e.g., wearing sunglasses, using ear protection, sunscreen, safe grooming). - Watch videos about safe technology use, including the importance of limiting screen time, keeping personal information private online, reducing blue light for sleep, and using earbuds at a lower level to preserve hearing. - Play a “Safety Superhero” game. Using picture cards, sort safety actions into categories: At Home, On the Road, Near Water, During Weather, Around Strangers,	Core Materials <i>What If You Had Animal Teeth?</i> by Sandra Markle LSU: Building Emergency Preparedness Mystery Science: Health Lessons PBS Learning Media: Health Lessons: The Nemours Foundation: Kids Health in the Classroom Supplemental Resources chart paper, drawing paper, graphic organizers, role play cards, crayons, markers	Smart Board Applications Google Applications Chromebooks

With Computers and explain one rule from each category in pairs or small groups. Be sure to include bike safety, crossing streets safely, and sports safety. ● Have an “Emergency Practice Role-Play.” Review steps for calling 911 and what to say. Then role-play emergency scenarios (e.g., fire, storm, stranger danger) where students practice what to do, say, and where to go. ● Have a “First Aid Kit Match-Up.” Give students illustrations of common first aid supplies. They match items to their uses (e.g., bandages for cuts, gauze for scrapes, ice pack for swelling), then draw and label their own first aid kit. ● Explain the difference between a first aid emergency kit and one some families keep for natural disasters like extended power outages.			
Assessments			
Formative Assessments ● Class Discussions ● Emergency Role Play ● First Aid Kit Match-Up		Summative Assessments ● Healthy Heroes Checklist ● My Super Senses Safety Booklet	
Benchmark Assessments ● District-assigned Benchmark Assessments (e.g. LinkIt, content-specific benchmarks)		Alternative Assessments ● Alternative Choice Projects ● Oral Assessments	
Differentiation			
Special Education	MLL	At Risk	Gifted and Talented

Key: *Amistad ^Holocaust #Climate Change ()DEI @AAPI

• Modify and accommodate as listed in student IEP or 504 plan. • Communicate clear, concise directions and repeat, reword, modify as necessary. • Use visual aids in lessons. • Vary formative assessment styles to drive next point of instruction. • Modify assessments. • Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Provide and model sentence frames/sentence starters.	• Basic Skills Instruction • Speech/Language Therapy • Provide English/Native Language Dictionary for use. • Place with native-language-speaking teacher/paraprofessional as available. • Use target words and cognates to understand texts. • Remind students to underline passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write.	• Basic Skills Instruction • Provide after-school tutoring services. • Hold fall and spring parent conferences. • Make modifications to instructional plans based on I and RS Plan. • Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	• Allow self-directed learning for growth through independent projects. • Challenge students with age-appropriate texts at higher reading levels. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.
---	--	---	--

**Quinton Township School District
Health
Grade 3**

Unit	4	Unit Title:	Protecting Our Bodies, Caring for Others	Pacing:	45 Days
Unit Summary: In this unit, students will learn how to protect their health by making safe choices about medicine, avoiding harmful substances, and understanding how the body fights diseases. They will explore how medicines can help when used correctly, but also learn the dangers of alcohol, tobacco, caffeine, and illegal drugs. Students will also discover how germs spread, how the immune system works, and ways to prevent illness. Finally, they will discuss how to show kindness and respect to people with special needs. ()					
Essential Questions: How can I make safe and healthy choices to protect my body? What can I do to prevent illness and help others stay healthy?					
Objectives: ● Explain how medicines can help when used correctly. ● List safety rules for using medicines. ● Describe how alcohol, tobacco, and illegal drugs harm the body and mind. ● Identify ways to say "no" to harmful substances. ● Explain how the immune system fights disease and how to prevent illness. ● Describe how to treat common illnesses like colds and the flu. ● Explain how a healthy environment protects the health of citizens. ● Identify ways to prevent chronic diseases. ● Demonstrate ways to show care and respect for people with special needs. ()					
NJSLS-CHPE Standards: 2.1.5.PGD.1, 2.1.5.PGD.5, 2.1.5.EH.1, 2.1.5.SSH.7, 2.1.5.CHSS.1, 2.1.5.CHSS.2, 2.3.5.PS.5,					

2.3.5.PS.6, 2.3.5.HCDM.2, 2.3.5.ATD.1, 2.3.5.ATD.2, 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

Interdisciplinary Connections: W.IW.3.2, W.WR.3.5, SL.PE.3.1, 6.1.5.CivicsPI.1, 6.1.5.CivicsCM.1, 6.1.5.CivicsCM.3

Career Readiness, Life Literacies and Key Skills: 9.1.5.CR.1, 9.1.5.FP.3, 9.1.5.RM.1, 9.4.5.CT.1, 9.4.5.CT.2, 9.4.5.CT.4, 9.4.5.GCA.1

Computer Science & Design Thinking: 8.1.5.DA.5, 8.1.5.NI.2, 9.4.5.IML.6

Career Education: 9.2.5.CAP.1

Overview of Activity/Focus	Instructional Materials	Technology Infusion
- After reading articles and watching videos on medicine safety, play “Medicine Safety Match-Up,” matching picture cards showing different medicine safety rules (e.g., only taking medicine from a trusted adult, never sharing medicine) to the correct safety statements and discuss why each rule is important. - Practice different ways to say "no" to alcohol, tobacco, and drugs in real-life situations, taking turns in role-playing scenarios (e.g., a friend offering a cigarette) and respond using assertive but respectful refusals. - Conduct a “What’s in the Air?” Science Experiment. Using a clear jar with a lid, students observe how "smoke" (from a blown-out candle) lingers in the air, representing secondhand smoke. They then discuss how secondhand smoke affects health. A second experiment with glitter and lotion shows how germs spread by touch.	Core Materials Operation Prevention How Your Immune System Works Mystery Science: Health Lessons PBS Learning Media: Health Lessons The Nemours Foundation: Kids Health in the Classroom Supplemental Resources chart paper, drawing paper, graphic organizers, role play cards, crayons, markers	Smart Board Applications Google Applications Chromebooks

● Become “Germ Detectives,” exploring how germs spread by using UV-sensitive lotion (representing germs) and a blacklight to see how easily germs transfer. Afterward, practice proper handwashing and discuss other ways to stop the spread of illness. ● After reading about the immune system, complete a “My Body’s Defenders” Art Activity, creating a simple drawing of the immune system at work, showing how white blood cells fight off germs. Label different defenses, like skin, mucus, and antibodies, and discuss how healthy habits support immunity. ● After reading about chronic conditions such as diabetes, discuss strategies to reduce risks for developing chronic conditions. Stress diet and exercise as keys to lifelong health. Also, distinguish between Type 1 and Type 2 diabetes. ● After reading about individuals with special needs, brainstorm ways to show kindness to people with disabilities or chronic illnesses. They then work in small groups to create posters encouraging inclusion and respect for all people. ● As a class, research ways the community environment can be made healthier for citizens. Write a letter to a member of the town government to explain your idea.		
Assessments		
Formative Assessments ● Class Discussions	Summative Assessments ● Medicine Safety Match-Up	

Key: *Amistad ^Holocaust #Climate Change ()DEI @AAPI

● Role Play ● Self Assessment		● My Body Defenders Project ● Respect and Inclusion Posters ● Environment Letter	
Benchmark Assessments ● District-assigned Benchmark Assessments (e.g. LinkIt, content-specific benchmarks)		Alternative Assessments ● Alternative Choice Projects ● Oral Assessments	
Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
● Modify and accommodate as listed in student IEP or 504 plan. ● Communicate clear, concise directions and repeat, reword, modify as necessary. ● Use visual aids in lessons. ● Vary formative assessment styles to drive next point of instruction. ● Modify assessments. ● Utilize online audio books, when appropriate. ● Allow for collaboration through strategically selected groups. ● Provide and model sentence frames/sentence starters.	● Basic Skills Instruction ● Speech/Language Therapy ● Provide English/Native Language Dictionary for use. ● Place with native-language-speaking professionals as available. ● Use target words and cognates to understand texts. ● Remind students to underline passages and list words they don't understand. ● Learn/Utilize/Display some words in the students' native language. ● Provide and model sentence frames to help students participate in discussion.	● Basic Skills Instruction ● Provide after-school tutoring services. ● Hold fall and spring parent conferences. ● Make modifications to instructional plans based on I and RS Plan. ● Utilize wait time effectively. ● Develop a record system to encourage good behavior and completion of work. ● Utilize scaffolding to support instruction. ● Utilize strategic grouping with a positive academic role model. ● Utilize graphic organizers.	● Allow self-directed learning for growth though independent projects. ● Challenge students with age-appropriate texts at higher reading levels. ● Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. ● Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.