

Course Overview Health

Content Area: **Health**
Course(s): **HEALTH-3**
Time Period:
Length: **Full Year**
Status: **Published**

Cover

2EAST BRUNSWICK PUBLIC SCHOOLS

East Brunswick New Jersey

Superintendent of Schools

Dr. Victor P. Valeski

Health

Grade- Third

Course Number: 4703

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Course Adoption: 4/21/1986

Curriculum Adoption:

Course Overview

The health curriculum for grade three is designed to introduce many of the important concepts students will be studying in health. As a result of this course students will have a working knowledge of their physical, social, and emotional well-being. They will understand different emotions they may experience and how they can cope and deal with these emotions. Students will understand that as they grow their bodies change and develop. Students will understand that individuals are all unique and that their attitudes and behaviors affect others as well as themselves. They will learn the importance of good nutrition and making healthy food choices. Students will gain a better understanding of diseases and health conditions and how they are preventable. Students will also learn the places they can go to get help in these health related situations. They will be able to determine the characteristics of safe and unsafe actions while at home, in school and in the community. Students will learn how factors at home, in school, and in the community affect their social and emotional health; this includes learning strategies to use to prevent and resolve all types of conflicts. Students will also learn effective communication strategies to use in all health - and safety - related situations. They will be able to effectively be able to respond to disagreements or conflicts with others.

As a result of this course students will be able to use the decision-making process in a variety of contexts and be able to explain why setting goals is important. Students will be able to determine instances while decision-making where it is necessary to receive the help of others. They will also be able to determine how outside influences can affect the decisions that they make. Through the use of goal setting and decision making, students will be able to develop a personal health goal and track their results. Students will be able to determine and explain how an individual's character develops and affects their personal health, as well as, the local and world community. Students will also learn that their participation in service projects impacts their community. They will be able to distinguish between over-the-counter and prescription medicines and determine the side effects of common types of medicines. Students will learn how the use of drugs, alcohol, and tobacco in unsafe ways is dangerous and harmful. They will also learn how family members interact and take care of each other, both socially and emotionally. Finally, students will be introduced to the process of how pregnancy occurs.

Any student whose parent or guardian presents to the school a signed statement that any part of instruction in health, family life education or sex education is in conflict with his conscience or sincerely held moral or religious beliefs shall be excused from that portion of the course. The student will be given an alternative health project to complete the requirement of the course. A parent letter explaining this process can be found on the district website under the health curriculum.

Textbooks and Other Resources

COURSE RESOURCE

TEXTBOOKS:

- **Banks, James A., et. al.** Our Communities. Macmillan McGraw-Hill/National Geographic. New York. 2003.

Second Step Kit

Brain Pop

Selected Read Alouds (see Curriculum)

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 (e.g., romantic and sexual feelings, masturbation, mood swings, timing of pubertal onset).
- 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.PP.1 Explain the relationship between sexual intercourse and human reproduction.
- 2.1.5.PP.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.
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- 2.2.5.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health.
- 2.2.5.PF.4: Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.
- 2.2.5.PF.5: Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).
- 2.2.5.LF.5: Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.
- 2.3.5.PS.1: Develop strategies to reduce the risk of injuries at home, school, and in the community.
- 2.3.5.PS.2: Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.).
- 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.
- 2.3.5.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 infectious 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).
- 2.3.5.ATD.1: Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer).
- 2.3.5.ATD.2: Describe health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs, and non-prescribed cannabis products.
- 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).

Scope and Sequence

COURSE SCOPE AND SEQUENCE

Sequential Unit Description:	Associated PE's to be Achieved	Marking Period Guide	Other Pacing Guide References	Proficiency (Summative) Assessments
UNIT I: <u>Personal Growth and Development</u> Essential THEME: The Big Picture: Students will be introduced to several different systems in the body and learn how these systems affect the social, emotional and mental aspects of personal health. Students will be able to	2.1.5.PGD.1 2.1.5.PGD.2 2.1.5.PGD.3 2.1.5.PGD.4 2.1.5.PGD.5 2.1.5.EH.1 2.1.5.EH.2	1	9 periods	-Role Play → rubric -Lesson Check Ups in textbook -Journal Entries

<p>determine how their behaviors affect their body systems and overall wellness.</p> <p>Essential Question: How do your actions affect your health and well-being? How are the body systems different and similar to each other?</p>	<p>2.1.5.EH.3 2.1.5.EH.4 2.1.5.SSH.1 2.1.5.SSH.2 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.3</p>			<p>-4 square -T-chart</p>
<p>UNIT IV: Nutrition</p> <p>Essential THEME: The Big Picture: Students will learn about the different parts of the Healthy Plate Guide and use it to make wise food choices. They will understand how eating a balanced diet is essential to their overall health and safety. Students will recognize the importance of healthful food choices and understand the difference between healthy and unhealthy food decisions.</p> <p>Essential Question: How does eating healthy affect your body? What is the difference between eating healthy and unhealthy? How can you create a balanced meal? How do food product labels affect your decision-making? How can I make good food choices?</p>	<p>2.1.5.PGD.1 2.2.5.PF.1 2.2.5.PF.4 2.2.5.PF.5 2.2.5.LF.5 2.2.5.N.1 2.2.5.N.2 2.2.5.N.3</p>	2	5 periods	<p>-Brain Pop Quiz -Activity Book Sheets -My Plate sheets -Lesson Check Ups in textbook -Group project</p>
<p>Unit III: Interpersonal Communication & Relationships</p> <p>Essential THEME: The Big Picture: Students will learn the importance of communicating with others effectively. They will understand the difference between arguing with others and solving problems or disagreements effectively, as well as strategies they can use to solve these conflicts. Students will learn that when there is a health issue present, it is important to communicate with the correct individuals to resolve the matter.</p> <p>Essential Question: What strategies can you use to solve a disagreement with someone else? How can you communicate effectively with others? Give an example of a health issue you should speak to someone else about and explain why.</p>	<p>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.CHS.1 2.1.5.CHS.2 2.1.5.CHS.3 2.3.5.PS.4 2.3.5.PS5 2.3.5.PS.6</p>	2	7 periods	<p>-Small Group role play → Role Play Rubric -T-Chart explaining difference between Anger Sign and Anger Button -Create poster as described on card -Respond in notebook: Journal entry</p>
<p>UNIT VII: Diseases and Health Conditions</p> <p>Essential THEME: The Big Picture: Students will understand that although there are some diseases that are not preventable, many diseases and illnesses can be prevented. There are many different ways diseases can be prevented, such as: universal precautions, sanitation and waste disposal, proper handling of food and storage, and environmental controls. Students will realize that their mental well-being can affect their overall health.</p>	<p>2.1.5.PGD.1 2.1.5.CHSS.1 2.1.5.CHSS.2 2.2.5.LF.5 2.3.5.HCDM.1 2.3.5.HCDM.2 2.3.5.HCDM.3</p>	3, 4	8 periods	<p>-Activity Book Sheets -Ordering Picture Cards Activity -Brain Pop Quiz -Advertisement -Text based question response</p>

Essential Question: What are some ways that you can prevent diseases and illnesses? How do diseases and illnesses affect your overall well-being? How can you take care of your body to prevent diseases?				(PCR format)
<p>UNIT V: Safety</p> <p>Essential THEME: The Big Picture: Students will understand the differences between safe and unsafe situations in various environments, such as abuse. They will be able to develop strategies that they can use at home, in school, while traveling, and in the community to reduce the risk of injuries, such as creating a fire escape plan at home and checking both ways before crossing a street. If students find themselves in an unsafe situation they will be able to demonstrate simple first-aid procedures or get help.</p> <p>Essential Question: What are some ways you can prevent injuries at home, in school, and in the community? What are the similarities and differences between a trusted adult, stranger, and acquaintance? How can you stay safe while traveling in vehicles, as a pedestrian or with other modes of transportation? What is abuse and how can you get help if you are being abused? What are simple first-aid procedures you can use if you need help?</p>	<p>2.1.5.EH.1 2.1.5.EH.3 2.1.5.EH.4 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.2 2.3.5.PS.1 2.3.5.PS.2 2.3.5.PS.3 2.3.5.PS.4 2.3.5.PS.5 2.3.5.PS.6 2.3.5.DSDT.5</p>	3	6 periods	<p>-Activity Book Sheets -Z chart -Visual Representati on -Home Evacuation Plan -Lesson Check Ups in textbook -Writing a How-To</p>
<p>UNIT VI: Decision Making & Goal Setting/ Health Services & Information</p> <p>Essential THEME: The Big Picture: Students will learn how to effectively use the decision making process to make an informed decision. They will differentiate between situations when it is important to make a decision independently, and others when it is necessary to seek the help of others. Students will become familiar with health services in their school community. They will understand the differences of each and when to use the services provided. Students will be able to find assistance when experiencing a health problem.</p> <p>Essential Question: What is an informed decision? What are the steps you can use to make an informed decision? Give an example of a time you should ask others for help when making a decision. Why do you think it is important to get the help of others with this decision? What are some health services you use in your school and community? When is it appropriate to use each?</p>	<p>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.CHSS.1 2.1.5.CHSS.2 2.1.5.CHSS.3 2.2.5.LF.5 2.3.5.PS.4 2.3.5.PS.5 2.3.5.PS.6 2.3.5.DSDT.3 2.3.5.DSDT.4 2.3.5.DSDT.5</p>	3	8 periods	<p>-Activity book: pages 18-20, 54 -Student Commercial s advertising their health issue and how to care for their body -Sleep Goal and Bar Graph -Modified Activity (Lesson Check-Up Page 91)</p>
<p>UNIT II: Social and Emotional Health/Relationships</p> <p>Essential THEME: The Big Picture: Students will understand that individuals and families attempt to address basic human needs in a variety of different ways. They will understand</p>	<p>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</p>	1, 2	11 periods	<p>-Activity Book Sheets -Exit card (post-it)</p>

<p>that there are different strategies they can use when dealing with various feelings and emotions such as stress, as well as, violence, discrimination and harassment.</p> <p>Essential Question: What are some ways families show love and emotional support of one another? What are some ways that families can maintain healthy relationships? If you are stressed, what are some strategies you can use to calm down? How do your family members take care of your needs? What is violence? What can you do to prevent someone from hurting you? If someone is bullying you or hurting you, what should you do? What strategies can you use if you lose something or someone important to you?</p>	<p>2.1.5.SSH.2 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.3 2.3.5.PS.4 2.3.5.PS.5 2.3.5.PS.6</p>			<p>-4 Square Pen Chat -Journal Entries -Lesson Check Ups in textbook -Role Play → rubric -Comic Strips</p>
<p>UNIT VIII: Character Development/ Advocacy & Services</p> <p>ESSENTIAL Theme: Big Picture: Students will understand what character means, how it develops over time and its impact on personal health. Students will be able to explain why values are important in their own lives, their family lives, and the community. Students will also realize that every individual is different and attitudes and assumptions toward individuals with disabilities can negatively and/or positively impact them. Students will understand how their participation in community projects can have a positive impact on the entire community.</p> <p>ESSENTIAL Question: What does character mean? What are some positive character traits? Give an example of a core value and explain how it impacts the community and world. What effect do your attitudes and behaviors toward people with differences have on them? How can you participate in a project that helps your community?</p>	<p>2.1.5.PGD.1 2.1.5.SSH.1 2.1.5.SSH.2 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.2 2.1.5.CHSS.3 2.2.5.PF.2 2.2.5.LF.5 2.3.5.PS.4 2.3.5.PS.5 2.3.5.PS.6</p>	4	4 periods	<p>-Lesson Check up -Activity book page 15 -Class Discussion -Service project</p>
<p>UNIT VIII: Medicines</p> <p><i>Essential Theme:</i> The Big Picture: Students will understand the difference between over-the-counter and prescription medicines and when each is needed. They will learn how they obtain each of these types of medicines. Students will also understand that with each common medicine an individual takes, there are possible side-effects they can experience.</p> <p>Essential Question: What is the difference between an over-the-counter and prescription medicine? Where can you get an over-the-counter medicine? What are some side effects of common types of medicines?</p>	<p>2.3.5.ATD.1 2.3.5.ATD.2 2.3.5.ATD.3</p>	4	2 periods	<p>-Activity book page 36 & 38 -Brain Pop Quiz</p>
<p>UNIT X: Alcohol, Tobacco and the other Drugs/Dependency/Addiction and Treatment</p> <p>ESSENTIAL Theme: The Big Picture: Students will understand why it is illegal to have and use certain drugs or substances. Students will understand the differences between drug use, abuse, and misuse. Students will</p>	<p>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</p>	4	4 periods	<p>-Activity book page 39, 43, 44, 46 -Class Discussion Lesson</p>

<p>understand the short and long term physical and behavioral effects of using tobacco, alcohol, and inhalants. They will recognize that there are many outside influences that can affect an individual's willingness to try these drugs or substances. Students will also learn that second-hand smoke is dangerous to people who do not smoke.</p> <p>ESSENTIAL Question: What are some drugs you have learned about that are illegal to have or use? What are some possible side effects of using tobacco, alcohol, and inhalants? Name some signs that someone may have a problem using tobacco, alcohol or inhalants. How can second-hand smoke be dangerous to someone who doesn't smoke? How can outside influences affect an individual's willingness to try drugs or other substances?</p>				<p>Check up pages 173 and 177 -Class Discussion Lesson Check up pages 181 -Class Discussion Lesson Check up page 185</p>
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Grading and Evaluation Guidelines

√+ = **Special Commendation**

√ = **Steady Progress**

√- = **Needs Improvement**

Additional Rubrics:

Health Formative/Summative Assessment Rubric

	RD	ID	UD	CD
Uses health vocabulary\	Student never includes health vocabulary.	Student sometimes includes health vocabulary.	Student mostly includes health vocabulary.	<p>Student always includes health vocabulary and uses the vocabulary to teach the concept to others.</p> <p>Student also applies vocabulary to concepts in everyday situations.</p>

Demonstrates understanding of the skill	Student has difficulty understanding and/or applying the skill.	Student somewhat understands the skill and may/may not apply it to their life.	Student understands the skill and may apply it to their life.	Student fully understands the skill and applies the skill in everyday situations. Student may make a connection to another subject area or situation.
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Role Play Rubric

	RD	ID	UD	CD
Uses health vocabulary	Student never includes health vocabulary in role play	Student sometimes includes health vocabulary in role play	Student mostly includes health vocabulary in role play.	Student always includes health vocabulary in role play and uses vocabulary to teach the concept to others. Student also applies vocabulary to concepts in everyday situations.
Demonstrates understanding of the skill	Student has difficulty acting out the skill, struggles with answering questions about the role play situation, and does not apply it to their life.	Student acts out the skill, answers some questions about the role play situation, and may/may not apply it to their life.	Student acts out the skill, answers questions about the role play situation, and may apply it to their life.	Student fully acts out the skill, answers questions about the role play situation while expanding on the ideas, and applies the skill in everyday situations.
Participates in lesson	Student rarely actively listens during the lesson. Student rarely contributes ideas to the discussion and does not build onto classmates' ideas.	Student inconsistently actively listens during the lesson. Student inconsistently contributes ideas to the discussion and may/may not build onto classmates' ideas.	Student actively listens during the lesson. Student usually contributes ideas to the discussion and may build onto classmates' ideas.	Student always actively listens during the lesson and contributes questions to push thinking further. Student always contributes ideas to the discussion and always builds onto classmates' ideas.

Other Details

Health

Course #	School #’s	Course Level	Grade(s)	Credits	Min. Per Week	Elective/Required	Initial Course Adopted
4703	AE	A	3		70	R	04/21/86

PRIMARY CONTENT AREA AND SECONDARY AREAS OF FOCUS

NJCCC Standard		NJCCC Standard		NJCCCS Standard	
1. Visual and Performing Arts		5. Science		9. Career Education and Consumer/ Family/ Life Skills	S
2. Health and Physical Education	P	6. Social Studies	S		
3. Language Arts Literacy		7. World Languages			
4. Mathematics		8. Technology Literacy			
