3rd Grade Health

Content Area: **Health and Physical Education**
Course(s):
Time Period: **Trimester 1**
Length: **Full Year**
Status: **Published**

Course Pacing Guide

Unit	Trimester	Cycles
Personal Growth & Development	1	2
Nutrition	1	2
Diseases and Health Conditions	1	3
Safety	2	3
Social and Emotional Health	2	2
Interpersonal Communication	2	3
Decision Making and Goal Setting	1	3
Character Development	2	2
Advocacy and Service	3	1
Health Services and Information	1, 2, 3	Taught in conjunction with other topics
Medicines	3	1
Alcohol, Tobacco, and Other Drugs	3	4
Dependency, Addiction, and Treatment	3	1
Relationships	3	1
Sexuality	3	1
Pregnancy and Parenting	3	1

Unit Overview

Topic	Content Statement	Learning Outcomes
2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.		
Personal Growth and Development	The dimensions of wellness are interrelated and impact overall well-being	Explain the physical, social, emotional, and mental dimensions of personall wellness and how they interract.
		Determine the relationship of personal health practices and behaviors on an individual's body systems.
Nutrition	Choosing a balanced variety of nutritious foods contributes to	Explain how healthy eating provides energy, helps to maintain

	wellness	healthy weight, lowers risk of disease, and keeps body systems functioning effectively.
		Differentiate between healthy and nonhealthy eating practices
		Interpret food product labels based on nutritional content
		Create a healthy meal based on nutritional content, value, calories, and cost
Diseases and Health Conditions	The use of disease prevention strategies in home, school, and community promotes personal health	Explain how most diseases and health conditions are preventable
		Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls prevent diseases and health conditions.
		Explain how mental health impacts one's wellness.
Safety	Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others	Determine the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and in the community (eg. fire safety, poison safety, accident prevention)
		Examine the impact of unsafe behaviors when traveling in vehicles, as a pedestrian, and when using other modes of transportation.
	Applying first-aid procedures and minimize injury and save lives	Demonstrate simple first aid procedures for choking, bleeding, burns, and poisoning
		Summarize the various forms of abuse and ways to get help.
Social and Emotional Health	Many factors at home, school, and in the community impact social and emotional health	Compare and contrast how individuals and families attempt to address basic human needs
		Distinguish among violence, harassment, gang violence, discrimination, and bullying and demonstrate strategies to prevent and resolve these types of conflicts
	Stress management skills impact an individuals ability to cope with different types of emotional situations	Determine ways to cope with rejection, loss, and separation
		Summarize the causes of stress and

		explain ways to deal with stressful situations
2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.		
Interpersonal Communication	Effective communication may be a determining factor in the outcome of health and safety related situations	Demonstrate effective interpersonal communication in health and safety related situations.
	Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts	Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.
Decision-Making and Goal Setting	Many health-related situations require the application of a thoughtful decision-making process	Use the decision making process when addressing health-related issues.
		Differentiate between situations when a health-related decision should be made independently or with the help of others.
		Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors
		Develop a personal health goal and track progress.
Character Development	Personal core ethical values impact the health of oneself and others.	Determine how an individual's character develops over time and impacts personal health.
	Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence.	Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community.
		Determine how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them.
Advocacy and Service	Service Projects provide an opportunity to have a positive impact on the lives of self and others	Explain the impact of participation in different kinds of service projects on community wellness.
Health Services and Information	Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems.	Identify health services and resources provided in the school and community and determine how each assists in addressing health needs and emergencies.
		Explain when and how to seek help

		when experiencing a health problem.
2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.		
Medicines	Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.	Distinguish between over-the-counter and prescription medicines.
		Determine possible side effects of common types of medicines.
Alcohol Tobacco and Other Drugs	Use of drugs in unsafe ways is dangerous and harmful.	Explain why it is illegal to use or possess certain drugs/substances and the possible consequences.
		Compare the short- and long-term physical effects of all types of tobacco use
		Identify specific environments where second-hand/passive smoke may impact the wellness of nonsmokers.
		Summarize the short- and long-term physical and behavioral effects of alcohol use and abuse.
		Identify the short- and long- term physical effects of inhaling certain substances.
Dependency/Addiction and Treatment	Substance abuse is caused by a variety of factors.	Identify signs that a person might have an alcohol, tobacco, and/or drug use problem.
		Differentiate between drug use, abuse, and misuse.
		Determine how advertising, peer pressure, and home environment influence children and teenagers to experiment with alcohol, tobacco, and other drugs
2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.		
Relationships	The family unit encompasses the diversity of family forms in contemporary society.	Explain how families typically share common values, provide love and emotional support, and set boundaries and limits.

		Explain why healthy relationships are fostered in some families and not in others.
Sexuality	Puberty is the period of sexual development, determined primarily by heredity, in which the body becomes physically able to produce children	Differentiate the physical, social, and emotional changes occurring at puberty and explain why puberty begins and ends at different ages.
Pregnancy and Parenting	Knowing the physiological process of how pregnancy occurs as well as development of the fetus leading to childbirth contribute to a greater understanding of how and why a healthy environment should be provided for the pregnant mother	Explain the process of fertilization and how cells divide to create an embryo/fetus that grows and develops during pregnancy
	The health of the birth mother impacts the development of the fetus.	Relate the health of the birth mother to the development of a healthy fetus.

Enduring Understandings

- All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

- All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

- All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.

- All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

Essential Questions

-How are the dimensions of wellness interrelated and howdo they impact overall well being?

-How does choosing a balanced variety of nutritious foods contributes to wellness?

-How does the use of disease prevention strategies at home , school, and community promotes personal health?

-How do you identify the unsafe situations and choose appropriate ways to reduce or eliminate risks contribute to the safety of self and others?

-How can applying first aid procedures minimize injury and save lives?

-What factors at home, school, and in the community impact social and emotional health?

-How do stress management skills impact an idividual's ability to cope with different types of emotional situations?

-How can effective communication be a determining factor in the outcome of health- and safety-related situations?

-Why is effective communication the basis for strengthening interpersonal interactions and relationships and resolving conflicts?

-Why do health related situations require the application of a thoughtful decision making process?

-How do personal core ethical values impact the health ofoneself and others?

-How is character building influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence?

-How do service projects provide an opportunity to have a positive impact on the lives of self and others?

-How does communicating health needs to trusted adults and professionals assist in the prevention, early detection, and treatment of healthy problems?

-Understand how medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.

-Understand how the use of drugs in unsafe ways is dangerous and harmful.

-What factors lead to substance abuse?

-Understand that the family unit encompasses the diversity of family forms in contemporary society.

-Understand how puberty is a period of sexual development, determined primarily by heredity, in which the body becomes physically able to produce children.

-How does the health of a birth mother impact the development of a fetus?

New Jersey Student Learning Standards (No CCS)

P.2	Building and maintaining healthy relationships
P.3	Communicating clearly and effectively (verbal and nonverbal)
P.4	Resolving conflict
P.5	Attending to personal health, emotional, social and physical well-being
P.6	Engaging in an active lifestyle
P.7	Making decisions
P.8	Managing-self
P.9	Setting goals
P.10	Using technology tools responsibly

Amistad Integration

Holocaust/Genocide Education

Interdisciplinary Connections

Interdisciplinary Connections			
ELA	**Math**	**Science**	**Social Studies**
Reading RI..1 Ask and answer questions about key details in a text. Writing W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in	K.OA.A.1. Represent addition and subtraction up to 10with objects, fingers, mental images, drawings1, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. 1.OA.B.3. Apply properties of operations as strategies to add and subtract.2Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12.	5.1.P.C.1 Interacting with peers and adults to share questions and explorations about the natural world builds young learners' scientific knowledge. 5.3.4.A.3 Essential functions of the human body are carried out by specialized systems; Digestive, Circulatory, Respiratory, Nervous, Skeletal, Muscular, & Reproductive.	6.3 Active citizenship in the 21st century: at the preschool level, students participate in interdisciplinary activities that promote cultural awareness, sensitivity to individual differences, and respect for diversity.

the order in which they occurred, and provide a reaction to what happened. W.K.5 With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details). Speaking and Listening SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	(Associative property of addition.) (Students need not use formal terms for these properties		

Technology Standards

TECH.8.1.5.A.3	Use a graphic organizer to organize information about problem or issue.
TECH.8.1.5.D.2	Analyze the resource citations in online materials for proper use.
TECH.8.1.5.D.3	Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.
TECH.8.1.5.D.4	Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.
TECH.8.1.5.E.1	Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
TECH.8.2.5.A.1	Compare and contrast how products made in nature differ from products that are human made in how they are produced and used.
TECH.8.2.5.A.4	Compare and contrast how technologies have changed over time due to human needs and economic, political and/or cultural influences.
TECH.8.2.5.B. 6	Compare and discuss how technologies have influenced history in the past century.
TECH.8.2.5.B.5	Explain the purpose of intellectual property law.

21st Century Themes/Careers

CRP.K-12.CRP1.1	Career-ready individuals 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.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.

Financial Literacy Integration

PFL.9.1.4.A.1	Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.
PFL.9.1.4.A.2	Identify potential sources of income.
PFL.9.1.4.B.1	Differentiate between financial wants and needs.
PFL.9.1.4.B.2	Identify age-appropriate financial goals.
PFL.9.1.4.B.3	Explain what a budget is and why it is important.
PFL.9.1.4.B.5	Identify ways to earn and save.
PFL.9.1.4.D.1	Determine various ways to save.
PFL.9.1.4.E.1	Determine factors that influence consumer decisions related to money.
PFL.9.1.4.E.2	Apply comparison shopping skills to purchasing decisions.
PFL.9.1.4.F.2	Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.

Formative Assessments

OVERVIEW

Throughout the year, student progress is measured and dependent upon the use of a variety of assessment tools. The purpose of assessment is multi-faceted. Interval assessments are systematic and intentional while being authentic in nature. It is the district's stance that high quality, intentional assessments are essential in:

- measuring students' growth
- informing instruction at various points in the school year (formative)

Formative Assessments may include and are not limited to:

- Teacher created assessments
- Strategic Questions
- Classroom Polls
- Observations

- Think-Pair-Share
- Exit tickets

Summative Assessment

OVERVIEW

Throughout the year, student progress is measured and dependent upon the use of a variety of assessment tools. The purpose of assessment is multi-faceted. Interval assessments are systematic and intentional while being authentic in nature. It is the district's stance that high quality, intentional assessments are essential in:

- measuring students' growth
- informing instruction at various points in the school year (formative)

Summative assessments may include but are not limited to:

- Observation
- Projects
- Tests
- Quizzes

Benchmark Assessment

Alternate Assessment

OVERVIEW

Throughout the year, student progress is measured and dependent upon the use of a variety of assessment tools. The purpose of assessment is multi-faceted. Interval assessments are systematic and intentional while being authentic in nature. It is the district's stance that high quality, intentional assessments are essential in:

- measuring students' growth
- informing instruction at various points in the school year (formative)

Alternate assessment may include but isnot limited to:

- modifying tests
- verbal assessment

- pre-skills observation

Resources & Technology

Instructional Materials	
Core Instructional Materials	**Supplemental Materials**
3rd Grade • NJ State Department of Education Teaching and Learning Standards 2014 • Manipulatives • Models/Posters • Art Supplies • Books • Chromebooks	• cdc.gov • www.kidshealth.org • www.youtube.com • www.poison.com • www.atlantiCarehealthyschools.org • Community food bank • NJ agriculture division website • www.eatright.org • www.gonoodle.com • www.healthforkids.com • choosemyplate.gov

ELL

- Continue practicing vocabulary
- Demonstrate that vocabulary can have multiple meanings
- Encourage bilingual support among students
- Provide visual cues, graphic representations, gestures, and pictures
- Build knowledge from real-world examples
- Provide manipulatives and symbols
- Encourage peer discussions regarding how students are thinking about health.

Special Education

Specific modifications and accommodations for special education students will also be provided according to the students' IEP.

General Modifications / Accommodations

- Use of concrete materials and objects (manipulatives)
- Opportunities for cooperative partner work in small group

- Teach content in smaller segments/steps

- Differentiated center-based small group instruction
- If a manipulative is used during instruction, allow its use on a test
- Provide reteach pages if necessary
- Provide several ways to solve a problem if possible
- Provide visual aids and anchor charts
- Tiered lessons and assignments with visual instructions
- More frequent progress monitoring
- Provide more opportunities for practice

504

Specific modifications and accommodations for students with 504 plans will also be provided according to the students' 504 plans.

General Modifications / Accommodations

- Preferential seating
- Opportunities for cooperative partner work
- Teach content in smaller segments/steps
- Differentiated center-based small group instruction
- Provide several ways to solve a problem if possible
- Provide visual aids and anchor charts
- Tiered lessons and assignments
- More frequent progress monitoring
- Provide more opportunities for practice

At Risk

The possible list of modifications/accommodations identified for Special Education students can be utilized for At- Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students.

Gifted and Talented

- Pose open-ended questions that require higher-level thinking
- Model thinking strategies, such as decision-making and evaluation
- Accept ideas and suggestions from the student and expand on them
- Facilitating original and independent problems and solutions
- Help students identify rules, principles, and relationships

- Take time to explain the nature of errors
- Content with greater depth and higher levels of complexity
- A discovery approach that encourages students to explore concepts
- Offer opportunities for interdisciplinary connections
- An inquiry approach as active investigation
- Investigate real problems and situations
- Give pre-assessments; if students demonstrate mastery, those students may be provided with instruction and activities that are meaningful.
- Create assessments that allow for differences in understanding, creativity, & accomplishments
- Use multiple resources. No single text will adequately meet the needs of these learners
- Provide units, activities, or problems that extend beyond the general curriculum
- Provide useful concrete experiences
- Provide activities that can be done independently or in groups based on student choice.