

GRADE 3-4 – Comprehensive Health Education Unit 4

Mission Statement

The primary goal of the Swedesboro-Woolwich School District is to prepare each student with the real life skills needed to compete in a highly competitive global economy. This will be achieved by providing a comprehensive curriculum, the integration of technology, and the professional services of a competent and dedicated faculty, administration, and support staff.

Guiding this mission will be Federal mandates, including No Child Left Behind, the New Jersey Core Curriculum Content Standards, and local initiatives addressing the individual needs of our students as determined by the Board of Education. The diverse resources of the school district, which includes a caring PTO and active adult community, contribute to a quality school system. They serve an integral role in supporting positive learning experiences that motivate, challenge and inspire children to learn.

Unit/Module Overview

In the last unit of Health for Grades 3-4 students will explore a variety of general health topics and areas of study. They will define what it means to be “well” and identify the different areas of maintaining a healthy lifestyle. In part with learning how to maintain healthy lifestyle, they will be equipped with a set of decision making skills and strategies to make health conscious decisions in the areas of wellness, nutrition, diseases / health conditions, and fitness. Students will become more knowledgeable by interacting with their peers and the adults around them in small and whole group discussions, they will be expected to survey their environments to identify how it affects their health, create healthy meal plans for breakfast-lunch-dinner, devise a plan to combat the spread of common diseases and health conditions such as the common cold inside the classroom, and seek to incorporate more time in their day for physical fitness and activity such as going for a walk outside or joining a youth athletic organization. Overall students are given decision-making skills in order to live and maintain a healthy lifestyle.

In Unit 4, students will engage with content regarding:

- Wellness
- Safety
- Social and Emotional Health
- Interpersonal Communication
- Decision Making and Goal Setting
- Character Development
- Advocacy and Service
- Health Services and Information

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Standards Covered in Current Unit/Module	
Related Standards	Learning Goals
HE.3-5.2.1.5.EH.1	Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.
HE.3-5.2.1.5.EH.2	Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.
HE.3-5.2.1.5.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).
HE.3-5.2.1.5.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.
HE.3-5.2.1.5.PP.1	Explain the relationship between sexual intercourse and human reproduction.
HE.3-5.2.1.5.PP.2	Explain the range of ways pregnancy can occur (e.g., IVF, surrogacy).
HE.3-5.2.1.5.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).
HE.3-5.2.1.5.PGD.2	Examine how the body changes during puberty and how these changes influence personal self-care.
HE.3-5.2.1.5.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.
HE.3-5.2.1.5.SSH.4	Describe how families can share common values, offer emotional support, and set boundaries and limits.
HE.3-5.2.1.5.SSH.5	Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics.
HE.3-5.2.1.5.SSH.6	Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.
HE.3-5.2.1.5.SSH.7	Define teasing, harassment and bullying and provide examples of inappropriate

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	behaviors that are harmful to others.
HE.3-5.2.1.5.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).
HE.3-5.2.1.5.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.
HE.3-5.2.1.5.CHSS.3	Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.
HE.3-5.2.2.5.N.1	Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.
HE.3-5.2.2.5.N.2	Create a healthy meal based on nutritional content, value, calories, and cost.
HE.3-5.2.2.5.N.3	Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture.
HE.3-5.2.2.5.LF.1	Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.
HE.3-5.2.2.5.LF.2	Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.
HE.3-5.2.2.5.LF.3	Proactively engage in movement and physical activity for enjoyment individually or with others.
HE.3-5.2.2.5.LF.5	Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.
HE.3-5.2.3.5.PS.1	Develop strategies to reduce the risk of injuries at home, school, and in the community.
HE.3-5.2.3.5.PS.2	Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.).
HE.3-5.2.3.5.PS.3	Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation.
HE.3-5.2.3.5.PS.4	Develop strategies to safely communicate through digital media with respect.

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HE.3-5.2.3.5.PS.5	Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries.
HE.3-5.2.3.5.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.
HE.3-5.2.3.5.ATD.1	Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer).
HE.3-5.2.3.5.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.
HE.3-5.2.3.5.DSDT.1	Differentiate between drug use, misuse, abuse, and, prescription and illicit drugs.
HE.3-5.2.3.5.DSDT.2	Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem.
HE.3-5.2.3.5.DSDT.3	Demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health.
HE.3-5.2.3.5.DSDT.4	Demonstrate strategies for seeking assistance for someone impacted by an individual who is struggling with the use/abuse of alcohol or drugs.
HE.3-5.2.3.5.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).
HE.3-5.2.3.5.HCDM.1	Identify conditions that may keep the human body from working properly, and the ways in which the body responds.
HE.3-5.2.3.5.HCDM.2	Describe how to prevent the spread of communicable and infectious diseases and conditions (e.g., Lyme Disease, influenza).
HE.3-5.2.3.5.HCDM.3	Examine how mental health can impact one's wellness (e.g., depression, anxiety, stress, phobias).

Unit/Module Weekly Learning Activities and Pacing Guide			
Topic & # Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
Starting in April 45 days	See above	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> • Define bullying, harassment, violence, and abuse • Explain my self-worth and qualities that make me myself • Name difference strategies for seeking assistance from negative situations <p>Essential Questions:</p> <ul style="list-style-type: none"> • What are the criteria for making health-related decisions independently or with the help of others? • How can an individual help prevent and combat situations of bullying, discrimination, violence, gang violence, and harassment? • What are interpersonal communication skills? • How can a person's character impact their health? • What can say about an individual and their community who participates in community service projects? • What are the different forms of abuse? • How can a person cope with stress and prevent it from having a negative impact on their health? <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> • Essays • Posters • Google Slides Presentations • Lists of Goals • Writing Pieces with Rubrics 	<p>Topic</p> <p>Staying Healthy Explanation Information</p> <p>Fire Safety</p> <p>Staying Healthy Explanation Information</p> <p>Food and Cooking Safety</p> <p>Staying Healthy Explanation Information</p> <p>Sports Safety</p> <p>Staying Healthy Explanation Information</p> <p>Activities</p> <p>Teacher's Guide</p> <p>Handout for Teachers: Safe Spokes Handout: Safe Spokes</p> <p>Handout: Show of Hands</p> <p>Quiz</p> <p>Quiz: Answer Key</p> <p>Teacher's Guide</p> <p>Handout: Safer Story</p> <p>Handout: Fire Science</p> <p>Handout for Teachers: Fire Science Answer Key Handout: Think First!</p>

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			<p>Quiz</p> <p>Quiz: Answer Key</p> <p>Teacher's Guide</p> <p>Handout for Teachers: Top 10 Kitchen Tips</p> <p>Handout: Ingredients for a Safe Kitchen</p> <p>Quiz</p> <p>Quiz: Answer Key</p> <p>Poster: Don't Share Germs (color) (black and white) (in Spanish, color) (in Spanish, black and white)</p> <p>Poster: Wash Your Hands (color) (black and white)</p> <p>Teacher's Guide</p> <p>Handout: Our Game Plan</p> <p>Handout: That's No Way to Play</p> <p>Handout for Teachers: That's No Way to Play Answers</p>
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[Link to Additional Components including Cross Curricular Connections, Accommodations, Assessments, Etc](#)

[ELA Enduring Understanding Statements](#)