

Swedesboro-Woolwich School District's Comprehensive Health Education Curriculum Guidance Document

GRADE 3-4 – Comprehensive Health Education Unit 3

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 first 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.

Standards Covered in Current Unit/Module

| Related Standards | Learning Goals |
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| 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. |

Swedesboro-Woolwich School District's Comprehensive Health Education Curriculum Guidance Document

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| 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.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. |
| HE.3-5.2.1.5.SSH.1 | Describe gender-role stereotypes and their potential impact on self and others. |
| 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 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, |

Swedesboro-Woolwich School District's Comprehensive Health Education Curriculum Guidance Document

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| | 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. |
| HE.3-5.2.3.5.PS.5 | Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries. |

Swedesboro-Woolwich School District's Comprehensive Health Education Curriculum Guidance Document

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| 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.2 | Describe health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs, and non-prescribed cannabis products. |
| 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.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 & # | NJ Standards | Critical Knowledge & Skills | Possible Resources & Activities |
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Swedesboro-Woolwich School District's Comprehensive Health Education Curriculum Guidance Document

| Days | | | |
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| <p>Starting in February</p> <p>45 days</p> | <p>See above</p> | <p>Obj. We are learning to:</p> <ul style="list-style-type: none"> ● Explain the different types of relationships and how to foster healthy relationships. ● Explain how families can support each other emotional to maintain a healthy lifestyle. ● Explain how families can help each other make positive decisions about nutrition. ● Explain how the health of a mother affects the health of their fetus. <p>Essential Questions:</p> <ul style="list-style-type: none"> ● What are the qualities that form a healthy family? ● What are the different types of relationships and how can individuals foster a healthy relationship? ● What changes occur during adolescent development? ● How can families support each other's emotional needs to maintain a healthy life? ● How does the health of a mother affect the health of her fetus? ● What are the signs or symptoms of pregnancy? ● <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 Family Life</p> <p>Activities</p> <p align="center">What is family</p> <p align="center">Strengthening Families</p> <p>All lessons and activity resources can be found here: Kids Health in the Classroom</p> |

[Link to Additional Components including Cross Curricular Connections, Accommodations, Assessments, Etc](#)

[ELA Enduring Understanding Statements](#)