

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

GRADE 3-4 – Comprehensive Health Education Unit 1

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 3-5 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
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.

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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.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).
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.

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

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	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.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.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 September 45 days	See above	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> Identify factors that affect a person's wellness. Create a healthy meal plan. Identify strategies to prevent diseases from spreading. Determine the effects physical activity can have on someone's personal wellness. <p>Essential Questions:</p> <ul style="list-style-type: none"> How can heredity and/or environmental factors affect a person's wellness? What necessary steps can you take to prevent contracting diseases and other health conditions? How can you prevent diseases and other health conditions from spreading? After evaluating food items for their nutritional value, what would be healthy meal for breakfast, lunch, and dinner? What impact does participation in physical activities have on the wellness of an individual? What is the importance of setting personal health goals? <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> Essays Posters Meal Plans Exercise Demonstrations / Plans Google Slides Presentations 	<p>Topic</p> <p>Cardiovascular System/Body Systems/Digestive System/Endocrine System/Immune System/Nervous System/Functions and Processes/Respiratory System/Sleeping/Skin/Asthma/Parts of the Body/Emotions and Behavioral Health/Bullying/Empathy</p> <p>Activities</p> <p>PhonicsMan</p> <p>Mister Alonso</p> <p>Mr. G</p> <p>Teacher's Guide</p> <p>Handout: Heart Rate Data Table Handout: Heart Haiku</p> <p>Poster: Get Powerful from an Hour Full of Fun (color) (black and white)</p> <p>Poster: How The Body Works -</p> <p>Body Systems</p>

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		<ul style="list-style-type: none"> • Lists of Goals • Writing Pieces with Rubrics • 	<p>Kids Health Helpful video clips</p> <p>Heart (color) (black and white)</p> <p>Poster: How The Body Works - Cardiovascular (color) (black and white)</p> <p>Digestive System</p> <p>Teacher's Guide Handout: Apple</p> <p>Poster: Eat a Rainbow (color) (black and white)</p> <p>Poster: Healthy Drink Awards (color) (black and white)</p> <p>Endocrine System</p> <p>Teacher's Guide</p> <p>Handout: Name That Gland Name That Gland: Answer Key Handout:</p> <p>Glandular Gratitude Quiz</p> <p>Quiz: Answer Key</p> <p>Immune System</p> <p>Teacher's Guide</p> <p>Handout: Help Wanted: Leukocytes 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>
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			<p>Poster: Wash Your Hands (color) (black and white)</p> <p>Nervous System</p> <p>Teacher's Guide</p> <p>Handout: Nervous System</p> <p>Functions and Processes</p> <p>Factfinder</p> <p>Handout for Teachers: Brains Recipe</p> <p>Handout: Brain Games</p> <p>Quiz</p> <p>Quiz: Answer Key</p> <p>Poster: How The Body Works - Brain (color) (black and white)</p> <p>Respiratory System</p> <p>Teacher's Guide</p> <p>Handout: Respiratory Relay</p> <p>Handout: Breath Cards</p> <p>Handout: Take a Deep Breath! Game Board</p>
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			<p>Poster: Get Powerful from an Hour Full of Fun (color) (black and white)</p> <p>Poster: How The Body Works - Lungs (color) (black and white)</p> <p>Hearing</p> <p>Teacher's Guide</p> <p>Handout: Ins and Outs of Your Ears</p> <p>Ins and Outs of Your Ears: Answer Key</p> <p>Quiz</p> <p>Quiz: Answer Key</p> <p>Sleep</p> <p>Teacher's Guide Handout: Sleep Log</p> <p>Handout: Goodnight, Mia</p> <p>Quiz</p> <p>Quiz: Answer Key</p> <p>Poster: If You Don't Snooze, You Lose! (color) (black and white)</p> <p>Infographic: Kids Can Help Parents Get Healthier (color)</p> <p>Vision</p>
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			<p>Quiz</p> <p>Quiz: Answer Key</p> <p>Poster: How The Body Works - Eye (color) (black and white)</p> <p>Bones, Muscles, and Joints</p> <p>Teacher's Guide</p> <p>Handout: Dr. Build-A-Bone's Laboratory</p> <p>Dr. Build-A-Bone's Laboratory: Answer Key</p> <p>Quiz</p> <p>Quiz: Answer Key</p> <p>Poster: How The Body Works - Bones (color) (black and white)</p> <p>Mouth and Teeth</p> <p>Teacher's Guide</p> <p>Handout: Super Smiles Checklist</p> <p>Teacher's Guide</p> <p>Handout: Parts of the Eye</p> <p>Parts of the Eye: Answer Key</p> <p>Handout: Eyewitness News</p>
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			<p>Parts of the Body</p> <p>Kids Health Helpful video clips</p> <p>Handout: Taste Testers Quiz Quiz: Answer Key</p> <p>Skin</p> <p>Asthma</p> <p>Teacher's Guide</p> <p>Handout: Asthma Pamphlet</p> <p>Handout: Asthma Vocab</p> <p>Handout for Teachers: Asthma Vocab Answers</p> <p>Quiz</p> <p>Quiz: Answer Key</p> <p>Colds and Flu</p> <p>Teacher's Guide Handout: Viral Messages Handout: Musical Colds Quiz Quiz: Answer Key</p> <p>Poster: Don't Share Germs (color) (black and white) (in Spanish, color) (in Spanish, black and white)</p>
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			<p>Poster: Wash Your Hands (color) (black and white)</p> <p>Concussions</p> <p>Teacher's Guide</p> <p>Handout: Concussion Symptoms, for Teachers</p> <p>Teacher's Guide Quiz Quiz: Answer Key</p> <p>Infections, Diseases and Conditions</p> <p>Handout: Smart Ways to Protect Your Brain</p> <p>Quiz Quiz: Answer Key</p> <p>Diabetes</p> <p>Teacher's Guide Handout: Just the Facts</p> <p>Handout: Preventing Type 2 Diabetes</p> <p>Quiz Quiz: Answer Key</p>
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			<p>Eating Disorders</p> <p>Teacher's Guide Handout: Media Tracker Quiz Quiz: Answer Key</p> <p>Food Allergies</p> <p>Teacher's Guide Handout: Nut- and Egg-Free Recipe Quiz Quiz: Answer Key</p> <p>Obesity</p> <p>Teacher's Guide Handout: Sharing Fitness Tips Handout: Media Alert! Quiz Quiz: Answer Key</p> <p>Poster: Eat a Rainbow (color) (black and white)</p> <p>Nutrition</p> <p>Staying Healthy Explanation Information</p> <p>Poster: Get Powerful from an Hour Full of Fun (color) (black and white)</p> <p>Poster: Healthy Drink Awards (color) (black and white)</p> <p>Poster: 5-2-1-Almost None (color) (black and white)</p>
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			<p>Infographic: Kids Can Help Parents Get Healthier (color)</p> <p>Breakfast</p> <p>Teacher's Guide Handout: Great Beginnings Quiz Quiz: Answer Key</p> <p>Poster: Start Your Engines With a Healthy Breakfast (color) (black and white)</p> <p>Poster: Eat a Rainbow (color) (black and white)</p> <p>Poster: Healthy Drink Awards (color) (black and white)</p> <p>Poster: 5-2-1-Almost None (color) (black and white)</p> <p>Poster, with NBA FIT: Eat Right (color)</p> <p>Infographic: Kids Can Help Parents Get Healthier (color)</p> <p>Food Labels</p> <p>Teacher's Guide Handout: A Tale of Two Foods Handout: It All Adds Up Quiz</p> <p>Quiz: Answer Key</p> <p>Healthy Snacking</p> <p>Teacher's Guide Handout: Dream Snack Machine</p>
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			<p>Quiz</p> <p>Quiz: Answer Key</p> <p>Poster: Eat a Rainbow (color) (black and white)</p> <p>Poster: Healthy Drink Awards (color) (black and white)</p> <p>Poster: 5-2-1-Almost None (color) (black and white)</p> <p>Poster, with NBA FIT: Eat Right (color)</p> <p>Infographic: Kids Can Help Parents Get Healthier (color)</p> <p>School Lunch</p> <p>Teacher's Guide</p> <p>Handout: 5-Day Lunch Planner</p> <p>Handout: A Winning Lunch</p> <p>Quiz</p> <p>Quiz: Answer Key</p> <p>Poster: Eat a Rainbow (color) (black and white)</p> <p>Poster: Healthy Drink Awards (color) (black and white)</p> <p>Poster: 5-2-1-Almost None (color) (black and white)</p> <p>Poster, with NBA FIT: Eat Right (color)</p> <p>Infographic: Kids Can Help Parents Get Healthier (color)</p>
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			<p>Puberty, Growing Up and Emotions</p> <p>Emotions/Behaviors/Feelings Explanation Information</p> <p>Conflict Resolution</p> <p>Teacher's Guide Handout: Fairy Tale Conflict Handout: Conflict Corner</p> <p>Empathy</p> <p>Teacher's Guide Handout: Deciding on Empathy Handout: Empathy Award</p> <p>Getting Along</p> <p>Teacher's Guide Handout: Kindness Coupons Quiz Quiz: Answer Key</p> <p>Peer Pressure</p> <p>Teacher's Guide Handout: Think First Quiz Quiz: Answer Key</p> <p>Puberty</p> <p>Teacher's Guide Handout: Puberty Pete Quiz Quiz: Answer Key</p>
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			<p>Self-Esteem</p> <p>Teacher's Guide Handout: Mirror, Mirror Handout: Fable Storyboard</p> <p>Emotions and Behavioral Health</p> <p>Bullying</p> <p>Teacher's Guide Handout: Acting Against Bullying Quiz Quiz: Answer Key</p> <p>Feeling Sad</p> <p>Teacher's Guide Handout: Let's Talk About It Handout: Feeling Better Quiz Quiz: Answer Key</p> <p>Stress</p> <p>Quiz</p> <p>Quiz: Answer Key</p> <p>Infographic: Kids Can Help Parents Get Healthier (color)</p> <p>Teacher's Guide</p> <p>Handout: Keeping an Eye on Screen-Time</p>
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			<p>Quiz</p> <p>Quiz: Answer Key</p> <p>Poster: 5-2-1-Almost None (color) (black and white)</p> <p>Germ</p> <p>Teacher's Guide</p> <p>Handout: Take Care of YourSELF</p> <p>Handout: Morning Stressbusters</p> <p>Screen Time</p> <p>Staying Healthy Explanation Information</p> <p>Hygiene</p> <p>Staying Healthy Explanation Information</p> <p>Teacher's Guide Handout: Student Survey</p> <p>Sportsmanship</p> <p>Staying Healthy Explanation Information</p>
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			<p>Safe and Healthy Summer</p> <p>Staying Healthy Explanation Information</p> <p>Handout: Student Survey Answer Key</p> <p>Handout: Germ Art Quiz 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>Head Lice</p> <p>Teacher's Guide Handout: Head Lice Rule of Thumb</p> <p>Handout for Teachers: Head Lice Rule of Thumb Answer Key</p> <p>Quiz Quiz: Answer Key</p> <p>Teacher's Guide Handout: Sportsmanship Scenarios Quiz Quiz: Answer Key</p> <p>Teacher's Guide</p> <p>Handout for Teachers: 5-2-1-Almost None (color)</p> <p>Handout for Teachers: 5-2-1-Almost None (black and white)</p> <p>Handout: Have Fun for 1! Quiz</p>
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			Quiz: Answer Key
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[Link to Additional Components including Cross Curricular Connections, Accommodations, Assessments, Etc](#)

[ELA Enduring Understanding Statements](#)