

Swedesboro-Woolwich School District's Character Education Curriculum Guidance Document

GRADE 3– Units 1-4 Character Education (Trimesters 1, 2 and 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.

Character Education Unit Overview

In Units 1-4 students will learn to:

- Acquire the knowledge and skills of what is most essential to become individuals who possess health and physical literacy and pursue a life of wellness by developing the habits necessary to live healthy, productive lives that positively impact their families, schools and communities.
- Develop understanding of personal growth and development, emotional health, social health and community health services and support as outlined in Comprehensive Health and Physical Education Standards 2.1- Personal and Mental Health.

Character Education Domains for Learning Within Standards for Personal and Mental Health 2.1

Personal Growth and Development

Emotional Health

Social Health

Community Health Services and Support

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Standards Covered in Character Education Units 1-4

New Jersey Student Learning Performance Expectations – Comprehensive Health and Physical Education
2.1 Personal and Mental Health by the End of Grade 5

Learning Domain	Core Ideas	Performance Expectations- Aligned Standards
Personal Growth and Development	1. Health is influenced by the interaction of body systems.	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).
Emotional Health	<p>1. Self-management skills impact an individual's ability to recognize, cope, and express emotions about difficult events.</p> <p>2. Resiliency and coping practices influence an individual's ability to respond positively to everyday challenges and difficult situations.</p>	<p>2.1.5.EH.1: Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.</p> <p>2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.</p> <p>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).</p> <p>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.</p>
Social Health	1. All individuals should feel welcome and included regardless of their gender, gender expression, or sexual orientation.	2.1.2.SSH.1: Discuss how individuals make their own choices about how to express themselves.

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	<p>2. Family members impact the development of their children physically, socially and emotionally.</p> <p>3. People in healthy relationships share thoughts and feelings, as well as mutual respect.</p>	<p>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).</p> <p>2.1.2.SSH.6: 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.</p> <p>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.</p>
Community Health Services and Support	<p>1. Individuals will benefit from an awareness of coping strategies that can be used when facing difficult situations.</p> <p>2. Community professionals and school personnel are available to assist and address health emergencies as well as provide reliable information.</p>	<p>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).</p> <p>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.</p>

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		2.1.5.CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.
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Grade 3: Units 1-4: Weekly Learning Activities and Pacing Guide





Units are categorized under domains of learning:

Personal Growth and Development, Emotional Health, Social Health and Community Health Services and Support.

Pacing of units across three trimesters with progression through each domain may vary based on class needs. Resources and activities are suggested and possible connections in correlation with NJSL Standards 2.1.

Grade 3, Unit 1 Overview: Personal Growth and Development

In this unit students will understand that personal growth and development are lifelong processes of physical, behavioral, emotional and cognitive change throughout one's lifetime. Personal growth and development pertains to keeping your body healthy and understanding hormonal changes (all body systems) and their impact on a person. Health is influenced by the interaction of body systems and encompasses the human condition: who we are, how we grow or evolve, and how interaction with others on a physical, mental, social and emotional scale of development over time.






Topic & # Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
Unit 1: Personal Growth and Development 1-2 days per listed activity	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.5: Identify trusted adults, including family	Objectives/ Targets: I can... 1. I can identify healthy behaviors or habits that enhance and sustain wellness. 2. I can practice healthy habits that balance body systems through action and exercise. 3. I can investigate healthy options for communicating health care or wellness needs with trusted individuals.	1. Watch the 10 ways to build self-esteem video  Self-Esteem For Kids - 10 Ways To Build Self-...  101 Self-Care Activities For Kids 2. Self Care Menu activity: What is a healthy habit or self care routine in your life? Create a "menu" for your day that helps identify and sustain health and well being. Use the 101 examples of self care above for inspiration with students.  Self Care Menu for Kids- 4 Habits Option 1  Self Care 6 Ways Fillable Menu Option 2 3. Healthy Habits guidebook in color with multiple activities. Scroll to page 28. Comprehensive guide

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	members, caregivers, school staff, and health care professionals, whom students can talk to about relationships and ask questions about puberty and adolescent health.		<p>and activities for success with topics: sleep, nutrition, exercise, etc. for grades 3-5.</p> <p> K-5-Habits-of-Health-Lessons.pdf</p> <p>4. United States Department of Agriculture Kids Corner Resources/Activities on Nutrition-Can choose activities here: https://www.nutrition.gov/topics/nutrition-life-stage/children/kids-corner</p> <p>5. K-5 Guidebook for Habits of Health with Printable Activities: Healthy Habits Guidebook</p>
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Grade 3, Unit 2 Overview: Emotional Health

In this unit students will be able to understand that emotional health includes a person's emotional, mental, psychological, and social well-being. It also helps determine how to handle stress and make choices related to others. Emotionally healthy people consciously develop coping mechanisms that are situationally appropriate. Self-management skills impact an individual's ability to recognize, cope, and express emotions about difficult events. Coping skills and resilience derive from continued growth in emotionally healthy individuals and result in an individual's ability to respond positively to everyday challenges and difficulties.





Topic & # Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
<p>Unit 2: Emotional Health</p> <p>1-2 Days per listed activity</p>	<p>2.1.5.EH.1: Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.</p> <p>2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.</p> <p>2.1.5.EH.3: Identify different feelings and emotions that people may experience and</p>	<p>Objectives/ Targets: I can...</p> <p>1. I can identify a range of emotions that may contribute to overall behavioral health in positive or negative ways.</p> <p>2. I can explore coping skills and overall management of emotions connected to a variety of learning situations.</p> <p>3. I can manage my behaviors and responses to difficult situations with purposeful actions.</p>	<p>1. Getting to Know Emotions A-Z video with explanations.  42 Feelings and Emotions for Kids - Learn E...</p> <p>2. The Anger Iceberg video and activity: Watch the video here:  Anger Iceberg Activity – Anger Management... Student response activity here: Anger or emotion  Anger or Emotions Iceberg-Worksheet.pdf</p> <p>3. Anxiety Relief Exercises for Kids Video  Anxiety Relief Exercises 10 Anxiety Coping ...</p> <p>4. Introduction to the Zones of Regulation- Feelings  What Are the Zones of Regulation?</p>

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	<p>how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).</p> <p>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.</p>		<p>5. Zones of Regulation Chart and Thermometer Activity: Feelings and color coordinated emotions for kids. Learn the zones and have students participate in filling out their own chart.</p> <p> Zones of Regulation Chart for Kids.pdf</p> <p> Feelings Thermometer</p>
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Grade 3, Unit 3 Overview: Social Health

In this unit students will be able to communicate and interact with others efficiently and form meaningful relationships with others as they interact in healthy, appropriate ways. Social health encompasses respect and acceptance of differences of an individual's race, religion, gender identity, gender expression, ethnicity, disability, socioeconomic background, and perspectives of health-related decisions. People in healthy relationships share thoughts and feelings, as well as mutual respect.




Topic & # Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
<p>Unit 3: Social Health</p> <p>1-2 Days per listed activity</p>	<ul style="list-style-type: none"> 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.6: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members. 	<p>Objectives/ Targets: I can...</p> <ol style="list-style-type: none"> 1. I can demonstrate care and respect for people from diverse backgrounds that may be similar or different from me. 2. I can identify healthy ways to create relationships. 3. I can understand what teasing, harassment and bullying are in context to varied situations. 4. I can understand the differences between healthy and unhealthy relationships and how to prevent harm towards others. 	<p>1. Being an Upstander Video: Getting to know how to stand up to bullying and prevent being a bystander.</p> <p> Be an Upstander - Prevent Bullying: A NED S...</p> <p>Fillable Worksheet: Upstander vs. Bystander</p> <p> Handout- Bystander vs upstande - Stop, Spe...</p> <p> Short story Bullying Bystander Fill in the scenario with what a bystander might do to become an upstander.</p> <p> Kids Voices- To Do list bully prevention</p> <p>2. Character Counts Webpage: Digital Classroom https://charactercounts.org/digital_classroom/acti</p>

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	<ul style="list-style-type: none"> • 2.1.5.SSH.7: Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others. 		vities-and-lessons/ Huge selection of lesson plans, videos, activities and associated grade level appropriate categories to explore with students. 3. Welcoming Schools Website Resources: Collection of lesson plans to prevent bias based bullying and prejudices. Website link: https://welcomingschools.org/resources/lesson-plans-to-prevent-bullying
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Grade 3, Unit 4 Overview: Community Health Services and Support

In this unit students will be able to understand that community health services provide informational resources and assistance to communities and individuals to support disease and injury prevention, disaster relief, and improve the quality of services provided to all individuals. Individuals will benefit from an awareness of coping strategies that can be used when facing difficult situations and can utilize community professionals for support or assistance during emergencies or stressful situations.

Topic & # Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
Unit 4: Community Health Services and Support 1-2 Days per listed activity	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.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.	Objectives/ Targets: I can... 1. I can explore strategies that help individuals handle sadness, stress, anxiety or anger. 2. I can understand that stressful triggers can be emotionally regulated through management strategies. 3. I can identify resources for health services and service professionals that address emergency needs of individuals in a variety of scenarios (crisis, weather, preparedness, etc.).	1. Stress introduction video for kids: 9 helpful techniques to manage stress for kids:  Stress Relief For Kids - Stress Management T... 2. Turn and talk strategies: Printable cards that prompt small or whole group discussions about individual situations that can trigger emotions and how to manage them.  Small talk discussion cards 3. What is worry? Activity to determine what worry can do, and how to manage it.  What is worry worksheet 4. Disaster Dodger Video: Getting to Know Types of Emergencies

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			<p> Disaster Dodgers: Introduction to Emergenc...</p> <p>5. Comprehensive collection of kids emergency preparedness activities, games and guides. https://www.ready.gov/kids</p> <p>6. Disaster Master Interactive Game for Kids- Helps students understand preparedness during different emergencies. Game Link: https://www.ready.gov/kids/games/data/dm-english/index.html</p> <p>7. Emergency Kit Builder Game: Interactive game to build your preparedness kit at home. Game Link: https://www.ready.gov/kids/games/data/bak-english/index.html</p>
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Possible Assessments Units 1-5			
Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/Assignments
<ul style="list-style-type: none"> • Anecdotal notes during whole group, small group and individual conferences • Sharing strategies • Turn and talk • Stop and Jots • Graphic organizers • Running Records/skills check off 	<ul style="list-style-type: none"> • Common Summative Assessments • Open-Ended Responses • Exit/Entrance Tickets 	<ul style="list-style-type: none"> • Common Performance Assessments • Exit/Entrance Tickets • Projects • Portfolios 	<ul style="list-style-type: none"> • Worksheets • Class discussions • Teacher observations • Student notes • 2D and 3D projects • Written/Oral Response
Character Education Cross Curricular and Assessment Components, K-6			

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ELA Practices	Math Practices	Science and Engineering Practices	Social Studies Practices
<ol style="list-style-type: none"> 1. Developing Responsibility for Learning: Cultivating independence, self-reflection, and responsibility for one's own learning. 2. Adapting Communication: Adapting communication in response to the varying demands of audience, task, purpose, and discipline. 3. Valuing Evidence in Argumentation: Constructing viable claims and evaluating, defending, challenging, and qualifying the arguments of others. 4. Building Knowledge: Building strong content knowledge and connecting ideas across disciplines using a variety of text resources and media. 5. Leveraging Technology: Employing technology and digital media thoughtfully, strategically and capably to enhance reading, writing, speaking, listening, and language use. 6. Understanding Self and Others: Using literacy as a vehicle to affirm all the aspects of one's own identity, as well as understand, connect to and respect other perspectives and cultures. 	<ol style="list-style-type: none"> 1. Make sense of problems and persevere in solving them 2. Reason abstractly and quantitatively 3. Construct viable arguments and critique the reasoning of others 4. Model with mathematics 5. Use appropriate tools strategically 6. Attend to precision 7. Look for and make use of structure 8. Look for and express regularity in repeated reasoning 	<ol style="list-style-type: none"> 1. Asking questions and defining problems 2. Planning and carrying out investigations 3. Analyzing and interpreting data 4. Developing and using models 5. Constructing explanations and designing solutions 6. Engaging in argument from evidence 7. Using mathematics and computational thinking 8. Obtaining, evaluating, and communicating information 	<ol style="list-style-type: none"> 1. Developing questions and planning inquiry 2. Gathering and evaluating sources 3. Seeking diverse perspectives 4. Developing claims and using evidence 5. Presenting arguments and explanations 6. Engaging in civil discourse and critiquing conclusions 7. Taking informed action

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<p style="text-align: center;"><u>Diversity, Equity, and Inclusion Goals</u> (Links to State Resources)</p>	<p style="text-align: center;"><u>Personal Financial Literacy (9.1), Career Awareness, Exploration, and Preparation (9.2), and Life Literacies and Key Skills (9.4)</u></p>
<p>Our district is committed to supporting all of our diverse learners and allowing students to be exposed to Culturally Responsive Practices. Below is a list of our goals for supporting these practices throughout our district and classrooms.</p> <ol style="list-style-type: none"> 1. Cultivate respect towards minority groups to foster appreciation of their differences as well as recognize their literary contributions. 2. Evaluate experiences of people of diverse backgrounds and their unique journeys, including challenges and successes, and their significant historic contributions to the economic, political, and social development of New Jersey and the United States. 3. Analyze grade-level texts highlighting the contributions of persons of different genders, ethnicities, and abilities. 4. Apply the design thinking process to develop empathy, challenging biases, to better understand different perspectives and experiences to creatively problem-solve and innovate solutions for diverse groups of people with specific needs. 5. Engage in authentic learning experiences that enable students to acquire and incorporate varied perspectives, and communicate with diverse audiences while applying content knowledge, integrating concepts across disciplines, and developing research, communication, and critical-thinking skills. 6. Reflect on personal experiences and the experiences of others building empathy and promoting a climate of respect and acceptance of people with different backgrounds and abilities. 	<p>Career Awareness, Exploration, and Preparation (9.2):</p> <ul style="list-style-type: none"> • By the end of Grade 5 <ul style="list-style-type: none"> ○ 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. ○ 9.2.5.CAP.2: Identify how you might like to earn an income. ○ 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations. <p>Life Literacies and Key Skills (9.4):</p> <ul style="list-style-type: none"> • By the end of Grade 5 <ul style="list-style-type: none"> ○ 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6). ○ 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a). ○ 9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6). ○ 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2). ○ 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3). ○ 9.4.5.DC.8: Propose ways local and global communities can engage digitally to participate in and promote climate action (e.g., 6.3.5.GeoHE.1). ○ 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8). ○ 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM.IPRET.5). ○ 9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5.CR1d).