

3rd Grade Health

3rd Grade Health Scope and Sequence

	THEME TOTAL	CUMULATIVE TOTAL
Character Education	6 days	
Social Emotional Growth	3 days	9 days
Safety	5 days	14 days
Nutrition	6 days	20 days
Personal Growth	10 days	30 days
CATEGORY TOTALS	30 days	

Notes: There are 30 Health sessions during the course of the year.

3rd Grade Health

Unit Title: Character Education

Stage 1: Desired Results

Standards & Indicators:

NJSLS- Health and Physical Education

2.1.5.EH.1: Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.

2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.

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).

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.

2.1.5.CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.1.5.CR.1.	Compare various ways to give back and relate them to your strengths, interests, and other personal factors.	You can give back in areas that matter to you.
9.1.5.PB.2.	Describe choices consumers have with money (e.g., save, spend, donate).	Saving money can impact an individual's ability to address emergencies and accomplish their short-and long-term goals.
9.4.5.CT.2.	Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem.	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.
9.4.5.CT.4.	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.
9.4.5.DC.4.	Model safe, legal, and ethical behavior when using online or offline technology.	Sending and receiving copies of media on the internet creates the opportunity for unauthorized use of data, such

3rd Grade Health

		as personally owned video, photos, and music.
9.4.5.DC.5.	Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.	Digital identities must be managed in order to create a positive digital footprint.
<u>Central Idea/Enduring Understanding:</u> <ul style="list-style-type: none"> ● A person's core ethical values affect the health of that person and those around them. ● Character building is influenced by many factors positive and negative. ● Self-management skills impact an individual's ability to recognize, cope, and express emotions about difficult events. ● Resiliency and coping practices influence an individual's ability to respond positively to everyday challenges and difficult situations. ● Individuals will benefit from an awareness of coping strategies that can be used when facing difficult situations. 		<u>Essential/Guiding Question:</u> <ul style="list-style-type: none"> ● How does your character affect your health and those around you? ● How can setting goals make you successful? ● Why is it important to be a good citizen? ● Why is it important to implement our core values in our everyday life? ● How do attitudes and assumptions positively or negatively affect those with disabilities? ● How can families be different or similar? ● What strategies can you use to resolve conflicts? ● How do you serve your community? How would you like to better serve? ● Why is it important to show respect towards EVERYONE in school? ● Who do you look up to as a role model of character?
<u>Content:</u> <ul style="list-style-type: none"> ● Good health and strong character go hand in hand – respect, empathy, civic mindedness and good citizenship – affect the local community and the world. ● Attitudes and assumptions toward individuals with disabilities may have a negative or positive impact. ● Anti-bullying 		<u>Skills(Objectives):</u> <ul style="list-style-type: none"> ● Students will be able to identify the difference between positive and negative influences on character development. ● Students will be able to identify characteristics of positive character development. ● Students will appreciate students and people with disabilities.
<u>Interdisciplinary Connections:</u> Language Arts: persuasive writing; informational process writing (slides; brochures, etc.) Math: ability to analyze charts and percentages related to relevant impacts of HIB incidents		
Stage 2: Assessment Evidence		
<u>Performance Task(s):</u> <ul style="list-style-type: none"> ● Work with puppets for role-playing ● Role play with other students ● Use "I Message" ● Recite the Anti-Bullying Pledge 		<u>Other Evidence:</u> <ul style="list-style-type: none"> ● Teacher Observation ● Written and oral responses

3rd Grade Health

<ul style="list-style-type: none">● Read examples from literature● See video examples			
Stage 3: Learning Plan			
<u>Learning Opportunities/Strategies:</u> Session 1 <ul style="list-style-type: none">● Student participate in an activity in which they achieve a goal set as a class. Session 2 <ul style="list-style-type: none">● Goal setting: students develop short term goals and long term goals, device strategies/steps to help achieve goals (vision, write goals, action, rewards, access and repeat). Student can create a goal poster for their room. Session 3 <ul style="list-style-type: none">● Civic mindedness/citizenship: importance of being a good citizen Session 4 <ul style="list-style-type: none">● School Core values review INSPIRE Session 5 <ul style="list-style-type: none">● Discovering disabilities: Emmanuel’s Dream understanding differences. Session 6 <ul style="list-style-type: none">● Family Situations/dynamics:Family Trees Session 7 <ul style="list-style-type: none">● What is Bullying? JOJO Session 8 <ul style="list-style-type: none">● Service Projects: How do you serve? How would you like to serve? Kids Heart Challenge Session 9 <ul style="list-style-type: none">● Relationships at school: Write a letter to a staff member that you are thankful for. Session 10 <ul style="list-style-type: none">● Role models of character: Project displaying role models		<u>Resources:</u> <u>Sessions</u> <ul style="list-style-type: none">● Books● Internet With Projector● Whiteboard/Smartboard equipment● Paper● Writing supplies● Art supplies● PE Equipment	
<u>Differentiation</u>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none">● Lesson Skill Extension	<ul style="list-style-type: none">● Peer Mentoring	<ul style="list-style-type: none">● Rewording Directions	<ul style="list-style-type: none">● IEP’s● 504’s

3rd Grade Health

<ul style="list-style-type: none"> • Peer Mentoring 		<ul style="list-style-type: none"> • Allow Extra Time 	<ul style="list-style-type: none"> • Instructional Aides • Receive help from a peer assistant • Allow extra time • Reword directions
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Unit Title: Social Emotional Growth		
Stage 1: Desired Results		
Standards & Indicators: NJSLS- Health and Physical Education		
2.1.5.EH.1: Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.		
2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.		
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).		
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		
Career Readiness, Life Literacies and Key Skills		
Standard	Performance Expectations	Core Ideas
9.1.5.FP.3.	Analyze how spending choices and decision-making can result in positive or negative consequences.	Spending choices and their intended and unintended consequences impact financial outcomes and personal well being.
9.1.5.FP.4.	Explain the role of spending money and how it affects well-being and happiness (e.g., "happy money," experiences over things, donating to causes, anticipation, etc.)	Spending choices and their intended and unintended consequences impact financial outcomes and personal well being.
9.2.5.CAP.1.	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.	An individual's passions, aptitude and skills can affect his/her employment and earning potential.
9.2.5.CAP.2 .	Identify how you might like to earn an income.	An individual's passions, aptitude and skills can affect his/her employment and earning potential.

3rd Grade Health

9.2.5.CAP.3.	Identify qualifications needed to pursue traditional and non-traditional careers and occupations.	An individual's passions, aptitude and skills can affect his/her employment and earning potential.
9.2.5.CAP.4.	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.	An individual's passions, aptitude and skills can affect his/her employment and earning potential.
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.	Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.
<u>Central Idea/Enduring Understanding:</u> <ul style="list-style-type: none"> Many factors play a role in social and emotional health. Stress management skills can affect your emotional response to stressful situations. Self-management skills impact an individual's ability to recognize, cope, and express emotions about difficult events. Resiliency and coping practices influence an individual's ability to respond positively to everyday challenges and difficult situations. 		<u>Essential/Guiding Question:</u> <ul style="list-style-type: none"> Does your ability to handle stress affect your own wellness and the wellness of those around you? What are basic NEEDS? What Causes Stress? What exactly is bullying?
<u>Content:</u> <ul style="list-style-type: none"> Compare and contrast how individuals and families attempt to address basic human needs. Distinguish violence, harassment, gang violence, discrimination, and bullying and demonstrate strategies to prevent and resolve these types of conflicts. Ways to cope with rejection, loss and separation Summarize the causes of stress and explain ways to deal with stressful situations. 		<u>Skills(Objectives):</u> <ul style="list-style-type: none"> 2.1.4.E.1 Compare and contrast how individuals and families attempt to address basic human needs. 2.1.4.E.2 Distinguish among violence, harassment, gang violence, discrimination, and bullying and demonstrate strategies to prevent and resolve these types of conflicts. 2.1.4.E.3 Determine ways to cope with rejection, loss, and separation. 2.1.4.E.4 Summarize the causes of stress and explain ways to deal with stressful situations.
<u>Interdisciplinary Connections:</u> Language Arts: persuasive and journal writing; informational process writing (slides; brochures, etc.) Math: ability to analyze charts and percentages related to mental health issues		

3rd Grade Health

Stage 2: Assessment Evidence			
<u>Performance Task(s):</u> <ul style="list-style-type: none">● Role Play● Pair Share● Demonstrate strategies with puppets● Find examples in literature● Write “I Messages”		<u>Other Evidence:</u> <ul style="list-style-type: none">● Teacher Observation	
Stage 3: Learning Plan			
<u>Learning Opportunities/Strategies:</u> Session 1 Bullying VS. Conflict identification Session 2 <ul style="list-style-type: none">● Coping Skills (Rejection, loss, and separation) Session 3 <ul style="list-style-type: none">● What Causes stress? Session 4 <ul style="list-style-type: none">● Exercise the Stress Away: Yoga, Stress walk Session 5 <ul style="list-style-type: none">● Basic Needs vs Wants		<u>Resources:</u> <ul style="list-style-type: none">● Books● Internet With Projector● Whiteboard/Smartboard equipment● Paper● Writing supplies● Art supplies● PE Equipment	
<u>Differentiation</u>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none">● Lesson Skill Extension● Peer Mentoring	<ul style="list-style-type: none">● Peer Mentoring	<ul style="list-style-type: none">● Rewording Directions● Allow Extra Time● Receive help from a peer mentor	<ul style="list-style-type: none">● IEP’s● 504’s● Instructional Aides● Receive help from a peer assistant● Allow extra time● Reword directions

<u>Unit Title:</u> Safety
Stage 1: Desired Results
<u>Standards & Indicators:</u> NJSLS- Health and Physical Education 2.3.5.PS.1: Develop strategies to reduce the risk of injuries at home, school, and in the community. 2.3.5.PS.2: Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.).

3rd Grade Health

2.3.5.PS.3: Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation

2.3.5.PS.5: Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.1.5.RMI.1.	Identify risks that individuals and households face.	Individuals can choose to accept inevitable risk or take steps to protect themselves by avoiding or reducing risk.
9.4.5.TL.1.	Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.	Different digital tools have different purposes.

Central Idea/Enduring Understanding:

- Safety comes from identifying unsafe situations and making good choices helps to make the lives of yourself and others safer at home, school and in the community.
- Summarize various forms of abuse and ways to get help.
- Be able to provide simple first-aid for choking, bleeding, burns and poisoning.
- Safety includes being aware of the environment and understanding how certain situations could lead to injury or illness.
- Children who practice setting healthy boundaries know how to say no and what to do when they feel uncomfortable or find themselves in unsafe situations.

Essential/Guiding Question:

- What are potential hazards that affect your health at school or home?
- What do we do if someone is hurt in class?
- What safety precautions should be taken when traveling? (Bike, bus, car)
- What safety precautions should be made to PREVENT injury?

Content:

- Be aware of dangers in your area.
- Develop strategies to reduce risk at home, school and in the community.
- Name types of abuse and how to get help
- First aid for choking, bleeding, burns and poison.

Skills(Objectives):

- Students will be able to identify dangers at home, school and in the community and will be able to strategize and minimize risk.
- Students will be able to identify types of abuse and where to seek help.
- Students will be able to provide first aid for choking bleeding, burns and poison.

3rd Grade Health

Interdisciplinary Connections:

Science: Biology

Language Arts: persuasive and journal writing; informational process writing (slides; brochures, etc.)

Math: ability to analyze charts and percentages related to medical emergency/first aid

Stage 2: Assessment Evidence

Performance Task(s):

- Role play
- Small group task cards
- Magazine picture cards – identify and state how to prevent a dangerous situation

Other Evidence:

- Teacher observation
- Written and oral articulation

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Session 1

- Assessing risk: Fire, injury, accident prevention.

Session 2

- First Aid: Where can I find First Aid

Session 3

- Transportation Safety: Bike, Car, Bus

Session 4

- Injury Prevention: Safety gear(Helmets, seatbelts, etc.)

Session 5

- Abuse

Resources:

Sessions

- Books
- Internet With Projector
- Whiteboard/Smartboard equipment
- Paper
- Writing supplies
- Art supplies
- PE Equipment

Differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> • Lesson Skill Extension • Peer Mentoring 	<ul style="list-style-type: none"> • Peer Mentoring 	<ul style="list-style-type: none"> • Rewording Directions • Allow extra time • Receive help from peer mentors 	<ul style="list-style-type: none"> • IEP's • 504's • Instructional Aides • Receive help from peer mentors

Unit Title: Nutrition

Stage 1: Desired Results

Standards & Indicators:

NJSLS- Health and Physical Education

2.2.5.N.1: Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of

3rd Grade Health

disease, and keeps body systems functioning effectively.

2.2.5.N.2: Create a healthy meal based on nutritional content, value, calories, and cost.

2.2.5.N.3: Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.1.5.FP.5.	Illustrate how inaccurate information is disseminated through various external influencers including the media, advertisers/marketers, friends, educators, and family members.	Not all financial information is accurate or truthful.
9.1.5.PB.1.	Develop a personal budget and explain how it reflects spending, saving, and charitable contributions.	There are specific steps associated with creating a budget.
9.4.5.IML.5.	Distinguish how media are used by individuals, groups, and organizations for varying purposes.	Accurate and comprehensive information comes in a variety of platforms and formats and is the basis for effective decision-making.
9.4.5.IML.6.	Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.	Specific situations require the use of relevant sources of information.

Central Idea/Enduring Understanding:

- It is important to make healthy choices with anything you put in your body.
- Understanding the principles of a balanced nutritional plan (e.g. moderation, variety of fruits, vegetables, limiting processed foods) assists in making nutrition-related decisions that will contribute to wellness.

Essential/Guiding Question:

- How do we read nutrition labels?
- What does a balanced meal look like?
- How do I make the healthiest food choices?
- Why is it important to eat the proper foods?
- What are medicines and how are they used?

Content:

- 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.

Skills(Objectives):

- 2.3.4.A.1. Distinguish between over-the-counter and prescription medicines.
- 2.3.4.B.2. Compare the short- and long-term physical effects of all types of tobacco use.
- 2.1.4.B.1 Explain how healthy eating provides energy, helps to maintain healthy weight, lowers

3rd Grade Health

<ul style="list-style-type: none"> Choose My Plate 	<p>risk of disease, and keeps body systems functioning effectively.</p> <ul style="list-style-type: none"> 2.1.4.B.2 Differentiate between healthy and unhealthy eating practices. 2.1.4.B.3 Create a healthy meal based on nutritional content, value, calories, and cost. 2.1.4.B.4 Interpret food product labels based on nutritional content.
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Interdisciplinary Connections:

Science: Biology and chemistry

Language Arts: persuasive and journal writing; informational process writing (slides; brochures, etc.)

Math: ability to analyze charts and percentages related to caloric intake, health issues related to dietary choices.

Stage 2: Assessment Evidence

Performance Task(s):

- Provide students with a three-column chart. Each column w/the following of three labels: Illegal Drugs, Legal Drugs - prescription, Legal Drugs -over-the-counter.
- Students are to provide a minimum of three examples per column, and will provide a written explanation at the bottom of the chart detailing why some are/aren't illegal.

Other Evidence:

- Teacher observation
- Written and oral responses

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Session 1

- Understanding Nutritional Fact Labels: Read and sort different food labels

Session 2

- Balanced Meals: Content Calories and Cost

Session 3

- Healthy Food Choices vs Unhealthy Food Choices
- Cause and effect

Session 4

- Food is Fuel: Choose Wisely

Session 5

- Medicines: What are they? How are they used?

Resources:

- Books
- Internet With Projector
- Whiteboard/Smartboard equipment
- Paper
- Writing supplies
- Art supplies
- PE Equipment

3rd Grade Health

<u>Differentiation</u>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> Lesson Skill Extension Peer Mentoring 	<ul style="list-style-type: none"> Peer Mentoring 	<ul style="list-style-type: none"> Rewording Directions Allow Extra Time 	<ul style="list-style-type: none"> IEP's 504's Instructional Aides Receive help from a peer assistant Allow extra time Reword directions

<u>Unit Title:</u> Personal Growth		
Stage 1: Desired Results		
<u>Standards & Indicators:</u> NJSLS- Health and Physical Education 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). 2.3.5.HCDM.1: Identify conditions that may keep the human body from working properly, and the ways in which the body responds. 2.3.5.HCDM.2: Describe how to prevent the spread of communicable and infection diseases and conditions (e.g., Lyme Disease, influenza)		
<u>Career Readiness, Life Literacies and Key Skills</u>		
Standard	Performance Expectations	Core Ideas
9.4.5.GCA.1.	Analyze how culture shapes individual and community perspectives and points of view.	Culture and geography can shape an individual's experiences and perspectives.
<u>Central Idea/Enduring Understanding:</u> <ul style="list-style-type: none"> Personal health practices and behaviors can affect an individual's body systems The early detection of diseases and health conditions contributes to one's health and helps reduce healthcare costs. There are actions that individuals can take to help prevent diseases and stay healthy. Health is influenced by the interaction of body systems. 		<u>Essential/Guiding Question:</u> <ul style="list-style-type: none"> How do we care for our skeletal system? How do we care for our muscular system? How do we care for our respiratory system? How do we care for our circulatory system? How do we care for our digestive system? What's more important: prevention or cure?

3rd Grade Health

<u>Content:</u> <ul style="list-style-type: none">Effective communication may be a determining factor in the outcome of health and safety related situations.	<u>Skills(Objectives):</u> 2.1.4.A.1 Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact. 2.1.4.A.2 Determine the relationship of personal health practices and behaviors on an individual’s body systems.		
<u>Interdisciplinary Connections:</u> Science: Biology Language Arts: persuasive and journal writing; informational process writing (slides; brochures, etc.) Math: ability to analyze charts and percentages related relevant topics within this content.			
Stage 2: Assessment Evidence			
<u>Performance Task(s):</u> <ul style="list-style-type: none">Choose a local cause, make posters, a public service announcement or host a fundraiser.Develop an online directory of school and community health and social services linking common adolescent problems with the appropriate provider.	<u>Other Evidence:</u> <ul style="list-style-type: none">Teacher observationSelf-assessmentPeer-assessmentQuiz/checklist on key terms, concepts, skills ...Oral responseWritten response		
Stage 3: Learning Plan			
<u>Learning Opportunities/Strategies:</u> Session 1 <ul style="list-style-type: none">Skeletal system: Identification and Functionality Session 2 <ul style="list-style-type: none">Respiratory System: Identification and Functionality Session 3 <ul style="list-style-type: none">Circulatory System: Identification and Functionality Session 4 <ul style="list-style-type: none">Muscular System: Identification and Functionality Session 5 <ul style="list-style-type: none">Digestive System: Identification and Functionality	<u>Resources:</u> <u>Sessions</u> <ul style="list-style-type: none">BooksInternet With ProjectorWhiteboard/Smartboard equipmentPaperWriting suppliesArt suppliesPE Equipment		
<u>Differentiation</u>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none">Lesson Skill ExtensionPeer Mentoring	<ul style="list-style-type: none">Peer Mentoring	<ul style="list-style-type: none">Rewording Directions	<ul style="list-style-type: none">IEP’s504’sInstructional Aides

3rd Grade Health

		<ul style="list-style-type: none">● Allow Extra Time	<ul style="list-style-type: none">● Receive help from a peer assistant● Allow extra time● Reword directions
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