

**CONTENT AREA: Health**

**COURSE/GRADE LEVEL: 3<sup>rd</sup> Grade**

## **I. Course Overview**

Grade 3 Health is designed to cover health concepts deemed important and necessary as stipulated by the New Jersey Core Curriculum Content Standards for the third grade. As a result, this curriculum is designed to promote each student's optimum physical, mental, emotional and social development. Because the curriculum is student-centered and interactive, health information is combined with skill development and practice in order to have an impact on lifelong behavior.

## **II. Units of Study**

### **2.1. A. Personal Growth and Development**

The dimensions of wellness are interrelated and impact overall personal well-being.

### **2.1. B. Nutrition**

Choosing a balanced variety of nutritious foods contributes to wellness.

### **2.1. C. Diseases and Health Conditions**

The use of disease prevention strategies in home, school, and community promotes personal health.

### **2.1. D. Safety**

Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others.

Applying first-aid procedures can minimize injury and save lives.

### **2.1. E. Social and Emotional Health**

Many factors at home, school, and in the community impact social and emotional health.

Stress management skills impact an individual's ability to cope with different types of emotional situations.

### **2.2. A. Interpersonal Communication**

Effective communication may be a determining factor in the outcome of health- and safety-related situations.

Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.

### **2.2. B. Decision Making and Goal Setting**

Many health-related situations require the application of a thoughtful decision-making process.

### **2.2. C. Character Development**

Personal core ethical values impact the health of oneself and others.

Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence.

### **2.2. D. Advocacy and Service**

Service projects provide an opportunity to have a positive impact on the lives of self and others.

### **2.2. E. Health Services and Information**

Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems.

### **2.3. A. Medicines**

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.

### **2.3. B. Alcohol, Tobacco, and Other Drugs**

Use of drugs in unsafe ways is dangerous and harmful.

### **2.3. C. Dependency/Addiction and Treatment**

Substance abuse is caused by a variety of factors.

### **2.4. A. Relationships**

The family unit encompasses the diversity of family forms in contemporary society.

## **III. Essential Questions** (The open-ended, provocative questions that help frame inquiry)

2.1. A. 1. Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.

2.1. A. 2. Determine the relationship of personal health practices and behaviors on an individual's body systems.

2.1. B. 1. Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.

2.1. B. 2. Differentiate between healthy and unhealthy eating practices.

2.1. B. 3. Create a healthy meal based on nutritional content, value, calories, and cost.

2.1. B. 4. Interpret food product labels based on nutritional content..

2.1. C. 1. Explain how most diseases and health conditions are preventable.

2.1. C. 2. Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls prevent diseases and health conditions.

2.1. D. 1. Determine the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).

2.1. D. 2. Examine the impact of unsafe behaviors when traveling in vehicles, as a pedestrian, and when using other modes of transportation.

2.1. D. 3. Demonstrate simple first-aid procedures for choking, bleeding burns, and poisoning.

2.1. E. 1. Compare and contrast how individuals and families attempt to address basic human needs.

2.1. E. 2. Determine ways to cope with rejection, loss, and separation..

2.1. E. 3. Summarize the causes of stress and explain ways to deal with stressful situations.

2.2. A. 1. Demonstrate effective interpersonal communication in health- and safety- related situations.

2.2. A. 2. Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.

2.2. B. 1. Use the decision-making process when addressing health-related issues.

2.2. B. 2. Differentiate between situations when a health-related decision should be made independently or with the help of others.

2.2. B. 3. Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.

2.2. B. 4. Develop a personal health goal and track progress.

2.2. C. 1. Determine how an individual's character develops over time and impacts personal health.

2.2. C. 2. Determine how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them.



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2.2. D. 1. Explain the impact of participation in different kinds of service projects on community wellness.

2.2. E. 1. Identify health services and resources provided in the school and community and determine how each assists in addressing health needs and emergencies.

2.2. E. 2. Explain when and how to seek help when experiencing a health problem.

2.3. A. 1. Distinguish between over-the-counter and prescription medicines.

2.3. A. 2. Determine possible side effects of common types of medicines.

2.3. B. 1. Explain why it is illegal to use or possess certain drugs/substances and the possible consequences.

2.3. B. 2. Compare the short- and long-term physical effects of all types of tobacco use.

2.3. B. 3. Identify specific environments where second-hand/passive smoke may impact the wellness of nonsmokers.

2.3. B. 4. Summarize the short- and long-term physical and behavioral effects of alcohol use and abuse.

2.3. B. 5. Identify the short- and long-term physical effects of inhaling certain substances.

2.3. C. 1. Determine how advertising, peer pressure, and home environment influence children and teenagers to experiment with alcohol, tobacco, and other drugs.

2.4. A. 1. Explain how families typically share common values, provide love and emotional support, and set boundaries and limits.

2.4. A. 2. Explain why healthy relationships are fostered in some families and not in others.

### **IV. Learning Objectives**

**Standard 2.1 Wellness:** All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

**Standard 2.2 Integrated Skills:** All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

**Standard 2.3 Drugs and Medicines:** All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.



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**Standard 2.4 Human Relationships and Sexuality:** All students will acquire knowledge about the physical, emotional and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

### **V. Instructional Materials**

- Health Promotion Wave
- Internet
- Interactive websites
- Handouts
- Worksheets
- NJN Video
- i-SAFE

### **VI. Key Performance and Benchmark Tasks**

- Traditional teaching methods: lecture, teacher-led discussions
- Role-play exercises: health topics
- Technology
- Assemblies
- Small group discussion

By the end of the 3<sup>rd</sup> grade, students will be able to:

- understand how some parts of the body function.
- understand preventive health measures, including proper diet, germ avoidance, and cyber safety.
- utilize available information to make safe and healthy choices.
- utilize communication skills to express feelings appropriately.
- establish health related goals.
- identify risk factors involved in the use of tobacco, alcohol, inhalants and marijuana.
- identify the stages of human development and inherited traits.

### **Methods of Assessment**

- Class participation
- Teacher observation
- Role-playing
- Group project
- Class discussion