

Pascack Valley Regional Curriculum Consortium
Hillsdale - Montvale - River Vale - Woodcliff Lake

Office of Curriculum and Instruction

Grade 3 **Health** Curriculum

Unit 1 Wellness	Unit 2 Building Healthy Relationships	Unit 3 Social Interactions and Bodily Autonomy
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Born on Date: August 2022

Grade 3 Health Unit 1: Wellness

Unit Title: Wellness Grade Level: 3 Pacing: 5-7 weeks	
Stage 1 - Desired Results	
<u>NJSLS Content Area: CHPE</u>	
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.
2.2.5.N.1	Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.
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.2	Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others
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.1	Develop strategies to reduce the risk of injuries at home, school and in the community.
Physical Wellness Connections	
2.2.5.PF.1	Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health.
2.2.5.PF.5	Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).

2.2.5.LF.1	Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.
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.
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.
<u>Interdisciplinary Connections</u>	
RL.3.1	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
W.3.2.B	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Develop the topic with facts, definitions, and details.
SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
<u>Integration of NJSLS Computer Science and Design Thinking</u>	
8.1.5.NI.2	Describe physical and digital security measures for protecting sensitive personal information
8.2.5.ITH.4	Describe a technology/tool that has made the way people live easier or has led to a new business or career.
<u>Integration of NJSLS Career Readiness, Life Literacy and Key Skills</u>	
9.1.5.CR.1	Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

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.
Career Ready Practices	
Utilize critical thinking to make sense of problems and persevere in solving them.	
Work productively in teams while using cultural global competence.	
Social and Emotional Learning Competencies	
Social Awareness	The ability to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts.
Relationship Skills	The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.

What are the learning priorities?		
Essential Questions Students will keep considering...	Understandings/Goals Students will understand...	Student Objectives/Outcomes: A list of factual knowledge to be taught – Students will know...
<ul style="list-style-type: none"> How can I live a healthy life and engage in behaviors that reduce illness and injury? 	<ul style="list-style-type: none"> The relationship between feelings and behaviors Following rules and procedures will keep me safe 	<ul style="list-style-type: none"> I can explain ways that infectious diseases are transmitted. I understand that eating healthy has positive benefits.

Stage 2 - Evidence of Student Learning Assessment Design

What have you learned?

Assessment:

- **Summative Assessment**
 - Wellness Wheel Reflection
- **Formative Assessment**

Student Self-Assessment:

- Student Rubrics

Modifications and Accommodations:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Manipulatives, extra time, alternative assessments, and scaffolding strategies will be used to support learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA based on the student’s level of English Language Proficiency (ELP). - https://www.wida.us/standards/CAN_DOs/

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high-level challenges related to reading and writing learning including variations in content, process, products, and learning environments.

Stage 3 - Learning Plan	
NJSLS	Sample Lesson Description
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).	Students will review personal-care behaviors that reduce illness, prevent injuries or improve one's overall wellness. Next, students will practice behaviors that will help prevent infectious diseases such as colds and flu. Students share symptoms they have experienced when sick, then read about how germs can be passed from person to person. They brainstorm things they can do to avoid infectious illness and practice healthy actions they can take to prevent the spread of germs, including hand washing and covering sneezes and coughs.
2.2.5.N.1 Explain how healthy eating provides energy, helps to maintain a healthy weight, lowers the risk of disease, and keeps body systems functioning effectively.	Students explore guidelines for making healthy food choices, the importance of eating, identifying body signals of hunger and fullness, and the benefits of healthy eating.
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)	This lesson helps students think about healthy ways to express different kinds of feelings, including those that may be troublesome or uncomfortable to experience. Students read some descriptions of different emotional expressions and guess what feeling is being represented. They discuss how feelings influence behavior and why it is important to be aware of their own feelings as well as sensitive to the feelings of others. They brainstorm ways to express feelings in healthy ways, including feelings of anger or frustration, and list trusted adults they can talk to when they are experiencing strong or troublesome emotions.
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.1 Develop strategies to reduce	This lesson helps students consider the idea of being safe. Students complete an activity sheet to define what being safe means to them, then consider a series of questions about safety. They discuss how kids may often take risks because they believe that nothing bad will happen to them, and learn about the importance of thinking about safety ahead of time. They read about some of the ways kids can be hurt and review basic safety rules that can help keep them safe in a variety of

the risk of injuries at home, school and in the community.	everyday situations.
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Unit Resources	<ul style="list-style-type: none">● HealthSmart● Kidshealth.org● Brainpop● I Will Never Not Ever Eat A Tomato by Lauren Child● I Just Want to do it My Way! By Julia Cook● Wilma Jean the Worry Machine by Julia Cook● Baditude! By Julia Cook● The Anti-Test Anxiety Society by Julia Cook● Bill Nye: Respiratory System (video)● Pig the Fibber by Aaron Blabey● In My Heart by Jo Witek
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Grade 3 Health 2: Unit Title

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Unit Title: Building Healthy Relationships Grade Level: 3rd Pacing: 3 - 5 weeks	
Stage 1 - Desired Results	
<u>NJSLS Content Area: CHPE</u>	
2.1.5.SSH.6	Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.
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.SSH.4	Describe how families can share common values, offer emotional support, and set boundaries and limits.
Physical Wellness Connections <u>NJSLS Content Area: CHPE</u>	
2.2.5.LF.1	Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.
2.2.5.LF.5	Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.
<u>Interdisciplinary Connections</u>	
RL.3.1	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
W.3.2.B	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Develop the topic with facts, definitions, and details.

SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
<u>Integration of NJSLS Computer Science and Design Thinking</u>	
8.1.5.NI.2	Describe physical and digital security measures for protecting sensitive personal information
8.2.5.ITH.4	Describe a technology/tool that has made the way people live easier or has led to a new business or career.
<u>Integration of NJSLS Career Readiness, Life Literacy and Key Skills</u>	
9.1.5.CR.1	Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
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.
<u>Career Ready Practices</u>	
Utilize critical thinking to make sense of problems and persevere in solving them.	
Work productively in teams while using cultural global competence.	
<u>Social and Emotional Learning Competencies</u>	
Self-Awareness	The ability to understand one's own emotions, thoughts, and values and how they influence behavior across contexts.

Self-Management	The ability to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.
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What are the learning priorities?		
<u>Essential Question(s):</u> Students will keep considering	<u>Understanding(s)/Goals</u> Students will understand	<u>Student Objectives/Outcomes</u> Students will be able to:
<ul style="list-style-type: none"> How do I be the best version of myself and treat others fairly? 	<ul style="list-style-type: none"> The characteristics of healthy and unhealthy relationships 	<ul style="list-style-type: none"> I can stand up to others. I can show respect for everyone.

Stage 2 - Evidence of Student Learning Assessment Design
What have you learned?
Assessment: <ul style="list-style-type: none"> Formative Assessment <ul style="list-style-type: none"> Teacher Observations
Student Self-Assessment: <ul style="list-style-type: none"> Self-reflection on skills rubrics
Modifications and Accommodations: <u>Students with special needs:</u> Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Manipulatives, extra time, alternative assessments, and scaffolding strategies will be used to support learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. <u>ELL/ESL students:</u> Students will be supported according to the recommendations for “can do’s” as outlined by WIDA based on

the student's level of English Language Proficiency (ELP). - https://www.wida.us/standards/CAN_DOs/

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to reading and writing learning including variations in content, process, products, and learning environments.

Stage 3 - Learning Plan	
NJSLS	Sample Lesson Description
2.1.5.SSH.6 Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.	In this lesson, students will explore different types of relationships (friends, family, acquaintances). Students will learn the characteristics of healthy and unhealthy relationships.
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.	After reading the book <i>The Bully Blockers</i> by Celeste Shally, discuss how the new student, Brandon, began treating Mark (who is Autistic). Discuss how Mark must have felt and how Caleb felt. It seemed to take Caleb a little while to stand up to Brandon, but he found a way to do so. Then, each student will create a positive statement on a t-shirt that shows how to stand up to someone or for someone.
2.1.5.SSH.4 Describe how families can share common values, offer emotional support, and set boundaries and limits.	After reading the book <i>Making Friends Is An Art</i> by Julia Cook, discuss the feelings the brown pencil had in the beginning, middle, and end of the story. He did not have any friends because he was not very nice, and he asked for help from a very honest pencil. He changed his attitude, which helped change his entire outlook on life.

Unit Resources

- HealthSmart
- Kidshealth.org
- Brainpop
- Bullies Never Win by Margery Cuyler
- Making Friends Is An Art by Julia Cook
- Teamwork Isn't my Thing, and I Don't Like to Share! By Julia Cook
- The Crayon Box That Talked by Shane DeRolf
- Winners Don't Whine and Whiners Don't Win! By Juila Cook
- Bully Blockers by Celeste Shally
- Everyone's Hero by Tracey West
- Friendship Soup Video
- Small Talk: Friendship Video

Grade 3 Unit 3: Social Interactions and Bodily Autonomy

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Unit Title: Social Interactions and Bodily Autonomy Grade Level: 3 Pacing: 3-5 weeks	
Stage 1 - Desired Results	
<u>NJSLS Content Area: CHPE</u>	
2.1.5.SSH.1	Describe gender-role stereotypes and their potential impact on self and others.
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.
2.3.5.PS.5	Communicate personal boundaries and demonstrate ways to respect people’s personal boundaries
Physical Wellness Connections <u>NJSLS Content Area: CHPE</u>	
2.2.5.PF.5	Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology)
2.2.5.LF.1	Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.
<u>Interdisciplinary Connections</u>	
RL.3.1	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
W.3.2.B	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Develop the topic with facts, definitions, and details.
SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with

	diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
<u>Integration of NJSL Computer Science and Design Thinking</u>	
8.1.5.NI.2	Describe physical and digital security measures for protecting sensitive personal information
8.2.5.ITH.4	Describe a technology/tool that has made the way people live easier or has led to a new business or career.
<u>Integration of NJSL Career Readiness, Life Literacy and Key Skills</u>	
9.1.5.CR.1	Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
9.2.5.CAP.4	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., lifeguards, child care, medicine, education) and examples of these requirements.
<u>Career Ready Practices</u>	
Utilize critical thinking to make sense of problems and persevere in solving them.	
Work productively in teams while using cultural global competence.	
<u>Social and Emotional Learning Competencies</u>	
Social Awareness	The ability to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts.
Responsible Decision Making	The ability to make caring and constructive choices about personal behavior and social interactions across diverse situations.

What are the learning priorities?		
<u>Essential Question(s)</u> : Students will keep considering	<u>Understanding(s)/Goals</u> Students will understand	<u>Student Objectives/Outcomes</u> Students will be able to:
<ul style="list-style-type: none"> • What can I do to make sure I treat others fairly and help those that are not being treated fairly? 	<ul style="list-style-type: none"> • Gender stereotypes exist in society and can have an impact on you or others in the community. • There are strategies that can be used to help get you out of an uncomfortable situation. 	<ul style="list-style-type: none"> • I can identify trusted adults at home and in the community. • I can assess a situation to determine if I feel safe or uncomfortable. • I can use my strategies to leave a situation where I feel uncomfortable or unsafe. • I can describe gender-role stereotypes in society. • I understand what bullying looks like and know how to report it.

Stage 2 - Evidence of Student Learning Assessment Design
What have you learned?
<p>Assessment:</p> <ul style="list-style-type: none"> • Formative Assessment <ul style="list-style-type: none"> ○ Teacher observation of classroom discussions • Summative Assessment
<p>Student Self-Assessment:</p> <ul style="list-style-type: none"> • Self-assessment on skills rubrics

Modifications and Accommodations:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Manipulatives, extra time, alternative assessments, and scaffolding strategies will be used to support learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA based on the student’s level of English Language Proficiency (ELP). - https://www.wida.us/standards/CAN_DOs/

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to reading and writing learning including variations in content, process, products, and learning environments.

Stage 3 - Learning Plan	
NJSLS	Sample Lesson Description
2.1.5.SSH.1 Describe gender-role stereotypes and their potential impact on self and others.	In this lesson, students examine common male and female gender-role stereotypes (ex. girls like pink) and the potential impact that stereotypes have on individuals and others.
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.	In this lesson, students review the concepts of bullying and teasing, being an upstander instead of a bystander, how to get help, and who they can ask for help. Students will also learn how to assess situations for safety, make safe choices, and communicate personal boundaries.

2.3.5.PS.5 Communicate personal boundaries and demonstrate ways to respect people's personal boundaries	
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Unit Resources	<ul style="list-style-type: none">● HealthSmart● Kidshealth.org● Brainpop/BrainPop Jr.● Smoking Stinks by Kim Gosselin● Angus All Aglow by Heather Smith● The Juice Box Bully by Bob Sornson and Maria Dismody
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<u>Professional Learning Resources</u>
<ul style="list-style-type: none">● <i>Lesson Planning for Skills-Based Health Education</i> by Sarah Benes and Holly Alperin● SHAPE● SHAPE NJ● Open Phys Ed.