

**Belvidere Cluster Wide  
Health Curriculum  
Grade 3  
Updated Fall 2018**

**All Belvidere Cluster curriculum and instruction areas are aligned to the New Jersey Student Learning Standards (NJSLs) in accordance with the NJ Department of Education's curriculum implementation requirements.**

**Interdisciplinary Connections**

- English Language Arts
- Science and Scientific Inquiry (Next Generation)
- Social Studies
- Technology
- Visual and Performing Arts

Technology Standards and Integration

iPads

Chromebooks/Laptops

Projector/YouTube/Internet

Interactive SmartBoard activities

NJSLA Technology

8.1.2.A.2

Create a document using a word processing application.

8.1.2.A.4

Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

8.1.P.B.1

Create a story about a picture taken by the student on a digital camera or mobile device.

8.1.P.C.1

Collaborate with peers by participating in interactive digital games or activities.

8.1.2.E.1

Use digital tools and online resources to explore a problem or issue.

**CAREER EDUCATION  
(NJDOE CTE Clusters)**

- Education & Training
- Information Technology
- Science, Technology, Engineering & Mathematics (STEM)

**21st Century Skills/ Themes**

- Health Literacy
- Environmental Literacy
- Creativity and Innovation
- Critical Thinking
- Problem Solving
- Communication
- Collaboration

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

## **Integrated Accommodations and Modifications**

### **Special Education**

- Printed copy of board work/notes provided
- Additional time for skill mastery
- Assistive technology
- Behavior management plan
- Center-Based Instruction
- Check work frequently for understanding
- Computer or electronic device utilization
- Extended time on tests/ quizzes
- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Modified assignment format
- Modified test content
- Modified test format
- Modified test length
- Multiple test sessions
- Multi-sensory presentation
- Preferential seating
- Preview of content, concepts, and vocabulary
- Reduced/shortened written assignments
- Secure attention before giving instruction/directions
- Shortened assignments
- Student working with an assigned partner
- Teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

### **ELL**

- Allowing students to correct errors (looking for understanding)
- Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Allowing students to correct errors (looking for understanding)
- Allowing the use of note cards or open-book during testing
- Decreasing the amount of work presented or required
- Having peers take notes or providing a copy of the teacher's notes
- Modifying tests to reflect selected objectives
- Providing study guides
- Reducing the number of answer choices on a multiple choice test
- Tutoring by peers
- Explain/clarify key vocabulary terms

### **At Risk**

- Allowing students to correct errors (looking for understanding)
- Teaching key aspects of a topic Eliminate nonessential information allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Allowing students to select from given choices .
- Allowing the use of note cards or open-book during testing
- Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test
- decreasing the amount of work presented or required .
- Having peers take notes or providing a copy of the teacher's notes
- Marking students' correct and acceptable work, not the mistakes
- Modifying tests to reflect selected objectives
- Providing study guides
- Reducing the number of answer choices on a multiple choice test
- Tutoring by peers
- Using authentic assessments with real-life problem-solving
- Using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

### **Gifted and Talented**

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Independent research and projects Interest groups for real world application
- Learning contracts
- Leveled rubrics
- Multiple intelligence options
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products

### **504**

- Printed copy of board work/notes provided
- Additional time for skill mastery
- Assistive technology
- Behavior management plan
- Center-Based Instruction
- Check work frequently for understanding
- Computer or electronic device utilization
- Extended time on tests/ quizzes
- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Modified assignment format
- Modified test content
- Modified test format

- Modified test length
- Multiple test sessions
- Multi-sensory presentation
- Preferential seating
- Preview of content, concepts, and vocabulary
- Reduced/shortened written assignments
- Secure attention before giving instruction/directions
- Shortened assignments
- Student working with an assigned partner
- Teacher initiated weekly assignment sheet
- Use open book, study guides, test prototype
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

# Unit #1, Health, Wellness, Gr. 3

Content Area: **Health**  
Course(s): **Health**  
Time Period: **September**  
Length: **40 days**  
Status: **Published**

## Enduring Understanding

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Making healthy eating choices is an important part of achieving and sustaining wellness.

## Essential Questions

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How is staying healthy a lifelong process?

What factors influence eating patterns?

How does early detection and treatment of diseases and health conditions impact one's health?

How are identifying unsafe situations and choosing appropriate ways to reduce or eliminate risk contribute to the safety of self and others?

How can applying first aid procedures minimize injury and save lives?

## New Jersey Student Learning Standards

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HPE.2.6.6.A.1	Analyze the social, emotional, and health benefits of selected physical experiences.
HPE.2.1.6.A.3	Determine factors that influence the purchase of healthcare products and use of personal hygiene practices.
HPE.2.6.6.A.4	Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.
HPE.2.1.6.B.1	Determine factors that influence food choices and eating patterns.
HPE.2.1.6.A.2	Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage.
HPE.2.6.6.A.2	Determine to what extent various activities improve skill-related fitness versus health-related fitness.
HPE.2.1.6.B.4	Compare and contrast nutritional information on similar food products in order to make informed choices.
HPE.2.6.6.A.5	Relate physical activity, healthy eating, and body composition to personal fitness and health.
HPE.2.1.6.B.2	Summarize the benefits and risks associated with nutritional choices, based on eating patterns.
HPE.2.6.6.A.3	Develop and implement a fitness plan based on the assessment of one's personal fitness level, and monitor health/fitness indicators before, during, and after the program.
HPE.2.1.6.B.3	Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost.
HPE.2.1.6.A.1	Explain how health data can be used to assess and improve each dimension of personal wellness.
HPE.2.1.6.C.2	Determine the impact of public health strategies in preventing diseases and health conditions.
HPE.2.6.6.A.7	Evaluate the short- and long-term effects of anabolic steroids and other performance-enhancing substances on personal health.
HPE.2.1.6.C.3	Compare and contrast common mental illnesses (such as depression, anxiety and panic disorders, and phobias) and ways to detect and treat them.
HPE.2.6.6.A.6	Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.
HPE.2.1.6.C.1	Summarize means of detecting and treating diseases and health conditions that are prevalent in adolescents.

## Student Learning Objectives

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Identify and explain the factors (heredity, environment) that may have a positive or negative impact on personal health and fitness.

Compare and contrast diets that contain healthy eating practices versus ones that contain unhealthy eating practices.

Identify the physical, social, emotional, and intellectual benefits that occur when participating in daily physical activity.

Explain how health data can be used to assess and improve each dimension of personal wellness.

Explain how personal lifestyle habits, environment, and heredity influence growth and development in each life stage.

Identify factors that influence the purchase of health care products and use of personal hygiene practices.

Identify factors that influence food choices and eating patterns.

Explain the benefits and risks associated with nutritional choices, based on eating patterns.

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Identify what is needed for a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost.

Compare and contrast nutritional information on similar food products.

Identify means of detecting and treating diseases and health conditions that are prevalent in adolescents.

Explain how public health strategies prevent diseases and improve health conditions.

Identify common mental illnesses and ways to detect and treat them.

Identify the social, emotional, and health benefits of selected physical experiences.

Identify activities which improve skill-related fitness versus those that improve health-related fitness.

Identify what needs to be included in a fitness plan based on the assessment of one's personal fitness level, and monitor health/fitness indicators before, during, and after the program.

Explain how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.

Identify physical activity, healthy eating, and body composition attributes that will improve personal fitness and health.

Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.

Identify the short- and long-term effects of anabolic steroids and other performance-enhancing substances on personal health.

## **Instructional Activities**

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Using [www.choosemyplate.gov](http://www.choosemyplate.gov) students will construct a healthy meal and unhealthy meal. Then students will compare and contrast what factors make each healthy and unhealthy.

Students will make a poster to evaluate factors that impact them to make healthy decisions. (heredity, environment).

Skit – Students will create a skit that show how they can ask for help to understand a health situation. These skits should show others what important questions should be asked when you are confused or need help both physically and emotionally.

Character trait poster - the poster will show traits needed to make a healthy lifestyle.

Service project as a group – students will research different projects available to them using the internet. Then students will create plan of actions to raise funds for that cause as well as an explanation of the importance of the cause.

Read food labels from snacks and determine whether or not they are healthy.

Students will create a flow chart using words and images from magazines that show how good personal hygiene helps the body and the effects of poor personal hygiene on a variety of body systems.

Students will (in groups) set a goal to eat a balanced lunch every day. Then plan three lunches and list the foods groups included in each lunch. Groups will then share their answers so classmates can determine if healthier food options can be chosen.

Students will (in small groups) bring in a food label from home and rank them from healthiest to least healthy.

Students will list at least the reasons why they ranked the foods in that order.

Teacher will give examples of unsafe situations that could occur in the home, school or community. Home example: playing in the street, riding a bicycle or skateboarding without a helmet, unsupervised swimming, use of sharp instruments and playing with lighter or matches. School examples: running in hallways, playing in restrooms, horseplay and weapons in school. Community examples: encounters with stranger, separation from parents while at the store and encounters with wild or stray animals. Students will state the unsafe situation and develop strategies to reduce these risks.

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## **Interdisciplinary Connections**

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Math: Research and analyze statistics, Conduct surveys and graph, Determine measurements of food goods  
ELA: Research adolescent diseases - detection/prevention/nutrition, Present research findings, Personal Food Diary  
Technology: Create Info Graphic

## **Assessment**

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**SLO: 1 Goal:** Students will identify and explain the factors (heredity, environment) that may have a positive or negative impact on personal health and fitness.

**Assessment Activity:** Students will create their own family fitness coat of arms. The blank sections on the coat of arms will represent the factors that may have an impact on each student's personal health and fitness. Heredity, environment, eating habits and the student's physical activity interests should be represented on the blank sections. After the students have completed their family fitness coat of arms, they will be asked to answer reflection questions. Reflection 1. Which factors on your family fitness coat of arms have a positive impact on your personal health and fitness? 2. Why do you think these factors have a positive impact? 3. Which factors do you feel you can try to change to make them have more of a positive impact on your personal health and fitness?

**SLO: 4 Goal:** Students will compare and contrast diets that contain healthy eating practices versus ones that contain unhealthy eating practices.

**Assessment Activity:** Using MyPlate (<http://www.choosemyplate.gov/>) as a guide, students will be asked to create a day of meals. One set of meals will be healthy and the other set unhealthy. Students will be asked to either draw or cut out and paste the meals. The students should include breakfast, lunch, dinner, and a snack. After both meal plans have been created students will compare and contrast the healthy meals versus the unhealthy meals. 1. What makes the healthy meals you created better for your body versus the unhealthy meals? 2. Why is it important to try to eat healthy versus eating unhealthy foods?

**SLO: 7 Goal:** Students will identify the physical, social, emotional, and intellectual benefits that occur when participating in daily physical activity.

**Assessment Activity:** Students will look at a variety of pictures of children participating in physical activities. Students will identify the characteristics of the children in the pictures. Do they look happy, are they interacting with others etc. Students will then be asked to fill in the following sentences. When I do my favorite physical activity I feel ..... When I don't do any physical activity I feel ..... Doing schoolwork after playing outside or exercising helps me.

### **Formative assessments**

Exit ticket  
Kahoot  
Summarization  
3 Things  
Postcard  
My favorite no

### **Summative assessments**

End of unit presentations  
Written Tests  
Portfolios  
Class Projects  
Journals

### **Benchmark assessments**

Teacher created standards-based assessment

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**Alternative assessments**

Demonstration  
Presentation  
Project  
Portfolio

**Texts and Resources**

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[NJ Model Curriculum - Health Grade 3](#)

[Learn Together/Eat Together/Play Together Lesson Plans](#)

[My Plate Shuffle - Assessment Included](#)

[Nutrition and Gardening Lesson Plan - Assessment Included](#)

[Nutrition and Recipe Activity](#)

[Understanding the Flu - Student Online Reading/Assessment](#)



# Unit #2, Health, Tobacco, Alcohol, and Other Drugs, Gr. 3

Content Area: **Health**  
Course(s): **Health**  
Time Period: **November**  
Length: **40 days**  
Status: **Published**

## Enduring Understanding

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Choices you make with drugs (including medicines), tobacco, and alcohol determine the quality of your life.

## Essential Questions

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What are effects of over the counter medicines?

How does the safe administration of over the counter and prescription medicines effectively treat disease and health conditions?

When is it good to use a drug?

When is it not good to use a drug?

Why do so many people use and abuse drugs and alcohol?

## New Jersey Student Learning Standards

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HPE.2.3.6.B.CS1	There is a strong relationship between individuals who abuse drugs and increased intentional and unintentional health-risk behaviors.
HPE.2.3.6.C.CS1	Substance abuse is caused by a variety of factors.
HPE.2.3.6.B.7	Analyze the relationship between injected drug use and diseases such as HIV/AIDS and hepatitis.
HPE.2.3.6.B.2	Relate tobacco use and the incidence of disease.
HPE.2.3.6.B.5	Determine situations where the use of alcohol and other drugs influence decision-making and can place one at risk.
HPE.2.3.6.A.CS1	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.
HPE.2.3.6.B.1	Explain the system of drug classification and why it is useful in preventing substance abuse.
HPE.2.3.6.B.6	Summarize the signs and symptoms of inhalant abuse.
HPE.2.2.6.B.1	Use effective decision-making strategies.
HPE.2.3.6.A.1	Compare and contrast short- and long-term effects and the potential for abuse of commonly used over-the-counter and prescription medicines and herbal and medicinal supplements.
HPE.2.3.6.B.3	Compare the effect of laws, policies, and procedures on smokers and nonsmokers.
HPE.2.3.6.C.3	Determine the extent to which various factors contribute to the use and abuse of alcohol, tobacco, and other drugs by adolescents, such as peer pressure, low self-esteem, genetics, and poor role models.
HPE.2.2.6.E.CS1	Health literacy includes the ability to compare and evaluate health resources.
HPE.2.2.6.E.1	Determine the validity and reliability of different types of health resources.
HPE.2.3.6.C.CS2	There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.
HPE.2.3.6.B.4	Determine the impact of the use and abuse of alcohol on the incidence of illness, injuries, and disease, the increase of risky health behaviors, and the likelihood of harm to one's health.
HPE.2.3.6.A.2	Compare information found on over-the-counter and prescription medicines.
HPE.2.3.6.C.2	Explain how wellness is affected during the stages of drug dependency/addiction.
HPE.2.3.6.C.4	Determine effective strategies to stop using alcohol, tobacco and other drugs, and that support the ability to remain drug-free.
HPE.2.2.6.E.CS2	Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems.
HPE.2.3.6.C.1	Summarize the signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction.
HPE.2.2.6.E.2	Distinguish health issues that warrant support from trusted adults or health professionals.

## Student Learning Objectives

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Students will be able to:

Determine effective decision making strategies that would assist in choices involving alcohol, tobacco, and other drugs

Compare and contrast short and long term physical and behavioral effects of substance use and abuse caused by over the counter and prescribed medication.

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Compare the effects and consequences of laws, policies, and procedures on people who use and abuse substances to those who do not.

Determine how laws/policies can have an effect on the health of both smokers and nonsmokers.

Summarize the signs and symptoms of a person who is abusing alcohol, tobacco and other drugs, and determine how it affects personal wellness both short term and long term.

Use effective decision-making strategies.

Evaluate the validity and reliability of different types of health resources.

Identify health issues that warrant support from trusted adults or health professionals.

Compare and evaluate health resources.

Compare and contrast short- and long-term effects and the potential for abuse of commonly used over-the-counter and prescription medicines and herbal and medicinal supplements.

Compare and contrast information found on over-the-counter and prescription medicines.

Identify the various forms of medications (prescription medicines, over-the-counter medicines, medicinal supplements) and what they are used for.

Identify how to take medications in order to them to be safe and effective.

Explain the system of drug classification and why it is useful in preventing substance abuse.

Explain why tobacco use increases the incidence of disease.

Identify laws, policies, and procedures for smoking.

Explain how laws, policies, and procedures for smoking effect smokers and nonsmokers.

Determine the impact of the use and abuse of alcohol on the incidence of illness, injuries, and disease, the increase of risky health behaviors, and the likelihood of harm to one's health.

Identify situations where the use of alcohol and other drugs influence decision-making and can place one at risk.

Identify and explain the signs and symptoms of inhalant abuse.

Explain the relationship between injected drug use and diseases such as HIV/AIDS and hepatitis.

Identify the signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction.

Explain how wellness is affected during the stages of drug dependency/addiction.

Explain the extent to which various factors contribute to the use and abuse of alcohol, tobacco, and other drugs by adolescents, such as peer pressure, low self-esteem, genetics, and poor role models.

Identify effective strategies to stop using alcohol, tobacco and other drugs, and that support the ability to remain drug-free.

Identify factors that cause substance abuse.

Identify ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.

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## **Instructional Activities**

Suggested Learning Activities:

Key concepts/terms: The differences between prescription and over-the-counter medications. What drugs and substances are illegal? The effects of using tobacco, alcohol, and other drugs (such as solvents, propellants, and medicinal gases). The effects of certain prescription and over the-counter drugs. Introduce unit with these entry questions to gain student interest: What are some choices you make every day? Are there any choices that are made for you? Introduce the essential questions for the unit and discuss final performance tasks you would like the student to complete. Introduce key terms. Present concept attainment lessons on alcohol, tobacco, and other drugs. Have students work in pairs or groups to create PSA(Public Service Announcement) (see sample activity below).

Make a model that shows the path cigarette smoke and second hand smoke takes as it travels through the body. (Student traces a partner's body. Draw a nose, mouth, throat, and lungs inside the traced body. Use black crayon to show the path cigarette smoke takes as it goes through the body. Use a brown crayon to show the path second hand smoke takes [usually enters through the nose]). Discuss the risks of smoking. Generate a list of effects of prescriptions, over the-counter drugs, and illegal drugs. Identify prescription and over-the-counter

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medications on a teacher created list or poster. Create a PSA (public service announcement) urging people not to use cigarettes, alcohol or illegal drugs. Announcements can be jingles, posters, skits, etc.

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.

Students in groups of four will be asked to brainstorm decisions that they need to make every day. They will write these decisions down on a piece of poster board. Next to the decision they will write down what they think about before making these decisions. The teacher will then give them one or two scenarios involving alcohol, tobacco, or drugs. Students will use these scenarios to complete their poster board. Next to the scenarios they will write down what things they should be thinking about when making decisions involving alcohol, tobacco, or other drugs.

Students will pick a law commonly associated with alcohol, tobacco, or other drugs. For example the legal age to drink alcohol or smoke tobacco or the illegalities of drinking and driving. Students will be asked to draw a representation of this law. The students will also be asked to write a sentence or two describing their picture and the law.

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## **Interdisciplinary Connections**

Technology – research

ELA – News Report

Theatre – Role Playing

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## **Assessment**

Goal: Student will identify decision-making skills and how they relate to decisions involving the use of alcohol, tobacco, and other drugs.

Assessment Activity: Students in groups of four will be asked to brainstorm decisions that they need to make every day. They will write these decisions down on a piece of poster board. Next to the decision they will write down what they think about before making these decisions. The teacher will then give them one or two scenarios involving alcohol, tobacco, or drugs. Students will use these scenarios to complete their poster board. Next to the scenarios they will write down what things they should be thinking about when making decisions involving alcohol, tobacco, or other drugs. Students should relate that they should use the same thought process when making any decision.

Goal: Students will identify and interpret a medicine label for the pertinent information that is provided for responsible use.

Assessment Activity:

Students will be provided with a medicine label. The labels may be from over the counter medicines. Students will then be asked to complete the following questions: 1. What are the directions for the medicine's use? 2. What is the expiration date of the medicine? 3. Identify any people who should not use the medicine. 4. What is the intended use of the medicine? 5. What warnings regarding the use of the medicine are listed? tobacco, or other drugs 12 might exhibit if they are abusing alcohol, tobacco, or other drugs alcohol, tobacco, or other drugs abusing alcohol, tobacco, or other drugs

Goal: Students will identify the laws associated with the illegal use of alcohol, tobacco, and other drugs.

Assessment Activity:

Students will pick a law commonly associated with alcohol, tobacco, or other drugs. For example the legal age to drink alcohol or smoke tobacco or the illegalities of drinking and driving. Students will be asked to draw a

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representation of this law. The students will also be asked to write a sentence or two describing their picture and the law.

Goal: Students will identify the warning signs or symptoms that people might exhibit if they are abusing alcohol, tobacco, or other drugs.

Assessment Activity:

Students will be given a scenario regarding an adult who is abusing alcohol. Embedded in the scenario would be age-appropriate signs and symptoms of abuse. Signs and symptoms like loss of appetite, weight loss, irritable, headaches, not being responsible, fatigue, etc. At the completion of the scenario all students will be asked the following: 1. Identify 3 physical signs or symptoms that an adult might be abusing alcohol. 2. Identify 2 nonphysical signs or symptoms that an adult may be abusing alcohol. \*tobacco or other drugs may also be included in this assessment.

### **Formative assessments**

Exit ticket

Kahoot

Summarization

3 Things

Postcard

My favorite no

### **Summative assessments**

End of unit presentations

Written Tests

Portfolios

Class Projects

Journals

### **Benchmark assessments**

Teacher created standards-based assessment

### **Alternative assessments**

Demonstration

Presentation

Project

Portfolio

### **Texts and Resources**

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[Kidhealth](#)

[NJ Model Curriculum Grade 3](#)

<http://kidshealth.org/classroom/3to5/problems/drugs/alcohol.pdf>

<https://kidshealth.org/classroom/3to5/problems/drugs/drugs.pdf>

[https://www.ece.gov.nt.ca/files/K-12/Curriculum/health/health-K-9-single-files/G3/14Gr3\\_AD.pdf](https://www.ece.gov.nt.ca/files/K-12/Curriculum/health/health-K-9-single-files/G3/14Gr3_AD.pdf)

[Medicines and Drugs: What's Helpful, What's Harmful - Module 4](#)

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# Unit #3, Health, Family Life, Gr. 3

Content Area: **Health**  
Course(s): **Health**  
Time Period: **February**  
Length: **40 days**  
Status: **Published**

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## Enduring Understanding

Physical, emotional, and social aspects of human relationships support a healthy active lifestyle.

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## Essential Questions

How can families change over time?

How do the characteristics of a healthy friendship or other relationship affect personal health?

What influences affect a person at each stage in life?

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## New Jersey Student Learning Standards

HPE.2.4.6.A.1  
HPE.2.4.6.A.2  
HPE.2.4.6.C.2  
HPE.2.4.6.B.4  
HPE.2.4.6.C.1  
HPE.2.4.6.A.4  
HPE.2.4.6.B.1  
HPE.2.4.6.C.3  
HPE.2.4.6.C.4  
HPE.2.4.6.A.3

Compare and contrast how families may change over time.  
Analyze the characteristics of healthy friendships and other relationships.  
Identify the signs and symptoms of pregnancy.  
Predict the possible physical, social, and emotional impacts of adolescent decisions regarding sexual behavior.  
Summarize the sequence of fertilization, embryonic growth, and fetal development during pregnancy.  
Demonstrate successful resolution of a problem(s) among friends and in other relationships.  
Compare growth patterns of males and females during adolescence.  
Identify prenatal practices that support a healthy pregnancy.  
Predict challenges that may be faced by adolescent parents and their families.  
Examine the types of relationships adolescents may experience.

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## Student Learning Objectives

Distinguish types of relationships (family, friend, romantic) experienced by adolescents and determine healthy characteristics (trust, communication, honesty) that may influence each relationship.

Compare and contrast changes that occur during puberty (physical, social and emotional) in both males and females.

Identify the signs of pregnancy.

Discuss the process of fertilization, embryonic growth, and fetal development and explain how the health of the birth mother affects a developing fetus.

Compare and contrast how families may change over time.

Analyze the characteristics of healthy friendships and other relationships.

Explain the steps for problem resolution among friends and in other relationships.

Compare and contrast growth patterns of males and females during adolescence.

Explain the possible physical, social, and emotional impacts of adolescent decisions regarding sexual behavior.

Identify and explain the sequence of fertilization, embryonic growth, and fetal development during pregnancy.

Identify the signs and symptoms of pregnancy.

Identify prenatal practices that support a healthy pregnancy.

Identify and explain challenges that may be faced by adolescent parents and their families.

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## Instructional Activities

Have the teacher draw a house on the board large enough for each student to be able to place a “personal” paper plate inside the house. Then review some of those qualities that help to form healthy family relationships (i.e.) \* security of loving parent(s) \* meaningful relationships with caring and knowledgeable adult(s) \* schedules that are consistent \* structure and clear expectations and limits \* opportunities to express themselves and share in decision-making (democratic families) \* accept feelings of children with support and

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positive behaviors. Place students in small groups of 2-3 and have them discuss what qualities they can identify within their own families. Each student in the group will have the opportunity to complete the writing on the plate. When groups are finished teacher will call on each group to come forward to attach their plate around the house and present their “qualities.”

Teacher may use 2 hetero/homogenous grouping within the class. Review characteristics of adolescent development: \* physical: growth spurt, skeletal changes, gender differences \* social: friendships/social interactions, gender differences in socialization patterns, allegiance to parents/teachers shifting to peers, handling social tasks without adult supervision \* cognitive/social: higher level of reasoning, moral & ethical choices are possible and often guide behavior, language and verbalization skills increase = improved communication in school and home situations, sensitive to your emotions, self-conscious.

Have each group trace one member’s “body” on large mural paper, cut out and tape to wall/board. One labeled “female” and the other labeled “male. Distribute class developed sentence strips and have members of the groups discuss what changes they have learned will take place physically, socially, and emotionally as they approach adolescence .

A) Review behaviors/factors that affect a person’s health (risk factors, environment, heredity). How do healthy and unhealthy behaviors affect one’s health? Have class compile a list writing each behavior/factor on a card. B) Teacher posts an enlarged illustration (see below) of a fetus in the womb on board. Review how a fetus grows and is nourished by the mother via the umbilical cord. C) Have students arrange “behavior/factor” cards around the illustration. Pose this question to the group: which of these do you think affect the health of the mother? Which of these do you think will ultimately affect the healthy development of the fetus? Risk factors that affect a fetus: \* smoking \* alcohol \* caffeine \* drugs/herbal remedies \* nutrition \* exercise \*prenatal care \* exposure to chemicals \* stress/depression \*

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### **Interdisciplinary Connections**

Art: creation of "bodies"  
ELA: journal writing

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### **Assessment**

End of unit assessment projects (reports, presentations, flyers, commercials, parenting study findings)  
Graphic organizers showing similarities and differences  
Student feedback  
Daily reflective journal writing as part of unit assessment

#### **Formative assessments**

Exit ticket  
Kahoot  
Summarization  
3 Things  
Postcard  
My favorite no

#### **Summative assessments**

End of unit presentations  
Written Tests  
Portfolios  
Class Projects  
Journals

#### **Benchmark assessments**

Teacher created standards-based assessment

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**Alternative assessments**

Demonstration

Presentation

Project

Portfolio

**Texts and Resources**

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[Social and Emotional Well-Being Activities and Lesson Plans](#) - Edutopia

[How Drugs Affect the Brain](#)

[Families and Cultures - PBS Series](#)

[Many Resources on Family Life - NJ DOE PDF](#)

[Scholastic Lesson Plans and Resources](#)

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# Unit #4, Health, Community Health Skills, Gr. 3

Content Area: **Health**  
Course(s): **Health**  
Time Period: **April**  
Length: **40 days**  
Status: **Published**

## Enduring Understanding

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The choices people make with self-care practices, safety practices, personal relationships and health and fitness programs affect their wellness.

## Essential Questions

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How does the use of verbal and nonverbal interpersonal communication impact the health of oneself or others?  
How do preconceived attitudes and assumptions impact personal and family decisions and behaviors?  
How effective communication is a determining factor in the outcome of health and safety related situations?  
How is character building influenced by positive and negative factors such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence?  
How do the choices people make affect their wellness?  
What is the difference between healthy and unhealthy risks?  
Where do I go to access information about good health and fitness services?

## New Jersey Student Learning Standards

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HPE.2.2.6.B.2	Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others.
HPE.2.2.6.B.4	Apply personal health data and information to support achievement of one's short- and long-term health goals.
HPE.2.1.6.E.1	Examine how personal assets and protective factors support healthy social and emotional development.
HPE.2.2.6.B.1	Use effective decision-making strategies.
HPE.2.2.6.A.2	Demonstrate use of refusal, negotiation, and assertiveness skills in different situations.
HPE.2.1.6.D.1	Summarize the common causes of intentional and unintentional injuries in adolescents and related prevention strategies.
HPE.2.1.6.D.4	Assess when to use basic first-aid procedures.
HPE.2.1.6.E.3	Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation.
HPE.2.2.6.D.2	Develop a position about a health issue in order to inform peers.
HPE.2.2.6.C.2	Predict situations that may challenge an individual's core ethical values.
HPE.2.2.6.C.1	Explain how character and core ethical values can be useful in addressing challenging situations.
HPE.2.1.6.E.2	Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying.
HPE.2.2.6.C.3	Develop ways to proactively include peers with disabilities at home, at school, and in community activities.
HPE.2.1.6.D.3	Summarize the components of the traffic safety system and explain how people contribute to making the system effective.
HPE.2.2.6.E.1	Determine the validity and reliability of different types of health resources.
HPE.2.2.6.A.1	Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others.
HPE.2.1.6.D.2	Explain what to do if abuse is suspected or occurs.
HPE.2.2.6.E.2	Distinguish health issues that warrant support from trusted adults or health professionals.
HPE.2.2.6.D.1	Appraise the goals of various community or service-organization initiatives to determine opportunities for volunteer service.
HPE.2.2.6.B.3	Determine how conflicting interests may influence one's decisions.

## Student Learning Objectives

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Demonstrate how the use of verbal and nonverbal (conversation, physical gestures) interpersonal communication may impact the health of oneself or others we come into contact with. ( i.e. being able to communicate the need for help in different situations)



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Determine how preconceived attitudes and assumptions impact personal and family decisions and behaviors. Analyze one's values and community needs and determine the potential impact of participating in community and service projects on self and others.

Summarize the common causes of intentional and unintentional injuries and develop strategies to reduce or prevent the risk of injury at home, school, and in the community.

Analyze how one's personal assets (confidence, compassion, intelligence) support healthy social and emotional development.

Summarize the common causes of intentional and unintentional injuries in adolescents and related prevention strategies.

Explain what to do if abuse is suspected or occurs.

Identify the components of the traffic safety system.

Explain how people contribute to making the safety system effective.

Identify when to use basic first-aid procedures.

Explain how personal assets and protective factors support healthy social and emotional development.

Identify solutions for school and community conflict, violence, harassment, gang violence, discrimination, and bullying.

Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation.

Identify specific verbal and nonverbal interpersonal communication skills or behaviors in various settings that impact the health of oneself and others.

Explain when to use refusal, negotiation, and assertiveness skills in various situations.

Explain the steps in an effective decision-making strategy.

Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others.

Explain the impact of conflicting interests on one's decisions.

Apply personal health data and information to support achievement of one's short- and long-term health goals.

Explain how character and core ethical values can be useful in addressing challenging situations.

Identify situations that may challenge an individual's core ethical values.

Develop ways to pro-actively include peers with disabilities at home, at school, and in community activities.

Appraise the goals of various community or service-organization initiatives to determine opportunities for volunteer service.

Develop a position about a health issue in order to inform peers.

Identify valid and reliable types of health resources.

Identify health issues that warrant support from trusted adults or health professionals.

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## **Instructional Activities**

### **Health Situations**

Students will identify criteria by which they should analyze situations to determine when a health-related decision should be made independently or with the help of others.

Activity: Students will be asked to create their own checklist that could be used to analyze health related decisions either independently or with others. Students will need to describe different situations and how the criteria would assist them in making health-related decisions. These situations may range from a skinned knee from falling off their bicycle to assisting a friend who has hit their head and could possibly be unconscious. Students should demonstrate an understanding of proper decision making through their checklist.

### **Interpersonal Communication**

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Students will identify effective interpersonal communication skills (verbal/nonverbal) in health and safety related situations.

Activity: Students will be given three health and safety scenarios from the teacher. The first would deal with finding a fire in their home. The second would deal with being caught in a rip current while swimming in the ocean while life guards are on duty. The third would be how they would communicate they were choking while eating dinner in a restaurant. After the three scenarios are presented to the class they would be asked to answer the following reflection questions.

### Reflection

1. Explain how you would communicate to others that there was a fire in your house. What would be the first thing you would do?
2. How would you alert a life guard that you were caught in a rip current or struggling to get back to the beach?
3. Identify different ways you could alert someone that you were choking while eating dinner

### Health Services

Students will identify specific health services in school and in the community and explain how these services assist people in addressing health emergencies and needs.

Activity: The teacher will place the names of four or five groups of school or community health services on the walls of the classroom. For example school nurse, student assistance coordinator, doctor, paramedics/first aid providers, or social workers. The teacher will break the class up into groups of four to five students and assign them a role as one of the community health service groups. Each group will be given time to brainstorm and create a list of how their assigned health service group assists people with health emergencies and needs. Each student should play a role in creating and then presenting their list to the rest of the class.

### Forms of Abuse

Students will identify different forms of abuse (physical, emotional, verbal, sexual) and the proper means of getting help.

Activity: After the unit is completed on different forms of abuse the class will be instructed to complete the following activity. Students will complete the following sentences and then draw and label a picture of a person who may help them with different types of abuse. Students should identify school personnel, police officers, trusted adults, doctors etc.

1. If I was being hit by someone I live with I could go to \_\_\_\_\_ to get help.
2. A person I am supposed to trust keeps touching me in my private areas. I can go get help from \_\_\_\_\_?
3. A person who I love very much is being very mean to me and calling me bad names all the time. I can go to \_\_\_\_\_ to find help?

### Safety

Students will determine safe and unsafe behaviors in different settings and situations (home, school, automobile, fire safety, poison safety, water/rip current safety) and strategies to reduce injuries.

Activity: Students will create a Safety Booklet. The booklet will contain an unsafe behavior and then the safe behavior on each page. Students may complete the booklet by drawing the behaviors or using magazines or newspapers to cut out and paste the behaviors. Students will also give two strategies to stay safe on each safe behavior page.

Students will discuss the ways to prevent the spread of diseases.

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Students role-play scenes where a participant is “hurt.” The caregiver administers proper first aid for the injuries sustained by their partner. (Teacher gives the partners an index card with listed injuries. The injuries could be a cut, a burn, broken bone, etc.) Student will be assessed via a teacher-generated rubric and/or grading criteria cover sheet.

Other Evidence: Venn Diagram of safe vs. unsafe situations (how they make you feel, who is involved in them, where they take place, etc.)

Students teach members of a different class the difference between strangers, acquaintances, and trusted adults.

Student should create their plan, visual props, and assessment to assure their buddy understands the differences.

Display pictures from magazines showing health care workers and health care facilities. Have students identify what kind of worker or facility is shown. Have students brainstorm other workers and facilities in their community.

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### **Interdisciplinary Connections**

- Art – Comic strips, posters
- ELA – lists, essays, skits
- SS - Community Connections
- Technology - Research

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### **Assessment**

Student Conference: One on one conversation with students to check their level of understanding.

3-Minute Pause: The Three-Minute Pause provides a chance for students to stop, reflect on the concepts and ideas that have just been introduced, make connections to prior knowledge or experience, and seek clarification. \*I changed my attitude about... \*I became more aware of... \*I was surprised about... \*I felt... \*I related to...

Observation: Walk around the classroom and observe students as they work to check for learning. Strategies include: anecdotal records, checklists, conferences

Self-Assessment: A process in which students collect information about their own learning, analyze what it reveals about their progress toward the intended learning goals and plan the next steps in their learning.

Exit Card: Exit cards are written student responses to questions posed at the end of a class or learning activity or at the end of a day.

#### **Formative assessments**

Exit ticket  
Kahoot  
Summarization  
3 Things  
Postcard  
My favorite no

#### **Summative assessments**

End of unit presentations  
Written Tests  
Portfolios  
Class Projects  
Journals

#### **Benchmark assessments**

Teacher created standards-based assessment

#### **Alternative assessments**

Demonstration  
Presentation  
Project

## **Texts and Resources**

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[NJ Model Curriculum](#)

[NJ Model Curriculum Assessment](#)

<https://jr.brainpop.com/health/bewell/goingtothedoctor/preview.weml>

Brainpopjr. video "Going to the Doctor": [www.brainpopjr.com/health/bewell/goingtothedoctor/](http://www.brainpopjr.com/health/bewell/goingtothedoctor/)