

**COURSE TITLE**

Health 3

**LENGTH**

Full Year  
Grade 3

**DEPARTMENT**

Health / Physical Education

**SCHOOL**

Lincoln Elementary School  
Washington Elementary School

**DATE**

September 10, 2018

## Health 3

### I. Introduction/Overview/Philosophy

Our health curriculum is a comprehensive program designed to provide students with the knowledge, life skills and thinking skills they need to achieve good health.

### II. Objectives

#### **Course Outline:**

1. Taking responsibility for their own physical, mental and emotional health
  - a. Life skills for health
    1. Physical health
    2. Mental and emotional health
    3. Social health
  - b. Making responsible decisions
    1. How to say no
    2. Resistance skills
    3. How to arrive at major life decisions
  - c. Good character
    1. Good qualities of a friend
    2. Self esteem
    3. Being truthful
    4. Heroes
  - d. Mood balance
    1. Healthy mind
    2. Ways to stay in a good mood
    3. Kinds of feelings
    4. Dealing with anger
  - e. Handling stress
    1. Things that cause stress
    2. Body changes
    3. Healthful stress
    4. Harmful stress
    5. Controlling stress
2. Learning how to address violent feelings and violent acts by others
  - a. What contributes to violence
    1. Television
    2. Music
    3. Alcohol and drugs
    4. Family unrest
  - b. How to reduce violence

1. Skill of self-control
    2. Supporting potential victims
    3. Reporting violent incidents
  - c. Use of conflict resolution skills
    1. Identifying contributors
    2. Role playing
    3. "Popper stoppers" (ways to calm down)
    4. Stress signals
3. Understanding their role in the family and in society
  - a. Showing respect
    1. For others
    2. For self
    3. Setting limits
  - b. Disagreements
    1. Compromise
    2. Bullies
    3. Being fair
    4. Gossip
  - c. Healthy relationships
    1. Making lasting friends
    2. Making responsible decisions
    3. Practicing life skills
  - d. Families
    1. Being a loving family member
    2. Family dynamics
4. Students will learn about the human body
  - a. Body systems
    1. Skeletal
    2. Muscular
    3. Nervous
    4. Digestive
    5. Circulatory
    6. Respiratory
  - b. Growth and change
    1. Life cycle
    2. Good health habits (developing)
5. Students will learn about nutrition and how to develop dietary guidelines
  - a. How your body uses nutrients
    1. Carbohydrates
    2. Vitamins
    3. Food pyramid
      - a. Bread & cereal
      - b. Milk and dairy
      - c. Meat and fish
      - d. Fruit and vegetables

- b. Dietary guidelines
    - 1. Variety of foods
    - 2. Balancing foods with physical activity
    - 3. Importance of water
  - c. Picking healthy foods
    - 1. Reading food labels
    - 2. Tips for grocery shopping
    - 3. Choosing healthful snacks
    - 4. Ordering in restaurants
    - 5. Being aware of false advertising and gimmicks
6. Students will learn food cleanliness and good table manners
- a. Keeping food safe
    - 1. Washing hands
    - 2. Cleaning meats and poultry
    - 3. Washing fruits and vegetables
    - 4. Uncooked foods
  - b. Proper table manners
    - 1. Use of napkins
    - 2. Proper etiquette
7. Students will learn good personal health
- a. Teeth
    - 1. Proper care
    - 2. Healthy gums
    - 3. Parts of a tooth
    - 4. Dental visits
  - b. Skin
    - 1. Using soap and water
    - 2. Deodorants
    - 3. Sunscreen
    - 4. Foods with vitamin A
    - 5. Use of lotions and skin care products
  - c. Nails
    - 1. Keeping clean
    - 2. Filing and trimming
  - d. Hair
    - 1. Cleanliness
    - 2. Conditioning
    - 3. Not using other people's hair products
      - a. Combs and brushes
      - b. Barrettes and clips
  - e. Medical checkups
    - 1. Annual
    - 2. Symptoms and signs to seek medical attention
  - f. Good grooming
    - 1. Use of products
    - 2. Clean clothes

3. Rest and sleep
  4. Activity
  5. Relaxation
8. Students will learn the importance of physical fitness
- a. Physical fitness plan
    1. Cardiovascular fitness
    2. Lower body fat
  3. Muscle strength and endurance
    4. Flexibility
  - b. Fitness skills
    1. Agility
    2. Balance
    3. Coordination
    4. Speed and power
  - c. Games and sports
    1. Safety
    2. Fitness testing
    3. Equipment
    4. Sportsmanship
9. Students will learn the safe use of medicines
- a. How they help
    1. Relieving symptoms
    2. Curing some illnesses
    3. Killing germs
    4. Helping the body to function properly
  
  - b. Kinds of medicines
    1. Over the counter
    2. Prescription
    3. Illegal
  - c. Medicine safety
    1. Safety seal caps
    2. Side effects
    3. Proper dosage
    4. Not sharing prescriptions
    5. Drug addiction
10. Students will learn to “say no” to alcohol, tobacco and illegal drugs
- a. Alcohol
    1. Effects on the mind
    2. Physical harm
    3. Poor judgment
    4. Diseases of alcohol use
    5. Crime and violence
    6. Accidents

7. Loss of control
  - b. Tobacco
    1. Addiction
    2. Health related problems
      - a. Heart disease
      - b. Breathing problems
    3. Chewing tobacco
    4. Second hand smoke
    5. Socially unacceptable
  - c. Illegal drugs
    1. Harm to health -present and future
    2. Marijuana
    3. Stimulants
    4. Depressants
    5. Helping others
11. Students will learn about communicable and chronic diseases
- a. How germs cause disease
    1. Bacteria
    2. Viruses
  - b. Spreading of germs
    1. Touching objects, people and animals
    2. Food
    3. Water
    4. Breathing
  - c. Body defenses
    1. Cleanliness
    2. Vaccines
    3. Anti-bodies
  - d. Communicable diseases
    1. Cold
    2. Influenza
    3. Strep throat
    4. Parasites and mites
  - e. Chronic diseases
    1. Heart
    2. Cancer
    3. Allergy
    4. Asthma
    5. Prevention
  - f. Good habits
12. Students will learn consumer skills
- a. Definitions of a consumer
    1. Finding health information
    2. Buying health products
    3. Health services
    4. Spending money

5. Healthy entertainment
  - b. Obtaining information
    1. Library
    2. Computer
    3. Red Cross classes
    4. Discussions with doctors
  - c. Entertainment choices
    1. Physical activity
    2. Clubs
    3. Hobbies
    4. Reading
    5. Some T.V. shows
  - d. Staying organized
    1. Plan for day
    2. Keep belongings in order
13. Students will learn about community health
- a. Health helpers
    1. At school
    2. Pharmacists
    3. Nurses
    4. Doctors
    5. Firemen
    6. Policemen
    7. EMT workers
14. Students will learn about the environment and pollution
- a. Clean communities
    1. Garbage service
    2. Water treatment plants
    3. Civic volunteers
  - b. Kinds of pollution
    1. Air
    2. Land
    3. Water
  - c. Being a good citizen
    1. Litter
    2. Not polluting water
    3. Clean up after pets
  - d. Noise
    1. Safe noise levels
    2. Use of ear protectors
    3. Loud music
  - e. Recycling
    1. Different kinds of trash
    2. Conserving gas and electricity
  - f. Respect for your neighborhood
    1. Keeping property clean

2. Graffiti
  3. Helping your neighbor
  4. Reaching a common goal
  5. Friendly environment
15. Students will learn some principles of injury prevention and safety
- a. Safety at school
    1. Fire drills
    2. Bomb drill
    3. Terrorist drill
    4. Care with movement throughout building
  - b. Safety at home
    1. Kitchen appliances
    2. Fire escape plan
  - c. Fire prevention
    1. Matches
    2. Candles
    3. Fire extinguishers
    4. Smoke detectors/alarms
  - d. Weather safety
    1. Cold weather
    2. Hot weather
    3. Thunder storms
    4. Floods
    5. Tornado
    6. Hurricane
    7. Blizzard
  - e. Outdoor Safety
    1. Bicycle
    2. Swimming
    3. Walking
    4. Diving
    5. Boating
    6. Car, truck and van
    7. School bus
    8. Playground
  - f. Strangers
    1. Who are they?
    2. Finding a safe harbor
    3. Reporting to an authority figure
    4. Strangers in cars
    5. Unsafe touch
    6. Telephone strangers
    7. Internet
  - g. Weapons and gangs
    1. Reporting
    2. Protection
    3. Avoiding violent gangs



4. Avoiding places where gangs are
- h. First Aid
1. Injured person
  2. Calling for help
  3. Bleeding
  4. Burns
  5. Stings and bites
  6. Scrapes and cuts

**Student Outcomes:**

After successfully completing this course, the student will:

- Understand the importance of personal health.
- Identify ways to address feelings.
- Understand family roles and relationships and the effect on personal health.
- Know the systems of the body and what they are responsible for.
- Identify healthy nutrition.
- Differentiate medicine use and drug abuse.
- Identify the importance of personal hygiene.
- Identify ways to prevent illness and accidents.
- Identify factors that can affect our eating habits.

**New Jersey Student Learning Standards**

Student outcomes are based on the National Health Education Standards and the **New Jersey Student Learning Standards** for Comprehensive Health and Physical Education (Adopted 2004, Revised 2009, and 2014).

**National Health Education Standards**

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

## **Comprehensive Health and Physical Education**

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

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

- 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.

### **B. Nutrition**

- 2.1.4.B.1 Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.
- 2.1.4.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.

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

- 2.1.4.C.1 Explain how most diseases and health conditions are preventable.
- 2.1.4.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.
- 2.1.4.C.3 Explain how mental health impacts one's wellness.

### **D. Safety**

- 2.1.4.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).
- 2.1.4.D.2 Summarize the various forms of abuse and ways to get help.
- 2.1.4.D.3 Examine the impact of unsafe behaviors when traveling in vehicles, as a pedestrian, and when using other modes of transportation.
- 2.1.4.D.4 Demonstrate simple first-aid procedures for choking, bleeding, burns, and poisoning.

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

- 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.

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

**A. Interpersonal Communication**

- 2.2.4.A.1 Demonstrate effective interpersonal communication in health- and safety-related situations.
- 2.2.4.A.2 Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.

**B. Decision-Making and Goal Setting**

- 2.2.4.B.1 Use the decision-making process when addressing health-related issues.
- 2.2.4.B.2 Differentiate between situations when a health-related decision should be made independently or with the help of others.
- 2.2.4.B.3 Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.
- 2.2.4.B.4 Develop a personal health goal and track progress.

**C. Character Development**

- 2.2.4.C.1 Determine how an individual's character develops over time and impacts personal health.
- 2.2.4.C.2 Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community.
- 2.2.4.C.3 Determine how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them.

**D. Advocacy and Service**

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

**E. Health Services and Information**

- 2.2.4.E.1 Identify health services and resources provided in the school and community and determine how each assist in addressing health needs and emergencies.
- 2.2.4.E.2 Explain when and how to seek help when experiencing a health problem.

**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.****A. Medicines**

- 2.3.4.A.1 Distinguish between over-the-counter and prescription medicines.
- 2.3.4.A.2 Determine possible side effects of common types of medicines.

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

- 2.3.4.B.1 Explain why it is illegal to use or possess certain drugs/substances and the possible consequences.
- 2.3.4.B.2 Compare the short- and long-term physical effects of all types of tobacco use.
- 2.3.4.B.3 Identify specific environments where second-hand/passive smoke may impact the wellness of nonsmokers.
- 2.3.4.B.4 Summarize the short- and long-term physical and behavioral effects of alcohol use and abuse.
- 2.3.4.B.5 Identify the short- and long- term physical effects of inhaling certain substances.

**C. Dependency/Addiction and Treatment**

- 2.3.4.C.1 Identify signs that a person might have an alcohol, tobacco, and/or drug use problem.
- 2.3.4.C.2 Differentiate between drug use, abuse, and misuse.
- 2.3.4.C.3 Determine how advertising, peer pressure, and home environment influence children and teenagers to experiment with alcohol, tobacco, and other drugs.

**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.**

**A. Relationships**

- 2.4.4.A.1 Explain how families typically share common values, provide love and emotional support, and set boundaries and limits.
- 2.4.4.A.2 Explain why healthy relationships are fostered in some families and not in others.

**B. Sexuality**

- 2.4.4.B.1 Differentiate the physical, social, and emotional changes occurring at puberty and explain why puberty begins and ends at different ages.

**C. Pregnancy and Parenting**

- 2.4.4.C.1 Explain the process of fertilization and how cells divide to create an embryo/fetus that grows and develops during pregnancy.
- 2.4.4.C.2 Relate the health of the birth mother to the development of a healthy fetus.

**2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.**

**A. Movement Skills and Concepts**

- 2.5.4.A.1 Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
- 2.5.4.A.2 Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.
- 2.5.4.A.3 Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
- 2.5.4.A.4 Correct movement errors in response to feedback and explain how the change improves performance.

**B. Strategy**

- 2.5.4.B.1 Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).
- 2.5.4.B.2 Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.

**C. Sportsmanship, Rules, and Safety**

- 2.5.4.C.1 Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.
- 2.5.4.C.2 Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.

**2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.**

**A. Fitness and Physical Activity**

- 2.6.4.A.1 Determine the physical, social, emotional, and intellectual benefits of regular physical activity.
- 2.6.4.A.2 Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.
- 2.6.4.A.3 Develop a health-related fitness goal and track progress using health/fitness indicators.
- 2.6.4.A.4 Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology.

## **21ST CENTURY LIFE AND CAREERS**

### **CAREER READY PRACTICES**

#### **CRP1 Act as a responsible and contributing citizen and employee**

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

#### **CRP2 Apply appropriate academic and technical skills**

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation

#### **CRP 3 Attend to personal health and financial well-being**

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

#### **CRP4 Communicate clearly and effectively and with reason.**

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

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

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

#### **CRP6 Demonstrate creativity and innovation**

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and

seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

**CRP 7 Employ valid and reliable research strategies**

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

**CRP8 Utilize critical thinking to make sense of problems and persevere in solving them**

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

**CRP9 Model integrity, ethical leadership and effective management**

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

**CRP10 Plan education and career paths aligned to personal goals**

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

**CRP11 Use technology to enhance productivity**

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

**CRP12 Work productively in teams while using cultural global competence**

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

2014 New Jersey Core Curriculum Content Standards - Technology

**Standard 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.**

**A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.**

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.

8.1.5.A.4 Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data.

8.1.5.A.5 Create and use a database to answer basic questions.

8.1.5.A.6 Export data from a database into a spreadsheet; analyze and produce a report that explains the analysis of the data.

**B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.**

8.1.5.B.1 Collaborative to produce a digital story about a significant local event or issue based on first-person interviews.

**C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.**

8.1.5.C.1 Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.

**D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.**

8.1.5.D.1 Understand the need for and use of copyrights.

8.1.5.D.2 Analyze the resource citations in online materials for proper use. Demonstrate personal responsibility for lifelong learning.

8.1.5.D.3 Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media. Exhibit leadership for digital citizenship. 8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.

**E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.**

8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks appropriateness for specific tasks.

**F: Critical thinking, problem solving, and decision making.**

8.1.5.F.1 Apply digital tools to collect, organize, and analyze data that support a scientific finding.

**8.2 Technology Education, Engineering, Design, and Computational Thinking**

**A. The Nature of Technology: Creativity and Innovation**

8.2.5.A.1 Compare and contrast how products made in nature differ from products that are human made in how they are produced and used.

8.2.5.A.2 Investigate and present factors that influence the development and function of a product and a system.

8.2.5.A.3 Investigate and present factors that influence the development and function of products and systems, e.g., resources, criteria and constraints.

8.2.5.A.4 Compare and contrast how technologies have changed over time due to human needs and economic, political and/or cultural influences.

8.2.5.A.5 Identify how improvement in the understanding of materials science impacts technologies.

### **B. Technology and Society**

8.2.5.B.1 Examine ethical considerations in the development and production of a product through its life cycle.

8.2.5.B.2 Examine systems used for recycling and recommend simplification of the systems and share with product developers.

8.2.5.B.3 Investigate ways that various technologies are being developed and used to reduce improper use of resources.

8.2.5.B.4 Research technologies that have changed due to society's changing needs and wants. 8.2.5.B.5 Explain the purpose of intellectual property law.

8.2.5.B.6 Compare and discuss how technologies have influenced history in the past century.

### **C. Design**

8.2.5.C.1 Collaborate with peers to illustrate components of a designed system.

8.2.5.C.2 Explain how specifications and limitations can be used to direct a product's development.

8.2.5.C.3 Research how design modifications have led to new products.

8.2.5.C.4 Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models. 8.2.5.C.5 Explain the functions of a system and subsystems.

8.2.5.C.6 Examine a malfunctioning tool and identify the process to troubleshoot and present options to repair the tool.

8.2.5.C.7 Work with peers to redesign an existing product for a different purpose.

### **D. Abilities for a Technological World**

8.2.5.D.1 Identify and collect information about a problem that can be solved by technology, generate ideas to solve the problem, and identify constraints and trade-offs to be considered. 8.2.5.D.2 Evaluate and test alternative solutions to a problem using the constraints and trade-offs identified in the design process to evaluate potential solutions

8.2.5.D.3 Follow step by step directions to assemble a product or solve a problem.

8.2.5.D.4 Explain why human-designed systems, products, and environments need to be constantly monitored, maintained, and improved.

8.2.5.D.5 Describe how resources such as material, energy, information, time, tools, people and capital are used in products or systems.

8.2.5.D.6 Explain the positive and negative effect of products and systems on humans, other species and the environment, and when the product or system should be used.

8.2.5.D.7 Explain the impact that resources such as energy and materials used in a process to produce products or system have on the environment.

### **E. Computational Thinking: Programming**

8.2.5.E.1 Identify how computer programming impacts our everyday lives.

8.2.5.E.2 Demonstrate an understanding of how a computer takes input of data, processes and stores the data through a series of commands, and outputs information.

8.2.5.E.3 Using a simple, visual programming language, create a program using loops, events and procedures to generate specific output.

8.2.5.E.4 Use appropriate terms in conversation (e.g., algorithm, program, debug, loop, events, procedures, memory, storage, processing, software, coding, procedure, and data).



**21ST CENTURY LIFE AND CAREERS****9.1 PERSONAL FINANCIAL LITERACY****A: INCOME AND CAREERS**

9.1.4.A.1 Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.

9.1.4.A.2 Identify potential sources of income.

9.1.4.A.3 Explain how income affects spending and take-home pay.

**B: MONEY MANAGEMENT**

9.1.4.B.1 Differentiate between financial wants and needs.

9.1.4.B.2 Identify age-appropriate financial goals.

9.1.4.B.3 Explain what a budget is and why it is important.

9.1.4.B.4 Identify common household expense categories and sources of income.

9.1.4.B.5 Identify ways to earn and save.

**C: CREDIT AND DEBT MANAGEMENT**

9.1.4.C.1 Explain why people borrow money and the relationship between credit and debt.

9.1.4.C.2 Identify common sources of credit (e.g., banks, credit card companies) and types of credit (e.g., loans, credit cards, mortgages).

9.1.4.C.3 Compare and contrast credit cards and debit cards and the advantages and disadvantages of using each.

9.1.4.C.4 Determine the relationships among income, expenses, and interest. 9.1.4.C.5 Determine personal responsibility related to borrowing and lending.

9.1.4.C.6 Summarize ways to avoid credit problems.

**D: PLANNING, SAVING, AND INVESTING**

9.1.4.D.1 Determine various ways to save.

9.1.4.D.2 Explain what it means to “invest.”

9.1.4.D.3 Distinguish between saving and investing.

**E: BECOMING A CRITICAL CONSUMER**

9.1.4.E.1 Determine factors that influence consumer decisions related to money.

9.1.4.E.2 Apply comparison shopping skills to purchasing decisions.

**F: CIVIC FINANCIAL RESPONSIBILITY**

9.1.4.F.1 Demonstrate an understanding of individual financial obligations and community financial obligations.

9.1.4.F.2 Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.

**STRAND G: INSURING AND PROTECTING**

9.1.4.G.1 Describe how valuable items might be damaged or lost and ways to protect them.

**Standard 9.2 Career Awareness, Exploration, And Preparation****Strand B. Career Preparation**

9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.

9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

### **III. Proficiency Levels**

This course is offered to students in grade 3.

### **IV. Methods of Assessment**

#### **Student Assessment**

The teacher will provide a variety of assessments including homework, class participation, discussions, tests and quizzes, and projects.

#### **Curriculum/Teacher Assessment**

The teacher will provide the supervisor with suggestions for change.

### **V. Grouping**

The students are homogeneously grouped at the third-grade level.

### **VI. Articulation/Scope & Sequence/Time Frame**

This course is taught to students in the third-grade throughout the course of the school of the year.

### **VII. Resources/Materials**

Resources include but are not limited to:

- A. Teacher resource/reference materials.
  - Speakers/community helpers
  - Literature: stories
  - Videos
  - Teacher resource/reference materials
  - Computer and Internet references
  - School Nurse
  - Violence Prevention and Conflict Resolution – VPCR Program
  - Focus on Families – Unit reading materials
- B. Websites

[www.heart.org/heartorg/](http://www.heart.org/heartorg/)  
[www.redcross.org](http://www.redcross.org)  
[www.webmd.com](http://www.webmd.com)

## **VIII. Suggested Activities**

A wide variety of activities address learning styles of all students. These activities include but are not limited to:

- Discussion
- Demonstration
- Reading
- Individual/group projects
- Drawings
- Posters
- Collages
- Work sheets
- Role play

## **IX. Methodologies**

The following methodologies of instruction are suggested:

- Differentiation instruction
- Discussion
- Lecture
- Group work
- Student pairing
- Individual presentation
- Technology-aided instruction

## **X. Interdisciplinary Connections**

This course incorporates life sciences, mathematics, and history, as well as health and physical education applications.

## **XI. Differentiating Instruction for Students with Special Needs: Students with Disabilities, Students at Risk, English Language Learners, and Gifted & Talented Students**

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Differentiating in this course includes but is not limited to:

*Differentiation for Support (ELL, Special Education, Students at Risk)*

- Scaffolding assignments
- Chunking of material
- Allow for errors
- Study Guides
- Pre-teach material
- Rephrase of questions and directions
- Oral and written assignments
- Assessment review
- Focus on essential vocabulary
- Guided questioning and notetaking
- Peer editing and review
- Use of assisted technology
- Visual learning
- Small group jigsaw
- Teacher modeling
- Partner/group work
- Notebook checks
- Current events
- Online videos

*Differentiation for Enrichment*

- More complex tasks and projects
- Higher level questioning and techniques
- Peer mentoring
- Independent extension of content based on interest
- Supplemental reading
- Independent study
- Real world problems and scenarios
- Student driven

**XII. Professional Development**

The teacher will continue to improve expertise through participation in a variety of professional development opportunities.

### XIII. Curriculum Map/Pacing Guide

#### Health Grade 3

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
<p><b>Health &amp; Wellness</b></p> <ol style="list-style-type: none"> <li>1. Introduction / Personal health</li> <li>2. Health Triangle (mental/emotional, social &amp; physical health)</li> <li>3. Personal well-being</li> <li>4. Relationships in relation to health</li> <li>5. Mood and Stress</li> </ol>	Marking period 1	<ul style="list-style-type: none"> <li>-Vocabulary focus</li> <li>-Scaffolding</li> <li>-Guided notes will be provided based upon IEP</li> <li>-Visual learning</li> </ul>	<p>2.1.4.A.1 2.1.4.A.2</p> <p>2.1.4.C.3 2.1.4.E.1 2.2.3.A.1-2 CRP3</p>	<p>Formative – Discussion, group activities, role play, Teacher observation/feedback</p> <p>Summative – tests, quizzes</p>
<p><b>Physical Health</b></p> <ol style="list-style-type: none"> <li>1. Nutrition</li> <li>2. Healthy Eating</li> <li>3. Societal influences</li> <li>4. Five components of fitness</li> <li>5. Hygiene</li> </ol>	Marking Period 2	<ul style="list-style-type: none"> <li>-Vocabulary focus</li> <li>-Scaffolding</li> <li>-Guided notes will be provided based upon IEP</li> <li>-Visual learning</li> </ul>	<p>2.1.4.A.2 2.1.4.B.1 2.1.4.B.2 2.1.4.B.3 2.1.4.B.4 2.1.4.E.1 2.2.4.B.4 CRP3 CRP8</p>	<p>Formative – Discussion, group activities, role play, Teacher observation/feedback</p> <p>Summative – tests, quizzes -Educational games (ex: bingo, jeopardy etc.)</p>

<p><b>Human Body</b></p> <ol style="list-style-type: none"> <li>1. Body systems</li> <li>2. Body parts and growth</li> <li>3. Wellness practices/physical health</li> <li>4. Physical Fitness &amp; exercise</li> <li>5. Personal Health decisions</li> <li>6. Health and fitness careers</li> </ol>	<p>Marking Period 3</p>	<p>-Vocabulary focus</p> <p>-Scaffolding</p> <p>-Guided notes will be provided based upon IEP</p> <p>-Visual learning</p>	<p>2.1.4.E.3 2.1.4.E.4 2.2.4.A.1 2.2.4.A.2 2.4.4.A.1 2.4.4.A.2</p>	<p>-Teacher observation/feedback</p> <p>-Group work/Peer Evaluation (collaborate with one another &amp; share with class)</p> <p>-Skits/role play</p> <p>-Do Now assignments</p> <p>-Class discussion</p>
<p><b>Disease / Safety / Injury prevention</b></p> <ol style="list-style-type: none"> <li>1. Causes of known diseases.</li> <li>2. Accident precaution and prevention</li> <li>3. Safe medicine use</li> <li>4. Drugs and alcohol</li> <li>5. Injuries and risk reduction</li> </ol>	<p>Marking Period 4</p>	<p>-Vocabulary focus</p> <p>-Scaffolding</p> <p>-Guided notes will be provided based upon IEP</p> <p>-Visual learning</p>	<p>2.1.4.C.1-2 2.1.4.D.1 2.3.4.A.1-2 2.3.4.B.1-5</p>	<p>-Teacher observation/feedback</p> <p>-Group work/Peer Evaluation (collaborate with one another &amp; share with class)</p> <p>-Skits/role play</p> <p>-Do Now assignments</p> <p>-Class discussion</p> <p>-Worksheet</p>