

# **Cedar Grove School District Health - Grade 3**

Revisions Approved by the Cedar Grove Board of Education  
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## Health Grade 3

In Health 3, students will comprehend concepts related to health promotion and disease prevention. They will demonstrate the ability to access valid health information and health-promoting products and services. Students will analyze the influence of culture, media, technology and other factors on health. Throughout the year, they will learn to practice health-enhancing behaviors and reduce health risks. Third graders will develop the ability to use interpersonal communication skills, goal setting, and decision making skills to enhance health. By learning to advocate for personal, family and community health, students will become responsible citizens.

By the end of third grade, students will recognize that in order to achieve and maintain wellness throughout their lives, they have to have an active and balanced lifestyle. The course outline will include: related health vocabulary, reading tips; using graphic organizers and word skill building. Their personal health plans will reflect what they have learned about the following concepts: keeping clean; eating right; getting enough rest; staying active; having good relationships with family; avoiding alcohol, tobacco and other drugs; and dealing with emotions in positive ways. They will learn about the following life skills: communicating; refusing; setting goals; resolving conflict, managing stress; and making responsible decisions. To help them make responsible decisions, they will study the following important character traits: caring; citizenship; respect; responsibility; fairness; and trustworthiness

### ***Grade 3 Health***

#### ***Comprehensive Health & Physical Education***

**Recommended Pacing: 7-10 Days**

#### **Course Rationale**

The New Jersey Core Curriculum Content Standards for Health and Comprehensive Physical Education site the importance of health literacy for citizens in the 21st century. There is a focus on the individual to take personal responsibility for his/her health by living an active, healthy lifestyle. As such, the goal of the curriculum is to foster a life-long commitment to healthy living by making informed choices about wellness, nutrition, social and emotional pressures, and fitness. Decisions one makes today impact current and future quality of life. This curriculum is taught in conjunction with teachers, guidance counselors, and school nurses.

#### **Selected Course Topics**

- Nutrition
- Bullying/Cyberbullying
- Stress and Stress Management
- Chronic Illness
- Tobacco and Alcohol Awareness
- Personal Safety
- Character Education
- Family Avoiding Alcohol and Tobacco
- The Human Body
- Unhealthy Behavior
- Personal Wellness

**New Jersey Student Learning Standards for 21<sup>st</sup> Century Life and Careers**

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

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

CRP4. Communicate clearly and effectively and with reason.

**A: Career Awareness**

- 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. (i.e. Nurse, Doctor, Dietician, Dentist, Chef)
- 9.2.4.A.2: Identify various life roles and civic and work-related activities in the school, home, and community. (Nurse, Doctor, Paramedic, Police Officer, Teacher, Principal, Dentist)

**New Jersey Student Learning Standards for 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**

	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
By the end of 4	The dimensions of wellness are interrelated and impact overall personal well-being.	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.

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

**B. Nutrition**

By the end of 4	Choosing a balanced variety of nutritious foods contributes to wellness.	2.1.4.B.1	Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keep 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**

By the end of 4	The use of disease prevention strategies in home, school, and community promotes personal health.	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**

By the end of 4	Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others.	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.
	Applying first-aid procedures can minimize injury and save lives.	2.1.4.D.4	Demonstrate simple first-aid procedures for choking, bleeding, burns, and poisoning.

**E. Social and Emotional Health**

By the end of 4	Many factors at home, school, and in the community impact 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.
	Stress management skills impact	2.1.4.E.3	Determine ways to cope with rejection, loss, and separation.

	an individual's ability to cope with different types of emotional situations.	<b>2.1.4.E.4</b>	Summarize the causes of stress and explain ways to deal with stressful situations.
<b>2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</b>			
<b>A. Interpersonal Communication</b>			
<b>By the end of 4</b>	Effective communication may be a determining factor in the outcome of health- and safety-related situations.	<b>2.2.4.A.1</b>	Demonstrate effective interpersonal communication in health- and safety-related situations.
	Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.	<b>2.2.4.A.2</b>	Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.
<b>B. Decision-Making and Goal Setting</b>			
<b>By the end of 4</b>	Many health-related situations require the application of a thoughtful decision-making process.	<b>2.2.4.B.1</b>	Use the decision-making process when addressing health-related issues.
		<b>2.2.4.B.2</b>	Differentiate between situations when a health-related decision should be made independently or with the help of others.
		<b>2.2.4.B.3</b>	Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.
		<b>2.2.4.B.4</b>	Develop a personal health goal and track progress.
<b>C. Character Development</b>			
<b>By the end of 4</b>	Personal core ethical values impact the health of oneself and others.	<b>2.2.4.C.1</b>	Determine how an individual's character develops over time and impacts personal health.
	Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence.	<b>2.2.4.C.2</b>	Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community.
		<b>2.2.4.C.3</b>	Determine how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them.
<b>D. Advocacy and Service</b>			
<b>By the end of 4</b>	Service projects provide an opportunity to have a positive impact on the lives of self and others.	<b>2.2.4.D.1</b>	Explain the impact of participation in different kinds of service projects on community wellness.
<b>E. Health Services and Information</b>			
<b>By the end of 4</b>	Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems.	<b>2.2.4.E.1</b>	Identify health services and resources provided in the school and community and determine how each assists in addressing health needs and emergencies.
		<b>2.2.4.E.2</b>	Explain when and how to seek help when experiencing a health problem.
<b>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.</b>			
<b>A. Medicines</b>			
<b>By the end of 4</b>	Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used	<b>2.3.4.A.1</b>	Distinguish between over-the-counter and prescription medicines.
		<b>2.3.4.A.2</b>	Determine possible side effects of common types of

	for numerous reasons, and should be taken as directed in order to be safe and effective.		medicines.
<b>B. Alcohol, Tobacco, and Other Drugs</b>			
<b>By the end of 4</b>	Use of drugs in unsafe ways is dangerous and harmful.	<b>2.3.4.B.1</b>	Explain why it is illegal to use or possess certain drugs/substances and the possible consequences.
		<b>2.3.4.B.2</b>	Compare the short- and long-term physical effects of all types of tobacco use.
		<b>2.3.4.B.3</b>	Identify specific environments where second-hand/passive smoke may impact the wellness of nonsmokers.
		<b>2.3.4.B.4</b>	Summarize the short- and long-term physical and behavioral effects of alcohol use and abuse.
		<b>2.3.4.B.5</b>	Identify the short- and long- term physical effects of inhaling certain substances.
<b>C. Dependency/Addiction and Treatment</b>			
<b>By the end of 4</b>	Substance abuse is caused by a variety of factors.	<b>2.3.4.C.1</b>	Identify signs that a person might have an alcohol, tobacco, and/or drug use problem.
		<b>2.3.4.C.2</b>	Differentiate between drug use, abuse, and misuse.
		<b>2.3.4.C.3</b>	Determine how advertising, peer pressure, and home environment influence children and teenagers to experiment with alcohol, tobacco, and other drugs.
<b>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.</b>			
<b>A. Relationships</b>			
<b>By the end of 4</b>	The family unit encompasses the diversity of family forms in contemporary society.	<b>2.4.4.A.1</b>	Explain how families typically share common values, provide love and emotional support, and set boundaries and limits.
		<b>2.4.4.A.2</b>	Explain why healthy relationships are fostered in some families and not in others.
<b>B. Sexuality</b>			
<b>By the end of 4</b>	Puberty is the period of sexual development, determined primarily by heredity, in which the body becomes physically able to produce children.	<b>2.4.4.B.1</b>	Differentiate the physical, social, and emotional changes occurring at puberty and explain why puberty begins and ends at different ages.
<b>C. Pregnancy and Parenting</b>			
<b>By the end of 4</b>	Knowing the physiological process of how pregnancy occurs as well as development of the fetus leading to childbirth contribute to a greater understanding of how and why a healthy environment should be provided for the pregnant mother.	<b>2.4.4.C.1</b>	Explain the process of fertilization and how cells divide to create an embryo/fetus that grows and develops during pregnancy.
	The health of the birth mother impacts the development of the fetus.	<b>2.4.4.C.2</b>	Relate the health of the birth mother to the development of a healthy fetus.
<b>New Jersey Student Learning Standards for English Language Arts</b>			
<b>Reading Narrative Text</b>			
<b>RL.3.1</b>	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.		
<b>RL.3.2</b>	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.		

<b>RI.3.3</b>	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
<b>Reading Informational Text</b>	
<b>RI.4.1</b>	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
<b>RI.4.2</b>	Determine the main idea of a text; recount the key details and explain how they support the main idea.
<b>RI.3.3</b>	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect
<b>RI.3.4</b>	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
<b>RI.3.5</b>	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
<b>RI.3.6</b>	Distinguish their own point of view from that of the author of a text
<b>RI.3.7.</b>	Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
<b>RI.3.8.</b>	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.
<b>RI.3.9</b>	Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.
<b>RI.3.10.</b>	By the end of the year, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.
<b>Reading Foundation Skills</b>	
<b>RF.3.4</b>	RF.3.4. Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>Writing</b>	
<b>W.3.1.</b>	Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. d. Provide a conclusion
<b>W.3.2</b>	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a conclusion.
<b>W.3.4</b>	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
<b>W.3.6</b>	With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.
<b>Speaking and Listening</b>	
<b>SL.3.1</b>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics and texts</i> , building on others’ ideas and expressing their own clearly. a. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

	<p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>d. Explain their own ideas and understanding in light of the discussion.</p>
<b>SL.3.2.</b>	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>SL.3.3.</b>	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
<b>Language</b>	
<b>L.3.2</b>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize appropriate words in titles.</p> <p>f. Use spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i>) in writing words.</p> <p>g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>
<b>L.4.4</b>	<p>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).</p> <p>d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>

### Accommodations and Modifications

#### Special Education Students

[https://docs.google.com/document/d/1xgcmJZiX1yyZPUYae\\_luAwcdWuQM\\_Pz4JK2vO0d27BQ/edit?usp=sharing](https://docs.google.com/document/d/1xgcmJZiX1yyZPUYae_luAwcdWuQM_Pz4JK2vO0d27BQ/edit?usp=sharing)

#### Gifted and Talented Students

<https://docs.google.com/document/d/1rKgSC8LGRdmJXG9MAeBMXqKZISgruuqj7zbXeJXUJOQ/edit?usp=sharing>

#### ESL/ELL Students

<https://docs.google.com/document/d/1HDnAEyeCoZt3MH0HPpDVjfileUjeptsb4JITe8egvhA/edit?usp=sharing>

#### At-Risk Students

[https://docs.google.com/document/d/1YdPAzxs2Bkz1xkT3YQ1CRsr5ANEM\\_jwQWPIPx61ILBI/edit?usp=sharing](https://docs.google.com/document/d/1YdPAzxs2Bkz1xkT3YQ1CRsr5ANEM_jwQWPIPx61ILBI/edit?usp=sharing)

#### Students with 504 Plans

<https://docs.google.com/document/d/1aW8cuacIzNTIK2RRsvA47KYnwn5iaZmAzB6djTIs-IM/edit?usp=sharing>

### Enduring Understandings

- To live a healthy life, I need to take responsibility for my own wellness and safety at home, in school, and in the community
- All living organisms, including myself, interact with and cause changes in the environment.
- I grow and develop in predictable ways.
- I must understand the essential function of the human body and its specialized systems in order to take responsibility for my own well-being.
- Family life affect the ways people relate to one another
- Communication and decision making is a life skill
- If and when I am faced with an abusive situation, I will need help in dealing with the people and circumstances I am facing.
- The use and abuse of alcohol, and tobacco can be dangerous and harmful to myself and others.

### Essential Questions

- What do I need to know to make informed decisions to stay healthy and safe?

- How do my safety and health habits influence the health of people around me?
- How does my body work to keep me healthy?
- What should I do in an abusive or unsafe situation?
- How does alcohol and tobacco hurt my health?
- Am I prepared for a future with technology?

#### **Assessment**

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| <ul style="list-style-type: none"> <li>• Class Discussion</li> <li>• Question and Answer</li> <li>• Written Work</li> <li>• Graphic Organizers/Maps/Webs</li> <li>• Individual Student Progress Checks</li> <li>• Think-Pair-Share</li> </ul> | <ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Student/Group Conferencing</li> <li>• Share and Show with Whiteboards</li> <li>• Daily Learning</li> <li>• Collaborative Feedback</li> </ul> |
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#### **Integration of Technology**

- Computers
- SMART Board
- Websites
  - YouTube. <http://www.youtube.com>
  - ReadWorks. <http://ReadWorks.com>
  - Newsela. <http://www.newsela.com>