



West Windsor-Plainsboro Regional School District
Health Grade 3

A Healthy, Active Lifestyle

Content Area: 02 Health

Course & Grade Level: 03 Health Grade 3

Summary and 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.

Classroom teachers, community organizations, guidance counselors, and school nurses implement specific content standards in order to provide students with a comprehensive understanding of wellness both physical and emotional.

Recommended Pacing

8 days

New Jersey Learning State Standards for Health Education

2.1 Personal and Mental Health

2.1 Personal and Mental Health

CPI #2.1.PGD	Cumulative Progress Indicator (CPI)
	<small>Disciplinary Concept</small> Personal Growth and Development
2.1.5.PGD.1	Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity).
CPI #2.1.EH	Cumulative Progress Indicator (CPI)
	<small>Disciplinary Concept</small> Emotional Health
2.1.5.EH.3	Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety)
2.1.5.EH.4	Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance.
CPI #2.1.CHSS	Cumulative Progress Indicator (CPI)
	<small>Disciplinary Concept</small> Community Health Services and Support
2.1.5.CHSS	Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.
2.2 Physical Wellness	
CPI #2.2.N	Cumulative Progress Indicator (CPI)
	<small>Disciplinary Concept</small> Nutrition
2.2.5.N.1	Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.
2.2.5.N.2	Create a healthy meal based on nutritional content, value, calories, and cost.

2.2.5.N.3	Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture.
2.3 Safety	
CPI #2.3.PS	Cumulative Progress Indicator (CPI)
	Disciplinary Concept Personal Safety
2.3.5.PS.1	Develop strategies to reduce the risk of injuries at home, school, and in the community.
2.3.5.PS.2	Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.).
2.3.5.PS.3	Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation.
Interdisciplinary Connections	
Standard #	Standard
W.2.8	Recall information from experiences or gather information from provided sources to answer a questions
SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood
SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills	
Standard #	Standard
9.2.4.A.4	Explain why knowledge and skills acquired in elementary grades lay the foundation for future academic and career success.
New Jersey Student Learning Standards for Computer Science and Design Thinking	
Standard #	Standard
8.2.5.ED.2:	Explain why knowledge and skills acquired in elementary grades lay the foundation for future academic and career success.
8.2.5.ED.3:	Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.
8.2.5.ITH.4:	Describe a technology/tool that has made the way people live easier or has led to a new business or career.
Instructional Focus	
Unit Enduring Understandings:	
<ul style="list-style-type: none"> ● 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 reproduce, 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. ● 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. ● Knowing how the digital world works will help me make sound decisions about how and when to use technology tools. 	
Unit Essential Questions:	
<ul style="list-style-type: none"> ● 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?

Objectives:

Children will know

- Structure and functions of the circulatory, respiratory and nervous systems
- Specific actions they can take to prevent some diseases and health conditions
- People and organizations they can contact to get help in abusive situations
- Effects of alcohol and tobacco on their body systems
- Reasons they should avoid alcohol and tobacco use
- Definition of a digital citizen
- Specific issues they might encounter when using digital tools
- Effects of their use of technology on others

Children will be able to

- Identify and explain circulatory, nervous and respiratory systems
- Compare and contrast healthful versus harmful actions that affect disease and health conditions
- Differentiate between appropriate and inappropriate interactions with others
- Describe how alcohol and tobacco affects the body
- Give advice to peers about alcohol and tobacco use
- Use digital tools to create content, to present ideas to different audiences, and to interact with others

Evidence of Learning

Assessment

- Student and teacher discussion using vocabulary presented in the lessons
- Informal observation
- Review of student activities
- Comments during whole group discussions

Competencies for 21st Century Learners

Collaborative Team Member

Effective Communicator

Self-Directed Learner

Globally Aware, Active, & Responsible Student/Citizen

Resources

Core Text:

Suggested Resources:

- Brainpop Junior
- Kidshealth.org
- <https://scholasticnews.scholastic.com/>
- Learntobehealthy.org