

Clinton-Glen Gardner School District



Curriculum Management System

Health

Grade 3

August 2015

*** For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy #2200.**

**Board Approved: August 25, 2015
Revised: August 20, 2015**

CLINTON-GLEN GARDNER SCHOOL DISTRICT

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Clinton-Glen Gardner School District

Mission

The mission of the Clinton-Glen Gardner School District is to inspire our students to become contributing members of society who are independent, innovative, life-time learners equipped with the necessary skills to meet the demands of our ever-changing world.

Philosophy

As part of the effort to prepare students to function optimally as global citizens and workers, the contemporary view of health and physical education focuses on taking personal responsibility for one's health through an active, healthy lifestyle that fosters a lifelong commitment to wellness. Responsible decision-making, health enhancing behaviors, being a discriminating consumer, dealing safely with unhealthy or dangerous situations, and developing dependable support systems are all traits that contribute to one's wellness. The health and physical education program is comprehensive, sequential, and emphasizes the natural interdisciplinary connection between wellness and health and physical education with a focus on the development of knowledge and skills that influence healthy behaviors within the context of self, family, school, and the local and global community.

Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social, and emotional wellness. The curriculum fosters students that:

- Maintain physical, social, and emotional health by practicing healthy behaviors and goal setting
- Engage in a physically active lifestyle that promotes overall wellness
- Develop a variety of skills that may afford them opportunities to develop physical fitness for present and future leisure time activities.
- Are knowledgeable about health and wellness and how to access health resources
- Recognize the influence of media, technology, and culture in making informed health-related decisions as a consumer of health products and services
- Advocate for personal, family, community, and global wellness and is knowledgeable about national and international public health and safety issues
- Practice effective cross-cultural communication, problem solving, negotiation, and conflict resolution skills
- Are accepting and respectful of individual and cultural differences

**New Jersey State Department of Education
Core Curriculum Content Standards**

A note about Comprehensive Health and Physical Education Standards and Cumulative Progress Indicators:

Summary of Revisions to the 2014 NJCCCS for Comprehensive Health and Physical Education

There were minor changes made to the 20014 standards. Additions to the standards included the following defining terms in the glossary: over load principle, progressive principle, principle of specificity, health, wellness, rhythm and health data. Newly passed legislation, N.J.S.A. 18A: 35-4.23a describing Dating Violence education grades 7-12, was added to the legislation section. One additional revision of the Introduction of the document was the addition to the existing definition of 21st Century Skills by the Partnership of 21st Century Skills; the phrase “Understanding national and international public health and safety issues” was added to the existing definition.

New Jersey Core Curriculum Content Standards for Comprehensive Health and Physical Education

INTRODUCTION

Comprehensive Health and Physical Education in the 21st Century

Health literacy is an integral component of 21st Century education. Healthy students are learners who are “knowledgeable, productive, and also emotionally and physically healthy, motivated, civically engaged, prepared for work and economic self-sufficiency, and ready for the world beyond their own borders” (ASCD, 2004). As part of the state’s initiative to prepare students to function optimally as global citizens and workers, the contemporary view of health and physical education focuses on taking personal responsibility for one’s health through an active, healthy lifestyle that fosters a lifelong commitment to wellness. The mission and vision for comprehensive health and physical education reflects this perspective:

Mission: Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social, and emotional wellness.

Vision: A quality comprehensive health and physical education program fosters a population that:

- Maintains physical, social, and emotional health by practicing healthy behaviors and goal setting.
- Engages in a physically active lifestyle.
- Is knowledgeable about health and wellness and how to access health resources.
- Recognizes the influence of media, technology, and culture in making informed health-related decisions as a consumer of health products and services.
- Practices effective cross-cultural communication, problem solving, negotiation, and conflict resolution skills.
- Is accepting and respectful of individual and cultural differences.
- Advocates for personal, family, community, and global wellness and is knowledgeable about national and international public health and safety issues.

Intent and Spirit of the Comprehensive Health and Physical Education Standards

All students participate in a comprehensive, sequential, health and physical education program that emphasizes the natural interdisciplinary connection between wellness and health and physical education. The standards provide a blueprint for curriculum development, instruction, and assessment that reflects the latest research-based platform for effective health and physical education programs. The primary focus of the standards is on the development of knowledge and skills that influence healthy behaviors within the context of self, family, school, and the local and global community. The 2014 revised standards incorporate the current thinking and best practices found in health and physical education documents published by national content-specific organizations as well as public health and other education organizations and agencies.

Revised Standards

The Comprehensive Health and Physical Education Standards provide the foundation for creating local curricula and meaningful assessments. Revisions to the standards include cumulative progress indicators that reflect:

- Recently enacted legislation
- An emphasis on health literacy, a 21st Century theme
- Global perspectives about health and wellness through comparative analysis of health-related issues, attitudes, and behaviors in other countries
- Inclusion of additional skills related to traffic safety, fire safety, and accident and poison prevention
- Increased awareness of and sensitivity to the challenges related to individuals with disabilities

The 2014 standards continue to incorporate New Jersey Legislative Statutes related to the health and well-being of students in New Jersey public schools, including those enacted from 2009-2014.

Health Literacy includes:

- Obtaining, interpreting, and understanding basic health information and services and using such information and services in ways that are health enhancing.
- Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance, and stress reduction
- Using available information to make appropriate health-related decisions.
- Establishing and monitoring personal and family health goals.
- Understanding national and international public health and safety issues.

**Grade 3
Health
Scope and Sequence**

Quarter I	
<p>Topic: Safe at Home, Safe Away</p> <ul style="list-style-type: none"> a. Safety Sleuths b. Emergency Planners to the Rescue c. Take Action d. Say “NO” to Danger 	<p>Topic: The Better to See With</p> <ul style="list-style-type: none"> a. Your Eyes--How Do They Work b. What do we really See c. Eye Problems d. Protecting Your Eyes
<p>Topic: Let’s Eat</p> <ul style="list-style-type: none"> a. Nutrients and Digestion b. Healthful Food, Less Healthful Food c. Food Labels d. Healthful Habits 	
<p>21st Century Skills (the ones that apply are in bold):</p> <ul style="list-style-type: none"> • Creativity & Innovation • Critical Thinking & Problem Solving • Communication & Collaboration • Media Literacy • Information Literacy • Information, Communication & Technology 	<p>21st Century Themes (the ones that apply are in bold):</p> <ul style="list-style-type: none"> • Global Awareness • Financial, Economic, Business & Entrepreneurial Literacy • Civic Literacy • Health Literacy • Environmental Literacy
<p>Differentiation: Refer to CPS Differentiation Tool Kit</p>	
<p>Assessment: District end of unit assessment; Various opportunities for formative and summative assessments throughout units</p>	

Quarter II

Topic: Community Health

- a. Your Community---Keep it Safe
- b. Your Community---Keep it Healthy
- c. Your Community---Keep it Clean
- d. Your Community---Keep it Drug and Violence-Free

Topic: Your Family, My Family

- a. All About Families
- b. Genes—What they are and what they do
- c. A very Special Person—Me
- d. Personal Safety

21st Century Skills (the ones that apply are in bold):

- **Creativity & Innovation**
- **Critical Thinking & Problem Solving**
- **Communication & Collaboration**
- Media Literacy
- Information Literacy
- Information, Communication & Technology

21st Century Themes (the ones that apply are in bold):

- Global Awareness
- Financial, Economic, Business & Entrepreneurial Literacy
- Civic Literacy
- **Health Literacy**
- **Environmental Literacy**

Differentiation: Refer to CPS Differentiation Tool Kit

Assessment: District end of unit assessment; Various opportunities for formative and summative assessments throughout units

Quarter III

Topic: Saying NO to Smoking, Drinking, and Drugs

- a. Refusal Skills, Learning to Say NO
- b. Drugs and the Law
- c. Addiction
- d. Build That Skill

Topic: Things that You Might Catch

- a. Being Sick
- b. Fighting Diseases
- c. Keeping Clean and Healthy
- d. Medicines

Topic: I Like Your Attitude

- a. Attitudes, Values, and Goals
- b. How Attitudes Affect your Actions
- c. Improving your Attitude
- d. Attitudes at Home, School, and the Community

21st Century Skills (the ones that apply are in bold):

- **Creativity & Innovation**
- **Critical Thinking & Problem Solving**
- **Communication & Collaboration**
- Media Literacy
- Information Literacy
- Information, Communication & Technology

21st Century Themes (the ones that apply are in bold):

- Global Awareness
- Financial, Economic, Business & Entrepreneurial Literacy
- **Civic Literacy**
- **Health Literacy**
- **Environmental Literacy**

Differentiation: Refer to CPS Differentiation Tool Kit

Assessment: District end of unit assessment; Various opportunities for formative and summative assessments throughout units

Quarter IV

Topic: When Bodies Have Problems

- a. Body Problems
- b. More About Physical Impairments
- c. Living with a Learning Difference
- d. Special Needs in the Community

Topic: Finding Out About Bones

- a. Skeletal System
- b. Caring for the Skeleton System
- c. Bone Strengthening Exercises

21st Century Skills (the ones that apply are in bold):

- **Creativity & Innovation**
- **Critical Thinking & Problem Solving**
- **Communication & Collaboration**
- Media Literacy
- Information Literacy
- Information, Communication & Technology

21st Century Themes (the ones that apply are in bold):

- Global Awareness
- Financial, Economic, Business & Entrepreneurial Literacy
- Civic Literacy
- **Health Literacy**
- Environmental Literacy

Differentiation: Refer to CPS Differentiation Tool Kit

Assessment: District end of unit assessment; Various opportunities for formative and summative assessments throughout units

Suggested days of Instruction	Curriculum Management System	Topic: Safe at Home, Safe Away	
	Subject/Grade Level: Grade 3 Health	Goal 1: The student will be able to define the term safety and demonstrate how to perform first aid for minor injuries.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
2-3	<p>1.1. Define the concept of safety. (2.1.4.D.1, 2.1.4.D.2, 2.1.4.D.3, 2.1.4.D.4)</p> <p>1.2. Compare and contrast safe and unsafe practices and situations. (2.1.4.D.1, 2.1.4.D.2, 2.1.4.D.3, 2.1.4.D.4)</p> <p>1.3. Identify true emergencies. (2.1.4.D.1, 2.1.4.D.2, 2.1.4.D.3, 2.1.4.D.4)</p> <p>1.4. Evaluate emergency situations. (2.1.4.D.1, 2.1.4.D.2, 2.1.4.D.3, 2.1.4.D.4)</p> <p>1.5. Define the concept of risk and identify possible risky situations at home and in the community. (2.1.4.D.1, 2.1.4.D.2, 2.1.4.D.3, 2.1.4.D.4)</p> <p>1.6. Practice making good judgments for risky situations. (2.1.4.D.1, 2.1.4.D.2,</p>	<p>Essential Questions: What is First Aid? What does the word safety mean to you? What are some situations that could become unsafe? What are some ways to make an unsafe situation and safe situation?</p> <p>Conceptual Understandings: Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others. Applying first-aid procedures can minimize injury and safe lives.</p>	<p>Learning Activities: Discuss Emergencies and Non-Emergencies. Discuss refusal skills. Discuss how to perform basic first-aid procedures. Discuss making good decisions.</p> <p>Assessment Models: Teacher Observation Participation Cooperation in Groups Class work</p> <p>Additional Resources: The Great Body Shop</p>

Suggested days of Instruction	Curriculum Management System	Topic: Safe at Home, Safe Away	
	Subject/Grade Level: Grade 3 Health	Goal 1: The student will be able to define the term safety and demonstrate how to perform first aid for minor injuries.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>2.1.4.D.3, 2.1.4.D.4)</p> <p>1.7. Explain how to use refusal skills to say “NO!” (2.1.4.D.1, 2.1.4.D.2, 2.1.4.D.4)</p> <p>1.8. Role-play refusal skills in various unsafe/risky situations. (2.1.4.D.1, 2.1.4.D.2, 2.1.4.D.3, 2.1.4.D.4)</p> <p>1.9. Recognize a problem and brainstorm ways to solve the problem individually or collaboratively. (9.1.4.A.1)</p> <p>1.10. Evaluate available resources that can assist in solving problems. (9.1.4.A.2)</p> <p>1.11. Apply critical thinking and problem-solving skills in classroom and family settings. (9.1.4.A.5)</p> <p>1.12. Participate in brainstorming</p>		

Suggested days of Instruction	Curriculum Management System	Topic: Safe at Home, Safe Away	
	<u>Subject/Grade Level:</u> Grade 3 Health	<u>Goal 1:</u> The student will be able to define the term safety and demonstrate how to perform first aid for minor injuries.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>sessions to seek information, ideas, and strategies that foster creative thinking. (9.1.4.B.1)</p> <p>1.13. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play). (9.1.4.C.1)</p> <p>1.14. Explain the importance of understanding and following rules in family, classroom, and community settings. (9.1.4.F.3)</p>		

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 3 Health	Topic: The Better to See You (taught by classroom teacher)	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
2-3	<p>2.1. Explain the function and operation of the eyes. (2.1.4.A. 1-2)</p> <p>2.2. Predict what would happen in the event of various eye injuries. (2.1.4.A. 1-2)</p> <p>2.3. Explain how all the senses are involved in what we see. (2.1.4.A. 1-2)</p> <p>2.4. Practice “seeing” new things about people and places around you. (2.1.4.A. 1-2)</p> <p>2.5. List at least 5 different eyesight problems that can occur and describe some common solutions. (2.1.4.A. 1-2)</p> <p>2.6. Compare and contrast perfect vision with a variety of common vision problems. (2.1.4.A.1-2)</p> <p>2.7. Identify ways your body</p>	<p>Essential Questions:</p> <p>What are the different functions of the eye? What are some ways that people do harm to their eyes? What are some ways to protect your eyes? What could happen to your eyes if you don’t take care of them?</p> <p>Conceptual Understandings:</p> <p>The dimensions of wellness are interrelated and impact overall personal well-being.</p>	<p>Learning Activities:</p> <p>Discuss the parts and functions of the eye. Discuss different ways to take care of your eyes. Discuss various injuries that can occur to your eyes. Discuss the complications of having a vision problem.</p> <p>Assessment Models:</p> <p>Teacher Observation Participation Cooperation in Groups Class work</p> <p>Additional Resources:</p> <p>The Great Body Shop</p>

Suggested days of Instruction	Curriculum Management System	Topic: The Better to See You (taught by classroom teacher)	
	Subject/Grade Level: Grade 3 Health	Goal 2: The student will be able to describe the parts and functions of the eye and how to take care of the eye.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>protects your eyes and ways that you can help. (2.1.4.A. 1-2)</p> <p>2.8. Set responsible standards for eye care. (2.1.4.A. 1-2)</p> <p>2.9. Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience. (9.1.4.D.1)</p> <p>2.10. Express needs, wants, and feelings appropriately in various situations. (9.1.4.D.2)</p> <p>2.11. Explain the meaning of productivity and accountability, and describe situations in which productivity and accountability are important in the home, school, and community. (9.1.4.F.1)</p> <p>2.12. Establish and follow</p>		

Suggested days of Instruction	Curriculum Management System	Topic: The Better to See You (taught by classroom teacher)	
	<u>Subject/Grade Level:</u> Grade 3 Health	<u>Goal 2:</u> The student will be able to describe the parts and functions of the eye and how to take care of the eye.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities. (9.1.4.F.2)</p> <p>2.13. Explain the importance of understanding and following rules in family, classroom, and community settings. (9.1.4.F.3)</p>		

Suggested days of Instruction	Curriculum Management System	Topic: Let's Eat	
	Subject/Grade Level: Grade 3 Health	Goal 3: The student will be able to describe the importance of following the Food Guide Pyramid and the importance of nutrients for our body.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
2-3	<p>3.1. Explain how the body uses nutrients to nourish cells by describing the process of digestion. (2.1.4.B.1, 2.1.4.B.2, 2.1.4.B.3, 2.1.4.B.4)</p> <p>3.2. Describe ways of respecting the body through proper nutrition. (2.1.4.B.1, 2.1.4.B.2, 2.1.4.B.3, 2.1.4.B.4)</p> <p>3.3. State the principles and reasons for the Food Pyramid. (2.1.4.B.1, 2.1.4.B.2, 2.1.4.B.3, 2.1.4.B.4)</p> <p>3.4. Analyze the influences that affect eating habits. (2.1.4.B.1, 2.1.4.B.2, 2.1.4.B.3, 2.1.4.B.4)</p> <p>3.5. Explain the importance of food labels in making healthful selections. (2.1.4.B.1, 2.1.4.B.2, 2.1.4.B.3, 2.1.4.B.4)</p>	<p>Essential Questions: What are the 6 basic types of nutrients? Why is it important to follow the Food Guide Pyramid? What is one thing found on a Food Label? What are some good/bad eating habits?</p> <p>Conceptual Understandings: Choosing a balanced variety of nutritious foods contributes to wellness.</p>	<p>Learning Activities: Discuss Nutrients. Discuss the Food Pyramid. Discuss Eating Habits. Discuss Food Labels. Discuss outside influences on why people choose to eat what they eat.</p> <p>Assessment Models: Teacher Observation Participation Cooperation in Groups Class work</p> <p>Additional Resources: The Great Body Shop</p>

Suggested days of Instruction	Curriculum Management System	Topic: Let's Eat	
	Subject/Grade Level: Grade 3 Health	Goal 3: The student will be able to describe the importance of following the Food Guide Pyramid and the importance of nutrients for our body.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>3.6. Read and interpret food labels. (2.1.4.B.1, 2.1.4.B.2, 2.1.4.B.3, 2.1.4.B.4)</p> <p>3.7. Classify foods in a variety of ways. (2.1.4.B.1, 2.1.4.B.2, 2.1.4.B.3, 2.1.4.B.4)</p> <p>3.8. Analyze personal eating habits. (2.1.4.B.1, 2.1.4.B.2, 2.1.4.B.3, 2.1.4.B.4)</p> <p>3.9. Apply critical thinking and problem-solving skills in classroom and family settings. (9.1.4.A.5)</p> <p>3.10. Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. (9.1.4.B.1)</p> <p>3.11. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different</p>		

Suggested days of Instruction	Curriculum Management System	Topic: Let's Eat	
	Subject/Grade Level: Grade 3 Health	Goal 3: The student will be able to describe the importance of following the Food Guide Pyramid and the importance of nutrients for our body.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>settings (at home, in school, and during play). (9.1.4.C.1)</p> <p>3.12. Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience. (9.1.4.D.1)</p> <p>3.13. Express needs, wants, and feelings appropriately in various situations. (9.1.4.D.2)</p> <p>3.14. Explain the meaning of productivity and accountability, and describe situations in which productivity and accountability are important in the home, school, and community. (9.1.4.F.1)</p> <p>3.15. Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and</p>		

Suggested days of Instruction	Curriculum Management System	Topic: Let's Eat	
	Subject/Grade Level: Grade 3 Health	Goal 3: The student will be able to describe the importance of following the Food Guide Pyramid and the importance of nutrients for our body.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	extra-curricular activities. (9.1.4.F.2) 3.16. Explain the importance of understanding and following rules in family, classroom, and community settings. (9.1.4.F.3)		

Suggested days of Instruction	Curriculum Management System	Topic: Community Health	
	<u>Subject/Grade Level:</u>	Goal 4: The student will be able to describe a healthy community and identify what it takes to make up a healthy community.	
	Grade 3 Health		
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	The student will be able to:		
2-3	<p>4.1. Compare and contrast a community with and without laws. (2.1.4.D.1, 2.2.4.E.1)</p> <p>4.2. Respect the importance of laws in your community. (2.1.4.D.1, 2.2.4.E.1)</p> <p>4.3. List helpers who keep your community healthy. (2.1.4.D.1, 2.2.4.E.1)</p> <p>4.4. Analyze what makes up a healthy community. (2.1.4.D.1, 2.2.4.E.1)</p> <p>4.5. Predict what your community would be like without rules to protect the environment. (2.1.4.D.1, 2.2.4.E.1)</p> <p>4.6. Identify how drugs and violence hurt a community. (2.1.4.E.2)</p> <p>4.7. List different ways people can help prevent violence in the community. (2.1.4.E.2)</p>	<p>Essential Questions: What makes up a healthy community? Who are some community helpers in your neighborhood? What are some of the laws in your community? What are some different types of violence?</p> <p>Conceptual Understandings: Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others.</p> <p>Many factors at home, school, and in the community impact social and emotional health.</p> <p>Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems.</p>	<p>Learning Activities: Discuss healthy communities. Discuss who makes up a healthy community. Discuss the different laws and regulations within a community. Discuss violence in a community.</p> <p>Assessment Models: Teacher Observation Participation Cooperation in Groups Class work</p> <p>Additional Resources: The Great Body Shop</p>

Suggested days of Instruction	Curriculum Management System	Topic: Community Health	
	<u>Subject/Grade Level:</u> Grade 3 Health	<u>Goal 4:</u> The student will be able to describe a healthy community and identify what it takes to make up a healthy community.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>4.8. Recognize a problem and brainstorm ways to solve the problem individually or collaboratively. (9.1.4.A.1)</p> <p>4.9. Apply critical thinking and problem-solving skills in classroom and family settings. (9.1.4.A.5)</p> <p>4.10. Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. (9.1.4.B.1)</p> <p>4.11. Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience. (9.1.4.D.1)</p> <p>4.12. Express needs, wants, and feelings appropriately in various situations. (9.1.4.D.2)</p>		

Suggested days of Instruction	Curriculum Management System	Topic: Community Health	
	Subject/Grade Level: Grade 3 Health	Goal 4: The student will be able to describe a healthy community and identify what it takes to make up a healthy community.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>4.13. Demonstrate an awareness of one’s own culture and other cultures during interactions within and outside of the classroom. (9.1.4.D.3)</p> <p>4.14. Explain the importance of understanding and following rules in family, classroom, and community settings. (9.1.4.F.3)</p>		

Suggested days of Instruction	Curriculum Management System	Topic: Your Family, My Family	
	Subject/Grade Level: Grade 3 Health	Goal 5: The student will be able to identify different types of families and describe what makes up a healthy family.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
2-3	<p>5.1. Define the word family and identify different types of families. (2.4.4.A.1, 2.4.4.A.2)</p> <p>5.2. Compare and contrast two families with different family traditions. (2.4.4.A.1, 2.4.4.A.2)</p> <p>5.3. Discover reasons to feel pride in individual differences, including your family heritage. (2.4.4.A.1, 2.4.4.A.2, 2.2.4.C.1, 2.2.4.C.2, 2.2.4.C.3)</p> <p>5.4. Name 3 things that make you special. (2.2.4.C.1, 2.2.4.C.2, 2.2.4.C.3)</p> <p>5.5. Analyze what makes other people "special." (2.2.4.C.1, 2.2.4.C.2, 2.2.4.C.3)</p> <p>5.6. Define "child abuse" and "violence" and identify where</p>	<p>Essential Questions: What makes up a family? What are some differences among families? What is child abuse? What are some different types of violence?</p> <p>Conceptual Understandings: Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence. The family unit encompasses the diversity of family forms in contemporary society. Many factors at home, school, and in the community impact social and emotional health.</p>	<p>Learning Activities: Discuss families and what makes a healthy family. Discuss the differences in family values. Discuss "Child Abuse." Discuss "Violence." Discuss how everybody is special in their own way.</p> <p>Assessment Models: Teacher Observation Participation Cooperation in Groups Class work</p> <p>Additional Resources: The Great Body Shop</p>

Suggested days of Instruction	Curriculum Management System <u>Subject/Grade Level:</u> Grade 3 Health	Topic: Your Family, My Family	
		<u>Goal 5:</u> The student will be able to identify different types of families and describe what makes up a healthy family.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>to go to get help in protecting yourself. (2.1.4.E.2)</p> <p>5.7. Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. (9.1.4.B.1)</p> <p>5.8. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play). (9.1.4.C.1)</p> <p>5.9. Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience. (9.1.4.D.1)</p> <p>5.10. Express needs, wants, and feelings appropriately in various situations. (9.1.4.D.2)</p> <p>5.11. Demonstrate an awareness</p>		

Suggested days of Instruction	Curriculum Management System <u>Subject/Grade Level:</u> Grade 3 Health	Topic: Your Family, My Family	
		<u>Goal 5:</u> The student will be able to identify different types of families and describe what makes up a healthy family.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>of one's own culture and other cultures during interactions within and outside of the classroom. (9.1.4.D.3)</p> <p>5.12. Explain the importance of understanding and following rules in family, classroom, and community settings. (9.1.4.F.3)</p>		

Suggested days of Instruction	Curriculum Management System	Topic: Saying NO to Smoking, Drinking, and Drugs	
	Subject/Grade Level: Grade 3 Health	Goal 6: The student will be able to define the term addiction and explain the harmful effects of drugs on the body.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
2-3	<p>6.1. Discover how to say "NO!" in a threatening or at-risk situation involving smoking. (2.3.4.B.1, 2.3.4.B.2, 2.3.4.B.3, 2.3.4.B.4)</p> <p>6.2. Tell why it is more important to protect yourself than it is to go along with peer and/or adult pressure to take drugs. (2.3.4.C.1, 2.3.4.C.2, 2.3.4.C.3)</p> <p>6.3. Restate in your own words laws having to do with smoking, drinking, and drugs. (2.3.4.B.1, 2.3.4.B.2, 2.3.4.B.3, 2.3.4.B.4)</p> <p>6.4. Explain the value of rules and laws regarding drugs. (2.3.4.B.1, 2.3.4.B.2, 2.3.4.B.3, 2.3.4.B.4)</p> <p>6.5. Define the word addiction and explain what it means to be addicted to drugs and how it can happen. (2.3.4.C.1, 2.3.4.C.2, 2.3.4.C.3)</p>	<p>Essential Questions: What is Peer Pressure? What does the word addiction mean? What is one law you know about in your community dealing with drugs?</p> <p>Conceptual Understandings: Substance abuse is caused by a variety of factors. Use of drugs in unsafe ways is dangerous and harmful. Many health-related situations require the application of a thoughtful decision-making process</p>	<p>Learning Activities: Discuss addiction and use of drugs. Discuss pressure put on you to take drugs. Discuss the effects that drugs can have on your body. Discuss the importance of setting a goal to be drug free. Discuss rules and laws that deal with drugs.</p> <p>Assessment Models: Teacher Observation Participation Cooperation in Groups Class work</p> <p>Additional Resources: The Great Body Shop</p>

Suggested days of Instruction	Curriculum Management System <u>Subject/Grade Level:</u> Grade 3 Health	Topic: Saying NO to Smoking, Drinking, and Drugs	
		Goal 6: The student will be able to define the term addiction and explain the harmful effects of drugs on the body.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>6.6. Predict the consequences to the person and his/her family of becoming addicted to drugs. (2.3.4.C.1, 2.3.4.C.2, 2.3.4.C.3)</p> <p>6.7. Explain short term and long-term goals. (2.2.4.B.1, 2.2.4.B.2, 2.2.4.B.3, 2.2.4.B.4)</p> <p>6.8. Define patience, persistence, and commitment, and show how they help you reach a goal. (2.3.4.C.1, 2.3.4.C.2, 2.3.4.C.3)</p> <p>6.9. Recognize a problem and brainstorm ways to solve the problem individually or collaboratively. (9.1.4.A.1)</p> <p>6.10. Evaluate available resources that can assist in solving problems. (9.1.4.A.2)</p>		

Suggested days of Instruction	Curriculum Management System <u>Subject/Grade Level:</u> Grade 3 Health	Topic: Saying NO to Smoking, Drinking, and Drugs	
		<u>Goal 6:</u> The student will be able to define the term addiction and explain the harmful effects of drugs on the body.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	6.11. Apply critical thinking and problem-solving skills in classroom and family settings. (9.1.4.A.5) 6.12. Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience. (9.1.4.D.1) 6.13. Express needs, wants, and feelings appropriately in various situations. (9.1.4.D.2) 6.14. Explain the importance of understanding and following rules in family, classroom, and community settings. (9.1.4.F.3)		

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 3 Health	Topic: Things You Might Catch	
		Goal 7: The student will be able to describe the importance of having good hygiene and how having good hygiene will prevent the spread of germs.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
2-3	<p>7.1. Discover how germs spread. (2.1.4.C.1, 2.1.4.C.2, 2.1.4.C.3)</p> <p>7.2. Practice distinguishing between communicable and non-communicable diseases. (2.1.4.C.1, 2.1.4.C.2, 2.1.4.C.3)</p> <p>7.3. Explain the role of the body's defense system in fighting germs. (2.1.4.C.1, 2.1.4.C.2, 2.1.4.C.3)</p> <p>7.4. Predict what might happen if you did not have a healthy defense system. (2.1.4.C.1, 2.1.4.C.2, 2.1.4.C.3)</p> <p>7.5. Identify ways to keep clean and healthy. (2.1.4.C.1, 2.1.4.C.2, 2.1.4.C.3)</p> <p>7.6. Show how feeling concerned about keeping clean and healthy indicates how much</p>	<p>Essential Questions:</p> <p>Conceptual Understandings: The use of disease prevention strategies in home, school, and community promotes personal health.</p> <p>Personal core ethical values impact the health of oneself and others</p> <p>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.</p>	<p>Learning Activities: Discuss personal hygiene, and how it can prevent the spread of germs. Discuss communicable and non-communicable diseases. Discuss how the immune system works. Discuss medicines and vaccines.</p> <p>Assessment Models: Teacher Observation Participation Cooperation in Groups Class work</p> <p>Additional Resources: The Great Body Shop</p>

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 3 Health	Topic: Things You Might Catch	
		Goal 7: The student will be able to describe the importance of having good hygiene and how having good hygiene will prevent the spread of germs.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>you value your own self. (2.2.4.C.1)</p> <p>7.7. Identify how medicines (including vaccines) help prevent or cure illnesses. (2.3.4.A.1, 2.3.4.A.2)</p> <p>7.8. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play). (9.1.4.C.1)</p> <p>7.9. Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience. (9.1.4.D.1)</p> <p>7.10. Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities. (9.1.4.F.2)</p>		

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 3 Health	Topic: I Like Your Attitude (taught by classroom teacher)	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
2-3	<p>8.1. Define the word "attitude" and describe the connection between attitudes, values, and goals. (2.2.4.B.1, 2.2.4.B.2, 2.2.4.B.3, 2.2.4.B.4)</p> <p>8.2. Compare and contrast positive and negative attitudes. (2.2.4.A.1, 2.2.4.A.2)</p> <p>8.3. Describe how your attitude can affect the choices you make about your health. (2.2.4.B.1, 2.2.4.B.2, 2.2.4.B.3, 2.2.4.B.4, 2.2.4.A.1, 2.2.4.A.2)</p> <p>8.4. Use the Decision Making Steps to make healthy decisions. (2.2.4.B.1, 2.2.4.B.2, 2.2.4.B.3, 2.2.4.B.4)</p> <p>8.5. Develop ways to improve your attitude by identifying an area of needed improvement. (2.2.4.A.1, 2.2.4.A.2)</p>	<p>Essential Questions: Why is it important to have a good attitude? What are some ways to improve your attitude? How does your attitude affect others around you?</p> <p>Conceptual Understandings: Effective communication may be determining factor in the outcome of health-and safety-related situations. Effective communication is the basis for strengthening interpersonal interactions and relationship and resolving conflicts. Many health-related situations require the application of a thoughtful decision-making process.</p>	<p>Learning Activities: Discuss attitudes and how they affect you and others. Discuss ways to improve your attitude. Discuss how positive attitudes can reduce your chances of dealing with violence. Discuss how attitudes can affect your community.</p> <p>Assessment Models: Teacher Observation Participation Cooperation in Groups Class work</p> <p>Additional Resources: The Great Body Shop</p>

Suggested days of Instruction	Curriculum Management System	Topic: I Like Your Attitude (taught by classroom teacher)	
	<u>Subject/Grade Level:</u> Grade 3 Health	<u>Goal 8:</u> The student will be able to identify the benefits of having a positive attitude and how that positive attitude affects them and others.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>8.6. Practice conflict resolution in a variety of scenarios. (2.2.4.A.1, 2.2.4.A.2)</p> <p>8.7. Explain how a group's "attitudes" will affect the outcome of their group efforts and of others in the community. (2.2.4.A.1, 2.2.4.A.2)</p> <p>8.8. Identify positive attitudes, values and skills that can help to prevent violence in the community. (2.2.4.A.1, 2.2.4.A.2, 2.2.4.D.1)</p> <p>8.9. Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. (9.1.4.B.1)</p> <p>8.10. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).</p>		

Suggested days of Instruction	Curriculum Management System	Topic: I Like Your Attitude (taught by classroom teacher)	
	Subject/Grade Level: Grade 3 Health	Goal 8: The student will be able to identify the benefits of having a positive attitude and how that positive attitude affects them and others.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>(9.1.4.C.1)</p> <p>8.11. Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience. (9.1.4.D.1)</p> <p>8.12. Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities. (9.1.4.F.2)</p> <p>8.13. Explain the importance of understanding and following rules in family, classroom, and community settings. (9.1.4.F.3)</p>		

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 3 Health	Topic: When Bodies Have Problems (taught by classroom teacher)	
		Goal 9: The student will be able to understand what it is like to do everyday activities with a disability.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
2-3	<p>9.1. Describe different kinds of body problems, their causes and effects. (2.1.4.A.1, 2.1.4.A.2)</p> <p>9.2. Compare and contrast major and minor body problems. (2.1.4.A.1, 2.1.4.A.2)</p> <p>9.3. Define physical impairment and describe the work done by different health professionals to help people. (2.2.4.E.1, 2.2.4.E.2)</p> <p>9.4. Discover what it is like to do ordinary everyday things with a physical impairment. (2.2.4.C.2)</p> <p>9.5. Explain the different ways that people learn and discover how problems with learning differences do not indicate a lack of intelligence. (2.2.4.C.3)</p> <p>9.6. Compare and contrast your learning style with that of</p>	<p>Essential Questions: What are some problems that can happen with your body? How does a physical impairment change the way you carry out tasks?</p> <p>Conceptual Understandings: The Dimensions of wellness are interrelated and impact overall personal well-being. Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence.</p>	<p>Learning Activities: Discuss different kinds of problems that can occur to the body. Discuss physical impairments and what it is like to go through life with an impairment. Discuss different types of learning styles. Discuss what your community does to assist people with disabilities.</p> <p>Assessment Models: Teacher Observation Participation Cooperation in Groups Class work</p> <p>Additional Resources: The Great Body Shop</p>

Suggested days of Instruction	Curriculum Management System	Topic: When Bodies Have Problems (taught by classroom teacher)	
	<u>Subject/Grade Level:</u> Grade 3 Health	<u>Goal 9:</u> The student will be able to understand what it is like to do everyday activities with a disability.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>other students in your class. (2.2.4.C.3)</p> <p>9.7. Predict the consequences of the community doing nothing to help people with physical and learning disabilities. (2.2.4.C.3)</p> <p>9.8. Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. (9.1.4.B.1)</p> <p>9.9. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play). (9.1.4.C.1)</p> <p>9.10. Demonstrate an awareness of one's own culture and other cultures during interactions within and outside of the classroom. (9.1.4.D.3)</p>		

Suggested days of Instruction	Curriculum Management System	Topic: Finding Out About Bones	
	<u>Subject/Grade Level:</u>	Goal 10: The student will be able to identify the different parts of the skeletal system and describe benefits of exercise and how it helps keep the bodies bones, muscles, and joints healthy.	
	Grade 3 Health		
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	The student will be able to:		
2-3	<p>10.1. Explain the functions of the skeletal system. (2.1.4.A.1, 2.1.4.A.2)</p> <p>10.2. Show why you feel the skeleton is important to the other body parts. (2.1.4.A.1, 2.1.4.A.2)</p> <p>10.3. Describe how joints help us move. (2.1.4.A.1, 2.1.4.A.2)</p> <p>10.4. List ways to care for your skeleton. (2.1.4.A.1, 2.1.4.A.2)</p> <p>10.5. Predict the consequences of not protecting your skeleton. (2.1.4.A.1, 2.1.4.A.2)</p> <p>10.6. Set goals for keeping your body healthy. (2.1.4.A.1, 2.1.4.A.2, 2.2.4.B.4)</p> <p>10.7. Discover that exercise is fun. (2.6.4.A.1, 2.6.4.A.2, 2.6.4.A.3, 2.6.4.A.4)</p>	<p>Essential Questions:</p> <p>What is the main role of the skeletal system? What are some ways to care for the skeletal system? What would happen if we don't take care of our body? What are some good exercises to strengthen your body?</p> <p>Conceptual Understandings:</p> <p>The dimensions of wellness are interrelated and impact overall personal well-being.</p> <p>Many health-related situations require the application of a thoughtful decision-making process.</p> <p>Each component of fitness contributes to personal health as well as motor skill performance.</p>	<p>Learning Activities:</p> <p>Discuss the skeletal system. Discuss ways to care, protect, and strengthen the skeletal system. Discuss what helps the body move. Discuss different types of exercises that strengthen the body.</p> <p>Assessment Models:</p> <p>Teacher Observation Participation Cooperation in Groups Class work</p> <p>Additional Resources:</p> <p>The Great Body Shop</p>

Suggested days of Instruction	Curriculum Management System	Topic: Finding Out About Bones	
	Subject/Grade Level: Grade 3 Health	Goal 10: The student will be able to identify the different parts of the skeletal system and describe benefits of exercise and how it helps keep the bodies bones, muscles, and joints healthy.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>10.8. Tell why it is important that you enjoy the exercise that you do. (2.6.4.A.1, 2.6.4.A.2, 2.6.4.A.3, 2.6.4.A.4)</p> <p>10.9. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play). (9.1.4.C.1)</p> <p>10.10. Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience. (9.1.4.D.1)</p> <p>10.11. Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities. (9.1.4.F.2)</p>		