Branchburg Township Public Schools
Office of Curriculum and Instruction
Grade 3 Health Curriculum

Adopted by the Board of Education September 2023

This curriculum is aligned with the 2020 New Jersey Student Learning Standards in Health

Curriculum Scope and Sequence			
Content Area	Health	**Course Title/Grade Level:**	3rd grade

	Topic/Unit Name	Suggested Pacing (Days/Weeks)
Topic/Unit #1	**Personal Growth and Development**	**Sept - Jan**
Topic/Unit #2	**Physical Wellness**	**Feb - March**
Topic/Unit #3	**Safety**	**April - June**

Topic/Unit 1 Title	Personal Growth and Development	Approximate Pacing	Sept-Jan

STANDARDS
NJSLS Health

2.1.5.EH.1: Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.

2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others. Resilience and coping practices influence an individual's ability to respond positively to everyday challenges and difficult situations.

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.

2.1.5.SSH.1: Describe gender-role stereotypes and their potential impact on self and others.

2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration).

2.1.5.SSH.5: Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics.

2.1.5.SSH.7: Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.

2.1.5.CHSS.1: Identify health services and resources available and determine how each assists in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals).

2.1.5.CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.

Interdisciplinary Connections:	**Computer Science and Design Thinking**
RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text. *Example: in a folktale or fiction book with a character from a different culture, how are they treated? How are they the same or different from you? Does that matter?* RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot. *Example:Does the gender of the character matter? Why or why not? Should gender matter? Do they fit the gender stereotype?* **W.3.1.** Write opinion pieces on topics or texts, supporting a point of view with reasons. *Example: Students or teachers generate a scenario. How could one respond using the Second Step poster "What to do When you are Angry."*	**8.1.5.DA.1:** Collect, organize, and display data in order to highlight relationships or support a claim. (e.g. Using an interactive tool such as Google Slides or Google Docs, create an informational Class Growth and Development informational text with student input on strategies, tips and scenarios.) **8.1.5.DA.3:** Organize and present collected data visually to communicate insights gained from different views of the data. (e.g. Using online tools such as Google slides or Jamboard, or Flipgrid, students create an organizer showing possible outcomes of actions and choices.)

SS 6.1.4.B.10 Identify major cities in New Jersey, as well as in the United States, and the world, and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences .*Example: Are there areas where similar ethnic groups reside? Ironbound section of Newark (Portuguese)*
Chinatown NYC (Chinese)
SS 6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people. *Example: what are some cultural behaviors and traditions of your family.*
SS 6.1.4.D.15 Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices. *Example: are any students or student parents who are immigrants? If they are comfortable, have them share their experiences*
6.1.4.D.18 Explain how an individual's beliefs, values, and traditions may reflect more than one culture. *Example: have students share their experiences in this area.*
6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions. *Example: Discuss students examples of when they feel they were treated unfairly and what are solutions to this problem?*
6.3 Holocaust Commission Mandate
Example: Discuss how bias, prejudice and bigotry was unfair to Jewish people during the Holocaust.
Amistad Commission Mandate
Example: Students identify why slavery was unfair and read texts of African American's who have made contributions to our society.

Career Readiness, Life Literacies, and Key Skills:

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g. Create a graphic organizer with communication, collaboration and leadership skills listed and where they can be developed.)
9.4.2.IML.2: Represent data in a visual format to tell a story about the data (e.g. Students will create and present projects using the Second Step "Calm Down" poster.)

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS
What daily practices/habits contribute to overall wellness (physical, social, mental, and emotional health)?

What health services and resources are available to help with emergencies, everyday challenges and difficult situations?
When do we seek help when experiencing emergencies, everyday challenges and difficult situations?
What are the different feelings people have and how do they express them?
What is a gender-role stereotype and how might it affect me or others?
Why should all people be treated with respect and dignity?
How can I respond to teasing, harassment and bullying of myself and others?
What social skills can I use to cope with everyday challenges, difficult situations and strong emotions?

Enduring Understandings:
Self-management skills impact an individual's ability to recognize, cope, and express emotions about difficult events.
Resiliency and coping practices influence an individual's ability to respond positively to everyday challenges and difficult situations.
All individuals should feel welcome and included regardless of their gender, gender expression, or sexual orientation.
Family members impact the development of their children physically, socially and emotionally.
People in healthy relationships share thoughts and feelings, as well as mutual respect.
Community professionals and school personnel are available to assist and address health emergencies as well as provide reliable information.
Individuals will benefit from an awareness of coping strategies that can be used when facing difficult situations.

STUDENT LEARNING OBJECTIVES

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
Students will know: ● **Feelings and thoughts can lead to healthy and unhealthy behaviors.** ● **The health services and resources provided in the school and community for assistance with difficult situations and emergencies and when to access them.** ● **People have different feelings and emotions and people express these feelings differently.** ● **Students will be able to determine how attitudes and assumptions toward gender-role stereotypes may negatively or positively impact them or others.** ● **Students will understand why treating all people with dignity and respect is important.** ● **Communication with family members, caregivers and trusted adults is important.** ● **The definition of teasing, harassment and bullying and the harmful result of these behaviors.** ● **People have strong feelings of sadness, anger, anxiety or stress.**	*Students will be able to:* ● **Recognize the thoughts and feelings that lead to healthy and unhealthy behaviors.** ● **Use social and emotional skills to cope with everyday challenges and difficult situations.** ● **Appropriately contact school and community health services.** ● **Identify different feelings and how to express them.** ● **Reflect on gender-role stereotypes and the positive or negative impact** ● **they have on themselves or others.** ● **Apply social skills to treat people with dignity and respect.** ● **Converse with family members, caregivers and trusted adults on a variety of topics.** ● **Apply social skills and or seek help from family members, caregivers,or trusted adults to stop themselves and others from teasing, harassment and bullying.**

	● **Use strategies to cope with feelings of sadness, ander, anxiety and stress.** ● **CHPE Practices:** ○ **Act as a responsible and contributing member of society,** ○ **Attend to personal health, emotional, social and physical well-being.** ○ **Work toward resolving conflict.**

ASSESSMENT OF LEARNING	
Summative Assessment (Assessment at the end of the learning period)	● Checklist of unit social skills in use: ● Perform a Role Play applying social skills ● Produce a writing prompt responding to an everyday challenge or difficult situation with using the Calm Down Poster and How to Solve Problems Poster ● Using an interactive tool such as Google Slides or Google Docs, create an informational Class Growth and Development informational text with student input on strategies, tips and scenarios. ● Using an online tools such as Google slides or Jamboard, or Flipgrid, students create an organizer showing possible outcomes of resolving conflict
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	Journal entry Poster/digital presentation Learning Response Log Strategic Questioning Summaries Think-Pair-Share Exit/Admit Tickets Observation: participation, social interactions
Alternative Assessments (Any learning activity or assessment that asks students to *perform* to demonstrate their knowledge, understanding and proficiency)	Rephrase questions, directions, and explanations Allow extended time to answer questions, and permit drawing, as an explanation Role Play Verbal question and answer Project Portfolio
Benchmark Assessments (used to establish baseline achievement data and	Prior to teaching unit: Students will make a record of what they know about the various enduring understandings Mid unit- students will add new learning to the previous record of learning End of unit- summative assessment.

measure progress towards grade level standards; given 2-3 X per year)	

RESOURCES

Core instructional materials:
Second Step Secondstep.org
Healthwaves
Responsive Classroom: Morning Meeting Book, Teaching Children to Care, How to Bully Proof Your Classroom   Responsiveclassroom.org

Supplemental materials:
Unit 1: Personal and Mental Health Lessons
Read Alouds:
A Bad Case of the Stripes by David Shannon
David series by David Shannon
Ish, The Dot, any books by Peter Reynolds
Pig the Pug series by Aaron Blabey
Peanut Butter and Cupcake by Terry Border
Peter's Chair by Ezra Jack Keats (mentor text ELA)
Stone Fox by John Reynolds Gardiner (mentor text ELA)
Come on Rain! by Karen Hesse (mentor text ELA)
Indian Shoes by Cynthia Leitich Smith (mentor text ELA)
The Absent Author by Ron Roy (mentor text ELA)
The Diamond Mystery by Martin Widmark (mentor text ELA)

Modifications for Learners

See appendix

Topic Unit 2 Title	Physical Wellness	Approximate Pacing	Feb-Mar

STANDARDS

NJSLS Health

• **2.2.2.PF.1: Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles)**
• **2.2.2.LF.1: Express one's feelings and emotions when involved in movement and physical activities to increase positive behaviors. 2.2.2.LF.3: Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).**
• **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.**

Interdisciplinary Connections:	Computer Science and Design Thinking
3.MD.A.2 Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).6 Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem. *Example: Students keep a log of beverages consumed over time and the liquid volume of each beverage.* 3.MD.B.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. *Example: Students create a picture graph daily exercise and how many 'smiley's' they feel afterward.* RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. *Example: Students read an information text on the benefits of exercise and identify text features.* W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons. *Example: Write an opinion piece stating your*	**8.1.5.DA.1:** Collect, organize, and display data in order to highlight relationships or support a claim. (e.g. Using an interactive tool such as Google Slides or Google Docs, create a presentation showing the cause and effect relationship between healthy eating and energy levels.) **8.1.5.AP.4:** Breakdown problems into smaller manageable sub-problems to facilitate program development. (e.g. Students will create a google slideshow demonstrating the multiple steps of hand washing to stop the spread of communicable diseases and/or when to use handwashing for personal hygiene.)

opinion about the importance of physical activity, flexibility, good nutrition and breathing exercises on overall physical health.

RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. *Example: Students read a text on the topic of personal health and state the main idea.*
W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. *Example: Students research and write an informative text on concepts of personal health.*

Career Readiness, Life Literacies, and Key Skills:

9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g. Students will create a graphic organizer showing possible cause and effect results of physical activity and positive emotions.)

9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (i.e., social, academic, athletic) (e.g. Students will research healthy living using a variety of print and digital sources. Compare and contrast with the class to see what they learned.)

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

Enduring Understandings:
How does regular physical activity keep one physically fit and more positive emotionally?
Why does healthy eating provide benefits such as increased energy level, maintaining a healthy weight, lowering the risk of disease and keeping our bodies functioning well?
What is healthy eating?
Enduring Understandings:
The components of fitness contribute to enhanced personal health as well as motor skill performance (e.g., speed, agility, endurance, strength, balance).
Wellness is maintained, and gains occur over time (dimensions and components of health) when participating and setting goals in a variety of moderate to vigorous age appropriate physical activities.
Understanding the principles of a balanced nutritional plan (e.g. moderation, variety of fruits, vegetables, limiting processed foods) assists in making nutrition-related decisions that will contribute to wellness.
Many factors can influence an individual's choices when selecting a balanced meal plan, which can affect nutritional wellness.

STUDENT LEARNING OBJECTIVES

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge

Students will know:	Students will be able to:
The benefits of regular physical activity. What foods are healthy: go or slow foods. They feel better when they eat healthy.	Observe first hand how they feel with regular physical activity. Set a daily physical fitness activity goal. Observe first hand how they feel with regular healthy eating. Give examples of healthy and unhealthy foods.

ASSESSMENT OF LEARNING

Summative Assessment (Assessment at the end of the learning period)	Multiple choice Project Open ended response Snack of Champions
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	Journal entry Poster/digital presentation Learning Response Log Strategic Questioning Summaries Think-Pair-Share Exit/Admit Tickets Create a picture graph Keep a log Observation: participation, social interactions
Alternative Assessments (Any learning activity or assessment that asks students to *perform* to demonstrate their knowledge, understanding and proficiency)	Rephrase questions, directions, and explanations Allow extended time to answer questions, and permit drawing, as an explanation Role Play Verbal question and answer Project Portfolio
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	Prior to teaching unit: Students will make a record of what they know about the various enduring understandings Mid unit- students will add new learning to the previous record of learning End of unit- summative assessment

RESOURCES

Core instructional materials:

Healthwaves
https://kidshealth.org/
https://www.nutrition.gov/topics/nutrition-age/children
https://fns-prod.azureedge.net/sites/default/files/tn/sump_level2.pdf

Supplemental materials:
Unit 2 Wellness, Lesson Plans

Modifications for Learners

See appendix

Topic/Unit 3 Title	Safety	Approximate Pacing	April - June

STANDARDS

NJSLS Health

2.3.5.PS.1: Develop strategies to reduce the risk of injuries at home, school, and in the community.
2.3.5.PS.4: Develop strategies to safely communicate through digital media with respect.
2.3.5.PS.5: Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries.
2.3.5.PS.6: Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including bullying, teasing, teen dating violence, sexual harassment, sexual assault, and sexual abuse.
2.3.5.HCDM.2: Describe how to prevent the spread of communicable and infectious diseases and conditions (e.g., Lyme Disease, influenza) •

2.3.5.ATD.1: Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer).

Interdisciplinary Connections:	Computer Science and Design Thinking
• 6.1.5.CivicsPR.3: Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose. RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. *Example: Students will read a text on bike safety and identify the main idea.* SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. *Example: Students will present an experience when safety rules were important.* 3-LS2-1. Construct an argument that some animals form groups that help members survive. *Example: Students construct an argument when humans staying in a group can provide greater safety.*	**8.1.5.DA.1:** Collect, organize, and display data in order to highlight relationships or support a claim. (e.g. Using an interactive tool such as Google Slides or Google Docs, create a presentation sharing data about the negative consequences of drug, alcohol and tobacco use.) **8.1.5.NI.2:** Describe physical and digital security measures for protecting sensitive personal information. (e.g. Students will make a google slide teaching about using and not sharing passwords, create a chart to distinguish between public and private information for safe and secure online interactions with others)

Career Readiness, Life Literacies, and Key Skills:
9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments. (e.g. Students will practice digital role playing situations where there is conflict and students will need to communicate respectfully.) **9.1.2.RM.1:** Describe how valuable items might be damaged or lost and ways to protect them. (e.g. Create a class chart about how items and people can be protected and stay safe.)

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS
Why is being aware of the environment and certain situations important to safety? What are strategies to communicate safely digitally? Are there times when it is okay to say no to adults and friends? What can I do to protect myself against communicable disease? Why is using alcohol, smoking or drugs a poor choice? What can I do when I feel sad or anxious?

Safety includes being aware of the environment and understanding how certain situations could lead to injury or illness.
There are strategies that individuals can use to communicate safely in an online environment.
Children who practice setting healthy boundaries know how to say no and what to do when they feel uncomfortable or find themselves in unsafe situations.
There are actions that individuals can take to help prevent diseases and stay healthy.
The use of alcohol, tobacco, and drugs may affect the user, family, and community members in negative ways and have unintended consequences.
Individuals will benefit from an awareness of coping strategies that can be used when facing difficult situations.

STUDENT LEARNING OBJECTIVES

Key Knowledge	Process/Skills/ Procedures/Application of Key Knowledge
Students will know: Strategies to be aware and stay safe in different environments and situations. How to set boundaries and say no in uncomfortable or unsafe situations. What strategies can keep them safe from disease. The use of alcohol, tobacco and drugs can have negative consequences. Everyone feels sad and anxious.	*Students will be able to:* Apply strategies to be alert and access situations for safety. Apply strategies to say no in uncomfortable situations and unsafe situations. Practice CDC guidelines for preventing diseases. State negative consequences of using alcohol, tobacco or drugs. Apply strategies to cope with sadness or anxiety.

ASSESSMENT OF LEARNING

Summative Assessment (Assessment at the end of the learning period)	multiple choice open-ended response Presentation: Google doc, Google slides, Flipgrid, poster Project Construct an argument against alcohol, drugs and tobacco.

Formative Assessments (Ongoing assessments during the learning period to inform instruction)	Role Play Poster/Digital Presentation Journal entry Learning Response Log Strategic Questioning Summaries Think-Pair-Share Exit/Admit Tickets Observation: participation, social interactions Present an experience when safety rules were important
Alternative Assessments (Any learning activity or assessment that asks students to *perform* to demonstrate their knowledge, understanding and proficiency)	Rephrase questions, directions, and explanations Allow extended time to answer questions, and permit drawing, as an explanation Role Play Verbal question and answer Project Portfolio
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	Prior to teaching unit: Students will make a record of what they know about the various enduring understandings Mid unit- students will add new learning to the previous record of learning End of unit- summative assessment.
RESOURCES	
Core instructional materials: Second Step Healthwaves	
Supplemental materials: **Unit 3 Safety Lesson Plans**	
Modifications for Learners	
See appendix	