

Shrewsbury Borough School
Comprehensive Health and Physical Education in the 21st Century 2012
Health
Grade 3

Marking Period 1:	Marking Period 2:	Marking Period 3:	Marking Period 4:
<p>Personal Health Objectives and Student Products:</p> <p>Make wellness box.</p> <p>Use graphic organizers to brainstorm definitions.</p> <p>Create Wellness posters.</p> <p>Write a paragraph of healthful behaviors.</p> <p>Social and Emotional Health Objectives and Student Products:</p> <p>Create a “Stress and You” pamphlet.</p> <p>Use magazines to make a “good character” collage.</p>	<p>Character Development Objectives and Student Products:</p> <p>Create a graphic organizer indicating ethical values.</p> <p>Write a poem that identifies traits associated with good character.</p> <p>Make a good character hangtag.</p> <p>Relationships Objectives and Student Products:</p> <p>Work in small groups to discuss teacher-generated topics.</p> <p>Keep a diary to record family tasks.</p>	<p>Nutrition Objectives and Student Products:</p> <p>Make a list of snacks-identify unhealthy ones and discuss how to replace them with healthier options.</p> <p>Chart meals and snacks children eat for one week to indicate food group, serving size and product label information.</p> <p>Compare pictures and phrases on a package with how food actually looks.</p> <p>Plan and write a menu for a picnic.</p> <p>Write a jump-rope rhyme that tells about healthful and unhealthy snacks.</p>	<p>Alcohol, Tobacco, and Other Drugs Objectives and Student Products:</p> <p>Create a chart listing the definition and effects of each drug.</p> <p>Draw pictures of what long-time tobacco users might look like.</p> <p>Create a poster depicting the harmful effects of tobacco to smokers and non-smokers.</p> <p>Participate in discussions on why driving and drinking is a dangerous combination.</p> <p>Write a paragraph describing one way alcohol consumption can affect behavior.</p>

<p>Draw a cartoon to illustrate conflict and resolution.</p> <p>Write and perform a skit to show healthy emotions.</p> <p>Use picture books to springboard group discussions.</p> <p>List steps to manage stress.</p> <p>Communication Objectives and Student Products:</p> <p>Create health-related pamphlets.</p> <p>Create a booklet that describes ways to send messages and improve listening skills.</p> <p>Decision Making Objectives and Student Products:</p> <p>Draw a comic strip to show rejection of peer pressure.</p> <p>Make a mobile to show ways people get along with each other.</p> <p>Use group discussions to brainstorm ideas for positive peer pressure.</p>	<p>Brainstorm ways families change.</p> <p>Make a poster to show cultural and traditional influence on family development.</p> <p>Write a paragraph to describe a relationship with a close friend.</p> <p>Leadership, Advocacy and Service Objectives and Student Products:</p> <p>Work in small groups to identify roles of an effective leader.</p> <p>Answer open-ended questions to state opinions.</p>	<p>Diseases and Health Conditions Objectives and Student Products:</p> <p>Work in groups to create an illness prevention booklet.</p> <p>Create a story/cartoon about how the body prevents diseases.</p> <p>Create a Get Well card for a friend.</p> <p>Make a poster illustrating tips for preventing spreading of germs.</p> <p>Create a booklet to tell others about ways to keep food safe.</p> <p>Make a chart showing two ways your immune system protects you.</p> <p>Make a booklet for students to show steps for treating 4 different injuries.</p>	<p>Make a cause and effect table on the Effects of Drinking Alcohol.</p> <p>Write a letter to a parent of a small child warning them of the dangers of poisons in their home.</p> <p>Sexuality Objectives and Student Products:</p> <p>Engage in discussions with the school nurse.</p> <p>Pregnancy and Parenting Objectives and Student Products:</p> <p>Interview an expectant mother.</p>
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<p>Safety Objectives and Student Products:</p> <p>Create a first aid kit.</p> <p>Describe first aid procedures.</p> <p>Show appropriate ways to deal with strangers.</p>		<p>Medicines Objectives and Student Products:</p> <p>Separate prescription and non-prescription medicines into groups.</p> <p>Match medicines to their uses.</p>	
<p>Essential Questions:</p> <p>What are the consequences of our choices in terms of wellness?</p> <p>What is the difference between healthy and unhealthy risks?</p> <p>Why do we sometimes take risks that can cause harm to ourselves or others?</p> <p>How can you learn to like yourself and others?</p> <p>How do I learn to stand for and communicate my beliefs to others without alienating them?</p> <p>Why might educated people make poor health decisions?</p>	<p>Essential Questions:</p> <p>How are character and health related?</p> <p>What aspects of our character can be changed?</p> <p>To what extent do outside influences shape values?</p> <p>How can you inspire others to address health issues?</p> <p>How do we learn to understand and respect diversity in relationships?</p> <p>How do we know when a relationship is not worth saving?</p>	<p>Essential Questions:</p> <p>How do you determine appropriate portion sizes?</p> <p>How do I determine whether or not a medication would be effective ?</p> <p>Why do people choose to use alcohol, tobacco, and other drugs when they are aware of the detrimental effects?</p> <p>How do I make the right decisions in the face of peer, media, and other pressures?</p>	<p>Essential Questions:</p> <p>Why do people choose to use alcohol, tobacco, and other drugs when they are aware of the detrimental effects?</p> <p>How do I make the right decisions in the face of peer, media, and other pressures?</p> <p>How do you know when you are ready to have a child?</p>

<p>How do I overcome negative influences when making decisions about my personal health?</p>			
<p>Materials/Resources:</p> <p>MacMillan/McGraw Hill <u>Health and Wellness</u></p> <p>Poster paper</p> <p>Lined Paper</p> <p>Construction paper</p> <p>Magazines</p> <p>Children’s Literature</p>	<p>Materials/Resources</p> <p>MacMillan/McGraw Hill <u>Health and Wellness</u></p> <p>Poster paper</p> <p>Lined Paper</p> <p>Construction paper</p> <p>Magazines</p> <p>Graphic organizers</p> <p>Index Cards</p>	<p>Materials/Resources</p> <p>MacMillan/McGraw Hill <u>Health and Wellness</u></p> <p>Poster paper</p> <p>Lined Paper</p> <p>Construction paper</p> <p>Magazines</p> <p>Clear medicine bottles</p> <p>List of commonly used medicines</p>	<p>Materials/Resources</p> <p>School Nurse</p>
<p>Assessment:</p> <p>Participation and Discussion Teacher Observation Student-Generated Products</p>	<p>Assessment:</p> <p>Participation and Discussion Teacher Observation Student-Generated Products</p>	<p>Assessment:</p> <p>Participation and Discussion Teacher Observation Student-Generated Products</p>	<p>Assessment:</p> <p>Participation and Discussion Teacher Observation Student-Generated Products</p>

<p>NJCCCS:</p> <p><u>2.1: Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</u></p> <p>2.1.4.A1: Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.</p> <p>2.1.4.A.2: Determine the relationship of personal health practices and behaviors on an individual’s body systems.</p> <p>2.1.4.D: 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 save lives.</p> <p>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).</p>	<p>NJCCCS:</p> <p><u>2.1: Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</u></p> <p>2.1.4.E: Social and Emotional Health: Many factors at home, school, and in the community impact social and emotional health. Stress management skills impact an individual’s ability to cope with different types of emotional situations.</p> <p>2.1.4.E.3: Determine ways to cope with rejection, loss, and separation.</p> <p>2.2: <u>Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</u></p> <p>2.2.4.C: Character Development: Personal core ethical values impact the health of oneself and others. Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying,</p>	<p>NJCCCS:</p> <p><u>2.1: Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</u></p> <p>2.1.4.B: Nutrition: Choosing a balanced variety of nutritious foods contributes to wellness.</p> <p>2.1.4.B.1: Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.</p> <p>2.1.4.B.2: Differentiate between healthy and unhealthy eating practices.</p> <p>2.1.4.B.3: Create a healthy meal based on nutritional content, value, calories, and cost.</p> <p>2.1.4.B.4: Interpret food product labels based on nutritional content.</p> <p>2.1.4.C: Diseases and Health Conditions: The use of disease prevention strategies in home, school, and</p>	<p>NJCCCS:</p> <p><u>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.</u></p> <p>2.3.4.B: Alcohol, Tobacco, and Other Drugs: Use of drugs in unsafe ways is dangerous and harmful.</p> <p>2.3.4.B.1: Explain why it is illegal to use or possess certain drugs/substances and the possible consequences.</p> <p>2.3.4.B.2: Compare the short- and long-term physical effects of all types of tobacco use.</p> <p>2.3.4.B.3: Identify specific environments where second-hand/passive smoke may impact the wellness of nonsmokers.</p> <p>2.3.4.B.4: Summarize the short- and long-term physical and behavioral effects of alcohol use and abuse.</p>
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<p>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.</p> <p>2.1.4.D.4: Demonstrate simple first-aid procedures for choking, bleeding, burns, and poisoning</p> <p>2.1.4.E: Social and Emotional Health: Many factors at home, school, and in the community impact social and emotional health. Stress management skills impact an individual's ability to cope with different types of emotional situations.</p> <p>2.1.4.E.2: Distinguish among violence, harassment, gang violence, discrimination, and bullying and demonstrate</p> <p><u>2.4: Human Relations 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.</u></p>	<p>abuse, sportsmanship, support, disrespect, and violence.</p> <p>2.2.4.C.2: Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community.</p> <p>2.2.4.C.3: Determine how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them.</p> <p><u>2.4: Human Relations 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.</u></p> <p>2.4.4.A: Relationships: The family unit encompasses the diversity of family forms in contemporary society.</p> <p>2.4.4.A.1: Explain how families typically share common values, provide love</p>	<p>community promotes personal health.</p> <p>2.1.4.C.1: Explain how most diseases and health conditions are preventable.</p> <p>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.</p> <p>2.1.4.C.3: Explain how mental health impacts one's wellness.</p> <p>2.1.4.D: 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 save lives.</p> <p>2.1.4.D.2: Summarize the various forms of abuse and ways to get help.</p> <p><u>2.3: Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and</u></p>	<p>2.3.4.B.5: Identify the short- and long- term physical effects of inhaling certain substances.</p> <p><u>2.4: Human Relations 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.</u></p> <p>2.4.4.B: Sexuality: Puberty is the period of sexual development, determined primarily by heredity, in which the body becomes physically able to produce children.</p> <p>2.4.4.B.1: Differentiate the physical, social, and emotional changes occurring at puberty and explain why puberty begins and ends at different ages.</p> <p>2.4.4.C: Pregnancy and Parenting: Knowing the physiological process of how pregnancy occurs as well as development of the fetus leading to childbirth contribute to a greater</p>
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<p>2.4.4.A: Relationships: The family unit encompasses the diversity of family forms in contemporary society.</p> <p>2.4.4.A.1: Explain how families typically share common values, provide love and emotional support, and set boundaries and limits.</p> <p>2.4.4.A.2: Explain why healthy relationships are fostered in some families and not in others.</p> <p>2.2: <u>Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</u></p> <p>2.2.4.A: Interpersonal Communication: Effective communication may be a determining factor in the outcome of health- and safety-related situations. Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.</p>	<p>and emotional support, and set boundaries and limits.</p> <p>2.4.4.A.2: Explain why healthy relationships are fostered in some families and not in others.</p>	<p><u>medicines and apply these concepts to support a healthy, active lifestyle.</u></p> <p>2.3.4.A: Medicines: 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>2.3.4.A.1: Distinguish between over-the-counter and prescription medicines.</p> <p>2.3.4.A.2: Determine possible side effects of common types of medicines.</p>	<p>understanding of how and why a healthy environment should be provided for the pregnant mother. The health of the birth mother impacts the development of the fetus.</p> <p>2.4.4.C.1: Explain the process of fertilization and how cells divide to create an embryo/fetus that grows and develops during pregnancy.</p> <p>2.4.4.C.2: Relate the health of the birth mother to the development of a healthy fetus.</p>
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<p>2.2.4.A.1: Demonstrate effective interpersonal communication in health- and safety-related situations.</p> <p>2.2.4.A.2: Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.</p> <p>2.2.4.B: Decision-Making and Goal Setting: Many health-related situations require the application of a thoughtful decision-making process.</p> <p>2.2.4.B.1: Use the decision-making process when addressing health-related issues.</p> <p>2.2.4.B.2: Differentiate between situations when a health-related decision should be made independently or with the help of others.</p> <p>2.2.4.B.3: Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.</p>			
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<p>2.2.4.B.4: Develop a personal health goal and track progress.</p> <p>2.2.4.C: Character Development: Personal core ethical values impact the health of oneself and others. Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence.</p> <p>2.2.4.C.1: Determine how an individual's character develops over time and impacts personal health.</p> <p>2.2.4.D: Advocacy and Service: Service projects provide an opportunity to have a positive impact on the lives of self and others.</p> <p>2.2.4.D.1: Explain the impact of participation in different kinds of service projects on community wellness.</p> <p>2.2.4.E: Health Services and Information: Communicating health needs to trusted adults</p>			
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<p>and professionals assists in the prevention, early detection, and treatment of health problems.</p> <p>2.2.4.E.1: Identify health services and resources provided in the school and community and determine how each assists in addressing health needs and emergencies.</p> <p>2.2.4.E.2: Explain when and how to seek help when experiencing a health problem.</p>			
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