Course Title: Health

Subject: Health

Grade Level: 3

Duration: All Year- 1 day of a 6 day cycle

Prerequisite: N/A

Elective or Required: Required

Department Mission Statement:

The purpose of physical education is to empower all students to sustain life-long fitness skills and concepts that will enhance their wellness. Physical Education is a significant part of the learning process that promotes social, emotional and physical well-being and is the foundation for a healthy, productive and fulfilling life.

It is our goal as physical educators to develop and enhance gross motor skills, physical fitness skills, social and life skills, as well as the learners’ ability to think and problem solve. We will provide an active, caring, and supportive atmosphere so students can successfully obtain these skills. We recognize the need for character education through the development of positive attitudes, good sportsmanship and fair play. Students must be given the opportunity for self-development, to learn to follow directions, to cooperate with others, as well as to develop leadership ability.

We must teach our students through a variety of learning experiences at appropriate developmental levels so they can realistically succeed in managing challenges of learning, growing, and developing in today’s world.
Course Description:

The health classroom promotes the physical, social, mental and emotional aspects of life. The class will provide current information and develop skills, attitudes and behaviors that will be essential for making healthy decisions throughout life. Students will be learning various health topics through discussion, research, small and large group activities, videos and projects. The cooperation between school and home will allow a successful and healthy education

Author: Domenic Curfman
Date Submitted: Summer 2014
Course Name

Topic/Unit: Healthy Lifestyle

Approximate 10 weeks

Essential Questions:
Why is good personal hygiene important for everyday life?
How do nutrients provide energy needed for daily living?
How can students prevent the spread of communicable diseases?
What are short term and long term effects of drug use?

Upon completion of this unit students will be able to:

- Determine the relationship of personal health practices and behaviors on an individual’s body systems. (2.1.4.A.2)
- Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively. (2.1.4.B.1)
- Differentiate between healthy and unhealthy eating practices. (2.1.4.B.2)
- Explain how most diseases and health conditions are preventable. (2.1.4.C.1)
- Use the decision-making process when addressing health-related issues. (2.2.4.B.1)
- Differentiate between situations when a health-related decision should be made independently or with the help of others. (2.2.4.B.2)
- Identify health services and resources provided in the school and community and determine how each assists in addressing health needs and emergencies. (2.2.4.E.1)
- Explain when and how to seek help when experiencing a health problem. (2.2.4.E.2)
- Distinguish between over-the-counter and prescription medicines. (2.3.4.A.1)
- Compare the short- and long-term physical effects of all types of tobacco use. (2.3.4.B.2)
- Summarize the short- and long-term physical and behavioral effects of alcohol use and abuse. (2.3.4.B.4)
- Identify the short- and long-term physical effects of inhaling certain substances. (2.3.4.B.5)
- Identify signs that a person might have an alcohol, tobacco, and/or drug use problem. (2.3.4.C.1)
- Differentiate between drug use, abuse, and misuse. (2.3.4.C.2)

Interdisciplinary Standards (njcccs.org & Common Core Reading/Writing Standards)

- **Standard 9.1 21st-Century Life & Career Skills**
  All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

- **Standard 9.3 - Career Awareness, Exploration, and Preparation**
  All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.
• **Standard 8.1 – Computer and Information Literacy**
  All students will use computer applications to gather and organize information and to solve problems.

• **Standard 8.2 – Technology Education**
  All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment.

• **Standard 6.3 Active Citizenship in the 21st Century**
  All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

**Activities:**
- Students will investigate how exercise contributes to keeping the body healthy
- Students will identify how to prevent the spread of diseases
- Students will identify how to prevent the spread of lice
- Students will be introduced to the importance of washing hands and brushing teeth
- Students will discuss how certain drugs effect the body
- Students will review the differences between drugs and medicine
- Students will discuss who helps them make decision about their health

**Methods of Assessments/Evaluation:**
- Class work
- Participation
- Discussions
- Small Group Work
- Projects
- Quizzes
- Thumbs up/down/sideways
- Hand number system

**Resources/Including Online Resources**
- Teacher Webpage
- [www.discoveryeducation.com](http://www.discoveryeducation.com)
- [www.kidshealth.org](http://www.kidshealth.org)
- [www.pecentral.com](http://www.pecentral.com)
- [www.chosemyplate.gov](http://www.chosemyplate.gov)
Course Name

Topic/Unit: Safety

Approximate 8 weeks

Essential Questions:
How can students avoid dangerous situations and keep themselves safe?
How does a student’s personal safety and behavior impact their quality of life?
What are ways to avoid injuries in different situations?

Upon completion of this unit students will be able to:
- Determine the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention). (2.1.4.D.1)
- Examine the impact of unsafe behaviors when traveling in vehicles, as a pedestrian, and when using other modes of transportation. (2.1.4.D.3)
- Use the decision-making process when addressing health-related issues. (2.2.4.B.1)
- Differentiate between situations when a health-related decision should be made independently or with the help of others. (2.2.4.B.2)
- Identify health services and resources provided in the school and community and determine how each assists in addressing health needs and emergencies. (2.2.4.E.1)
- Explain when and how to seek help when experiencing a health problem. (2.2.4.E.2)

Interdisciplinary Standards (njcccs.org & Common Core Reading/Writing Standards)

- **Standard 9.1 21st-Century Life & Career Skills**
  All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

- **Standard 8.1 – Computer and Information Literacy**
  All students will use computer applications to gather and organize information and to solve problems.

- **Standard 6.3 Active Citizenship in the 21st Century**
  All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Activities:
- Students will review the importance of following directions and using appropriate practices to insure a safe environment
- Students will identify to use facilities and equipment properly
- Students will identify when to wear proper attire and protective gear
- Students will review responsible personal and social behavior
- Students will identify how to keep their home safe from fire hazards
- Students will investigate how to protect themselves in different environmental conditions
- Students will identify safe practices when navigating their neighborhood

**Methods of Assessments/Evaluation:**
- Class work
- Participation
- Discussions
- Small Group Work
- Projects
- Quizzes
- Thumbs up/down/sideways
- Hand number system

**Resources/Including Online Resources**
- Teacher Webpage
- Various Safety Videos
- www.fda.org
- www.discoveryeducation.com
- http://www.aaa.com

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**Course Name**

**Topic/Unit: How the Body Works**

**Approximate 10 weeks**

**Essential Questions:**
What is a body system?
How do body systems work together?
How is the Human Body organized to ensure good health?

**Upon completion of this unit students will be able to:**
- Determine the relationship of personal health practices and behaviors on an individual’s body systems. (2.1.4.A.2)
- Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively. (2.1.4.B.1)
- Explain when and how to seek help when experiencing a health problem. (2.2.4.E.2)

**Interdisciplinary Standards (njccs.org & Common Core Reading/Writing Standards)**
- **Standard 9.1 21st-Century Life & Career Skills**
  All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
• **Standard 8.1 – Computer and Information Literacy**
  All students will use computer applications to gather and organize information and to solve problems.

• **Standard 6.3 Active Citizenship in the 21st Century**
  All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Activities:
- Students will discuss how all living things are made of one or more cells
- Students will explore the role heredity contributes to health
- Students will be introduced to the basic parts of the skeletal, muscular, circulatory, respiratory, nervous, digestive
- Students will investigate how the body protect itself during different weather conditions
- Students will build a working lung model
- Students will be introduced to how the body fights diseases and infections

Methods of Assessments/Evaluation:
- Class work
- Participation
- Discussions
- Small Group Work
- Projects
- Quizzes
- Thumbs up/down/sideways
- Hand number system

Resources/Including Online Resources
- Teacher Webpage
- [www.discoveryeducation.com](http://www.discoveryeducation.com)
- [www.kidshealth.org](http://www.kidshealth.org)
- [www.pecentral.com](http://www.pecentral.com)

**Course Name**

**Topic/Unit: Character Education**

**Approximate 8 weeks**

**Essential Questions:**
Why is it important to society to have character?
How does character affect the decisions a student makes in their life?
How do our actions affect the actions of others?
How can students make their school environment a great place to learn?
How can a student become an Upstander?

Upon completion of this unit students will be able to:

- Compare and contrast how individuals and families attempt to address basic human needs. (2.1.4.E.1)
- Distinguish among violence, harassment, gang violence, discrimination, and bullying and demonstrate strategies to prevent and resolve these types of conflicts. (2.1.4.E.2)
- Demonstrate effective interpersonal communication in health- and safety-related situations. (2.2.4.A.1)
- Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others. (2.2.4.A.2)
- Determine how an individual’s character develops over time and impacts personal health. (2.2.4.C.1)
- Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community. (2.2.4.C.2)
- Determine how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them. (2.2.4.C.3)
- Explain the impact of participation in different kinds of service projects on community wellness. (2.2.4.D.1)
- Explain how families typically share common values, provide love and emotional support, and set boundaries and limits. (2.4.4.A.1)

Interdisciplinary Standards (njcccs.org & Common Core Reading/Writing Standards)

- **Standard 9.1 21st-Century Life & Career Skills**
  All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

- **Standard 9.3 - Career Awareness, Exploration, and Preparation**
  All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

- **Standard 8.1 – Computer and Information Literacy**
  All students will use computer applications to gather and organize information and to solve problems.

- **Standard 6.3 Active Citizenship in the 21st Century**
  All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Activities:

- Students will discuss how to show consideration for other people and their property
• Students will practice the steps of making good decisions
• Students will discuss how to resolve conflicts in a positive manner
• Students will identify where to go for any help
• Students will participate in block the bully lesson designed by school community
• Students will determine between good and bad character
• Students will explore how to apply good character into everyday life

Methods of Assessments/Evaluation:
• Class work
• Participation
• Discussions
• Small Group Work
• Projects
• Quizzes
• Thumbs up/down/sideways
• Hand number system

Resources/Including Online Resources
• Teacher Webpage
• Block the bully lessons
• Popcorn Park Videos
• www.goodcharacter.com