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 12 weeks

Essential Questions:
What is the importance of good personal hygiene?
What prevents people from making healthy choices?
What does it mean to be mentally and emotionally healthy?
What is the difference between communicable and non-communicable diseases?
How is proper nutrition essential to a student’s growth and development?

Upon completion of this unit students will be able to:
- Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact. (2.1.4.A.1)
- Determine the relationship of personal health practices and behaviors on an individual’s body systems. (2.1.4.A.2)
- Differentiate between healthy and unhealthy eating practices. (2.1.4.B.2)
- Create a healthy meal based on nutritional content, value, calories, and cost. (2.1.4.B.3)
- Interpret food product labels based on nutritional content. (2.1.4.B.4)
- Explain how most diseases and health conditions are preventable. (2.1.4.C.1)
- Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls prevent diseases and health conditions. (2.1.4.C.2)
- Explain how mental health impacts one’s wellness. (2.1.4.C.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)
- Develop a personal health goal and track progress. (2.2.4.B.4)
- 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)
- Determine possible side effects of common types of medicines. (2.3.4.A.2)
- Explain why it is illegal to use or possess certain drugs/substances and the possible consequences. (2.3.4.B.1)
- Identify specific environments where second-hand/passive smoke may impact the wellness of nonsmokers. (2.3.4.B.3)
- Determine how advertising, peer pressure, and home environment influence children and teenagers to experiment with alcohol, tobacco, and other drugs. (2.3.4.C.3)

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 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 to identify, rate and analyze their current hygiene habits and identify how to improve those habits if necessary
- Students will be introduced to the difference between communicable and non-communicable diseases
- Students will discuss what steps to take if they are not feeling well
- Students will review the difference between healthy and unhealthy food choices
- Students will design their own healthy meal
- Students will be investigate 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
www.kidshealth.org
www.pecentral.com
www.chosemyplate.gov

Course Name

Topic/Unit: Safety

Approximate 7 weeks

Essential Questions:
How can students act responsibly to avoid dangerous situations?
Why is it important to know basic first response procedures?
What can students do to promote safety in their home and community?

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)
- Summarize the various forms of abuse and ways to get help. (2.1.4.D.2)
- Demonstrate simple first-aid procedures for choking, bleeding, burns, and poisoning. (2.1.4.D.4)
- 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)

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Activities:
- Students will evaluate the safety of different situations and determine the safest action to proceed
- Students will practice simple first-aid procedures
- Students will practice strategies to promote a safe school environment
- Students will evaluate and determine functionality of backpacks
- Students will analyze the relationship between positive health behaviors and the prevention of injuries
- Students will analyze their personal risk taking behaviors which could lead to injury
- Students will examine the roles played by different health providers in promoting safety and preventing injuries

Methods of Assessments/Evaluation:
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Resources/Including Online Resources
- Teacher Webpage
- www.fda.org
- www.discoveryeducation.com
- www.kidshealth.org

Course Name

Topic/Unit: How the Body Works

Approximate 10 weeks

Essential Questions:
What happens to the body during exercise?
How does the Human Body try to protect itself?
How does the body get nutrients from food to power itself?

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 the physical, social, and emotional changes occurring at puberty and explain why puberty begins and ends at different ages. (2.4.4.B.1)

Explain the process of fertilization and how cells divide to create an embryo/fetus that grows and develops during pregnancy. (2.4.4.C.1)

Relate the health of the birth mother to the development of a healthy fetus. (2.4.4.C.2)

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**Activities:**

- Students will review the role heredity contributes to health
- Students will introduced to the basic functions of the skeletal, muscular, circulatory, respiratory, nervous, digestive
- Students will identify where to find their heart rate
- Students will identify the changes of the body while exercising
- Student will examine how exercise intensity affects the body
- Students will be introduced to why puberty begins and ends at different times for different people

**Methods of Assessments/Evaluation:**

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**Resources/Including Online Resources**

- Teacher Webpage
- [www.discoveryeducation.com](http://www.discoveryeducation.com)
- [www.kidshealth.org](http://www.kidshealth.org)
Course Name

Topic/Unit: Character Education

Approximate 7 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?

Upon completion of this unit students will be able to:
- 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)
- Determine ways to cope with rejection, loss, and separation. (2.1.4.E.3)
- Summarize the causes of stress and explain ways to deal with stressful situations. (2.1.4.E.4)
- 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 family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors. (2.2.4.B.3)
- Explain the impact of participation in different kinds of service projects on community wellness. (2.2.4.D.1)
- Explain why healthy relationships are fostered in some families and not in others. (2.4.4.A.2)

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**Activities:**
- Students will practice evaluation situations and determine appropriate responses
- Students will examine the importance of appreciating and accepting individual differences
- Students will review the importance of being accountable for what they do, for their actions and behavior
- Students will practice responsible and respectful actions towards people, animals, and the environment
- Students will practice using words and actions to help others
- Students will discuss the importance of being part of a community

**Methods of Assessments/Evaluation:**
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**Resources/Including Online Resources**
- Teacher Webpage
- Block the bully lessons
- Popcorn Park Videos
- [www.goodcharacter.com](http://www.goodcharacter.com)