Health Science 3

Length of Course: Full Year
Elective/Required: Required
Schools: Elementary
Eligibility: Grade 3
Credit Value: N/A
Date Approved: August 26, 2019
<table>
<thead>
<tr>
<th>Unit</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1 - Wellness</td>
<td>3</td>
</tr>
<tr>
<td>Unit 2 – Integrated Skills</td>
<td>7</td>
</tr>
<tr>
<td>Unit 3 – Drugs &amp; Medicines</td>
<td>11</td>
</tr>
<tr>
<td>Unit 4 – Human Relationships &amp; Sexuality</td>
<td>14</td>
</tr>
</tbody>
</table>
### Unit 1 - Wellness

#### Standard

- 2.1- All students will learn and apply health promotion concepts and skills to support a healthy, active lifestyle.

#### Big Ideas

- I am responsible for keeping my body safe and healthy.
- I am capable of expressing my wants, needs, and emotions.

#### Essential Questions

1. How does my body function as a system?
2. How do I keep my body healthy?
3. What are my basic needs?

#### Enduring Understandings

- Students will understand:
  - Personal hygiene practices
  - How body systems function
  - How food affects their body
  - How good health habits help to prevent disease
  - How children are alike and different
  - A conflict is when people do not agree and there are ways to work out conflict in a calm and cooperative way
  - There are many situations which are stressful and learning how to manage it.

#### Primary Teaching Resources

**Unit Strands:**
- A. Personal Growth and Development
- C. Disease and Health Conditions
- E. Social and Emotional Health

**Suggested Pacing:** 2-3 weeks
<table>
<thead>
<tr>
<th>CPI Proficiencies</th>
<th>“I Can” Statements</th>
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</tr>
</thead>
</table>
| **2.1.4.A.1** Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact. | I can understand how my personal health habits affect my body.  
I can understand that my health is made up of how I feel physically and emotionally.  
I can understand that my choices impact my body systems. | DE: Video [Benefits for Muscles](#), Video [Benefits for the Heart](#), Video [Go to Bed!](#), Video [Good Things First! The Way to Wellness](#) Video: [Health Bites](#)  
Newsela: [Studies show More Children Than Ever Are Practicing Yoga, A Refreshing Sleep, A Cooking-As-Medicine Revolution Is Entering the Healthcare World](#) |
| **2.1.4.A.2** Determine the relationship of personal health practices and behaviors on an individual’s body systems. |  |  |
| **2.1.4.C.1** Explain how most diseases and health conditions are preventable. | I can understand how choices I make can help keep me healthy.  
I can understand how healthy habits keep away diseases and illness.  
I can understand that cleanliness can help prevent diseases.  
I can understand how my feelings impact my health. | DE: Video [Stress Affects Everyone](#), Video [Defending Against Infectious Diseases](#), Video [Germs All Around Us](#)  
BrainPop: [Washing Hands](#), [Going to the Dentist](#)  
Newsela: [CDC Keeps Warning People Not To Eat Raw Cookie Dough, Understanding a Virus and What Steps to Take to Get Over It](#) |
| **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. |  |  |
| **2.1.4.C.3** Explain how mental health impacts one’s wellness | I can use strategies to help deal with stress and sad feelings.  
I can identify what makes me feel stressed and learn ways to help myself feel better. | DE: Video [Stress Reliever Techniques](#), Video [Stress Survival Skills](#), Video [Understanding Stress](#)  
BrainPop: [Stress Video](#), [Mindfulness](#)  
Newsela: [You Will Be Happier and Healthier if You Are Kind to Yourself](#) |
| **2.1.4.E.1** Compare and contrast how individuals and families attempt to address basic human needs. | I can understand that there are many ways to resolve conflicts.  
I can understand the difference between bullying and other conflicts. | DE: Video on [cliques](#), Video “[Corbin Gets Teased](#)”, Video [Internet Bullies: Keep Yourself Safe](#)  
BrainPop: [Cyberbullying, Bullying, Conflict Resolution](#)  
Newsela: [Growing Bullying Problem in School is Alarming, Communication Skills: What Is Active Listening?](#) |
| **2.1.4.E.2** Distinguish among violence, harassment, gang violence, discrimination, and bullying and demonstrate strategies to prevent and resolve these types of conflicts |  |  |
| **2.1.4.E.3** Determine ways to cope with rejection, loss, and separation. |  |  |
| **2.1.4.E.4** Summarize the causes of stress and explain ways to deal with stressful situations. |  |  |
## Content and Academic Vocabulary

**Personal Growth/Development:** Dimensions of Wellness; Physical, Emotional, Mental, and Social, Functions & Processes; Hearing, Sleep, Vision, Body Parts; Bones, Muscles, Joints, Skin, Mouth/Teeth, Body Systems; Cardiovascular, Digestive, Endocrine, Immune, Nervous, Respiratory

**Disease and Health Conditions:** Colds & Flu, Food Allergies, Asthma, Diabetes, Obesity, Lyme’s Disease, Concussions, Eating Disorders, Obesity, Infectious; Bacterial, Viral, Immune system,

**Social/Emotional Health:** Conflict Resolution, Empathy, Feelings, Getting Along, Self-Esteem, Stress, Coping strategies, Yoga, Breathing, Support System, Stress, Stressor, Distress, Positive Stress, Stress Response, Epinephrine, Fatigue, Defense Mechanism, Time Management, Bullying

## Assessment Ideas/Options/Suggestions

**Formative:**
- Newsela responses (quizzes and written responses)
- BrainPop responses (quizzes or activities)
- Exit tickets

**Summative:**
- Students create a storyboard project on ways to stay physically and mentally healthy, using the content taught in this unit to guide them. Students can use [Storyboard That](https://storyboardthat.com) or [paper].
- Teacher developed assessment that will demonstrate student understanding of the essential questions related to this unit.

**Options/Suggestions:**

**Articles:** [How Do Emotions Work?](https://www.epic.com/reader/915010/), [How We Read Emotions From Faces](https://www.epic.com/reader/915010/)
21st Century Skills

CRP2. Apply appropriate academic and technical skills
CRP4. Communicate clearly and effectively and with reason.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Social Emotional Learning (SEL) Competencies

- Acquire and apply the knowledge, attitudes, and skills necessary to manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

NJSLS- Technology

8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.
8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product.
8.2.2.D.1 Collaborate and apply a design process to solve a simple problem from everyday experiences.

Next Generation Science Standards- CrossCutting Principles:

Patterns: Observed patterns in nature guide organization and classification and prompt questions about relationships and causes underlying them.
- Patterns can be used as evidence to support and explanation

Cause and Effect: Mechanism and Prediction: Events have causes, sometimes simple, sometimes multifaceted. Deciphering causal relationships, and the mechanisms by they are mediated, is a major activity of science and engineering.
- Cause and effect relationships are routinely identified, tested, and used to explain change.
## Unit 2 - Integrated Skills

### Standard

- 2.2- All students will use health-enhancing personal, interpersonal, and life skills to support a healthy, active lifestyle

### Big Ideas

- I can be a successful member of a group. I can be a positive contributor to various communities.

### Essential Questions

1. How can I be an effective listener and communicator?
2. What steps can I take when making decisions?
3. In what ways can I contribute to a group?
4. How can I be a valuable asset to my community?

### Enduring Understandings

- Students will understand:
  - Strategies for effective communication.
  - Steps to making health decisions.
  - Good character is shown through making wise decisions.
  - Outside influence on their health decisions.
  - Group problem solving strategies.
  - One’s character trait affects their health as well as others.
  - How to demonstrate respect for others and for varying ideas and opinions.

### Primary Teaching Resources

**Unit Strands:**

- A. Interpersonal Communication
- B. Decision-Making and Goal Setting
- C. Character Development
- E. Health Services and Information

**Suggested Pacing:** 2-3 weeks
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<tbody>
<tr>
<td>2.2.4.A.1 Demonstrate effective interpersonal communication in health- and safety-related situations</td>
<td>I can use I statements to communicate how I am feeling, physically or emotionally.</td>
<td>DE: Video If You Get Bullied, Video Safety: Out of the Danger Zone</td>
</tr>
<tr>
<td>2.2.4.A.2 Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.</td>
<td></td>
<td>BrainPop: Conflict Resolution, Emotions, Writing About Yourself</td>
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<tr>
<td></td>
<td></td>
<td>Conflict Role Playing Cards</td>
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<tr>
<td></td>
<td></td>
<td>Worksheets: Conflict resolution profile (self-assessment), Do-and-Don’t of Conflict Resolution, How to Solve A Conflict With a Friend</td>
</tr>
<tr>
<td>2.2.4.B.1 Use the decision-making process when addressing health-related issues.</td>
<td>I can understand how to make choices about my health.</td>
<td>BrainPOP: First Aid, Going to the Doctor, Going to the Dentist</td>
</tr>
<tr>
<td>2.2.4.B.2 Differentiate between situations when a health-related decision should be made independently or with the help of others</td>
<td>I can understand how my family and trusted adults can help me make decisions about my health.</td>
<td>Newsela: Explainer: What Is Intuition?</td>
</tr>
<tr>
<td>2.2.4.B.3 Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.</td>
<td>I can understand how other people may impact how I feel about myself and my choices.</td>
<td>Decision making process and worksheet</td>
</tr>
<tr>
<td>2.2.4.B.4 Develop a personal health goal and track progress.</td>
<td>I can set a goal for my health and work to achieve it.</td>
<td>BrainPop: Fitness, Nutrition</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Newsela: How to Set and Keep Your Goals For the New Year</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Goal setting chart: Example 1, Example 2, Powerpoint on Goal Setting</td>
</tr>
<tr>
<td>2.2.4.C.1 Determine how an individual’s character develops over time and impacts personal health.</td>
<td>I can understand how my beliefs are shaped and why they are important.</td>
<td>DE: Video What’s Respect? Respecting Everyone’s Ideas</td>
</tr>
<tr>
<td>2.2.4.C.2 Explain why core ethical values</td>
<td>I can understand why respect, empathy, and being good to others is</td>
<td>Newsela: Explainer: What Is Empathy?</td>
</tr>
</tbody>
</table>
2.2.4.C.3 Determine how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them.

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.

2.2.4.E.2 Explain when and how to seek help when experiencing a health problem.

Content and Academic Vocabulary

**Interpersonal Communication** - Expressing needs, wants, and feelings; Boundaries, Refusal skills, “I” Statements, Communication types- assertive, passive, aggressive, Active Listening, Support System

**Decision Making and Goal Setting** - Influence/Pressure; parents, peers, technology, culture, media, Goal setting; short-term and long-term goals, Refusal skills, Personal Responsibility, Pros/Cons of a choice, Consequences, Reflection, Self-Esteem, Interests, Action Plan, Setback, Persistence

**Character Development** - Positive character traits; respectful, fair, trustworthy, Values, Empathy, Feelings, Types of Disabilities

**Health Services and Information** - Preventative healthcare, Trusted adults, Health professionals, Healthcare specialists, How to contact emergency response, Guidance counselors, School nurse

Assessment Ideas/Options/Suggestions

**Formative:**
- Newsela responses (quizzes and written responses)
- BrainPop responses (quizzes or activities)
- Exit tickets
- Fitness goal setting chart

**Summative:**
- Create a class book. Each student makes one page where they write/illustrate about “Ways We Get Help” - chart the different ways people can get the help they need (ex: doctors, school counselors, nurses, managing stress, etc.) Teacher developed assessment that will demonstrate student understanding of the essential questions related to this unit.


**Conflict resources**

### Interdisciplinary Connections

<table>
<thead>
<tr>
<th>21st Century Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRP2. Apply appropriate academic and technical skills</td>
</tr>
<tr>
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</tr>
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<td>9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</td>
</tr>
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</table>

**Social Emotional Learning (SEL) Competencies**
- Acquire and apply the knowledge, attitudes, and skills necessary to manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

**NJSLS - Technology**
- 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.
- 8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product.
- 8.2.2.D.1 Collaborate and apply a design process to solve a simple problem from everyday experiences.

**Next Generation Science Standards - CrossCutting Principles:**

**Cause and Effect: Mechanism and Prediction:** Events have causes, sometimes simple, sometimes multifaceted. Deciphering causal relationships, and the mechanisms by they are mediated, is a major activity of science and engineering.
- Cause and effect relationships are routinely identified, tested, and used to explain change.
## Unit 3- Drugs and Medicines

### Standard

- 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.

### Big Ideas

- I need to use medicine responsibly. Medicine can be abused or misused.

### Essential Questions

1. How do I know what medicine is safe and effective to take?
2. How are prescription and OTC drugs different?
3. What are some safety rules for using medications and why are they important?
4. What information is found on all OTC and prescription medicines?

### Enduring Understandings

- Students will understand that:
  - That medicine and drugs affect their body.
  - The difference between helpful and harmful substances.
  - Basic rules for taking medicine.
  - Medications can either help or harm your health.
  - A drug is a substance other than food or water that changes the way the mind or body works.

### Primary Teaching Resources

**Unit Strand:**

- A. Medicines

**Suggested Pacing:** One Week
<table>
<thead>
<tr>
<th>CPI Proficiencies</th>
<th>“I Can” Statements</th>
<th>Instructional Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.3.4.A.1 Distinguish between over-the-counter and prescription medicines.</td>
<td>I can understand there are different types of medicine.</td>
<td>Pre-Assessment on the topic</td>
</tr>
<tr>
<td></td>
<td>I can understand that some medicines can be bought in a store and others need to come from a doctor.</td>
<td>Scholastic: Lesson 1 All About Medicine and worksheet; Lesson 2 Reading and Understanding Labels and worksheet</td>
</tr>
<tr>
<td>2.3.4.A.2 Determine possible side effects of common types of medicines.</td>
<td>I can understand that medicine can have side effects.</td>
<td>DE: Video Medicines Are Legal Drugs,</td>
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<td>BrainPOP: Vaccines, Medicine,</td>
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<td></td>
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<td>Newsela: Should All Children Get Vaccines?,</td>
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<td></td>
<td></td>
<td>YouTube: Teaching Kids About Medicine Safety, Speak Up: Take Medication Safely, Candy or Medicine? Common Household Dangers</td>
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<td></td>
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<td>Over the counter medicine safety poster</td>
</tr>
</tbody>
</table>

**Content and Academic Vocabulary**

**Medicines** - Drug, Medicine, Medicine Abuse, Pills, OTC, Prescription, Dosage, Trusted Adult, Tolerance, Food & Drug Administration, Side effects, Warnings

**Assessment Ideas/Options/Suggestions**

**Formative:**
- Newsela responses (quizzes and written responses)
- BrainPop responses (quizzes or activities)
- Exit tickets

**Summative:**
- Students create a poster about medicine safety.
- Teacher developed assessment that will demonstrate student understanding of the essential questions related to this unit.
**Options/Suggestions:**
*Medicine lessons (page 24-27 of the presentation)*

## Interdisciplinary Connections

### 21st Century Skills
- **CRP2.** Apply appropriate academic and technical skills
- **CRP4.** Communicate clearly and effectively and with reason.
- **CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.

**9.2.4.A.4** Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

### Social Emotional Learning (SEL) Competencies

- Acquire and apply the knowledge, attitudes, and skills necessary to manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

### NJSLS- Technology

- **8.1.2.E.1** Use digital tools and online resources to explore a problem or issue.
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- **8.2.2.D.1** Collaborate and apply a design process to solve a simple problem from everyday experiences.

### Next Generation Science Standards- CrossCutting Principles:

#### Patterns:*
Observed patterns in nature guide organization and classification and prompt questions about relationships and causes underlying them.

- Patterns can be used as evidence to support and explanation

#### Cause and Effect: Mechanism and Prediction:*
Events have causes, sometimes simple, sometimes multifaceted. Deciphering causal relationships, and the mechanisms by they are mediated, is a major activity of science and engineering.

- Cause and effect relationships are routinely identified, tested, and used to explain change
## Unit 4- Human Relationships & Sexuality

### Standard

- 2.4- Human Relationships 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.

### Big Ideas

- Each family's relationship is unique. Positive social connection is important for wellness.

### Essential Questions

1. What are the rules in my family?
2. What are my family values?
3. What makes a family healthy?

### Enduring Understandings

- Students will understand that:
  - There are many types of families.
  - Families influence your values and attempt to provide basic human needs.
  - Families show love and support in different ways.
  - Not all families are perfect.

### Primary Teaching Resources

**Unit Strand:**
- A. Relationships

**Suggested Pacing:** One Week
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>2.4.4.A.1 Explain how families typically share common values, provide love and</td>
<td>I can understand how families help us to grow and develop.</td>
<td>DE: Video <a href="https://example.com">Everybody’s Different: Different Cultures, Different Customs</a></td>
</tr>
<tr>
<td>emotional support, and set boundaries and limits.</td>
<td>I can understand that families share values, love, and support.</td>
<td>Newsela: <a href="https://example.com">Friendship Unites Muslim and Jewish Families</a></td>
</tr>
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<td></td>
<td>I can understand that families help to set rules to keep everyone safe.</td>
<td>Tolerance.org <a href="https://example.com">lesson on family</a>-</td>
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<td></td>
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<td>● Reading with questions</td>
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<td></td>
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<td>● Discussion cards</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Comparing families partner activity</td>
</tr>
<tr>
<td>2.4.4.A.2 Explain why healthy relationships are fostered in some families and not</td>
<td>I can understand that not all families are the same.</td>
<td>DE: Video <a href="https://example.com">Everybody’s Different: Respecting Differences in Others</a></td>
</tr>
<tr>
<td>in others.</td>
<td></td>
<td>BrainPop: <a href="https://example.com">Divorce</a></td>
</tr>
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<td></td>
<td></td>
<td>Newsela: <a href="https://example.com">Families Who Share Different Religious Traditions at the Holidays</a>, <a href="https://example.com">New Kid In Town: Sesame Street Greets Karli and her Foster Family</a></td>
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**Content and Academic Vocabulary**

**Relationships** - Family Health; nurturing, structure, roles, nuclear, blended, couples, extended, adoptive, single-parent, Family Change; health problems, economic problems, relationship problems, coping, separation, divorce, Human Development Stages; infancy, childhood, adolescence/puberty, adulthood, aging, death, grief, Responsibilities; chores, jobs, school, college, career

**Assessment Ideas/Options/Suggestions**

**Formative:**
- Newsela responses (quizzes and written responses)
- BrainPop responses (quizzes or activities)
- Exit tickets

**Summative:**
- Students create a Google slide about their family and share it
- Family Interview- find 3 things that are important to their family
Teacher developed assessment that will demonstrate student understanding of the essential questions related to this unit.

**Options/Suggestions:**

Books on Epic!: *All About Families, Different Families, Why Do Families Change?*

### Interdisciplinary Connections

#### 21st Century Skills

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9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

#### Social Emotional Learning (SEL) Competencies

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#### NJSLA- Technology

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<td>Brainstorm ideas on how to solve a problem or build a product.</td>
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<td>8.2.2.D.1</td>
<td>Collaborate and apply a design process to solve a simple problem from everyday experiences.</td>
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#### Next Generation Science Standards- Crosscutting Principles:

**Patterns:** Observed patterns in nature guide organization and classification and prompt questions about relationships and causes underlying them.

- Patterns can be used as evidence to support an explanation as seen by graphing responses.

**Cause and Effect: Mechanism and Prediction:** Events have causes, sometimes simple, sometimes multifaceted. Deciphering causal relationships, and the mechanisms by they are mediated, is a major activity of science and engineering.

- Cause and effect relationships are routinely identified, tested, and used to explain change.

**Systems and System Models:** A system is an organized group of related objects or components; models can be used for understanding and predicting the behavior of systems.

- A system can be described in terms of its components and their interactions
- A system is a group of related parts that make up a whole and can carry out functions its individual parts cannot.

**Stability and Change:** For both designed and natural systems, conditions that affect stability and factors that control rates of change are critical...
elements to consider and understand.

- Change is measured in terms of differences over time and may occur at different rates.