

Quinton Township School District
English Language Arts Literacy-Health
Grade 3

Pacing Chart/Curriculum MAP

Key: Technology Careers Interdisciplinary Studies

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| Marking Period: | 1 | Unit Title: | Mental, Emotional, Family, and Social Health | Pacing: | 45 Days |
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Unit Summary: Students will understand the importance of following rules at school. Students will learn about mental and emotional health including well-being, good character, and responsible decision making. In addition, students will learn about family and social health and how to resolve conflicts.

Objectives:

- Students will be able to describe the three parts of health.
- Students will be able to explain how choosing healthful behaviors protects your health.
- Students will be able to identify how choosing risk behaviors can harm your health.
- Students will be able to explain how practicing life skills can help you take responsibility for your health.
- Students will be able to list and apply the four steps to use for resolving conflicts.
- Students will be able to list ways to get along better with others.
- Students will be able to describe how peer pressure works.
- Students will be able to explain what it means to be a family.
- Students will be able to list ways to be a responsible family member.
- Students will be able to describe how to adjust to family changes in healthway ways.
- Students will be able to explain why you need friends.
- Students will be able to list ways to make new friends.

Students will be able to explain how friends can help each other make responsible decisions.

Essential Questions:

What are mental, social, and physical health?
How do the three kinds of health benefit each person?
How can healthful stress help me succeed?
How can I overcome harmful stress?
How are families alike/different?
How can following rules help you get along with others?
How can following rules help you get along with others?

Common Core State Standards/Learning Targets:

2.1.4.A.1-Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.
2.1.4.A.2 -Determine the relationship of personal health practices and behaviors on an individual's body systems.
2.1.4.C.3-Explain how mental health impacts one's wellness.
2.1.4.E.1 -Compare and contrast how individuals and families attempt to address basic human needs.
2.1.4.E.4 -Summarize the causes of stress and explain ways to deal with stressful situations
2.2.4.B.1-Use the decision-making process when addressing health-related issues.
2.2.4.C.1-Determine how an individual's character develops over time and impacts personal health.
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.
2.4.4.A.1-Explain how families typically share common values, provide love and emotional support, and set boundaries and limits.
2.4.4.A.2-Explain why healthy relationships are fostered in some families and not in others.
2.1.4.A.1-Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.
2.1.4.A.2 -Determine the relationship of personal health practices and behaviors on an individual's body systems.
2.1.4.C.3-Explain how mental health impacts one's wellness.
2.1.4.E.1 -Compare and contrast how individuals and families attempt to address basic human needs.

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.

2.2.4.B.1-Use the decision-making process when addressing health-related issues.

2.2.4.C.1-Determine how an individual's character develops over time and impacts personal health.

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.

2.4.4.A.1-Explain how families typically share common values, provide love and emotional support, and set boundaries and limits.

2.4.4.A.2-Explain why healthy relationships are fostered in some families and not in others.

Interdisciplinary Connections/Including 21st Century Themes and Skills: CAEP.9.2.8.B.3

Collaboration and teamwork, Creativity and imagination, Critical Thinking, Problem Solving, Technology Literacy, Oral and Written Communication Skills, Information Literacy

| Overview of Activities | Teacher's Guide/ Resources | Core Instructional Materials | Technology Infusion |
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| Lesson 1- Snoopy Rules Lesson 2 - Snoopy Rules Lesson 3 - Health is Well Being A4-A9 Lesson 4 - Your Self Concept A10-A15 | HEALTH & WELLNESS Grade 3 McGraw Hill (2008) | Lesson 1 - School Rules. Read and discuss Snoopy Rule # 1 Keeping our school neat and clean is everyone's job. Lesson 2 - School Rules. Read and discuss Snoopy Rule # | <ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● Go Noodle Application ● Chromebooks |

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| <p>Lesson 5 - Your Mind and Emotions A16-A21</p> <p>Lesson 6 - Good Character Matters A22-A27</p> <p>Lesson 7 - Making Responsible Decisions A28-A33</p> <p>Lesson 8 - Manage Stress A34-A39</p> <p>Lesson 9 - Use Communication Skills A49</p> <p>Lesson 10 - Healthful Relationship A44-A49</p> <p>Lesson 11 - Resolving Conflict A50-A55</p> <p>Lesson 12 - Resolve Conflicts A56-A57</p> <p>Lesson 13- My Family A58-A63</p> <p>Lesson 14- My Friends A64-A69</p> <p>Chapter Review/Test</p> | | <p>2 Visitors are very special people.</p> <p>Lesson 3 - family letter, text, vocabulary, assessment book, poster 5B</p> <p>Lesson 4 - text, vocabulary, poster 2A, paper, markers</p> <p>Lesson 5 - text, worksheet, vocabulary</p> <p>Lesson 6 - text, puzzle, poster 7A</p> <p>Lesson 7 - text, responsible decision-making model, poster 1A, foldable</p> <p>Lesson 8 - text, foldable, managing stress checklist</p> <p>Lesson 9 -text</p> | |
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| | | <p>Lesson 10 - family letter, vocabulary, worksheet, Sunburst video: Put Yourself in Someone Else's Shoes: Building Character, poster 5A</p> <p>Lesson 11 - text, assessment book, Sunburst videos: No More Teasing!, poster 3B</p> <p>Lesson 12 - text, foldable</p> <p>Lesson 13- text, assessment book</p> <p>Lesson 14 - text, assessment book, Sunburst video: How I Learned Not to Be Bullied</p> <p>Chapter Review/Test</p> | |
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| Formative Assessment Plan | Summative Assessment Plan |
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| <p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress:</p> <ul style="list-style-type: none"> Assess worksheets Peer check Teacher /Student Conferences Rubrics Think Pair Share Teacher Observation Student Self Reflection | <p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project:</p> <ul style="list-style-type: none"> Unit Assessments Mid Year Benchmark End of Year Benchmark |

Differentiation

| Special Education | ELL | At Risk | Gifted and Talented |
|---|--|---|--|
| <ul style="list-style-type: none"> ● RTI ● Modify and accommodate as listed in student's IEP or 504 plan ● Utilize effective | <ul style="list-style-type: none"> ● RTI ● Speech/Language Therapy ● Rosetta Stone ● Hold high expectations ● Provide | <ul style="list-style-type: none"> ● RTI Tiered Interventions following RTI framework ● Support instruction with RTI intervention | <ul style="list-style-type: none"> ● Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through |

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| <p>amount of wait time</p> <ul style="list-style-type: none"> ● Hold high expectations ● Communicate directions clearly and concisely and repeat, reword, modify as necessary. ● Utilize open-ended questioning techniques ● Utilize scaffolding to support instruction. ● Chunk tasks into smaller components ● Provide step by step instructions ● Model and use visuals as often as possible ● Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. ● Teach Tiers 1,2, and 3 words to assist students' understanding of | <p>English/Spanish Dictionary for use</p> <ul style="list-style-type: none"> ● Place with Spanish speaking teacher/paraprofessional as available ● Learn/Utilize/Display some words in the students' native language ● Invite student to after school tutoring sessions ● Basic Skills Instruction ● Utilize formative assessments to drive instruction ● Translate printed communications for parents in native language ● Hold conferences with translator present ● Utilize additional NJDOE resources/recommendations ● Review Special | <p>resources</p> <ul style="list-style-type: none"> ● Provide after school tutoring services ● Basic Skills Instruction ● Hold high expectations ● Utilize Go Math! RTI strategies ● Fountas and Pinnell Phonics ● Hold parent conferences fall and spring ● Make modifications to instructional plans based on I and RS Plan. ● Develop a record system to encourage good behavior and completion of work. ● Establish a consistent and daily routine. | <p>Compacting.</p> <ul style="list-style-type: none"> ● Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. ● Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. ● Encourage exposure to, selection and use of appropriate and specialized resources. ● Promote self-initiated and self-directed learning and growth. ● Provide for the development of self-understanding of |
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| <p>instructional texts.</p> <ul style="list-style-type: none">● Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.● Create rubrics/allow students to assist with task, so that all are aware of expectations.● Create modified assessments.● Allow students to utilize online books, when available, to listen to oral recorded reading.● Provide individualized assistance as necessary.● Allow for group work (strategically selected) and collaboration as necessary. | <p>Education listing for additional recommendations</p> <ul style="list-style-type: none">● Establish a consistent and daily routine | | <p>one's relationships with people, societal institutions, nature and culture.</p> <ul style="list-style-type: none">● Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade). |
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- **Utilize homework recorder within SIS.**
- **Allow for copies of notes to be shared out.**
- **Utilize assistive technology as appropriate.**
- **Provide meaningful feedback and utilize teachable moments.**
- **Utilize graphic organizers**
- **Introduce/review study skills**
- **Provide reading material at or slightly above students' reading levels.**
- **Utilize manipulatives as necessary.**
- **Utilize auditory reminders as deemed necessary.**
- **Provide breaks to allow for refocusing as necessary.**
- **Establish a consistent and daily routine.**

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**Quinton Township School District
Health
Grade 3**

Pacing Chart/Curriculum MAP

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|------------------------|---|--------------------|----------------------|----------------|---------|
| Marking Period: | 2 | Unit Title: | Growth and Nutrition | Pacing: | 45 Days |
|------------------------|---|--------------------|----------------------|----------------|---------|

Unit Summary: Students learn how their bodies grow and develop as they become older. Students also learn behaviors that help them choose healthful meals and snacks.

Objectives:

- Students will be able to describe the stages of the life cycle.
- Students will be able to list signs that show that your body is changing.
- Students will be able to explain how the body grows.
- Students will be able to explain the way your muscles work.
- Students will be able to describe what your bones do.
- Students will be able to identify ways to care for muscles and bones.
- Students will be able to describe the circulatory and respiratory system.
- Students will be able to describe how to care for your heart and lungs.
- Students will be able to discuss how your digestive system works.
- Students will be able to describe how to care for the digestive system.
- Students will be able to list the five senses.
- Students will be able to discuss what the nervous system does.
- Students will be able to identify the nutrients your body needs.
- Students will be able to how to use MyPyramid to make healthful food choices.
- Students will be able to list the Dietary Guidelines
- Students will be able to identify influences on your food choices
- Students will be able to describe what facts are found on food labels.
- Students will be able to explain how food can be kept safe
- Students will be able to list kitchen safety rules.

Essential Questions:

Why are body systems important to good health?

How do cells, tissues, organs, and systems work together?

How do the 1) Nervous, 2) Digestive 3) Circulatory, and 4) Respiratory Systems work together/separately to promote good health?

How can you/why should you choose foods for a healthy diet?

What diet goals can you set for yourself?

Common Core State Standards/Learning Targets:

2.1.4.A.2 -Determine the relationship of personal health practices and behaviors on an individual's body systems.

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.

2.1.4.B.2-Differentiate between healthy and unhealthy eating practices.

2.1.4.B.3-Create a healthy meal based on nutritional content, value, calories, and cost.

2.1.4.B.4 -Interpret food product labels based on nutritional content.

2.1.4.E.1 -Compare and contrast how individuals and families attempt to address basic human needs.

2.2.4.B.4-Develop a personal health goal and track progress.

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.

2.1.4.C.3-Explain how mental health impacts one's wellness.

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).

2.1.4.D.2-Summarize the various forms of abuse and ways to get help.

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.

2.2.4.A.1 -Demonstrate effective interpersonal communication in health- and safety-related situations.

2.2.4.A.2 -Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.

2.2.4.B.2-Differentiate between situations when a health-related decision should be made independently or with the help of others.

2.2.4.B.3-Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.

2.2.4.C.1-Determine how an individual's character develops over time and impacts personal health.

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.

2.2.4.D.1-Explain the impact of participation in different kinds of service projects on community wellness.

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.

2.1.4.A.2 -Determine the relationship of personal health practices and behaviors on an individual's body systems.

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.

2.1.4.B.2-Differentiate between healthy and unhealthy eating practices.

2.2.4.B.1-Use the decision-making process when addressing health-related issues.

2.2.4.B.2-Differentiate between situations when a health-related decision should be made independently or with the help of others.

2.2.4.B.3-Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.

2.2.4.B.4-Develop a personal health goal and track progress.

2.2.4.D.1-Explain the impact of participation in different kinds of service projects on community wellness.

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.

2.5.4.A.1-Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

2.5.4.A.2-Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.

2.5.4.A.3-Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.

2.5.4.A.4-Correct movement errors in response to feedback and explain how the change improves performance.

2.5.4.B.2-Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate

accomplishments.

2.6.4.A.1-Determine the physical, social, emotional, and intellectual benefits of regular physical activity.

2.6.4.A.2-Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.

2.6.4.A.3-Develop a health-related fitness goal and track progress using health/fitness indicators.

2.6.4.A.4-Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology.

Interdisciplinary Connections/Including 21st Century Themes and Skills: CAEP.9.2.8.B.3

Collaboration and teamwork, Creativity and imagination, Critical Thinking, Problem Solving, Technology Literacy, Oral and Written Communication Skills, Information Literacy

| Overview of Activities | Teacher's Guide/ Resources | Core Instructional Materials | Technology Infusion |
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| Lesson 15 - Growing and Changing B4-B9 Lesson 16 - Your Muscles and Bones B10-B15 Lesson 17 -Your Heart and Lungs B16-B21 Lesson 18 - Your Digestive System B22-B25 Lesson 19 - Your Senses and Nervous System B26-B31 | HEALTH & WELLNESS Grade 3 McGraw Hill (2008) | Lesson 15 - text, assessment book, student notebook Lesson 16 - text, assessment book, student notebook Lesson 17 - text, assessment book, student notebook Lesson 18 - text, assessment book, student notebook | <ul style="list-style-type: none">● Smart Board Applications● Google Applications● Go Noodle Application |

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| <p>Lesson 20 - Manage Stress B32-B33</p> <p>Chapter Review/Test</p> <p>Lesson 21 -Why You Need Food B38 - B43</p> <p>Lesson 22 -The Dietary Guidelines B44-B49</p> <p>Lesson 23 - Choosing Healthful Meals and Snacks B50-B57</p> <p>Lesson 24 - Analyze What Influences Yours Health B56-B57</p> <p>Lesson 25 - Food Safety</p> <p>Chapter Review/Test</p> | | <p>Lesson 19 - text, assessment book, student notebook</p> <p>Lesson 20 - text, poster 4B, student notebook</p> <p>Chapter Review/Test</p> <p>Lesson 21 - text, assessment book, poster 6A, student notebook</p> <p>Lesson 22 - text, assessment book, student notebook</p> <p>Lesson 23 - text, assessment book, poster 6B, food labels, student notebook</p> <p>Lesson 24 - text, poster 2B, student notebook</p> <p>Lesson 25 - text, assessment book, student notebook</p> | |
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| | | Chapter Review/Test | |
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| Formative Assessment Plan | Summative Assessment Plan |
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| <p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress: Assess worksheets Peer check Teacher /Student Conferences Rubrics Think Pair Share Teacher Observation Student Self Reflection</p> | <p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project: Unit Assessments Mid Year Benchmark End of Year Benchmark</p> |

Differentiation

| Special Education | ELL | At Risk | Gifted and Talented |
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| <ul style="list-style-type: none"> ● RTI ● Modify and accommodate as listed in student's IEP or 504 plan ● Utilize effective amount of wait time ● Hold high expectations ● Communicate directions clearly and concisely and repeat, reword, modify as necessary. ● Utilize open-ended questioning techniques ● Utilize scaffolding to support instruction. ● Chunk tasks into smaller components ● Provide step by step instructions ● Model and use visuals as often as possible ● Utilize extended time and/or reduce | <ul style="list-style-type: none"> ● Speech/Language Therapy ● Rosetta Stone ● Hold high expectations ● Provide English/Spanish Dictionary for use ● Place with Spanish speaking teacher/paraprofessional as available ● Learn/Utilize/Display some words in the students' native language ● Invite student to after school tutoring sessions ● Basic Skills Instruction ● Utilize formative assessments to drive instruction ● Translate printed communications for parents in native language ● Hold conferences with translator present | <p>Interventions following RTI framework</p> <ul style="list-style-type: none"> ● Support instruction with RTI intervention resources ● Provide after school tutoring services ● Basic Skills Instruction ● Hold high expectations ● Utilize Go Math! RTI strategies ● Fountas and Pinnell Phonics ● Hold parent conferences fall and spring ● Make modifications to instructional plans based on I and RS Plan. ● Develop a record system to encourage good behavior and completion of work. ● Establish a consistent and daily routine. | <ul style="list-style-type: none"> ● Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. ● Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. ● Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. ● Encourage exposure to, selection and use of appropriate and specialized resources. |
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| <p>amount of items given for homework, quizzes, and tests.</p> <ul style="list-style-type: none"> ● Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. ● Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. ● Create rubrics/allow students to assist with task, so that all are aware of expectations. ● Create modified assessments. ● Allow students to utilize online books, when available, to listen to oral recorded reading. ● Provide individualized | <ul style="list-style-type: none"> ● Utilize additional NJDOE resources/recommendations ● Review Special Education listing for additional recommendations ● Establish a consistent and daily routine | | <ul style="list-style-type: none"> ● Promote self-initiated and self-directed learning and growth. ● Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. ● Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade). |
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| <p>assistance as necessary.</p> <ul style="list-style-type: none">● Allow for group work (strategically selected) and collaboration as necessary.● Utilize homework recorder within SIS.● Allow for copies of notes to be shared out.● Utilize assistive technology as appropriate.● Provide meaningful feedback and utilize teachable moments.● Utilize graphic organizers● Introduce/review study skills● Provide reading material at or slightly above students' reading levels.● Utilize manipulatives as necessary.● Establish a consistent | | | |
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| and daily routine | | | |
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**Quinton Township School District
Health
Grade 3**

Pacing Chart/Curriculum MAP

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|------------------------|---|--------------------|---|----------------|---------|
| Marking Period: | 3 | Unit Title: | Personal Health and Safety / Violence and Injury Prevention | Pacing: | 45 Days |
|------------------------|---|--------------------|---|----------------|---------|

Unit Summary: Students learn about caring for their bodies and the importance of physical activity. They learn about good sportsmanship, how to workout and stay safe during physical activity. In addition, students learn behaviors that help reduce their risk of violence and injury. Students will explore topics such as indoor and outdoor safety, protecting oneself from violence and

handling emergency situations.

Objectives:

Students will be able to why you need medical checkups.

Students will be able to describe why you need to keep your teeth healthy.

Students will be able to summarize how to floss and brush your teeth.

Students will be able to describe how to keep your eyes healthy.

Students will be able to describe how to keep your ears healthy.

Students will be able to how to protect your hearing.

Students will be able to explain why grooming your skin, hair and nails is important.

Students will be able to explain why getting enough rest is important to good health.

Students will be able to discuss why being physically active is important.

Students will be able to describe how to improve fitness skills.

Students will be able to discuss ways to prevent injuries during physical activity.

Students will be able to identify ways to be a good sport.

Students will be able to describe how to prevent falls.

Students will be able to describe how to prevent fires.

Students will be able to list ways to avoid injury from poisons

Students will be able to explain what computer safety means.

Students will be able to explain how to keep safe around cars and buses.

Students will be able to list safety rules when walking, biking, skating, and riding a scooter

Students will be able to describe how to keep safe around water.

Students will be able to explain how to stay safe in bad weather.

Students will be able to ways to stay safe from strangers.

Students will be able to define what an unsafe touch is.

Students will be able to explain safety rules to prevent injury from guns and knives

Students will be able to explain how to call for help in an emergency.

Students will be able to describe what safety rules to follow in case of a disaster.

Students will be able to list items that should be part of a first aid kit.

Essential Questions:

Why are wise health choices important?
Why are having regular health checkups important?
What should you do between checkups?
Why is it important to be in good physical condition?
What are ways to stay safe when playing sports?
What are ways to stay safe?
How can accidents be prevented?
What are some safety rules to prevent accidents?
How does your environment affect your health?
What are some general rules for first aid?
How can you give first aid for common injuries?
How do drugs affect you/others?
How can good drugs benefit you?
How can bad drugs harm you?
How do alcohol and tobacco products affect you?

Common Core State Standards/Learning Targets:

2.1.4.D.0 -Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. ~ Safety
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).
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.
2.1.4.D.4-Demonstrate simple first-aid procedures for choking, bleeding, burns, and poisoning.

2.2.4.A.1 -Demonstrate effective interpersonal communication in health- and safety-related situations.

2.2.4.B.4-Develop a personal health goal and track progress.

2.1.4.C.3-Explain how mental health impacts one's wellness.

2.1.4.D.0 -Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. ~ Safety

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).

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.

2.1.4.D.4-Demonstrate simple first-aid procedures for choking, bleeding, burns, and poisoning.

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.

2.2.4.A.1 -Demonstrate effective interpersonal communication in health- and safety-related situations.

2.2.4.B.4-Develop a personal health goal and track progress.

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

2.3.4.B.1-Explain why it is illegal to use or possess certain drugs/substances and the possible consequences.

2.3.4.B.2-Compare the short- and long-term physical effects of all types of tobacco use.

2.3.4.B.3-Identify specific environments where second-hand/passive smoke may impact the wellness of nonsmokers.

2.3.4.B.4-Summarize the short- and long-term physical and behavioral effects of alcohol use and abuse.

2.3.4.C.1-Identify signs that a person might have an alcohol, tobacco, and/or drug use problem.

2.3.4.C.2-Differentiate between drug use, abuse, and misuse.

2.3.4.C.3-Determine how advertising, peer pressure, and home environment influence children and teenagers to experiment with alcohol, tobacco, and other drugs.

Interdisciplinary Connections/Including 21st Century Themes and Skills: CAEP.9.2.8.B.3

Collaboration and teamwork, Creativity and imagination, Critical Thinking, Problem Solving, Technology Literacy, Oral and Written Communication Skills, Information Literacy

| Overview of Activities | Teacher's Guide/ Resources | Core Instructional Materials | Technology Infusion |
|---|---|---|--|
| <p>Lesson 26 - Checkups and Dental Health C4-C9</p> <p>Lesson 27 - Your Eyes and Ears C10-C13</p> <p>Lesson 28 - Good Grooming C14-C19</p> <p>Lesson 29 - Physical Activity C20-C23</p> <p>Lesson 30 - A Good Workout C24-C29</p> <p>Lesson 31 - Safety and Physical Activity C30-C35</p> <p>Lesson 32 - Use Communication Skills C36-C37</p> <p>Chapter Review/Test</p> <p>Lesson 33 - Indoor Safety C42-C47</p> <p>Lesson 34 - Safety on the Go C48-C53</p> | <p>HEALTH & WELLNESS Grade 3 McGraw Hill (2008)</p> | <p>Lesson 26 - text, assessment book, student notebook, poster 9A</p> <p>Lesson 27 - text, assessment book, student notebook</p> <p>Lesson 28 - text, assessment book, student notebook</p> <p>Lesson 29 - text, assessment book, student notebook, poster 8A</p> <p>Lesson 30 - text, assessment book, student notebook, poster 8B</p> <p>Lesson 31- text, assessment book, student notebook</p> | <ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● Go Noodle Application |

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| <p>Lesson 35 - Safe in Wind and Weather C54-C57</p> <p>Lesson 36 - Set Health Goals C58-C59</p> <p>Lesson 37 - Staying Safe Around People C60-C63</p> <p>Lesson 38 - Staying Safe From Violence C64-C67</p> <p>Lesson 39 -Emergencies C68-C71</p> <p>Lesson 40 - How to Give First Aid C72-C77</p> <p>Chapter Review/Test</p> | | <p>Lesson 32- text, poster 5A</p> <p>Chapter Review/Test</p> <p>Lesson 33 - text, assessment book, student notebook</p> <p>Lesson 34 - text, assessment book, student notebook, posters 10A, 10B</p> <p>Lesson 35 - text, assessment book, student notebook</p> <p>Lesson 36 - text, health behavior contract, student notebook, poster 5B</p> <p>Lesson 37 - text, assessment book, student notebook</p> | |
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| | | <p>Lesson 38 - text, assessment book, student notebook</p> <p>Lesson 39 - text, assessment book, student notebook</p> <p>Lesson 40 - text, assessment book, student notebook</p> <p>Chapter Review/Test</p> | |
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| Formative Assessment Plan | Summative Assessment Plan |
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| <p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress: Assess worksheets Peer check Teacher /Student Conferences Rubrics</p> | <p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project: Unit Assessments Mid Year Benchmark End of Year Benchmark</p> |

Think Pair Share
 Teacher Observation
 Student Self Reflection

Differentiation

| Special Education | ELL | At Risk | Gifted and Talented |
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| <ul style="list-style-type: none"> ● RTI ● Modify and accommodate as listed in student's IEP or 504 plan ● Utilize effective amount of wait time ● Hold high expectations ● Communicate directions clearly and concisely and repeat, reword, modify as necessary. ● Utilize open-ended questioning techniques | <ul style="list-style-type: none"> ● RTI ● Speech/Language Therapy ● Rosetta Stone ● Hold high expectations ● Provide English/Spanish Dictionary for use ● Place with Spanish speaking teacher/paraprofessional as available ● Learn/Utilize/Display some words in the students' native language ● Invite student to after school tutoring | <ul style="list-style-type: none"> ● RTI Tiered Interventions following RTI framework ● Support instruction with RTI intervention resources ● Provide after school tutoring services ● Basic Skills Instruction ● Hold high expectations ● Utilize Go Math! RTI strategies ● Fountas and Pinnell Phonics ● Hold parent | <ul style="list-style-type: none"> ● Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. ● Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. |

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| <ul style="list-style-type: none"> ● Utilize scaffolding to support instruction. ● Chunk tasks into smaller components ● Provide step by step instructions ● Model and use visuals as often as possible ● Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. ● Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. ● Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. ● Create rubrics/allow students to assist with task, so that all are | <p>sessions</p> <ul style="list-style-type: none"> ● Basic Skills Instruction ● Utilize formative assessments to drive instruction ● Translate printed communications for parents in native language ● Hold conferences with translator present ● Utilize additional NJDOE resources/recommendations ● Review Special Education listing for additional recommendations ● Establish a consistent and daily routine | <p>conferences fall and spring</p> <ul style="list-style-type: none"> ● Make modifications to instructional plans based on I and RS Plan. ● Develop a record system to encourage good behavior and completion of work. ● Establish a consistent and daily routine. | <ul style="list-style-type: none"> ● Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. ● Encourage exposure to, selection and use of appropriate and specialized resources. ● Promote self-initiated and self-directed learning and growth. ● Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. ● Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade). |
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| <p>aware of expectations.</p> <ul style="list-style-type: none">● Create modified assessments.● Allow students to utilize online books, when available, to listen to oral recorded reading.● Provide individualized assistance as necessary.● Allow for group work (strategically selected) and collaboration as necessary.● Utilize homework recorder within SIS.● Allow for copies of notes to be shared out.● Utilize assistive technology as appropriate.● Provide meaningful feedback and utilize teachable moments. | | | |
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| <ul style="list-style-type: none"> • Utilize graphic organizers • Introduce/review study skills • Provide reading material at or slightly above students' reading levels. • Utilize manipulatives as necessary. • Establish a consistent and daily routine | | | |
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**Quinton Township School District
Health
Grade 3**

Pacing Chart/Curriculum MAP

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|------------------------|---|--------------------|--|----------------|---------|
| Marking Period: | 4 | Unit Title: | Drugs, Disease Prevention, Communicable and Chronic Diseases | Pacing: | 45 Days |
|------------------------|---|--------------------|--|----------------|---------|

Unit Summary: Students learn about the safe use of over-the-counter and prescription medicine. They learn about the harmful effects of alcohol, tobacco, and other legal and illegal drugs on the body. Students also learn how to say “no” when someone offers

them alcohol, tobacco, or other drugs. In addition, students will learn behaviors that help reduce their risk of contracting and spreading communicable and chronic diseases.

Objectives:

Students will be able to explain ways medicines can help health.

Students will be able to list safety rules to follow for using medicines.

Students will be able to list ways that alcohol affects physical health.

Students will be able to describe ways that alcohol affects how a person thinks, feels, and acts.

Students will be able to list ways to say “no” to drinking alcohol, tobacco and other drugs.

Students will be able to describe how smoking and smokeless tobacco harm health.

Students will be able to list ways that secondhand tobacco smoke harms health.

Students will be able to tell ways caffeine can harm health.

Students will be able to list the harmful effects of illegal drugs - marijuana, chemical inhalants, cocaine, crack and ecstasy.

Students will be able to explain how to get help for drug abuse.

Students will be able to tell what causes diseases.

Students will be able to describe ways to prevent the spread of disease.

Students will be able to explain how to treat flu, cold and strep throat.

Students will be able to identify ways the body keeps out germs.

Students will be able to explain how the immune system fights diseases.

Students will be able to tell what chronic diseases are.

Students will be able to describe ways to prevent chronic diseases.

Students will be able to identify ways to show care, concern and respect for people with special needs.

Essential Questions:

How do drugs affect you/others?

How can good drugs benefit you?

How can bad drugs harm you?
How do tobacco and alcohol products affect you?
How can viruses/bacteria affect my health/the health of others?
How can consumer make wise health choices?
Why is having regular health checkups important?
How does your environment affect your health?

Common Core State Standards/Learning Targets:

2.1.4.C.3-Explain how mental health impacts one's wellness.
2.1.4.D.0 -Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. ~ Safety
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).
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.
2.1.4.D.4-Demonstrate simple first-aid procedures for choking, bleeding, burns, and poisoning.
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.
2.2.4.A.1 -Demonstrate effective interpersonal communication in health- and safety-related situations.
2.2.4.B.4-Develop a personal health goal and track progress.
2.2.4.E.2-Explain when and how to seek help when experiencing a health problem.
2.3.4.B.1-Explain why it is illegal to use or possess certain drugs/substances and the possible consequences.
2.3.4.B.2-Compare the short- and long-term physical effects of all types of tobacco use.
2.3.4.B.3-Identify specific environments where second-hand/passive smoke may impact the wellness of nonsmokers.
2.3.4.B.4-Summarize the short- and long-term physical and behavioral effects of alcohol use and abuse.
2.3.4.B.5-Identify the short- and long- term physical effects of inhaling certain substances.
2.3.4.C.1-Identify signs that a person might have an alcohol, tobacco, and/or drug use problem.
2.3.4.C.2-Differentiate between drug use, abuse, and misuse.

2.3.4.C.3-Determine how advertising, peer pressure, and home environment influence children and teenagers to experiment with alcohol, tobacco, and other drugs.

2.1.4.C.1 -Explain how most diseases and health conditions are preventable.

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.

2.3.4.A.1-Distinguish between over-the-counter and prescription medicines.

2.3.4.A.2-Determine possible side effects of common types of medicines.

2.3.4.B.5-Identify the short- and long- term physical effects of inhaling certain substances.

2.1.4.C.1 -Explain how most diseases and health conditions are preventable.

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.

2.2.4.A.1 -Demonstrate effective interpersonal communication in health- and safety-related situations.

2.2.4.D.1-Explain the impact of participation in different kinds of service projects on community wellness.

Interdisciplinary Connections/Including 21st Century Themes and Skills: CAEP.9.2.8.B.3

Collaboration and teamwork, Creativity and imagination, Critical Thinking, Problem Solving, Technology Literacy, Oral and Written Communication Skills, Information Literacy

| Overview of Activities | Teacher's Guide/ Resources | Core Instructional Materials | Technology Infusion |
|--|---|--|--|
| Lesson 41 - Using Medicines Safely D4 - D9 Lesson 42 - Alcohol D10 - D15 Lesson 43 - Tobacco D16 - D21 | HEALTH & WELLNESS Grade 3 McGraw Hill (2008) | Lesson 41 - text, assessment book, student notebook Lesson 42 - text, assessment book, student notebook | <ul style="list-style-type: none"> ● Smart Board Applications ● Google Applications ● Go Noodle Application |

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| <p>Lesson 44 - Use Resistance Skills D22-D23</p> <p>Lesson 45 -Other Drugs D24-D29</p> <p>Chapter Review/Test</p> <p>Lesson 46 - Diseases that Spread D34 - D39</p> <p>Lesson 47 - Fighting Disease D40-D43</p> <p>Lesson 48 - Practice Healthful Behaviors D44-D45</p> <p>Lesson 49 - Chronic Diseases D46-D53</p> <p>Chapter Review/Test</p> | | <p>Lesson 43 - text, assessment book, student notebook, Sunburst videos, Resistance Skills chart</p> <p>Lesson 44 -text, poster 1B</p> <p>Lesson 45 - text, assessment book, student notebook</p> <p>Chapter Review/Test Lesson 46 - text, assessment book, student notebook, poster 9B</p> <p>Lesson 47 - text, assessment book, student notebook</p> <p>Lesson 48 - text, poster 2A, foldable</p> | |
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| | | Lesson 49 -text, assessment book, student notebook Chapter Review/Test | |
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| Formative Assessment Plan | Summative Assessment Plan |
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| <p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p>Suggested activities to assess student progress: Assess worksheets Peer check Teacher /Student Conferences Rubrics Think Pair Share Teacher Observation Student Self Reflection</p> | <p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Final Assessment/Benchmark/Project: Unit Assessments Mid Year Benchmark End of Year Benchmark</p> |

Differentiation

| Special Education | ELL | At Risk | Gifted and Talented |
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| <ul style="list-style-type: none"> ● Model and use visuals as often as possible ● Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. ● Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. ● Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. ● Create rubrics/allow students to assist with task, so that all are aware of expectations. ● Create modified assessments. ● Allow students to utilize online books, | <ul style="list-style-type: none"> ● Translate printed communications for parents in native language ● Hold conferences with translator present ● Utilize additional NJDOE resources/recommendations ● Review Special Education listing for additional recommendations ● Establish a consistent and daily routine | <ul style="list-style-type: none"> ● Develop a record system to encourage good behavior and completion of work. ● Establish a consistent and daily routine. | <p>worth pursuing in an open world.</p> <ul style="list-style-type: none"> ● Encourage exposure to, selection and use of appropriate and specialized resources. ● Promote self-initiated and self-directed learning and growth. ● Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. ● Continue to offer Accelerated Mathematics 7 (7th grade) and Algebra 1 (8th grade). |
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| <p>when available, to listen to oral recorded reading.</p> <ul style="list-style-type: none">● Provide individualized assistance as necessary.● Allow for group work (strategically selected) and collaboration as necessary.● Utilize homework recorder within SIS.● Allow for copies of notes to be shared out.● Utilize assistive technology as appropriate.● Provide meaningful feedback and utilize teachable moments.● Utilize graphic organizers● Introduce/review study skills● Provide reading material at or slightly | | | |
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| <p>above students' reading levels.</p> <ul style="list-style-type: none">● Utilize manipulatives as necessary.● Establish a consistent and daily routine | | | |
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