

**MOORESTOWN TOWNSHIP PUBLIC SCHOOLS
MOORESTOWN, NEW JERSEY**

**Moorestown K-3 Elementary Schools
Health and Physical Education**

**Health Education
*Grade 3***

Date: August 2020

Prepared by: *Julie Catrambone*

Supervisor: Shawn Counard

Contents

<u>Administration</u>	3
<u>Course Description and Fundamental Concepts</u>	4
<u>New Jersey Student Learning Standards</u>	5
<u>Pacing Guide</u>	12
<u>Units Scope and Sequences</u>	13

Board of Education

Dr. Sandra Alberti, President

Mr. Jack Fairchild

Ms. Alexandria Law

Ms. Katherine Mullin

Ms. Lauren Romano

Dr. Mark Snyder

Mr. Mark Villanueva

Mr. David Weinstein

Ms. Caryn Shaw, Vice President

Administration

Dr. Scott McCartney, Superintendent of Schools

Ms. Carole Butler, Director of Curriculum & Instruction

Dr. David Tate, Director of Special Education

Mr. Jeffrey Arey, Director of Educational Technology

Mr. James Heiser, Business Administrator/Board Secretary

Ms. Debora Belfield, Director of Personnel

Principals

Mr. Andrew Seibel, Moorestown High School

Mr. Matthew Keith, William Allen Middle School

Ms. Susan Powell, Moorestown Upper Elementary School

Ms. Michelle Rowe, George C. Baker School

Mr. Brian Carter, Mary E. Roberts School

Ms. Heather Hackl, South Valley School

Supervisors of Curriculum and Instruction

Ms. Jacqueline Brownell, Language Arts & Media K-12

Ms. Julie Colby, Mathematics K- 12

Mr. Shawn Counard, Athletics, Physical Education/Health K-12

Ms. Kat D'Ambra, Guidance K-12

Ms. Leslie Wyers, Special Education Pre-K – 6

Ms. Cynthia Moskalow, Special Education 7 – Post Graduation

Mr. Gavin Quinn, Science K-12

Ms. Roseth Rodriguez, Social Studies & World Languages K – 12

Ms. Patricia Rowe, Arts, Technology, Business K-12

Ms. Leslie Wyers, Special Education Pre-K – 6

Course Description and Fundamental Concepts

The third grade curriculum will begin by addressing personal growth and development. Students will demonstrate the ability to use mental health knowledge, skills, and strategies to enhance one's self-concept and one's relationship with others. During the nutrition unit students will be aware of processed foods and the high amount of sugar in what they eat and drink. And an emphasis will be placed on choosing healthy snacks and learning to create their own meals. The safety and awareness unit students will also demonstrate the ability to apply prevention and intervention knowledge, skills, and processes to promote safe living in the home, school, and community.

Lastly during the drug awareness unit students will demonstrate the ability to use drug knowledge, decision-making skills, and health-enhancing strategies to address the nonuse, use, and abuse of medications, alcohol, tobacco, and other drugs.

New Jersey Student Learning Standards (NJSLS)

Subject/Content Standards

2020 Comprehensive Health and PE Standards

Include grade appropriate subject/content standards that will be addressed

Unit Addressed	Standard #	Standard Description
1,2,3,4	2.1.5.PGD.	Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one’s wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity).
1,2,	2.1.5.PGD.2	Examine how the body changes during puberty and how these changes influence personal self-care.
1	2.1.5.PGD.3	Explain the physical, social, and emotional changes that occur during puberty and adolescence and why the onset and progression of puberty can vary.
1	2.1.5.PGD.4	Explain common human sexual development and the role of hormones (e.g., romantic and sexual feelings, masturbation, mood swings, timing of pubertal onset)
1,3	2.1.5.PGD.5	Identify trusted adults, including family members, caregivers, school staff, and health care professionals, whom students can talk to about relationships and ask questions about puberty and adolescent health.
1,3	2.1.5.EH.1	Discuss the impact of one’s feelings and thoughts that lead to healthy and unhealthy behaviors.
1,3	2.1.5.EH.2	Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.
1,3	2.1.5.EH.3	Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).
1,3	2.1.5.EH.4	Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance.
1,3	2.1.5.SSH.3	Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity,

		socio-economic status, differing ability, immigration status, family configuration).
1,3	2.1.5.SSH.4	Describe how families can share common values, offer emotional support, and set boundaries and limits..
1,2,3,4	2.1.5.SSH.5	Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics
1,3	2.1.5.SSH.6	Describe the characteristics of healthy versus unhealthy relationships among friends and with family members..
1,3	2.1.5.SSH.7	Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others
1,3	2.1.5.CHSS.1	Identify health services and resources available and determine how each assists in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals).
1,3	2.1.5.CHSS.3	Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.
3	2.3.5.PS.1	Develop strategies to reduce the risk of injuries at home, school, and in the community.
3	2.3.5.PS.2	Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.)
3	2.3.5.PS.3	Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation.
1,3	2.3.5.PS.5	Communicate personal boundaries and demonstrate ways to respect other people’s personal boundaries.
1,3	2.3.5.PS.6	Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including bullying, teasing, teen dating violence, sexual harassment, sexual assault, and sexual abuse
1,2,3	2.3.5.HCDM.1	Identify conditions that may keep the human body from working properly, and the ways in which the body responds.
1,3	2.3.5.HCDM.2	Describe how to prevent the spread of communicable and infection diseases and conditions (e.g., Lyme Disease, influenza) •
1,2,3	2.3.5.HCDM.3	Examine how mental health can impact one’s wellness (e.g., depression, anxiety, stress, phobias).

1,3,4	2.3.5.ATD.1	Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer). •
1,3,4	2.3.5.ATD.2	Describe health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs, and non-prescribed cannabis products
2,4	2.3.5.ATD.3	Describe the behaviors of people who struggle with the use of alcohol and drugs and identify the type of assistance that is available
3,4	2.3.5.DSDT.1	Differentiate between drug use, misuse, abuse, and prescription and illicit drugs.
4	2.3.5.DSDT.2	Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem
4	2.3.5.DSDT.3	Demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health
1,2,	2.2.5.PF.1	Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health.
1,2	2.2.5.PF.5:	Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).
1,2	2.2.5.N.1	Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.
1,2	2.2.5.N.2	Create a healthy meal based on nutritional content, value, calories, and cost.
1,2	2.2.5.N.3	Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture.

English Companion Standards

List grade-level appropriate companion standards for History, Social Studies, Science and Technical Subjects (CTE/Arts) 6-12. English Companion Standards are required in these subject/content areas.

Unit Addressed	Standard #	Standard Description
1, 2, 3, 4	NJSLSA.R1.	<i>Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</i>
1, 2, 3, 4	NJSLSA.R10	<i>Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</i>
1, 2, 3, 4	RI.3.1.	<i>Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</i>
1, 2, 3, 4	RI.3.7.	<i>Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</i>
1, 2, 3, 4	W.3.2.	<i>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</i>
1, 2, 3, 4	W.3.7.	<i>Conduct short research projects that build knowledge about a topic.</i>

21st-Century Skills and Technology Integration (Standard 8)

List appropriate units below for which strands (A through F) will be addressed

Standard 8.1 (K-12)		Educational Technology: <i>All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</i>
Unit Addressed	Strand Letter	Standard Description
1,2,3,4	Strand A	Technology Operations and Concepts: <i>Students demonstrate a sound understanding of technology concepts, systems, and operations.</i>
1,2,3,4	Strand B	Creativity and Innovation: <i>Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.</i>
1,2,3,4	Strand C	Communication and Collaboration: <i>Students use digital media and environments to communicate and work collaboratively, including at a</i>

		<i>distance, to support individual learning and contribute to the learning of others.</i>
1,3,4	Strand D	Digital Citizenship: <i>Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.</i>
1,2,3,4	Strand E	Research and Information Fluency: <i>Students apply digital tools to gather, evaluate, and use information.</i>
1,2,3,4	Strand F	Critical thinking, problem-solving, and decision making: <i>Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.</i>
Standard 8.2 (K-5)		Technology Education, Engineering, Design, and Computational Thinking - Programming: <i>All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</i>
1,2,3,4	Strand A	The Nature of Technology: Creativity and Innovation: <i>Technology systems impact every aspect of the world in which we live.</i>
1,2,3,4	Strand B	Technology and Society: <i>Knowledge and understanding of human, cultural and societal values are fundamental when designing technological systems and products in the global society.</i>
1,2,3,4	Strand C	Design: <i>The design process is a systematic approach to solving problems.</i>
1,2,3,4	Strand D	Abilities for a Technological World: <i>The designed world is the product of a design process that provides the means to convert resources into products and systems.</i>
1,2,3,4	Strand E	Computational Thinking: Programming: <i>Computational thinking builds and enhances problem-solving, allowing students to move beyond using knowledge to creating knowledge.</i>

Career Ready Practices (Standard 9)*List appropriate units below for which CRPs will be addressed*

Unit Addressed	Standard #	Standard Description
1,2,3,4	CRP1	<i>Act as a responsible and contributing citizen and employee.</i>
1,2,3,4	CRP2	<i>Apply appropriate academic and technical skills.</i>
1,2,3,4	CRP3	<i>Attend to personal health and financial well-being.</i>
1,2,3,4	CRP4	<i>Communicate clearly and effectively and with reason.</i>
1,2,3,4	CRP5	<i>Consider the environmental, social and economic impacts of decisions.</i>
1,2,3,4	CRP6	<i>Demonstrate creativity and innovation.</i>
1,2,3,4	CRP7	<i>Employ valid and reliable research strategies.</i>
1,2,3,4	CRP8	<i>Utilize critical thinking to make sense of problems and persevere in solving them.</i>
1,3,4	CRP9	<i>Model integrity, ethical leadership, and effective management.</i>
3,4	CRP10	<i>Plan education and career paths aligned to personal goals.</i>
2,3	CRP11	<i>Use technology to enhance productivity.</i>
1,2,3,4	CRP12	<i>Work productively in teams while using cultural global competence</i>

Interdisciplinary Connections*List any other content standards addressed as well as appropriate units***Visual & Performing Arts Integration (Standard 1)***List appropriate units below for which standards (1.1 through 1.4) may be addressed*

Unit Addressed	Standard #	Standard Description
1,4	Standard 1.1	The Creative Process: <i>All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and/or visual art.</i>
1,2,3,4	Standard 1.3	Performing/Presenting/Producing: <i>All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and/or visual art.</i>

Other Interdisciplinary Content Standards

List appropriate units below for any other content/standards that may be addressed

Unit Addressed	Content / Standard #	Standard Description
2	3.NF.A.1	<i>Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.</i>
2	3.G.A.2	<i>Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as $1/4$ of the area of the shape.</i>

Pacing Guide (All Dates are approximate based on the school calendar)

Unit/ Topic	Number of Weeks
Unit 1: Personal Growth and Development	6 weeks
Unit 2: Nutrition	4 weeks
Unit 3: Safety Awareness and Health Resources	6 weeks
Unit 4: Drug Awareness	6 weeks

[Units Scope and Sequences](#)

Unit Name: Personal Growth and Development

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSLs](#) - 2.1.5.PGD.1:2.1.5.PGD.2 2.1.5.PGD.3 2.1.5.PGD.4 2.1.5.PGD.5:2.1.5.EH.1 2.1.5.EH.2 2.1.5.EH.3 2.1.5.EH.4: 2.1.5.SSH.3 2.1.5.SSH.4 2.1.5.SSH.5 2.1.5.SSH.6 2.1.5.SSH.7 2.1.5.CHSS.3:• 2.2.5.PF.1 2.2.5.PF.5 2.2.5.LF.1 2.3.5.PS.1 2.3.5.PS.5:2.3.5.PS.6 2.3.5.HCDM.1 2.3.5.HCDM.2 2.3.5.HCDM.3
[NJSLs - Technology Integration Standards](#) 8.1 Strand A,B,C,D,E,F; 8.2 Strand A, B,C,D,E
[NJSLs - College and Career Ready Practices](#) CRP1, CRP2, CRP3, CRP4, CRP5, CRP6, CRP7, CRP8, CRP9, CRP12
[NJSLs - Interdisciplinary Standards](#) Visual and Performing Arts Standard 1.1, 1.3, NJLSA.R1., NJLSA.R10, RI.3.1., RI.3.7., W.3.2., W.3.7

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- Personal hygiene and self-help skills promote healthy habits.
- The different types of germs.
- All families are different.
- Individuals enjoy different activities and grow at different rates.
- Individual's bodies are made up of different systems and organs that allow us to thrive and grow.

Objectives

Students will be able to...

- Verbalize or demonstrate healthy habits, including hand washing and brushing teeth.
- List ways in which germs are spread from one person to another.
- Name the different types of germs.
- Discuss differences and similarities in family units.
- Recall how multiple body organs work together to form a body system
- Recall different body systems

Unit Name: Nutrition

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSLs](#) - 2.1.5.PGD.1: 2.1.5.PGD.2 2.1.5.EH.12.2.5.PF.1:2.2.5.PF.5: 2.2.5.LF.1 2.2.5.LF.3 2.2.5.N.1 2.2.5.N.2 2.2.5.N.3:

[NJSLs - Technology Integration Standards](#) 8.1 Strand A,B,C,E,F; 8.2 Strand A,B,C,D,E,F

[NJSLs - College and Career Ready Practices](#) CRP 1,2,3,4,5,6,7,8,11,12

[NJSLs - Interdisciplinary Standards](#) Visual and Performing Arts Integration Standard 1.3, NJLSA.R10, RI.3.1., RI.3.7., W.3.2., W.3.7, 3.NF.A.1, 3.G.A.2

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- Nutritious food choices promote wellness and are the basis for healthy eating habits
- My Plate portion sizes for individual food groups
- A variety of food supplies our body with the building blocks for a healthy life
- There are 5 food groups which provide the body with different nutrients
- Processed foods contain food labels with nutrition information
- Sugar is in a lot of foods we eat and drink.

Objectives

Students will be able to...

- Discuss their role in choosing a healthy balanced meal as they grow and become more independent.
- Identify processed sugar on a food label.
- Understand the negative side effects of too much sugar on their bodies.
- List the 5 food groups on My Plate
- Identify healthy and unhealthy choices in each of the food groups
- Recall nutritional benefits of individual food groups
- Create a healthy, balanced meal using My Plate
- Recognize a food label on a processed food

Unit Name: Safety Awareness and Health Resources

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSLs](#) - 2.1.5.PGD.1 2.1.5.PGD.5 • 2.1.5.EH.1 2.1.5.EH.2: 2.1.5.EH.3 2.1.5.EH.4 2.1.5.SSH.1:2.1.5.SSH.3: 2.1.5.SSH.4 2.1.5.SSH.5 2.1.5.SSH.6:2.1.5.SSH.7 2.1.5.CHSS.1 2.1.5.CHSS.3 2.3.5.PS.1:2.3.5.PS.2 2.3.5.PS.3 2.3.5.PS.5 2.3.5.PS.6

[NJSLs - Technology Integration Standards](#) - 8.1 Strand A,B,C,D,E,F and 8.2 Strand A,B,C,D,E

[NJSLs - College and Career Ready Practices](#)- 9.CRP1, 9.CRP2, 9.CRP3, 9.CRP4, 9.CRP5, 9.CRP6, 9.CRP7,9.CRP8, 9.CRP9, 9.CRP10, 9. CRP11, 9.CRP12

[NJSLs - Interdisciplinary Standards](#)- Visual and Performing Arts Integration 1.1.3, NJSLSA.R10, RI.3.1., RI.3.7., W.3.2., W.3.7

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- Being safety smart plays a part in keeping us healthy
- Potential hazards exist in personal space, in the school, in the community, and globally
- Any time children feel uncomfortable or in an unsafe situation, they should reach out to a trusted adult for help

Objectives

Students will be able to...

- Recall safety strategies regarding pedestrian safety, bike safety, fire safety, school safety, stranger safety, internet, and summer safety which include making a plan, wearing safety gear (helmets), sunscreen, and water safety
- Verbalize when and how to call 9-1-1
- Define who is a stranger
- List trusted adults within their family, school, and community to reach out to for help

Unit Name: Drug Awareness

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSLs](#) - 2.1.5.PGD.1 2.1.5.PGD.3 2.1.5.PGD.5 2.1.5.EH.1 2.1.5.EH.2:• 2.1.5.EH.3 2.1.5.EH.4 2.1.5.SSH.4: 2.1.5.SSH.5 2.1.5.SSH.6 2.1.5.SSH.7 2.1.5.CHSS.1 2.1.5.CHSS.3 2.2.5.PF.5:2.2.5.LF.1:2.2.5.N.12.3.5.PS.1 2.3.5.PS.2 2.3.5.PS.5 2.3.5.PS.6 2.3.5.HCDM.1 2.3.5.HCDM.3 2.3.5.ATD.1 2.3.5.ATD.2 2.3.5.ATD.3 2.3.5.DSDT.1 2.3.5.DSDT.2 2.3.5.DSDT.3 2.3.5.DSDT.4 2.3.5.DSDT.5

[NJSLs - Technology Integration Standards](#) 8.1 Strand A,B,C,D,E,F, and 8.2 Strand A,B,C,D,E

[NJSLs - College and Career Ready Practices](#)- 9.CRP1, 9.CRP2, 9.CRP3, 9.CRP3, 9.CRP4, 9.CRP5, 9.CRP6, 9.CRP7, 9.CRP8, 9.CRP10, 9.CRP11, 9.CRP12

[NJSLs - Interdisciplinary Standards](#)- Visual and Performing Arts Integration 1.1.1, 1.1.3, NJSLSA.R10, RI.3.1., RI.3.7., W.3.2., W.3.7

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- Medicines are substances that treat or relieve diseases and pain. Medications are prescribed by a physician or can be accessed over the counter. Medications can be misused and abused if not taken properly.
- The use of alcohol, tobacco, and other drugs in unsafe ways is harmful to one's health.
- Many factors influence how we think about ourselves and others.
- There are different ways that individuals handle stress, and some are healthier than others.

Objectives

Students will be able to...

- Recall that medicines come in a variety of forms, are used for many different reasons, and may be prescription and over the counter.
- Medicines should only be taken when given to students by a trusted adult.
- State the legal age for adults to consume alcohol and smoke cigarettes
- Verbalize the effects of tobacco use on personal hygiene, finances, health and safety.
- why tobacco smoke is harmful to nonsmokers
- Identify products that contain alcohol.
- Explain how alcohol affects different body parts, including the brain, liver, and lungs.
- Recognize that some people may have difficulty controlling their use of alcohol, tobacco, prescription medications and this is called addiction
- Verbalize that people can get help for their problems with addiction.
- Discuss reasons why some people may abuse a drug that can be harmful to them.

Please contact content supervisor for any questions.