

WALDWICK SCHOOL DISTRICT

Administrative Offices
155 Summit Avenue
Waldwick, NJ 07463



Health Education Curriculum Guide

Grade 3

Adoption Date: August 15, 2022

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Health Curriculum- Grade 3

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COURSE DESCRIPTION

The Mission of the 3-5 Health Education program is to provide each student the opportunity for maximum intellectual, physical, social and emotional development. It is our belief that education is a continuous life-long process, which allows each student to continuously strive to maximize all of his or her capabilities. It is our hope that each student will develop into a health educated and socially responsible life-long learner. We also believe that the benefits of a comprehensive health education program will not only develop lifelong learners but foster workplace skills, including problem solving, communication, cooperation, utilizing technology, and responsible decision making. Our students will have a foundation for an active, healthy and productive life, which will enable them to be a contributing member of society.

In addition to content-based knowledge and skills, this curriculum integrates the skills, knowledge, and expertise of Career Readiness, Life Literacies, and Key Skills as well as Computer Science and Design Thinking. These skills, when used in combination with standards-based content, ensure that students are prepared for success in today's challenging environment. In this course, students will examine the relationships of the past to the present, solve challenging, authentic problems, accept the responsibility of supporting a group by improving their own skill sets, identify interdisciplinary connections, utilize technology to solve problems, etc.

*The 3-5 unit entitled "Family Life" contains standards related to sexual health. At the 3-5 level, the purpose of this instruction is to teach students skills to prevent child abuse and give students information on puberty. In addition, the standards related to gender identity and family structure at this grade band are to create an inclusive environment where everyone is accepted. Instruction regarding sexual intercourse and human reproduction will take place in 5th grade. In the state of New Jersey, parents/guardians may "opt out" of instruction in health, family life education, or sex education that is in conflict moral or religious beliefs ([18A:35-4.7. Parent's statement of conflict with conscience](#)). Parents/Guardians wishing to opt out of any such instruction should notify the building principal.

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PACING GUIDE

Unit Number	Unit Title	Suggested Timeframe
1	Nutrition	4 lessons
2	Personal Growth and Community Health Skills	4 lessons
3	Safety	4 lessons
4	Social/Emotional Health	4 lessons
5	Family Life*	3 lessons

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Unit 1: Nutrition	Pacing Guide: 4 lessons	Standards	
Essential Questions <ul style="list-style-type: none"> • What are healthy and unhealthy eating habits? • How does the food I eat affect my personal health? • How can I make better food choices? 	Enduring Understandings <ul style="list-style-type: none"> • I can distinguish between healthy and unhealthy food choices and habits. • I can make healthy food choices that affect my body. • I can make a plan to meet a nutrition goal. 	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. 2.2.5.N.2: Create a healthy meal based on nutritional content, value, calories, and cost. 2.2.5.N.3: Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture.	
Summative Assessment <ul style="list-style-type: none"> ✓ SWBAT identify the benefits of healthy eating by choosing options for different scenarios. 2.2.5.N.1 ✓ SWBAT create a healthy meal with different ingredients. The students will describe how this meal can help them meet a health goal. 2.2.5.N.2, 2.2.5.N.3 			
Formative Assessments <ul style="list-style-type: none"> • Teacher observation • Student behavior • Discussions • Exit tickets 		Materials <ul style="list-style-type: none"> • Smartboard • My Plate Organizer • Pictures of different meals 	
Suggested Activities: <ul style="list-style-type: none"> • Students can complete a multiple choice activity where they choose a healthy meal. The teacher may provide the students with menus to choose from or describe different meals. • Read “Try It! How Frieda Caplan Changed the Way We Eat” by Mara Rockliff (DEI). Discuss the benefits of having different options of fruits and vegetables and how Frieda Caplan impacts our grocery stores today. 9.4.5.CI.4 • Discuss the concept of a health goal. For example, discuss the impacts of sugar on our bodies. Students may want to eat less sugar and come up with a plan to do so. 3-LS3-2, 8.1.5.AP.5 • Complete Healthy Eating activity • After reviewing the food groups and My Plate, have students create a healthy meal with the Make Your Plate activity • Play “Red Light, Green Light: Healthy Food Edition” to help students differentiate between healthy and unhealthy foods • Brain Pop Videos to view and discuss: Eating Right, Food Groups • 3-5 Health Education Activities 		Differentiation for Diverse Learners	
		Reinforcement: <ul style="list-style-type: none"> • Have students work in small groups or with a partner • Provide students with color coded pieces to create their plate • Preview vocabulary and provide visuals when available • Provide students with a word bank with examples of different healthy foods separate by food group 	
		Enrichment: <ul style="list-style-type: none"> • Create diner menu in which each section is a balanced meal • Create an ABC books about nutrition to share with younger students 	

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Suggested Materials <ul style="list-style-type: none">• Restaurant menus• Food labels	Suggested Websites <ul style="list-style-type: none">• My Plate Resources• Kids Health- Nutrition• PBS Learning Media
Interdisciplinary Connections <ul style="list-style-type: none">➤ Science: 3-LS3-2 Use evidence to support the explanation that traits can be influenced by the environment➤ SEL Competencies: Self-Management and Responsible Decision-Making➤ Career Readiness, Life Literacies, and Key Skills: 9.4.5.CI.4 Research the development process of a product and identify the role of failure as a part of the creative process➤ Computer Science and Design Thinking: 8.1.5.AP.5 Break down problems into smaller, manageable sub-problems to facilitate program development	

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Unit 2: Personal Growth and Community Health Skills	Pacing Guide: 4 lessons	Standards 2.1.5.PGD.1: 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). 2.3.5.HCDM.1: Identify conditions that may keep the human body from working properly, and the ways in which the body responds. 2.3.5.HCDM.2: Describe how to prevent the spread of communicable and infectious diseases and conditions (e.g., Lyme Disease, influenza) 2.3.5.HCDM.3: Examine how mental health can impact one’s wellness (e.g., depression, anxiety, stress, phobias). 2.1.5.CHSS.1: Identify health services and resources available and determine how each assist in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals).
Essential Questions <ul style="list-style-type: none"> ● What are factors that influence my health and wellness? ● How can I prevent the spread of infectious diseases? ● How does mental health impact wellness? ● Who can I contact if I need help? 	Enduring Understandings <ul style="list-style-type: none"> ● I can list ways to practice wellness in my life. ● I know how to protect myself from certain diseases. ● I understand how my mental health can affect my well-being. ● I know what health and emergency services are available in my town. 	
Summative Assessment <ul style="list-style-type: none"> ✓ SWBAT identify ways to practice wellness by listing activities they practice in their own lives. 2.1.5.PGD.1 ✓ SWBAT list various communicable and infectious diseases and share methods to avoid spreading these illnesses. 2.3.5.HCDM.1, 2.3.5.HCDM.2 ✓ SWBAT identify the impact on mental health on wellness by listening to a read aloud and discussing the impact on the main character. 2.3.5.HCDM.3 ✓ SWBAT list health services and resources in the community. 2.1.5.CHSS.1 		
Formative Assessments <ul style="list-style-type: none"> ● Teacher observation ● Student behavior ● Discussions ● Exit tickets 		Materials <ul style="list-style-type: none"> ● Contact information for local organizations and emergency services ● “Ruby Finds a Worry” by Tom Percival
Suggested Activities: <ul style="list-style-type: none"> ● Exercise and Your Brain- Information on how movement affects our brain development and overall wellness ● What does it mean to be well? How can you practice 		Differentiation for Diverse Learners
		<i>Reinforcement:</i>

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<p>wellness? Have students brainstorm ideas. Share resources online for students to identify the meaning of wellness and wellness practices. Students will share the information they collected. 9.4.5.Cl.3, 8.1.5.DA.1</p> <ul style="list-style-type: none"> ● Provide students with general information on common communicable and infectious diseases such as the common cold, influenza, and Lyme disease. Review practices for students to engage in to stop the spread of these diseases. ● The teacher reads “Ruby Finds a Worry” by Tom Percival. Have the students discuss with a partner how Ruby’s worry could impact her wellness. RI.3.1 ● Have a representative from local emergency services come in and discuss what services they provide ● Have students identify who to call in an emergency ● 3-5 Health Education Activities 	<ul style="list-style-type: none"> ● Preview vocabulary and use visuals when available ● Give students multiple choice options instead of having them list ● Provide students with graphic organizers to help them organize ideas
<p>Suggested Materials</p> <ul style="list-style-type: none"> ● 	<p>Suggested Websites</p> <ul style="list-style-type: none"> ● PBS Learning Media ● Kids Health- Personal Health ● Brainpop
<p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> ➤ Language Arts: RI.3.1 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. ➤ SEL Competencies: Self-Management and Responsible Decision-Making ➤ Career Readiness, Life Literacies, and Key Skills: 9.4.5.Cl.3 Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity ➤ Computer Science and Design Thinking: 8.1.5.DA.1 Collect, organize, and display data in order to highlight relationships or support a claim 	

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Unit 3: Safety	Pacing Guide: 4 lessons	Standards
<p>Essential Questions</p> <ul style="list-style-type: none"> ● What can I do to stay safe? ● What should I do in an emergency? ● Which products might be dangerous? ● What health issues might people have from using products like alcohol, tobacco, and/or drugs? 	<p>Enduring Understandings</p> <ul style="list-style-type: none"> ● I can follow safety rules. ● I can make good choices that keep me safe during indoor and outdoor activities. ● I know basic first aid procedures. ● I can identify products that might have alcohol, tobacco, and/or drugs. ● I can identify health concerns caused by alcohol, tobacco, and other drugs. 	<p>2.3.5.PS.1: Develop strategies to reduce the risk of injuries at home, school, and in the community.</p> <p>2.3.5.PS.2: Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.).</p> <p>2.3.5.ATD.1: Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer).</p> <p>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.</p>
<p>Summative Assessment</p> <ul style="list-style-type: none"> ✓ SWBAT develop strategies to reduce the risk of injury at home by identifying unsafe practices 2.3.4.PS.1 ✓ SWBAT identify basic first aid procedures 2.3.5.PS.2 ✓ SWBAT identify products that contain alcohol, tobacco, and drugs and explain the potential unhealthy effects 2.3.5.ATD.1, 2.3.5.ATD.2 		
<p>Formative Assessments</p> <ul style="list-style-type: none"> ● Teacher observation ● Student behavior ● Discussions ● Exit tickets 		<p>Materials</p> <ul style="list-style-type: none"> ● Information on safety best practices ● Smartboard and computer to watch video
<p>Suggested Activities:</p> <ul style="list-style-type: none"> ● Review safety practices around the home. This includes how to hold scissors, properly handle a kitchen knife, handling medications and unknown objects, and cleaning up spills. ● Teach students basic first aid procedures such as washing hands, not touching blood or fluids without protective equipment, identifying emergencies and getting help, and taking medications according to directions from the doctor. 9.4.2.CT.2 ● Kids Health Info on: <ul style="list-style-type: none"> ○ Bike Safety ○ Fire Safety ○ Food & Cooking Safety ○ Online Safety ○ Water Safety 		<p style="text-align: center;">Differentiation for Diverse Learners</p> <p><i>Reinforcement:</i></p> <ul style="list-style-type: none"> ● Have students match safety procedures with the activity ● Preview vocabulary- use visuals when possible <p><i>Enrichment:</i></p> <ul style="list-style-type: none"> ● Students create a poster or skit to teach safety techniques to classmates ● Students write a short story about a character practicing

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<ul style="list-style-type: none"> • Watch the BrainPop video about smoking. Have students create posters to explain the dangers of smoking. 8.1.2.CS.1 • Complete the Kids Health activity on alcohol to teach kids about the negative aspects of using alcohol and ways to say no. SL.3.2. • 3-5 Health Education Activities 	<p>safety skills</p>
<p>Suggested Materials</p> <ul style="list-style-type: none"> • 	<p>Suggested Websites</p> <ul style="list-style-type: none"> • PBS Learning Media • Kids Health- Personal Health • Brainpop
<p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> ➤ Language Arts: SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. ➤ SEL Competencies: Self-Management and Responsible Decision-Making ➤ Career Readiness, Life Literacies, and Key Skills: 9.4.2.CT.2 Identify possible approaches and resources to execute a plan ➤ Computer Science and Design Thinking: 8.1.2.CS.1 Select and operate computing devices that perform a variety of tasks accurately and quickly based on use needs and preferences 	

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Unit 5: Social/Emotional Health	Pacing Guide: 4 lessons	Standards
<p>Essential Questions</p> <ul style="list-style-type: none"> ● What is character? ● How can I be responsible? ● How can I manage my emotions? ● How do I know if a relationship is healthy? ● What can I do if I disagree with someone? ● What is bullying and what can I do about it? 	<p>Enduring Understandings</p> <ul style="list-style-type: none"> ● I know the meaning of character and how people show their character. ● I know how to be responsible for myself. ● I have tools for identifying and managing my emotions. ● I know when a relationship is healthy. ● I know what to do when I disagree with someone. ● I know what bullying is and what to do about it. 	<p>2.1.5.EH.1: Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.</p> <p>2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.</p> <p>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).</p> <p>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.</p> <p>2.1.5.CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.</p> <p>2.1.5.SSH.6: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.</p> <p>2.1.5.SSH.7: Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.</p> <p>2.3.5.PS.4: Develop strategies to safely communicate through digital media with respect.</p>
<p>Summative Assessment</p> <ul style="list-style-type: none"> ✓ SWBAT identify how feelings affect our health and develop strategies for dealing with negative emotions 2.1.5.EH.1, 2.1.5.EH.2, 2.1.5.EH.3, 2.1.5.EH.4, 2.1.5.CHSS.3 ✓ SWBAT describe a healthy versus unhealthy relationship by reading a text and discussing the characters' relationship. 2.1.5.SSH.6 ✓ SWBAT define teasing, harassment, and bullying and describe how it can be harmful. 2.1.5.SSH.7 ✓ SWBAT identify appropriate ways to communicate online by choosing from different options. 2.3.5.PS.4 		
<p>Formative Assessments</p> <ul style="list-style-type: none"> ● Teacher observation 		<p>Materials</p> <ul style="list-style-type: none"> ● Smartboard, computer to

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<ul style="list-style-type: none"> ● Student behavior ● Discussions ● Exit tickets 	<p>view BrainPop videos</p>
<p>Suggested Activities:</p> <ul style="list-style-type: none"> ● Have students brainstorm what they do when they are stressed or upset. Make a list on the board. Tell students that it is good for them to have a few strategies in their toolbox to help when they are feeling stressed. ● Complete the unit: Helping Kids Manage Feelings and Emotions <ul style="list-style-type: none"> ● Lesson 1: Helping kids understand the connection between feelings and moods ● Lesson 2: Ways that feelings affect kid's moods ● Lesson 3: Techniques kids can use to take charge of their moods ● Lesson 4: Implications of moods on the choices kids make ● Lesson 5: How fit choices affect kid's moods ● Read a text such as "My Rotten Red Headed Older Brother" by Patricia Polacco. Discuss the relationship between the siblings and what is healthy and unhealthy. ● Bullying and problem-solving video and complete the activity SL.3.2. ● Complete the "Oh Brother" activity where students respond to a question in an advice column about how to get along better with a sibling. ● Have students create a PSA about bullying 9.4.2.CT.2 ● The teacher reviews how we communicate respectfully in person. This applies when we are online as well. The teacher will give examples of respectful communication online. Then the teacher will have students give examples of how to communicate with someone online. 8.1.2.NI.2 ● 3-5 Health Education Activities 	<p>Differentiation for Diverse Learners</p>
	<p><i>Reinforcement:</i></p> <ul style="list-style-type: none"> ● Preview vocabulary before lessons, provide visuals when possible ● Give students a list of traits to help them identify traits exhibited in the character ● Give students a list of actions to take when they witness teasing/bullying to help create clear steps
	<p><i>Enrichment:</i></p> <ul style="list-style-type: none"> ● Have students interview classmates to compile a list of traits classmates want in a friend. Create a bar graph and present to the class.
<p>Suggested Materials</p> <ul style="list-style-type: none"> ● Various texts and videos showing healthy and unhealthy relationships 	<p>Suggested Websites</p> <ul style="list-style-type: none"> ● PBS Learning Media ● Kids Health- Personal Health ● Brainpop
<p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> ➤ Language Arts: SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. ➤ SEL Competencies: Self-Management and Responsible Decision-Making ➤ Career Readiness, Life Literacies, and Key Skills: 9.4.2.CT.2 Identify possible approaches 	

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- and resources to execute a plan
- Computer Science and Design Thinking: 8.1.2.NI.2 Describe how the Internet enables individuals to connect with others worldwide

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Unit 5: Family Life*	Pacing Guide: 3 lessons	Standards
<p>Essential Questions</p> <ul style="list-style-type: none"> Who can I talk to about changes in my body? How can I make sure everyone feels included? Why is it important to be able to communicate with trusted adults? 	<p>Enduring Understandings</p> <ul style="list-style-type: none"> I have a list of adults I trust and can talk to. I know that everyone deserves respect. I know how to treat others with dignity and respect. I have adults in my life who I trust and can reach out to if I need help. 	<p>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.</p> <p>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).</p> <p>2.1.5.SSH.5: Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics.</p>
<p>Summative Assessment</p> <ul style="list-style-type: none"> ✓ SWBAT identify trusted adults in their lives who they can talk to 2.1.5.PGD.5 ✓ SWBAT identify ways to promote dignity and respect to everyone, regardless of their differences 2.1.5.SSH.3 ✓ SWBAT identify ways to communicate with different family members 2.1.5.SSH.5 		
<p>Formative Assessments</p> <ul style="list-style-type: none"> Teacher observation Student behavior Discussions Exit tickets 	<p>Materials</p> <ul style="list-style-type: none"> Paper, art supplies 	
<p>Suggested Activities:</p> <ul style="list-style-type: none"> Lesson 1: I have adults in my life who I can talk to and trust Lesson 2: Everyone deserves respect 8.1.2.CS.1 Lesson 3: Families are all different but families help each other RL.3.3., 9.4.2.GCA.1 3-5 Health Education Activities 	Differentiation for Diverse Learners	
	<p><i>Reinforcement:</i></p> <ul style="list-style-type: none"> Preview vocabulary Provide sentence starters for communicating about difficult topics with trusted adults 	
	<p><i>Enrichment:</i></p> <ul style="list-style-type: none"> Interview family members to determine their personal interests Have students research a 	

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		famous person in history who went against gender stereotypes (eg., Amelia Earhart)
<p>Suggested Materials</p> <ul style="list-style-type: none"> • Texts portraying various types of families 	<p>Suggested Websites</p> <ul style="list-style-type: none"> • PBS Learning Media • Kids Health- Personal Health • Brainpop 	
<p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> ➤ Language Arts: RL.3.3. Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot. ➤ SEL Competencies: Self-Management and Responsible Decision-Making ➤ Career Readiness, Life Literacies, and Key Skills: 9.4.2.GCA.1 Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals ➤ Computer Science and Design Thinking: 8.1.2.CS.1 Select and operate computing devices that perform a variety of tasks accurately and quickly based on use needs and preferences 		