

Curriculum	
Content Area: Health	
Unit Title: Safety	Duration: 8- 9 Days
Grade Level: 3	
Essential Questions <ul style="list-style-type: none"> • What are potential hazards that affect your health at school or home? • What safety precautions should be taken when traveling? (Bike, bus, car) • How can we practice safety procedures while using the internet? • What safety precautions can we take during recess? • What do we do if someone is hurt in class? 	
Enduring Understandings <ul style="list-style-type: none"> • Safety comes from identifying unsafe situations and making good choices helps to make the lives of yourself and others safer at home, school and in the community. 	
Student Learning Targets (Objectives): <i>Students will be able to...</i> <ul style="list-style-type: none"> • List reasons when we need to use first aid and call 911. • Identify basic street signs and what they mean. • Explain the rules of the bus and how those rules help to keep everyone safe. • Understand how to properly use the playground equipment and participate in outdoor games that allow everyone to enjoy recess and be safe. • Create a list of ways to be a good digital Citizen. • Create a household Fire safety plan including multiple escape routes, meeting point and safety precautions that can be taken.. • Create a list of ways to be safe around all water, snow, ice, and other places where they participate in seasonal activities. 	
Focus Standards (Major Standards)	
2.1.2.D.1: Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison, accident prevention).	

2.1.2.D.2: Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors / touches.

2.1.2.D.3: Identify procedures associated with pedestrian, bicycle, and traffic safety.

2.1.2.E.2: Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.

2.2.2.B.1: Explain what a decision is and why it is advantageous to think before acting.

New Jersey Student Learning Standards: Interdisciplinary Connections

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.

RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

New Jersey Student Learning Standards: College and Career Readiness

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.

9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

New Jersey Student Learning Standards: Computer Science and Design Thinking

9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.

Instructional Plan

The playground equipment can be fun, but can also be dangerous if not used properly. Review the proper use of playground equipment and demonstrate how to play several appropriate outdoor games during recess, four square, basketball, gaga, etc.

List reasons we do safety drills.

Practice safety drills. Understanding the difference between lockdowns, shelter in place, evacuations, reverse evacuations and why we practice each.

Create a plan for home if there was to be an emergency.

Identify fire safety visuals. Fire alarms, smoke detector, fire extinguishers, emergency pulls, sprinklers.

Demonstrate appropriate behavior on the bus, in the hallways, playgrounds, and lunch room.

Practice bus safety.

Understand the outcomes of not wearing protective equipment.

Discuss basic rules of being safe while using the internet and why these rules are important.

Understand safety rules for participating in seasonal activities. For example rules for swimming, ice fishing, snowboarding, tubing, etc..

Evidence of Student Learning

Formative Assessments

- Do Now
- Exit Ticket
- I believe _____ because _____
- Teacher Observation Checklist
- 5 Words - Write five words to describe _____

Summative Assessments

- So What? Journal
- 3-2-1 Three things you learned, Two interesting facts, One question you still have
- 60 Second Paper - Write down all you know about the topic in 60 seconds

Benchmark Assessments

- K-W-L Chart
- 60 Second Paper - Write down all you know about the topic in 60 seconds

Suggested Options for Differentiation

Modifications (ELLs, Special Education, 504, Students at risk of failure, Gifted and Talented)

Special Education & 504

- Supply students with visual aides.
- Introduce new vocabulary to the student in advance of the lesson.
- Allow student to demonstrate understanding in a variety of ways.
- Eliminate information that is unnecessary.
- Highlight important information for student.

- Chunk material
- Check-in with student to ensure understanding prior to teaching more material.
- Be consistent.
- Vary the way content is delivered.

Students at Risk for Failure

- Chunk material to make the content more manageable for student. Check for understanding prior to adding more material.
- Introduce students to new topics separately prior to introducing the topic to the class, to allow for a preview.
- When showing videos use closed captioning.
- Provide vocabulary in advance of the lesson.
- Use graphic organizers.
- Eliminate information that is unnecessary.

Gifted and Talented:

- Project based learning activities
- Allow students to explore topics in more depth

ELL:

- Provide materials in students native language
- Assess students at their Can Do Indicator Level

Suggested Materials

Interactive notebook

Suggested I Resources

www.kidshealth.org
www.brainpopjr.com
www.discoveryed.com
www.pebblego.com
www.scholastic.com

Curriculum	
Content Area: Health	
Unit Title: Personal Growth	Duration: 8- 9 Days
Grade Level: 3	
Essential Questions <ul style="list-style-type: none"> • What self-care strategies can be used to promote good personal growth? • How does self-care affect my mental and emotional health? • How can the decision make a positive or negative affect on personal growth? • What kind of changes are going through adolescent children? • What are some physical, social, and emotional changes that can occur in adolescent children? • What are the different types of relationships that will be made in life? 	
Enduring Understandings <ul style="list-style-type: none"> • Learning how to use self-care strategies on a daily basis to promote proper growth and development. • Understanding the changes taking place in the body and applying the information to relate to one's own life. • Applying the self-care strategies to encourage physical, mental, and emotional strength as changes are taking place. • Identifying the many relationships that will be developed throughout a lifetime. 	
Student Learning Targets (Objectives): <i>Students will be able to...</i> <ul style="list-style-type: none"> • Understand how to identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness • Examine the physical, social, and emotional changes that occur during puberty and adolescence and why the onset and progression of puberty can vary. • 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. 	

Focus Standards (Major 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).
- 2.1.5.PGD.2: Examine how the body changes during puberty and how these changes influence personal self-care.
- 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.
- 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).
- 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.

New Jersey Student Learning Standards: Interdisciplinary Connections

- 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.
- RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

New Jersey Student Learning Standards: College and Career Readiness

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.

9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

New Jersey Student Learning Standards: Computer Science and Design Thinking

9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.

Instructional Plan

Self-Care Strategies

- Stages of hand washing
- Listing different forms of hygiene
- Adequate Sleep
- Staying hydrated

Healthy Choices/Decision-Making Skills

- Role Play Healthy Choices/Decision-making
- Create a list of feelings and thoughts that lead to healthy behaviors.
- Create a list of feelings and thoughts that lead to unhealthy behaviors

Physical, Mental, & Social Health

- Compare & Contrast physical, mental, and social health

Evidence of Student Learning

Formative Assessments

- Do Now
- Exit Ticket
- I believe ____ because _____
- Teacher Observation Checklist
- 5 Words - Write five words to describe _____

Summative Assessments

- So What? Journal
- 3-2-1 Three things you learned, Two interesting facts, One question you still have
- 60 Second Paper - Write down all you know about the topic in 60 seconds

Benchmark Assessments

- K-W-L Chart
- 60 Second Paper - Write down all you know about the topic in 60 seconds

Suggested Options for Differentiation

Modifications (ELLs, Special Education, 504, Students at risk of failure, Gifted and Talented)

Special Education & 504

- Supply students with visual aides.
- Introduce new vocabulary to the student in advance of the lesson.
- Allow student to demonstrate understanding in a variety of ways.
- Eliminate information that is unnecessary.
- Highlight important information for student.
- Chunk material
- Check-in with student to ensure understanding prior to teaching more material.
- Be consistent.
- Vary the way content is delivered.

Students at Risk for Failure

- Chunk material to make the content more manageable for student. Check for understanding prior to adding more material.

- Introduce students to new topics separately prior to introducing the topic to the class, to allow for a preview.
- When showing videos use closed captioning.
- Provide vocabulary in advance of the lesson.
- Use graphic organizers.
- Eliminate information that is unnecessary.

Gifted and Talented:

- Project based learning activities
- Allow students to explore topics in more depth

ELL:

- Provide materials in students native language
- Assess students at their Can Do Indicator Level

Suggested Materials

- Interactive notebook

Suggested I Resources

- www.kidshealth.org
- www.brainpopjr.com
- www.discoveryed.com
- www.pebblego.com
- www.scholastic.com
-

Curriculum	
Content Area: Health	
Unit Title: Nutrition	Duration: 9 Days
Grade Level: 3	
Essential Questions <ul style="list-style-type: none"> • How do I know if food is healthy for me? • How do I decide what snacks to eat? • What healthy goal can I set for myself regarding nutrition? 	
Enduring Understandings <ul style="list-style-type: none"> • Understanding the principles of a balanced nutritional plan (e.g. moderation, variety of fruits, vegetables, limiting processed foods) assists in making nutrition related decisions that will contribute to wellness. • Lifestyle choices (nutrition) have an effect on body systems, whether they be positive or negative. • Family history, cultural values, social systems, and environmental influences impact all areas of health including nutrition. 	
Student Learning Targets (Objectives): <i>Students will be able to...</i> <ul style="list-style-type: none"> • Recognize and describe healthy nutritional food choices • Understand the effects of lifestyle choices on the body systems • Explain how personal daily choices can affect future health status • Create a healthy well balanced meal • Set a personal health goal related to nutrition and list steps to achieve it 	
Focus Standards (Major Standards)	
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.

New Jersey Student Learning Standards: Interdisciplinary Connections

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.

RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

New Jersey Student Learning Standards: College and Career Readiness

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.

9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

New Jersey Student Learning Standards: Computer Science and Design Thinking

9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.

Instructional Plan

Discuss factors that Influence Food Choices; family history, culture, social systems and environment

What does healthy eating look like?

What information can you gather from a nutrition label?

Effects of positive and negative food choices.

Keep a food journal for one day

Evidence of Student Learning

Formative Assessments

- Do Now
- Exit Ticket
- I believe ____ because _____
- Teacher Observation Checklist
- 5 Words - Write five words to describe _____

Summative Assessments

- So What? Journal

- 3-2-1 Three things you learned, Two interesting facts, One question you still have
- 60 Second Paper - Write down all you know about the topic in 60 seconds

Benchmark Assessments

- K-W-L Chart
- 60 Second Paper - Write down all you know about the topic in 60 seconds

Suggested Options for Differentiation

Modifications (ELLs, Special Education, 504, Students at risk of failure, Gifted and Talented)

Special Education & 504

- Supply students with visual aides.
- Introduce new vocabulary to the student in advance of the lesson.
- Allow student to demonstrate understanding in a variety of ways.
- Eliminate information that is unnecessary.
- Highlight important information for student.
- Chunk material
- Check-in with student to ensure understanding prior to teaching more material.
- Be consistent.
- Vary the way content is delivered.

Students at Risk for Failure

- Chunk material to make the content more manageable for student. Check for understanding prior to adding more material.
- Introduce students to new topics separately prior to introducing the topic to the class, to allow for a preview.
- When showing videos use closed captioning.
- Provide vocabulary in advance of the lesson.
- Use graphic organizers.
- Eliminate information that is unnecessary.

Gifted and Talented:

- Project based learning activities
- Allow students to explore topics in more depth

ELL: <ul style="list-style-type: none"> • Provide materials in students native language • Assess students at their Can Do Indicator Level
Suggested Materials
Interactive Notebook
Suggested I Resources
Myplate.org

Curriculum	
Content Area: Health	
Unit Title: Community Health and Support Services	Duration: 5 Days
Grade Level: 3	
Essential Questions <ul style="list-style-type: none"> • How do I communicate my personal health care needs? • What are my personal health care goals? • Who can provide assistance and support in achieving my health care concerns and goals? 	
Enduring Understandings <ul style="list-style-type: none"> • Accessing and evaluating health information, products and services will improve a person's ability to make healthy decisions and one's quality of life. • Recognizing risk factors and applying risk reducing strategies can prevent health consequences. • Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems. 	

- Community helpers and healthcare workers contribute to personal and community wellness.

Student Learning Targets (Objectives):

Students will be able to...

- Identifying personal health care needs and wants and taking the proper steps towards achieving.
- Knowing how to locate health professionals at home, in school, and in the community assists in addressing health emergencies and obtaining reliable information.
- Understanding and recognizing different types of health related concerns and how to prevent and deal with them.

Focus Standards (Major Standards)

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).

2.1.5.CHSS.2: Describe how business, non-profit organizations, and individuals can work cooperatively

2.1.5.CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.

New Jersey Student Learning Standards: Interdisciplinary Connections

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.

RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

New Jersey Student Learning Standards: College and Career Readiness

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.

9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

New Jersey Student Learning Standards: Computer Science and Design Thinking

9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.

Instructional Plan

Discuss the importance of health goals.

Create a personal health goal.

Justify how activity helps all human bodies stay healthy.

Illustrate an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).

Discuss and emphasize trusted adults and professionals that can help address personal health care needs at home, school, and community.

Students will identify different types of health concerns and list appropriate resources to aid and support such issues.

Plan a list of criteria to determine when a health -related decision should be made independently or with the help of others.

Identify conditions that may keep the human body from working properly, and the ways in which the body responds.

Identify prevention strategies to promote community health.

Create scenarios and role plays that depict interpersonal communication strategies in various settings and cultures.

Evidence of Student Learning

Formative Assessments

- Do Now
- Exit Ticket
- I believe _____ because _____
- Teacher Observation Checklist
- 5 Words - Write five words to describe _____

Summative Assessments

- Design a PSA to improve community health.
- Identify the different body systems.
- So What? Journal
- 3-2-1 Three things you learned, Two interesting facts, One question you still have
- 60 Second Paper - Write down all you know about the topic in 60 seconds

Benchmark Assessments

- K-W-L Chart
- 60 Second Paper - Write down all you know about the topic in 60 seconds

Suggested Options for Differentiation

Modifications (ELLs, Special Education, 504, Students at risk of failure, Gifted and Talented)

Special Education & 504

- Supply students with visual aides.
- Introduce new vocabulary to the student in advance of the lesson.
- Allow student to demonstrate understanding in a variety of ways.
- Eliminate information that is unnecessary.
- Highlight important information for student.
- Chunk material
- Check-in with student to ensure understanding prior to teaching more material.
- Be consistent.
- Vary the way content is delivered.

Students at Risk for Failure

- Chunk material to make the content more manageable for student. Check for understanding prior to adding more material.
- Introduce students to new topics separately prior to introducing the topic to the class, to allow for a preview.
- When showing videos use closed captioning.
- Provide vocabulary in advance of the lesson.
- Use graphic organizers.
- Eliminate information that is unnecessary.

Gifted and Talented:

- Project based learning activities
- Allow students to explore topics in more depth

ELL:

- Provide materials in students native language
- Assess students at their Can Do Indicator Level

Suggested Materials

- Interactive notebook

Suggested Resources

www.kidshealth.org
www.brainpopjr.com
www.discoveryed.com
www.pebblego.com
www.scholastic.com

Curriculum

Content Area: Health

Unit Title: Emotional Health

Duration: 8-9 Days

Grade Level: 3

Essential Questions

- How can our emotional health affect our behaviors?
- How do different events in our lives bring up different emotions?
- What are some positive ways to manage our emotions?
- How do situations create a specific feeling/emotion?
- How does one demonstrate empathy?

Enduring Understandings

- Self-Management skills impact an individual's ability to recognize, cope, and express emotions about difficult events.

- Resiliency and coping practices influence an individual's ability to respond positively to everyday challenges and difficult situations.

Student Learning Targets (Objectives):

Students will be able to...

- Identify feelings associated with emotional health and how it may impact their decision making skills.
- Compare and contrast thoughts that lead to healthy behaviors vs. unhealthy behaviors.
- Describe how an individual's character develops over time and impacts personal health (physical, mental, emotional, social).
- Explain personal character traits that promote wellness and their importance in the local and world community
- Illustrate ways to cope with rejection, loss and separation.
- Justify effective decision-making strategies to identify and resolve potential situations.
- Decide effective interpersonal communications skills in response to disagreements or conflicts with others.
- Outline different ways people express their emotions and the consequences it may have on themselves and others around them.
- Illustrate strategies to reduce emotional responses in difficult situations.
- Compare places in the community or online resources that can help in difficult situations.

Focus Standards (Major Standards)

2.1.5.EH.1: Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.

2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.

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).

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.

New Jersey Student Learning Standards: Interdisciplinary Connections

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.

RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

New Jersey Student Learning Standards: College and Career Readiness

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.

9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

New Jersey Student Learning Standards: Computer Science and Design Thinking

9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.

Instructional Plan

Discuss various emotions and what type of situation may have caused it.

Discuss how social and emotional development impacts a person's overall health.

What strategies exist to cope in a healthy way with emotional situations?

Discuss different emotional scenarios and how one can make it more positive vs negative in small groups for feedback from all groups.

Review healthy ways to deal with stress and anxiety.

Discuss the importance of mental health and the ways it impacts a person's overall health.

Role play ways to prevent and resolve conflict.

Evidence of Student Learning

Formative Assessments

- Do Now
- Exit Ticket
- I believe ____ because _____
- Teacher Observation Checklist
- 5 Words - Write five words to describe _____

Summative Assessments

- Design a PSA to improve community health.
- Identify the different body systems.
- So What? Journal
- 3-2-1 Three things you learned, Two interesting facts, One question you still have

- 60 Second Paper - Write down all you know about the topic in 60 seconds

Benchmark Assessments

- K-W-L Chart
- 60 Second Paper - Write down all you know about the topic in 60 seconds

Suggested Options for Differentiation

Modifications (ELLs, Special Education, 504, Students at risk of failure, Gifted and Talented)

Special Education & 504

- Supply students with visual aides.
- Introduce new vocabulary to the student in advance of the lesson.
- Allow student to demonstrate understanding in a variety of ways.
- Eliminate information that is unnecessary.
- Highlight important information for student.
- Chunk material
- Check-in with student to ensure understanding prior to teaching more material.
- Be consistent.
- Vary the way content is delivered.

Students at Risk for Failure

- Chunk material to make the content more manageable for student. Check for understanding prior to adding more material.
- Introduce students to new topics separately prior to introducing the topic to the class, to allow for a preview.
- When showing videos use closed captioning.
- Provide vocabulary in advance of the lesson.
- Use graphic organizers.
- Eliminate information that is unnecessary.

Gifted and Talented:

- Project based learning activities
- Allow students to explore topics in more depth

ELL: <ul style="list-style-type: none"> • Provide materials in students native language • Assess students at their Can Do Indicator Level
Suggested Materials
Interactive notebook
Suggested I Resources
www.kidshealth.org www.brainpopjr.com www.discoveryed.com www.pebblego.com www.scholastic.com

Curriculum	
Content Area: Health	
Unit Title: Alcohol, Tobacco, and Drugs	Duration: 3 Days
Grade Level: 3	
Essential Questions <ul style="list-style-type: none"> • How can we recognize dangerous substances? • What are early warning signs someone is abusing drugs? • What is the difference between a prescription drug and an over the counter drug? • Why is it important not to take anyone else's medication? 	

Enduring Understandings

- Healthy decisions affect how we feel physically as well as emotionally.
- Alcohol, tobacco, and other drugs can have a negative effect on a person physically, emotionally, & socially.
- Medicines can help us to feel better if taken appropriately for the illness and person intended.

Student Learning Targets (Objectives):

Students will be able to...

- Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer).
- Describe health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs, and non-prescribed cannabis products.
- Describe the behaviors of people who struggle with the use of alcohol and drugs and identify the type of assistance that is available.

Focus Standards (Major Standards)

2.3.5.ATD.1: Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer).

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.

2.3.5.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.

New Jersey Student Learning Standards: Interdisciplinary Connections

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.

RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

New Jersey Student Learning Standards: College and Career Readiness

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.

9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

New Jersey Student Learning Standards: Computer Science and Design Thinking

9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.

Class discussion on potentially dangerous household items

Identifying products containing alcohol, tobacco, drugs

Discuss differences in behaviors that could lead to early detection of abuse

Evidence of Student Learning

Formative Assessments

- Do Now
- Exit Ticket
- I believe ____ because _____
- Teacher Observation Checklist
- 5 Words - Write five words to describe _____

Summative Assessments

- Design a PSA to improve community health.
- Identify the different body systems.
- So What? Journal
- 3-2-1 Three things you learned, Two interesting facts, One question you still have
- 60 Second Paper - Write down all you know about the topic in 60 seconds

Benchmark Assessments

- K-W-L Chart
- 60 Second Paper - Write down all you know about the topic in 60 seconds

Suggested Options for Differentiation

Modifications (ELLs, Special Education, 504, Students at risk of failure, Gifted and Talented)
Special Education & 504

- Supply students with visual aides.
- Introduce new vocabulary to the student in advance of the lesson.
- Allow student to demonstrate understanding in a variety of ways.
- Eliminate information that is unnecessary.
- Highlight important information for student.
- Chunk material
- Check-in with student to ensure understanding prior to teaching more material.
- Be consistent.
- Vary the way content is delivered.

Students at Risk for Failure

- Chunk material to make the content more manageable for student. Check for understanding prior to adding more material.
- Introduce students to new topics separately prior to introducing the topic to the class, to allow for a preview.
- When showing videos use closed captioning.
- Provide vocabulary in advance of the lesson.
- Use graphic organizers.
- Eliminate information that is unnecessary.

Gifted and Talented:

- Project based learning activities
- Allow students to explore topics in more depth

ELL:

- Provide materials in students native language
- Assess students at their Can Do Indicator Level

Suggested Materials

Interactive notebook

Suggested I Resources

www.kidshealth.org
www.brainpopjr.com
www.discoveryed.com

www.pebblego.com
www.scholastic.com