

North Hanover Township School District
Comprehensive Health Curriculum
Grade: Three
BOE Approved: 01/17/2023

Third Grade

Unit of Study: Social and Sexual Health; Safety

Pacing: One Trimester

Unit Foci:

- **A study of respecting all people, healthy and unhealthy relationship characteristics, and teasing, bullying, and harassment.**
- **The ability to apply prevention and intervention knowledge, skills, and processes to promote safe living in the home, school, and community.**

New Jersey Student Learning 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.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.
- 2.1.5.SSH.1: Describe gender-role stereotypes and their potential impact on self and others.
- 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).
- 2.1.5.SSH.7: Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.
- 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).

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- 2.1.5.CHSS.2: Describe how business, non-profit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including climate change.
- 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.
- 2.3.5.PS.1: Develop strategies to reduce the risk of injuries at home, school, and in the community.
- 2.3.5.PS.3: Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation.
- 2.3.5.PS.4: Develop strategies to safely communicate through digital media with respect.
- 2.3.5.PS.5: Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries.
- 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. *(In this grade level this standard is addressed up to bullying and teasing.)*
- 2.3.5.ATD.1: Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer).

Interdisciplinary Connections

English Language Arts

- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
- NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

21st Century Skills & Career Education

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

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- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.

Enduring Understandings

Essential Questions

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What specifically do you want students to understand? What inferences should they make? Students will understand that...

- Respect should be given to all people even when they're different from you.
- There are healthy and unhealthy relationships.
- Teasing, harassment, and bullying is inappropriate.
- Bathing, showering, brushing teeth, washing hands, covering your mouth.
- Safety – (e.g. Wear bike helmets, walking in the classroom, understand how to participate in emergency drills, etc.)
- Warning signs such as red lights, stop signs, poison symbols.
- Identify emergency situations and community members who keep us safe.
- Apply appropriate behaviors for potentially dangerous or emergency situations.
- Rehabilitation centers are available for people with addictions.
- Drugs affect hygiene, mental, physical, social, and emotional health.
- Drugs are varied between illegal, prescription, and over the counter drugs.
- All drugs are capable of being misused.

What thought-provoking questions will foster inquiry, meaning-making, and transfer? Students will keep considering...

- How can I make all people feel welcome?
- How can I tell if a relationship with my friend/family member is healthy or unhealthy?
- What can I do when I see teasing, harassment, and bullying happening?
- What are the characteristics to describe good personal hygiene?
- Why is safety so important inside and outside of school?
- How do you respond in emergency situations?
- What is the definition of harassment?
- What is the difference between abuse and neglect?
- What are some ways people who misuse drugs can get help?
- What are some examples of medicine, prescriptions, and over the counter drugs?
- What are different types of products that contain alcohol?
- Why are drugs and alcohol unhealthy for your body?
- What are the effects of drugs, alcohol, and tobacco on the human body?

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| <ul style="list-style-type: none"> ● The abuse of drugs, alcohol, and tobacco are harmful to the brain and body. | |
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| Key Terms and Vocabulary | Skills |
| <p><i>What facts and basic concepts should students know and be able to recall? Students will know...</i></p> <ul style="list-style-type: none"> ● Diversity ● Prejudice ● Dignity ● Respect ● Healthy ● Unhealthy ● Teasing ● Harassment ● Bullying ● Prevention ● Intervention ● Injuries ● Wellness ● Feelings ● Character ● Digital Media ● Alcohol ● Tobacco ● Prescription drugs ● Illicit drugs | <p><i>What skills and processes should students be able to use? Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Demonstrating how they can promote dignity and respect for all people. ● Comparing and Contrasting relationship characteristics (healthy vs. unhealthy) ● Demonstrating how to communicate if they feel they are being teased, harassed, or bullied. ● Explain what being “well” means and identify self-care practices that support wellness ● Students will identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention). ● Identify procedures associated with pedestrian, bicycle, and traffic safety ● Identify strategies to safely communicate through digital media with respect. ● Explain what medicines are and when some types of medicines are used. ● Explain the difference between prescription drugs and illicit drugs ● Understand the negative effects of tobacco, drugs, |

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| | and alcohol on the human body |
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| Learning Activities | Resources/Websites |
| <ul style="list-style-type: none"> ● Students will share ways that people are alike and different with the class, and learn the definition of diversity. ● Students will learn the definition of prejudice and why it's not fair to pre-judge someone. ● Students will collaborate and share ways we can be sure to treat people with dignity and respect. ● Students will collaborate to build a list of positive relationship characteristics and unhealthy relationship characteristics. ● Students will discuss the definitions of teasing, bullying, and harassment. ● Students will discuss and collaborate to come up with ways of stopping teasing, bullying, and harassment. ● Students will role play how they would respond to being teased, harassed, or bullied. ● Students will come up with at least two trusted adults they can go to for help. ● Role play ● Lecture ● Discussion ● Handouts ● Ice Breaker games | <ul style="list-style-type: none"> ● Lesson Plan: Respect for All ● Lesson Plan: Teasing, Harassment, and Bullying <ul style="list-style-type: none"> ○ Resource: Teasing, Harassment, and Bullying Review ● Grades 3-4 Poster Rubric ● Safety Handouts ● Safety Slides |

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| Assessment Evidence | |
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| <p>Performance Tasks</p> <ul style="list-style-type: none"> ● Scenario Role Play ● Discussion participation ● Quiz ● Tests ● Rubrics | <p>Other Evidence</p> <ul style="list-style-type: none"> ● Group discussions ● Teacher Checklists ● Teacher Observation ● Creating Posters ● Worksheets |

| Accommodations for Different Learners | | |
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| Students with Disabilities | Gifted and Talented Students | ELL Students |
| <ul style="list-style-type: none"> ● preferential seating ● repeat and clarify Instructions ● Provide a peer for support ● break long term projects into shorter chunks ● check in frequently with students | <ul style="list-style-type: none"> ● modify content to extend skills to a higher level ● provided additional independent projects ● allow structured student choice for skill extension or topic | <ul style="list-style-type: none"> ● provide visual supports ● provide definitions and examples of new vocabulary ● repeat, reword, and clarify directions ● provide visual supports and diagrams to support skills /content ● preferential seating ● provide short, concise directions ● provide extended time ● modify assignments to support vocabulary ● check in frequently with students ● provide study guides ● provide concrete examples when |
| At Risk Students | 504 Plan Students | |
| <ul style="list-style-type: none"> ● preferential seating ● repeat and clarify Instructions ● provide word bank of vocabulary words ● extend deadlines and time for tests | <ul style="list-style-type: none"> ● preferential seating ● repeat and clarify Instructions ● provide word bank of vocabulary words ● extend deadlines and time for | |

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| <ul style="list-style-type: none">● provide a copy of notes● provide graphic organizers/scaffold projects● highlight important information● Provide a peer for support break long term projects into shorter chunks● check in frequently with students● provide study guides/visual supports● use of assistive technology (eg. speech to text) | <p>tests</p> <ul style="list-style-type: none">● provide a copy of notes● provide graphic organizers/scaffold projects● highlight important information● Provide a peer for support● break long term projects into shorter chunks● check in frequently with students● provide study guides/visual supports● use of assistive technology (eg. speech to text) | <p>possible</p> |
|--|---|-----------------|