

A Healthy, Active Lifestyle	
Content Area: 02 Health	
Course & Grade Level: 03 Health Grade 3	
Summary and Rationale	
<p>The New Jersey Core Curriculum Content Standards for Health and Comprehensive Physical Education site the importance of health literacy for citizens in the 21st century. There is a focus on the individual to take personal responsibility for his/her health by living an active, healthy lifestyle. As such, the goal of the curriculum is to foster a life-long commitment to healthy living by making informed choices about wellness, nutrition, social and emotional pressures, and fitness. Decisions one makes today impact current and future quality of life.</p> <p>Classroom teachers, community organizations, guidance counselors, and school nurses implement specific content standards in order to provide students with a comprehensive understanding of wellness both physical and emotional.</p>	
Recommended Pacing	
8 days	
New Jersey Learning State Standards for Health Education	
2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.	
CPI #2.1 A	Cumulative Progress Indicator (CPI) Strand A Personal Growth and Development
2.1.4.A.2	Determine the relationship of personal health practices and behaviors on an individual's body systems.
CPI #2.1.C	Cumulative Progress Indicator (CPI) Strand C Diseases and Health Conditions
2.1.4.C.1	Explain how most disease and health conditions are preventable
CPI #2.1.D	Cumulative Progress Indicator (CPI) Strand D Safety
2.1.4.D.1	Explain the impact of participation in different kinds of service projects on community wellness.
2.1.4.D.2	Summarize the various forms of abuse and ways to get help
CPI #2.1.E	Cumulative Progress Indicator (CPI) Strand E Social and Emotional Health ** some covered by Guidance (3 rd or 4 th grade)
2.1.4.E.1	Compare and contrast how individuals and families attempt to address basic human needs.
2.1.4.E.2	Distinguish among violence, harassment, gang violence, discrimination, and bullying and demonstrate strategies to prevent and resolve these types of conflicts
2.1.4.E.3	Determine ways to cope with rejection, loss, and separation
2.1.4.E.4	Summarize the causes of stress and explain ways to deal with stressful situations
	2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle
CPI #2.2.A	Cumulative Progress Indicator (CPI)

	Strand A	Interpersonal Communication ** covered in Character Ed, guidance (3 rd or 4 th grade)
2.2.4.A.2	Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.	
CPI #2.2.C	Cumulative Progress Indicator (CPI)	
	Strand C	Character Development ** character education, guidance (3 rd or 4 th grade)**
2.2.4.C.1	Determine how an individual’s character develops over time and impacts personal health.	
2.2.4.C.2	Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community.	
2.2.4.C.3	Determine how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them.	
CPI #2.2.D	Cumulative Progress Indicator (CPI)	
	Strand D	Advocacy and Service
2.2.4.D.1	Explain the impact of participation in different kinds of service projects on community wellness	
CPI #2.2.E	Cumulative Progress Indicator (CPI)	
	Strand E	Health Services and Information
2.2.4.E.1	Identify health services and resources provided in the school and community and determine how each assists in addressing health needs and emergencies. (2 nd or 3 rd grade ?)	
	2.3 Drugs and Medicine: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicine and apply these concepts to support a healthy lifestyle	
	Cumulative Progress Indicator (CPI)	
	Strand B	Alcohol, Tobacco and Other Drugs
2.3.2.B.2	Compare the short and long term physical effects of all tobacco use	
2.3.2.B.3	Identify specific environments where second-hand/ passive smoke may impact the wellness of non-smokers	
	Summarize the short and long term physical, behavioral effects of alcohol use, and abuse	
Interdisciplinary Connections		
Standard #	Standard	
W.2.8	Recall information from experiences or gather information from provided sources to answer a questions	
SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood	
SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.	
Integration of Technology		
CPI #	Cumulative Progress Indicator (CPI)	
8.1	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	
New Jersey Student Learning Standards for 21st Century Life and Careers		
CPI #	Cumulative Progress Indicator (CPI)	
CRP 1	Acts as a responsible and contributing citizen and employee	

CRP 2	Apply appropriate academic and technical skills
CRP 3	Attend to personal health and financial well-being
CRP 4	Communicate clearly and effectively and with reason
CRP 5	Consider the environmental, social and economic impacts of decisions
9.2 Career Awareness, Exploration and Preparation	
Standard #	Standard
9.2.4.A.4	Explain why knowledge and skills acquired in elementary grades lay the foundation for future academic and career success.
Instructional Focus	
Unit Enduring Understandings:	
<ul style="list-style-type: none"> To live a healthy life, I need to take responsibility for my own wellness and safety at home, in school, and in the community All living organisms, including myself, interact with and cause changes in the environment. I reproduce, grow, and develop in predictable ways. I must understand the essential function of the human body and its specialized systems in order to take responsibility for my own well-being. If and when I am faced with an abusive situation, I will need help in dealing with the people and circumstances I am facing. The use and abuse of alcohol, and tobacco can be dangerous and harmful to myself and others. Knowing how the digital world works will help me make sound decisions about how and when to use technology tools. 	
Unit Essential Questions:	
<ul style="list-style-type: none"> What do I need to know to make informed decisions to stay healthy and safe? How do my safety and health habits influence the health of people around me? How does my body work to keep me healthy? What should I do in an abusive or unsafe situation? How does alcohol and tobacco hurt my health? Am I prepared for a future with technology? 	
Objectives:	
Children will know <ul style="list-style-type: none"> Structure and functions of the circulatory, respiratory and nervous systems Specific actions they can take to prevent some diseases and health conditions People and organizations they can contact to get help in abusive situations Effects of alcohol and tobacco on their body systems Reasons they should avoid alcohol and tobacco use Definition of a digital citizen Specific issues they might encounter when using digital tools Effects of their use of technology on others Children will be able to <ul style="list-style-type: none"> Identify and explain circulatory, nervous and respiratory systems Compare and contrast healthful versus harmful actions that affect disease and health conditions Differentiate between appropriate and inappropriate interactions with others Describe how alcohol and tobacco affects the body 	

- Give advice to peers about alcohol and tobacco use
- Use digital tools to create content, to present ideas to different audiences, and to interact with others

Evidence of Learning

Competencies for 21st Century Learners

Collaborative Team Member

Effective Communicator

Self-Directed Learner

Globally Aware, Active, & Responsible Student/Citizen

Resources

Core Text:

Suggested Resources: