

**Summit High School
Summit, NJ**

Grade Three/ Content Area:

Wellness

Course Description:

<p>Standard 2.1 (Wellness) All students will learn and apply health promotion concepts and skills to support a healthy, active lifestyle.</p>	
<p>Big Ideas: <i>Course Objectives / Content Statement(s)</i> I am responsible for keeping my body safe and healthy. I am capable of expressing my wants, needs and emotions.</p>	
<p>Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p>Enduring Understandings <i>What will students understand about the big ideas?</i></p>
<ol style="list-style-type: none"> 1. How does my body function as a system? 2. How do I keep my body healthy? 3. What are my basic needs? 	<p>Students will understand...</p> <ul style="list-style-type: none"> • Personal hygiene practices • How body systems function • How food affects their body • How good health habits help to prevent disease • How safety measures help to prevent injury
<p>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</p>	<p>Examples, Outcomes, Assessments</p>
<p>Students will:</p> <p>Describe and demonstrate personal hygiene practices that support wellness.</p> <p>Describe the structure and function of human body systems.</p> <p>Discuss factors that contribute to healthy, physical, social, emotional, and intellectual growth and uniqueness.</p> <p>Discuss how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems working.</p>	<p>Instructional Focus:</p> <ul style="list-style-type: none"> • Personal Health • Growth and Development • Nutrition • Diseases and Health Conditions • Safety • Social and Emotional Health

Investigate ways to treat common childhood diseases and health conditions.	<p>Sample Assessments:</p> <ul style="list-style-type: none"> Identify parts and functions of each body system. Create a schedule of personal hygiene habits. Students create a healthy habit or safety poster. <p>Instructional Strategies:</p> <p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> In science, students can draw and label body parts and name a function of each system. In physical education students will talk about safe practices to prevent injury. <p>Technology Integration</p> <ul style="list-style-type: none"> Create a schedule of personal hygiene habits. <p>Global Perspectives</p> <ul style="list-style-type: none"> Students will learn the Spanish name of body parts.
Explain that some diseases and health conditions are preventable and some are not.	
Describe the signs and symptoms of diseases and health conditions common in children.	
Investigate how the use of universal precautions, sanitation and waste disposal proper food handling and storage and environmental controls help to prevent diseases and health conditions.	
Describe the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and community	
Describe the characteristics of strangers, acquaintances and trusted adults and demonstrate safe and appropriate ways to deal with each.	
Describe basic human needs and how individuals and families attempt to meet those needs.	

Texts and Resources:

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Grade Three/ Content Area:

Integrated Skills

Course Description:

Standard 2.2 (Integrated skills) All students will use health-enhancing personal, interpersonal, and life skills to support a healthy, active lifestyle.	
Big Ideas: <i>Course Objectives / Content Statement(s)</i> I am responsible for making my healthcare decisions.	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
4. What are my healthcare resources? 5. How do I make an effective healthcare decision? 6. What do I value? 7. How do I participate effectively in a group?	Students will understand... <ul style="list-style-type: none"> • The steps to effective decision-making. • How others influence their decisions and behaviors. • Character traits and core ethical values. • Roles of different group members. • Community healthcare services.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Students will:	Instructional Focus: <ul style="list-style-type: none"> • Decision Making • Character Development • Leadership, Advocacy, and Service • Health Services and Careers Sample Assessments: <ul style="list-style-type: none"> • Students can look at ads in magazines and write about how the media is trying to influence their decisions. • Students can list decision-making steps.
Outline the steps to making an effective decision.	
Discuss how parents, peers, and the media influence health decisions and behaviors.	
Describe situations that might require a decision about health and safety	
Describe character traits and core ethical values such as trustworthiness, responsibility, respect, caring, justice, fairness, civic virtue,	
Describe and demonstrate the characteristics of an effective leader.	
Acknowledge the contribution of group members and choose appropriate ways to	

<p>motivate them and celebrate their accomplishments.</p>	<ul style="list-style-type: none"> • Students can create posters to demonstrate core ethical values.
<p>Demonstrate respect of the opinions and abilities of group members.</p>	<ul style="list-style-type: none"> • Students can participate in group activities in different roles. • Students can interview community fitness member. <p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> • In language arts, students will interview community healthcare workers and write a report. • In physical education students will practice different roles in different activities. • In social studies, students can discuss health and safety concerns that immigrants faced. <p>Technology Integration</p> <ul style="list-style-type: none"> • The students can create a list of questions for their community healthcare provider interviews. <p>Global Perspectives</p> <ul style="list-style-type: none"> • There are healthcare professionals all over the world that can be similar or different than those in the United States.
<p>Develop and articulate group goals.</p>	
<p>Describe health and fitness services provide in the school and community.</p>	
<p>Describe and demonstrate how to seek help for a variety of health and fitness concerns.</p>	
<p>Discuss wellness and fitness careers.</p>	

Texts and Resources:

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Grade Three/ Content Area: Health

Drugs and Medicines

Course Description:

<p>Standard 2.3 (Drugs and medicines) All students will learn and apply information about alcohol, tobacco, other drugs and medicines to make decisions that support a healthy, active lifestyle.</p>	
<p>Big Ideas: <i>Course Objectives / Content Statement(s)</i> I can use medications responsibly.</p>	
<p>Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p>Enduring Understandings <i>What will students understand about the big ideas?</i></p>
<ol style="list-style-type: none"> 1. What is the difference between over the counter and prescription medication? 2. What are the rules of taking medicine responsibly? 3. What are some reasons that I would take medicine? 	<p>Students will understand</p> <ul style="list-style-type: none"> • The difference between over-the-counter and prescription medicines. • Common uses for medicines. • The importance of safe medication use.
<p>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</p>	<p>Examples, Outcomes, Assessments</p>
<p>Distinguish between over-the-counter and prescription medicines.</p> <p>Identify commonly used medicines and discuss why they are used.</p> <p>Discuss the importance of taking medicines as ordered, not sharing medicines with others, and reporting any side effects to a trusted adult.</p>	<p>Instructional Focus:</p> <ul style="list-style-type: none"> • Medicines <p>Sample Assessments: The students will...</p> <ul style="list-style-type: none"> • Made a Venn diagram comparing prescription and common over the counter medicine. <p>Instructional Strategies: Interdisciplinary Connections-</p>

	<p>Technology Integration</p> <ul style="list-style-type: none">• On the computer students will list the rules for properly taking medicines. <p>Global Perspectives</p> <ul style="list-style-type: none">• There are strict rules in the United States that protect us from harmful drugs.• There are different rules in other counties.

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Grade Three/ Content Area: Health

Human Relationships and Sexuality

Course Description:

<p>Standard 2.4 (Human relationships and sexuality) All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.</p>	
<p>Big Ideas: <i>Course Objectives / Content Statement(s)</i> Each family's relationship is unique.</p>	
<p>Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p>Enduring Understandings <i>What will students understand about the big ideas?</i></p>
<p>4. What are the rules in my family? 5. What are my family values? 6. What makes a family healthy?</p>	<p>The students will understand...</p> <ul style="list-style-type: none"> • That families have values. • That families have sets of rules. • That families show love and emotional support in different ways • That not all families are perfect. • The circumstances that can affect healthy relationships in families.
<p>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</p>	<p>Examples, Outcomes, Assessments</p>
<p>Explain how families typically share common values, provide love and emotional support, and set boundaries and limits.</p>	<p>Instructional Focus:</p> <ul style="list-style-type: none"> • Relationships
<p>Explain why healthy relationships are fostered in some families and not in others</p>	<p>Sample Assessments: The students will...</p> <ul style="list-style-type: none"> • Interview their family and find 3 things that are important to their family. • Share one rule in their household and why it helps to keep their family healthy.

	<p>Instructional Strategies:</p> <p>Interdisciplinary Connections-</p> <ul style="list-style-type: none">• In social studies, students will create a map of all the jobs that each family member has in their house.• Students will study how immigration changes family roles. <p>Technology Integration</p> <ul style="list-style-type: none">• On the computer, research family structures in various countries. <p>Global Perspectives</p> <ul style="list-style-type: none">• Students can research how the rules of family members are different in different cultures of the world.