

Summit Public Schools  
Summit, New Jersey  
Grade Level: 3  
Content Area: Health  
Summer 2022

| Health and Wellness  |  |
|--|--|
| <p><b>Big Ideas:</b> Students will be able to:</p> <ul style="list-style-type: none"> <li>● Identify self-management skills impact to recognize, cope, and express emotions during difficult events.</li> <li>● Identify coping and resiliency practices that influence the ability to respond to challenges.</li> <li>● Demonstrate an understanding of the importance of respecting individuals.</li> <li>● Describe how families share common values and beliefs.</li> <li>● Understand that all individuals should feel welcome and respected.</li> <li>● People in healthy relationships share thoughts and feelings, as well as mutual respect.</li> <li>● Safety includes being aware of the environment and understanding how certain situations could lead to injury or illness.</li> <li>● Community professionals and school personnel are available to assist and address health emergencies as well as provide reliable information.</li> <li>● Individuals will benefit from an awareness of coping strategies that can be used when facing difficult situations.</li> </ul> |  |
| Essential Questions<br><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>   | Enduring Understandings<br><i>What will students understand about the big ideas?</i>   |
| <ul style="list-style-type: none"> <li>● What are unhealthy and healthy behaviors ?</li> <li>● What is resilience?</li> <li>● What are some coping strategies when we feel strong feelings and emotions?</li> <li>● How can we cope with rejection, loss, and difficult situations?</li> <li>● How can we show respect to all people?</li> <li>● What are some common values families share?</li> <li>● How can I identify healthy relationships?</li> <li>● How can we identify an unhealthy relationship?</li> <li>● How do businesses and nonprofit organizations work cooperatively to provide assistance in regards to health issues?</li> <li>● What are some first aid procedures?</li> <li>● How can we help prevent the spread of communicable and infectious diseases?</li> <li>● How can mental health affect one's well being?</li> </ul>  | <p><b>Students will understand:</b></p> <ul style="list-style-type: none"> <li>● There are healthy and unhealthy behaviors that can be exhibited during difficult situations.</li> <li>● There are coping strategies that can be implemented during difficult situations</li> <li>● People deal with rejection, loss, and difficult situations</li> <li>● We should show respect to people based on their race, identity, beliefs, family</li> <li>● Families share common values, interests, and can provide emotional support to each other</li> <li>● There are many business and nonprofit organizations that provide assistance to health issues</li> <li>● First aid procedures are used during health emergencies</li> <li>● We can help prevent the spread of communicable and infectious diseases</li> <li>● Mental health can affect one's well being</li> </ul> |
| Areas of Focus: Proficiencies<br>(New Jersey Student Learning Standards)   | Lessons  |

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**Students will:**

- 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. Resiliency and coping practices influence an individual's ability to respond positively to everyday challenges and difficult situations.
- 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.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.4: Describe how families can share common values, offer emotional support, and set boundaries and limits.
- 2.1.5.SSH.5: Explain the importance of communication with family members, caregivers, and other trusted adults about a variety of topics.
- 2.1.5.SSH.6: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.

**Personal Health and Relationships**

**Healthy and Unhealthy Behaviors**

- Describe how one's feelings and thoughts can lead to healthy and unhealthy behavior.
- Students discuss ways to help with feelings and thoughts such as yoga, running, drawing, etc.
- Yoga Video
- Students create a toolkit to help with feelings and emotions to keep in classroom (fidgets, favorite books, playlist with favorite songs, drawing tools, coloring books, etc).

**Resiliency and Coping Practices**

- [Resilience Video](#)
- [Coping Strategies](#)

**Dealing with Difficult Situations**

- Define: Rejection, Loss, Difficult Learning Situations, Separation from Family
- Discuss the importance of trusted adults during difficult situations

**Respecting All People**

- Students create an "All About Me" poster or informational book describing their individual qualities, likes, dislikes, identity, family, etc.

**Families**

- Common Values
  - Students create a digital family tree on Buncee
  - Students create a poster with family tree
- Emotional Support
  - Students write a thank you note to someone in their family that has provided emotional support.

**Healthy and Unhealthy Relationships**

- Family
- Friends

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- 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 assist 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 to address health problems that are affected by global issues, including climate change.

2.3.5.PS.2: Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.).

2.3.5.PS.4: Develop strategies to safely communicate through digital media with respect (taught during Digital Citizenship lessons)

2.3.5.HCDM.1: Identify conditions that may keep the human body from working properly, and the ways in which the body responds. (Physical Education)

- 2.3.5.HCDM.2: Describe how to prevent the spread of communicable and infection 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).

### **Anxiety, Depression, Phobias**

- Identify that mental health can affect one's wellness
- [Kids Sharing Anxiety, Depression Video](#)

### **Global Health and Safety**

#### **Lesson: Nonprofit and Businesses**

- Identify various nonprofit and businesses that support international/national health issues
  - Red Cross
  - World Health Organization
  - UNICEF
  - International Committee of the Red Cross (ICRC)
  - UN World Food Programme
- Raise funds for an organization of choice to support as a class or as individual
- Identify local food banks and homeless shelters

#### **Lesson: First Aid**

- [Brain Pop First Aid](#)
- Choking
- Bleeding
- Stroke
- Seizure

#### **Infections and Diseases**

- Describe how to prevent the spread of communicable and infectious diseases and conditions
- Lyme Disease
- Influenza

#### **Celebration/Project:**

Students can explore various health organizations that support and provide resources to individuals with health issues.

- Red Cross
- World Health Organization

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|   | <ul style="list-style-type: none"><li>○ UNICEF</li><li>○ International Committee of the Red Cross (ICRC)</li><li>○ UN World Food Programme</li><li>○ NAMI: National Alliance on Mental Illness</li><li>○ American Diabetes Organization</li><li>○ National Alliance to End Homelessness</li></ul> <ul style="list-style-type: none"><li>● THRIVE &amp; SEL Lessons (School Counseling Department)</li></ul> |  |  |  |                  |                  |                      |                   |        |                      |
|---|---|--|--|--|------------------|------------------|----------------------|-------------------|--------|----------------------|
| Differentiation   | Assessments   |  |  |  |                  |                  |                      |                   |        |                      |
| <p><b>Interdisciplinary Connections:</b></p> <ul style="list-style-type: none"><li>● Language arts: Persuasive writing, critical reading</li><li>● SEL and Thrive</li><li>● Social Studies: Heritage Unit</li></ul> <p><b>Technology Integration</b></p> <ul style="list-style-type: none"><li>● Google Slides</li><li>● YouTube informational videos</li><li>● BrainPOP</li><li>● Google Classroom</li></ul> <p><b>Global Perspectives</b></p> <ul style="list-style-type: none"><li>● Understanding how we are all unique and we like to eat and participate in healthy activities differently to stay healthy.</li></ul> | <p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"><li>● Post assessment</li><li>● BrainPop</li><li>● Guided notes</li></ul> <p><b>Summative Assessments, Projects, and Celebrations:</b></p> <ul style="list-style-type: none"><li>● Pre assessment</li><li>● Influences on your health</li><li>● Guided notes</li><li>● BrainPop</li><li>● Research Project</li></ul>                 |  |  |  |                  |                  |                      |                   |        |                      |
| <table><tr><th colspan="3">Supports for English Language Learners</th></tr><tr><th>Sensory Supports</th><th>Graphic Supports</th><th>Interactive Supports</th></tr><tr><td>Real-life objects</td><td>Charts</td><td>In pairs or partners</td></tr></table>  |   | Supports for English Language Learners |  |  | Sensory Supports | Graphic Supports | Interactive Supports | Real-life objects | Charts | In pairs or partners |
| Supports for English Language Learners  |   |  |  |  |                  |                  |                      |                   |        |                      |
| Sensory Supports  | Graphic Supports  | Interactive Supports                   |  |  |                  |                  |                      |                   |        |                      |
| Real-life objects   | Charts  | In pairs or partners                   |  |  |                  |                  |                      |                   |        |                      |

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|                                    |                    |                             |
|------------------------------------|--------------------|-----------------------------|
| Manipulatives                      | Graphic Organizers | In triads or small groups   |
| Pictures                           | Tables             | In a whole group            |
| Illustrations, diagrams & drawings | Graphs             | Using cooperative group     |
| Magazines & Newspapers             | Timelines          | Structures                  |
| Physical activities                | Number lines       | Internet / Software support |
| Videos & Film                      |                    | In the home language        |
| Broadcasts                         |                    | With mentors                |
| Models & Figures                   |                    |                             |

**Intervention Strategies**

| <b>Accommodations</b>                                      | <b>Interventions</b>  | <b>Modifications</b>                                  |
|--|---|---|
| Allow for verbal responses                                 | Multi-sensory techniques  | Modified tasks/expectations                           |
| Repeat/confirm directions                                  | Increase task structure (e.g. directions, checks for understanding, feedback)             | Differentiated materials                              |
| Permit response provided via computer or electronic device | Increase opportunities to engage in active academic responding                            | Individualized assessment tools based on student need |
| Audio Books  | Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic | Modified assessment grading                           |

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|   |         |                              |  |
|---|---------|------------------------------|--|
|   | mapping |                              |  |
| Allow for extended time on long term projects, tests, quizzes, etc. |         | Provide choices for projects |  |
| Provide visual resources (posters, pictures, etc.)                  |         |                              |  |