

Englewood Public School District

Comprehensive Health

Grade 3

Unit: Social and Emotional Health

Overview: Social and emotional well-being is integral to students’ ability to be successful now and in the future. Specific strategies such as stress reduction, effective communication and conflict resolution are important to learn at an early age as they create future habits. Core values of good citizenship allow students to support others in their social and emotional growth as well.

Time Frame: One Marking Period

Enduring Understandings:

- Humans take care of their basic needs in different ways.
- There are many factors that impact social and emotional health.
- There are many ways that people can help themselves and others deal with their emotions and stress.

Essential Questions:

- How do humans get their needs met?
- What are the factors that impact social and emotional well-being?
- How can people help themselves deal with emotions and stress?
- How do people help or hurt others emotional well-being?

Standards	Topics and Objectives	Activities	Resources	Assessments
<p><u>Comprehensive Health</u> 2.1.4.E.1 Compare and contrast how individuals and families attempt to address basic human needs.</p> <p>2.1.4.A.2 Determine the relationship of personal health practices and behaviors on an individual’s body systems.</p>	<p style="text-align: center;">Topics</p> <p>Staying Healthy</p> <p>Hygiene</p> <p style="text-align: center;">Objectives</p> <p>Students will identify how staying healthy affects your body.</p>	<p>Compare and contrast how individuals and families attempt to address basic human needs. (6.1.4.D.13)</p> <p>Students will demonstrate how good hygiene prevents the spread of germs through an experiment.</p> <p>Students will brainstorm a list of all the good hygiene</p>	<p>Hygiene, KidsHealth.org http://classroom.kidshealth.org/classroom/3to5/personal/hygiene/germs.pdf</p> <p>Germs Experiment, KidTimes https://kidtimes.wordpress.com/tag/glitter-germs-for-hand-washing-experiment/</p>	<p>Formative Assessments: Vocabulary Quiz/Matching Discussions</p> <p>Demonstration</p> <p>Benchmark Assessment: Common Formative Assessment</p> <p>Summative Assessment:</p>

2.1.4.C.1 Explain how most diseases and health conditions are preventable.

2.2.4.B.1 Use the decision-making process when addressing health-related issues.

2.2.4.B.2 Differentiate between situations when a health-related decision should be made independently or with the help of others.

2.2.4.B.3 Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.

2.1.4.E.1 Compare and contrast how individuals and families attempt to address basic human needs.

2.1.4.C.3 Explain how mental health impacts one's wellness.

2.1.4.A.1 Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.

Students will describe hygiene factors.

Students will use the decision-making process when addressing health-related issues.

Students will differentiate between situations when a health-related decision should be made independently or with the help of others.

practices they should engage in and create a chart to monitor their daily practice (tooth brushing, flossing, brushing hair, taking a shower, etc.)

Students will illustrate their family make-up. These will be posted around the room and students will complete a Gallery Walk. They will identify students that have similarities and differences from their family.
(6.1.4.D.13)

Students listen to a read aloud of How Full is your Bucket and discuss how relationships among family members, friends, and classmates can affect physical and mental health.
(NJSL RI 3.1) (NJSL SL 3.1)

Students will create a bulletin board with student's ideas to support their peers' mental health.
(NJSL W 3.10)

Teacher led discussion explaining mental health and its connection to overall wellness. Students will ask and answer questions during lesson. **(NJSL SL 3.3)**

Family Types, Tolerance.org
<http://www.tolerance.org/lesson/every-family-same-every-family-different>

Suggested Book

Families, Susan Kulkin

How Full Is Your Bucket?
Rath, T., Reckmeyer, M.
(2009).

How Full is your Bucket?
Activities:
<http://www.thenedshow.com/assets/encourage-others-intermediate-lesson-plan-how-full-is-your-bucket.pdf>

Students will compare and contrast the ways that people fulfill their basic needs by describing a "day in the life" of their family. This should include their family make-up, their daily routines/hygiene practices and how family members support each other (I take a shower in the morning, then my family eats breakfast together. Next, my step-mom drives me to school. My grandma is at my house afterschool to make dinner because my work. I help my brother with homework sometimes.)

Alternative Assessments:

Self-Assessment
Peer Assessment

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2.1.4.E.4 Summarize the causes of stress and explain ways to deal with stressful situations.

2.1.4.A.1 Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.

2.2.4.A.1 Demonstrate effective interpersonal communication in health- and safety-related situations.

2.1.4.E.3 Determine ways to cope with rejection, loss, and separation.

2.2.4.A.1 Demonstrate effective interpersonal communication in health- and safety-related situations.

2.1.4.A.1 Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.

Topics	Objectives	Resources	Assessments
Stress and Coping Strategies	Students will identify the many emotions they experience after viewing video clips of various emotions in small groups (for example from the film Inside Out by Pixar). (NJSL SL3.1)	Dealing with Emotions and Stress, Helpful Counselor https://www.bloglovin.com/blogs/helpful-counselor-helpful-counselor-4663597/20-inside-out-clips-to-help-teach-children-4408205323	Formative Assessments: Discussions Role Plays Journal Prompt
Communicating	Students will summarize the causes of stress and explain ways to deal with stressful situations.	Brain Breaks, Edutopia.org: https://www.edutopia.org/bl-og/brain-breaks-focused-attention-practices-lori-desautels	Summative Assessment: Student will role play one of the causes of stress and demonstrate ways to deal with stressful situations.
	Students will explain the physical, social emotional, and mental aspects of wellness.	Mindfulness Resources, Edutopia: https://www.edutopia.org/bl-og/integrating-mindfulness-in-classroom-curriculum-giselle-shardlow	Alternative Assessments: Self-Assessment Peer Assessment
	Students will demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.	Teacher will lead a discussion about how these emotions and other issues may lead to stress. Students will brainstorm to create a class chart for ways to deal with stress. (NJSL SL 3.1)	
		Teacher will introduce brain breaks as ways to "take a break" from hard work or other stressful situations.	
		Teacher will demonstrate mindfulness techniques such as breathing, visualizing, etc.	
		Students will practice techniques and illustrate a time that they would use the technique.	

Students will listen to the read aloud of the book The Zax by Dr. Seuss (from the Sneetches and other Stories). Students will discuss how the characters handled conflict. (NJSLs RL 3.3)

They will respond to a prompt about a time when they experienced conflict and how it was resolved. (NJSLs W 3.10)

Students will create a chart of how to communicate to resolve conflicts using "I" messages after hearing scenarios.

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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

Topics			Formative Assessments:
Being a Good Citizen	Students will listen to the read aloud of the book Stand in My Shoes by Bob Sornson. Students will share the characters reactions in the story. (NJSLs RL 3.3)	Empathy, KidsHealth.org: http://classroom.kidshealth.org/classroom/3to5/personal/growing/empathy.pdf	Vocabulary Quiz/Matching
Developing a Good Character		Bullying, KidsHealth.org: http://classroom.kidshealth.org/classroom/3to5/problems/emotions/bullying.pdf	Discussions
Bullying	Small groups of students will choose a scenario out of a shoebox. They will work together to come up with a way that they can empathize and respond to that situation. They will trace their footprint and write their response on it. (NJSLs SL 3.1)	Books about Empathy:	Role Plays
Objectives		<ul style="list-style-type: none"> The Invisible Boy by Trudy Ludwig Stand in My Shoes: Kids Learning About Empathy and What's Wrong with Timmy, Maria Shriver 	Poem
Students will explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community.			Footprint responses Summative Assessment: Students will work with peers to create a scenario that they can present to the class on the role of bullying (target, bully, and

disabilities may negatively or positively impact them.

Students will determine how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them.

Students will distinguish among violence, harassment, gang violence, discrimination, and bullying and demonstrate strategies to prevent and resolve these types of conflicts.

Students will view a video about accepting students with disabilities. Students will identify how this is an important feature of being a good citizen by creating an acrostic poem CITIZEN. **(NJSL RI 3.4)**

Students will identify the roles in bullying-the target, the bully and the bystander by creating a foldable. **(6.3.4.D.1)**

Students will create a class anchor chart with possible "Do's and Don'ts" for "If You are Being Bullied..." **(6.3.4.D.1)**

Students will add No Bullying to their class rules (if it doesn't already exist). Students will discuss with peers why it is important to have this as a school/class rule. **(6.3.4.A.1)(6.1.4.A.1)**

Books about Bullying:

- Spaghetti in a Hot Dog Bun, Maria Dismondy
- Stick and Stone, Beth Perry
- The Recess Queen, Alexis O'Neill

Katie's Disability Awareness video:
<https://www.youtube.com/watch?v=S0fs9650Vz8>

bystander) and how to respond to the situation.

Alternative Assessment:
 Self-Reflection
 Peer Assessment

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2.2.4.B.3 Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.

2.2.4.C.1 Determine how an individual's character

	Topics		Formative Assessments:
Cyber Safety	As a class create a guide that shows how students can use the Internet safely and responsibly. (NJSL W 3.10)	Internet Safety, KidsHealth.org: http://classroom.kidshealth.org/classroom/3to5/personal/safety/online_safety.pdf	Discussions
			Role Plays
	Students will define electronic communication.	Internet Safety, Canada Safety Council: http://www.elmer.ca/safety-village/internet-safety	Contract
	Students will identify what private information is.		Summative Assessments: Internet Safety Guide
			Student role plays

develops over time and impacts personal health.

Students will define stranger.

Students will differentiate between messages from friends and those from strangers when given scenarios (see KidsHealth.org resource).

Alternative Assessments:
Self-Assessment
Peer Assessment

Students will role-play what to do if they receive messages from strangers.

Key Vocabulary:

Hygiene – Conditions or practices conducive to maintaining health and preventing disease, especially through cleanliness.

Communication – The imparting of exchanging of information or news.

Citizen – A legally recognized subject or national of a state or commonwealth, either native or naturalized.

Bullying – Unwanted, aggressive behavior that is a real or perceived power imbalance.

Cyber Safety – The safe and responsible use of information.

Stranger – A person whom one does not know or with whom one is not familiar.

Private information – One wishes to keep from public viewing.

Electronic communication – Communication by computer

Attitude – A settled way of thinking or feeling about someone or something, typically one that is reflected in a person's behavior.

Assumption – A thing that is accepted as true or as certain to happen, without proof.

Integration of 21st Century Standards NJSL 9:

9.2.4.A.2 Identify various life roles and civic and work - related activities in the school, home, and community.

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this curriculum.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the requirements.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> ● First Aid kit will be labeled in student's first language ● Peers will work together on research ● Speak and display terminology and movement ● Look for children's books in student's native languages ● Teacher modeling ● Peer modeling ● Develop and post routines ● Label classroom materials ● Word walls 	<ul style="list-style-type: none"> ● Students will receive peer support for research ● Peers will support students to create the first aid kit ● Utilize modifications & accommodations delineated in the student's IEP ● Lower level text will be provided ● Work with paraprofessional ● Use multi-sensory teaching approaches. Pictures, scarves, hula hoops, and other props provide helpful visual, auditory, and tactile reinforcement of ideas. ● Work with a partner ● Provide concrete examples and relate all new movements to previously learned moves (i.e., walking on a balance beam, kicking a ball). ● Solidify and refine concepts through repetition. ● Change movement requirements to reduce activity time 	<ul style="list-style-type: none"> ● Lower level text will be provided ● Teachers may modify instructions by modeling what the student is expected to do ● Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. ● Using visual demonstrations, illustrations, and models ● Give directions/instructions verbally and in simple written format. ● Peer Support ● Increase one on one time ● Review behavior expectations and make adjustments for personal space or other behaviors as needed. 	<ul style="list-style-type: none"> ● Students will present findings to other classes ● Students can continue research outside of class ● Students can read books aloud to peers ● Curriculum compacting ● Inquiry-based instruction ● Independent study ● Higher order thinking skills ● Adjusting the pace of lessons ● Interest based content ● Real world scenarios ● Student Driven Instruction

Interdisciplinary Connections:

ELA - NJSL/ELA:

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.

RL.3.3. Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.

W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.

W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

Social Studies:

6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.

6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.

6.3.4.A.1 Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling)

6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

Integration of Technology Standards NJSL 8:

8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.

Career Ready Practices:

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.