

Englewood Public School District

Comprehensive Health

Grade 3

Unit: Preventing Illness

Overview: Ensuring personal safety and wellness includes identifying the sources of possible harm as well as ways to prevent illness and/or injury. This includes harmful substances and their negative consequences, along with how to deal with peer pressure. Students will develop a sense of personal responsibility in terms of caring for themselves and making good choices, as well as an understanding for others that may experience illness or disease.

Time Frame: One Marking Period

Enduring Understandings:

- I can take keep myself safe and take care of myself. Simple first aid can help myself and others get help quickly.
- There are some diseases that can be prevented and others that can only be managed.
- I can identify positive and negative influences in my life and make good choices about harmful substances.

Essential Questions:

- What would you do to take care of minor injuries on yourself or someone else?
- What types of situations are appropriate for using first aid procedures?
- How do I identify positive influences and make good choices about harmful substances (cigarettes, OTC medicine, illegal drugs)?
- How do diseases and disease prevention affect myself and others?

Standards	Topics and Objectives	Activities	Resources	Assessments
Comprehensive Health 2.1.4.C.3 Explain how mental health impacts one’s wellness. 2.2.4.B.2 Differentiate between situations when a health-related decision should be made independently or with the help of others.	Topics	Work in small groups to list and demonstrate the five steps of cut care.	Kids Illnesses and Injuries: https://kidshealth.org/en/kids/ill-injure/	Formative Assessments: Vocabulary Quiz/Matching Discussions
	Objectives	Work with peers to classify different types of injuries, after a teacher led lesson.	Big Cuts and Little Cuts: https://kidshealth.org/en/kids/cuts.html?WT.ac=ctg-cataches	Benchmark Assessment: Common Formative Assessment
	Students will determine the causes of some commonly	After a teacher led lesson, students will discuss the	Asthma video:	Summative Assessments:

2.1.4.C.2 Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls prevent diseases and health conditions.

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

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.

known diseases (asthma, diabetes, etc.) and accidents.

Students will identify precautions (e.g., sanitation, proper handling of food, proper medical attention) that can prevent diseases.

Students will investigate childhood diseases in the United States and in other nations.

difference between a minor and a major cut. (NJSL SL3.1) (NJSL SL3.3)

Students will discuss with peers when it is important to seek adult assistance. (NJSL SL 3.1)

Students will identify diseases that can be prevented through good hygiene, proper medical care, etc. by creating a class chart.

Students will create a foldable - matching ways to prevent diseases with the disease (i.e. cold-wash hands well; food poisoning, keep food preparation area clean and wash hands, etc.).

Small groups will research one childhood illnesses (asthma, diabetes, etc.) and share with the class. (NJSL W 3.7)

Whole class will choose 1 childhood illness and research a service organization that they can support or participate in their community (JDRF.org, March of Dimes, etc.) (NJSL W3.7)

<https://www.bing.com/videos/search?q=asthma+for+kids&&view=detail&mid=F1DEF27C854F08BCD26EF1DEF27C854F08BCD26E&&FORM=VRDGAR>

Diabetes, KidsHealth.org:
<http://classroom.kidshealth.org/prekto2/problems/conditions/diabetes.pdf>

Diabetes presentation, Joslin:
http://www.joslin.org/info/classroom_presentation_on_diabetes_for_elementary_school_age_children.html

Foldables:
<http://www.k12.wa.us/IndianEd/TribalSovereignty/High/CWP-HS/Unit4/Level1-Materials/foldables.pdf>

Suggested Texts

Even Superheroes Get Diabetes, Sue Ganz-Schmitt

Let's Talk about Scratches, Scrapes and Bug Bites, Melanie Apel Gordon

Taking Asthma to School, Kim Gosselin

Students will demonstrate knowledge of the 5 steps of cut care by creating a poster, writing a poem or singing/chanting and presenting these projects to their peers.

Small groups will research 1 childhood illnesses (asthma, diabetes, etc.) and share with the class. They will present their findings either as a poster, PowerPoint or video.

Alternative Assessment:
Journal Prompt: Students will reflect on how it might feel to be a student with a chronic illness. What struggles might they have? How can they offer support?

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2.1.4.D.1 Determine the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).

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2.1.4.D.4 Demonstrate simple first-aid procedures for choking, bleeding, burns, and poisoning.

			What do you Do when you Get the Flu? https://newsela.com/read/lib-flu-influenza/id/37670/	
Topics	Students will illustrate safe vs. unsafe situations.	First Aid for Kids, Youtube: https://www.youtube.com/watch?v=b97kq2etQF0		Formative Assessments: Vocabulary Quiz/Matching
First Aid				Discussion
Objectives	Students will respond to scenario cards by describing the consequences of unsafe behaviors regarding vehicles and transportation, such as being a pedestrian, riding a bike, wearing a seating, etc. (NJSLs SL 3.1)(6.3.4.A.1)	How To Create a First Aid Kit, WikiHow: http://www.wikihow.com/Make-a-First-Aid-Kit-for-Kids		Demonstrations
Students will determine the characteristics of safe and unsafe situations.		Seatbelt Safety: https://www.safekids.org/tip/seat-belt-safety-tips-pdf		Summative Assessments: Students will create a How-To brochure about 1 First Aid procedure, including when it is appropriate, what steps to take to ensure their own safety, and the steps to complete the procedure.
Students will examine the impact of unsafe behaviors when traveling in vehicles, as a pedestrian and using modes of transportation.	After viewing a video about First Aid (see resources), students will create a list of items needed for a first aid kit and what it would be used for. (NJSLs W3.10)			Alternative Assessment: Self-Assessment
Students will demonstrate simple first-aid procedures for choking, bleeding, burns and poisoning.				
	Students will sort various medical supplies that could be included in a first aid kit. Small groups will work to assemble kits.			
	Students will practice first aid techniques on a doll or stuffed animal, such as stopping bleeding.			

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2.1.4.D.1 Determine the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).

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.

2.1.4.D.3 Examine the impact of unsafe behaviors when traveling in vehicles, as a pedestrian, and when using other modes of transportation.

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.

Topics	Objectives	Resources	Assessments
Safety	Students will know the numbers to the police, EMT, doctor, mom/dad's work, school neighbor.	As a class, demonstrate how to contact emergency services and how to properly use 911 services.	Fire Safety, KidsHealth.org http://classroom.kidshealth.org/classroom/3to5/personal/safety/fire_safety.pdf
	Students will explain when and how to seek help in an emergency.	Students will work with a small group to create a plan to contact the appropriate "helper" given a scenario (fire, sports injury, car accident, etc.). (NJSLs W3.4)	Water Safety, KidsHealth.org http://classroom.kidshealth.org/classroom/3to5/personal/safety/water_safety.pdf
	Students will recall procedures that ensure pedestrian, bicycle, and traffic safety.	Students will work together to create a graffiti wall with ideas for reducing the risk of injury in the community (ideas from any of the topics study may be appropriate). (6.3.4.A.1)	Bike Safety, KidsHealth.org http://classroom.kidshealth.org/classroom/3to5/personal/safety/bike_safety.pdf
	Students will create a safety plan to reduce the risk of injuries at home, in school, and in the community.		

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2.3.4.A.1 Distinguish between over-the-counter and prescription medicines.

2.3.4.A.2 Determine possible side effects of common types of medicines.

2.3.4.B.1 Explain why it is illegal to use or possess certain drugs/substances and the possible consequences.

2.3.4.B.4 Summarize the short- and long-term physical and behavioral effects of alcohol use and abuse.

2.3.4.B.2 Compare the short- and long-term physical effects of all types of tobacco use.

2.3.4.B.3 Identify specific environments where second-hand/passive smoke may impact the wellness of nonsmokers.

2.3.4.B.5 Identify the short- and long- term physical effects of inhaling certain substances.

Topics			Formative Assessments:
Medicines	Students will share times that they have taken medicine and for what purposes. (NJSL SL 3.1)	Peer Pressure-Drugs/Alcohol, KidsHealth.org https://classroom.kidshealth.org/3to5/problems/drugs/alcohol.pdf	Vocabulary Quiz/Matching
Tobacco			Role Plays
Drug Abuse	Students will view a video about the correct use of medicine, and discuss what they learned with peers. (NJSL SL3.1)	and https://classroom.kidshealth.org/3to5/problems/drugs/drugs.pdf	Discussions
Objectives			Summative Assessment:
Students will distinguish between over-the-counter and prescription medicines.	Students will create a chart identifying over the counter vs. prescription medicines.	Riddles about Medicines, National Institute on Drug Abuse https://www.drugabuse.gov/sites/default/files/riddlesmod4_23.pdf	Students will have to make a presentation persuading peers to not to smoke. They can use their poster and slogan that was created in class. Students must be prepared to answer questions from peers
Students will determine possible side effects of common types of medicines.	Students will describe what "illegal" drugs are and the possible consequences after viewing a video. (NJSL 3.4)	Smoking Module, National Institute on Drug Abuse https://www.drugabuse.gov/publications/brain-power/grades-2-3/science-behind-smoking-module-5	children about the negative effects of smoking.
Students will explain why it is illegal to use or possess certain drugs/substances and the possible consequences.	Students will play a game with teams working to solve riddles about medicine, and over the counter drugs. (NJSL RI 3.4)		Alternative Assessments: Self-Assessment
Students will compare the short- and long-term physical effects of all types of tobacco use.	Students will brainstorm the negative effects of smoking and create a chart.		Peer Assessment
Students will identify specific environments where secondhand/passive smoke may impact the wellness of nonsmokers.	Students will create a Google slides presentation to persuade students to not to smoke. They must come up with a slogan as well as illustrations that show the		
Students will summarize			

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

the short- and long-term physical effects of inhaling certain substances.

Students will differentiate between drug use, abuse, and misuse.

Students will determine how advertising, peer pressure, and home environment influence children and teenagers to experiment with alcohol, tobacco, and other drugs.

negative effects. (NJSL W 3.6)(NJSL SL3.4)

Students will be given scenarios and will work in small groups to role play possible ways to deal with peer pressure. (NJSL SL3.1)

Key Vocabulary:

Diseases – A disorder of structure or function in a human, animal, or plant.

Medicines – A substance or preparation used in treating disease.

Tobacco – A preparation of the nicotine-rich leaves of an American plant, which are cured by a process of drying and fermentation for smoking or chewing.

Drug Abuse – Inappropriate, illegal, or excessive use of a drug.

Prevention – The action of stopping something from happening or arising.

EMT (Emergency Medical Technician) – A specially trained medical technician certified to provide basic emergency services (as cardiopulmonary resuscitation) before and during transportation to a hospital.

Substances – Some material or item with a particular texture or an intoxicating drink or drug.

Consequences – A result or effect of an action or condition.

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. 	<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 the book 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.

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:

6.3.4.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)

Integration of Technology Standards NJSLS 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.

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