



Washington Township School District



The mission of the Washington Township Public Schools is to provide a safe, positive, and progressive educational environment that provides opportunity for all students to attain the knowledge and skills specified in the NJ Learning Standards at all grade levels, so as to ensure their full participation in an ever-changing world as responsible, self-directed and civic-minded citizens.

Course Title:	Health and Wellness					
Grade Level(s):	Third Grade					
Duration:	<i>Full Year:</i>	X	<i>Semester:</i>		<i>Marking Period:</i>	
Course Description:	This course is a comprehensive, sequential health education program that emphasizes the natural interdisciplinary connection among wellness, health, and social emotional learning. The primary focus of the standards is on the development of knowledge and skills that influence life-long healthy behaviors within the context of self, family, school and the local and global communities. Social-emotional learning involves the process through which children and adults acquire and apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.					
Grading Procedures:	3= Consistently, 2= Occasionally, 1= Rarely					
Primary Resources:	<ul style="list-style-type: none">• NJCAP: New Jersey Child Assault Prevention• Mindfulschools.org shared resources• Literature and videos for discussion• 					

Washington Township Principles for Effective Teaching and Learning

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiences
- Infusing 21st century skills for College and Career Readiness in a global society

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Written: Aug. 2024

Revised: _____

BOE Approval: _____

Social and Emotional Learning

New Jersey SEL Competencies and Sub-Competencies

Social and emotional learning (SEL) involves the process through which children and adults acquire and apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. The purpose of the SEL competencies is to provide schools with guidelines for integrating SEL across grades and subject areas.



- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges



- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals



- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings



- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions



- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed



<http://www.nj.gov/education/students/safety/sandp/sel>

August 2017

Through the district-wide K-12 character education ideology, **WT CORE 4**, students and staff demonstrate the four traits of respect, responsibility, caring, and citizenship toward themselves and others in both school and community.

Through purposeful and strategic lesson development and classroom routines, students build their executive functions: working memory, cognitive flexibility, inhibition control. These skills underlie the capacity to plan ahead and meet goals, display self-control, follow multiple-step directions even when interrupted, and stay focused despite distractions, among others.

Students in K-5 engage in **Mindfulness** activities for 5 minutes daily. This practice strengthens the SEL competency of Self-Management.

Through a student-led school climate improvement program, **No Place for Hate**, students participate in school-wide discussion-based and active learning activities. Students and staff examine identities, reflect on biased behavior and learn new ways to challenge bias and bullying in themselves and society. Collaborative projects strengthen the SEL competencies, anti-bullying, and equity efforts, while creating harmony through a social justice lens and common language from PreK-12.

Through the **New Jersey Child Assault Prevention (NJ CAP)** prevention program, students participate in workshops facilitated by CAP instructors. This program reduces children's vulnerability to abuse, neglect and bullying. Children's rights and personal safety issues are taught through the use of pictures, dolls, songs and student participation in role-playing and guided group discussions. Students are trained to recognize potentially dangerous situations and to make effective use of the options available to them when dealing with such a situation. CAP emphasizes self assertion, peer support and communication with a trusted adult as prevention strategies. CAP approaches the question of assault within the framework of basic human rights that all people have and focuses on the rights to be Safe, Strong, and Free.

Unit: Personal Growth & Wellness/Nutrition

Unit Description:

In this unit students will discuss the importance of a healthy lifestyle that includes diet, exercise, environment, as well as the actions one can take to prevent diseases and stay healthy. Students learn physical and mental strategies for maintaining a healthy lifestyle. Students gain a greater awareness of resources available to support their personal growth and wellness.

Through the WT CORE 4: respect, responsibility, caring, and citizenship students build strong relationships by recognizing the character strengths in themselves and others.

Students are provided frequent opportunities for acquiring and strengthening executive function skills.

Daily Mindfulness (Understand and practice strategies for managing one's own emotions, thoughts, and behaviors)

Unit Duration: 6 Lessons

Desired Results

Standard(s):

Health:

- 2.1.5.PGD.1 Identify effective personal health strategies and behaviors that reduce the illness, prevent injuries, and maintain or enhance one's wellness (i.e., adequate sleep, balanced nutrition, ergonomics, regular physical activity)
- 2.2.5.N.1 Explain how healthy eating provides energy, helps maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.
- 2.2.5.N.2 Create a healthy meal based on nutritional content, value, calories, and cost.
- 2.3.5.HCDM.1 Identify conditions that may keep the human body from working properly, and the ways in which the body responds.
- 2.3.5.HCDM.3 Examine how mental health can impact one's wellness (e.g., depression, anxiety, stress, phobias).
- 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.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.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).

SEL: Competencies

Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors.
- Recognize the skills needed to establish and achieve personal and educational goals.
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals.

Self-Awareness

- Recognize one's feelings and thoughts.
- Recognize the impact of one's feelings and thoughts on one's own behavior.
- Recognize one's personal traits, strengths, and limitations.
- Recognize the importance of self-confidence in handling daily tasks and challenges.

Indicators: *Students will be able to...*

- Identify effective personal health strategies and behaviors that reduce the illness, prevent injuries, and maintain or enhance one's wellness.
- Explain how healthy eating provides energy, helps maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.
- Create a healthy meal based on nutritional content, value, calories, and cost.

<ul style="list-style-type: none"> • Identify conditions that may keep the human body from working properly, and the ways in which the body responds. • Describe how to prevent the spread of communicable and infectious diseases and conditions. • Examine how mental health can impact one's wellness. • Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors. • Identify health services and resources available and determine how each assists in addressing needs and emergencies in a school and in the community. • Identify different feelings and emotions that people may experience and how they might express these emotions 	
<p>Understandings: <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Health is influenced by the interaction of body systems. • Understanding the principles of a balanced nutritional plan (e.g., moderation, variety of fruits and vegetables, limiting processed foods) assists in making nutrition-related decisions that will contribute to wellness. • There are actions that individuals can take to help prevent diseases and stay healthy. • Self-management skills impact an individual's ability to recognize, cope, and express emotions about difficult events. • Community professionals and school personnel are available to assist and address health emergencies as well as provide reliable information. • Resilience and coping practices influence an individual's ability to respond positively to everyday challenges and difficult situations. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What time do you go to sleep at night and what time do you wake up? • What are the differences between healthy and unhealthy eating practices? • Ask students to think about why it is important to take care of their minds as well as their bodies?

Assessment Evidence	
<p>Performance Tasks:</p> <ul style="list-style-type: none"> • Daily Mindfulness Exercises • Completion of Executive Functioning Activities • Classroom discussions • Projects • Group activities • Presentations 	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Teacher Observations. • Mindfulness activities participation. • Participation in movement activities (brain breaks, GoNoodle, Mindyeti, etc.) • Participation in outdoor classroom games and physical activities.
<p>Benchmarks: Third Grade Benchmark Google Forms Link: https://docs.google.com/forms/d/18-xgxvxQznGL-JKa5vHEqBaQQgwutgaKv12PEaPi66k/copy</p>	
Learning Plan	

Learning Activities:

Daily Mindfulness - Teachers will lead mindfulness activities daily during a conducive time in their schedule (ex. At arrival, after lunch, before assessment, etc.). Teachers can use a variety of activities for mindfulness including but not limited to; mindfulschools.org, gonoodle.com (Flow and Empower Tools channels), mindyeti.com, and activities provided during district Mindfulness PD sessions. Required daily mindfulness activities should be approximately 5-10 minutes in duration.

Teachers will integrate CASEL Competencies and the WT CORE 4 traits into lessons that build executive functioning skills.

Health Teacher's Lessons:

Learning Target: Students will be able to understand that adequate sleep is required for a healthy body. (2.1.5.PGD.1)

Activity: Use Pebble Go Next (Health; Health Behaviors; Personal Care - Sleep) to introduce sleep related content. Elaborate on strategies that promote proper sleep and allow students to brainstorm ideas (shutting down technology, having a bedtime routine, etc.). To deepen understanding, use the "Activities" at the bottom of the sleep topic.

Learning Target: Students will be able to understand the principles of a balanced nutritional plan and the role of nutrients in a balanced nutritional plan. (2.1.5.PGD.1, 2.2.5.N.1)

Activity: Using Pebble Go Next (Health; Healthy Behaviors; Personal Care; Nutrients), students can understand what nutrients are, and the difference between micronutrients and macronutrients, and why nutrients are an important part of a balanced nutritional plan. To deepen understanding, use the "Activities" at the bottom of the nutrients topic to create a sample nutrients log. Have students complete the log by identifying the type of nutrient and if it is a micronutrient or macronutrient.


Learning Target: Students will understand what nutrition is and will have a deeper understanding of the different food groups. (2.2.5.N.1)

Activity: Using Pebble Go Next (Health; Healthy Behaviors; Personal Care; Nutrition), students will learn what nutrition is and how it benefits our bodies. Students will learn about caloric intake and learn about the digestion process. Students will learn about the different food groups and the importance of adequate water intake. To deepen understanding, use the "Activities" at the bottom of the nutrition topic. Discuss in a group or work independently on the "Nutrition Critical Thinking Questions" and the "Nutrition Activity".

Learning Target: Students will be able to plan a healthy meal and make healthy choices with food. (2.1.5.PGD.1, 2.2.5.N.2, 2.2.5.N.3)

Activity: Using MyPlate (<http://www.choosemyplate.gov/>) as a guide, students will create a healthy meal that includes various food groups and nutrients. Some of the class can create breakfast meals, while others create lunch or dinner meals. Possible options to deepen understanding would be to look at some of the meals the class created and combine them to create a full day's menu that hit every food group/nutrient using Canva.

Learning Target: Students will be able to understand why it is important to take care of our minds as well as our bodies. (2.1.5.EH.1)

Activity: Use the video, @  Why Do We Lose Control of Our Emotions? to explain the "Hand Model of the Brain" (teachers can use the website, <https://buildingbetterbrains.com.au/hand-model-of-the-brain> for further information.) To deepen understanding, after the video, lead a brief discussion: What are some ways we can manage our emotions?

Learning Target: Students will be able to understand the importance of managing stress in order to maintain a healthy mind and body. (2.3.5.HCDM.1, 2.3.5.HCDM.3)

Activity: Use Pebble Go Next (Health; Health Behaviors; Personal Care - Stress) to introduce stress related concepts. Have students brainstorm healthy ways to handle and lessen stress (exercise, listening to music, journaling, etc.) To deepen understanding, use the "Activities" at the bottom of the sleep topic.

Standards 2.1.5.CHSS.1, 2.2.5.EH.1, 2.2.5.EH.3 and 2.3.5.HCDM.3 are addressed by the school counselor in the September and January Guidance Lessons. Students will learn that the school counselor is a source of support for social emotional needs. Students will develop skills to recognize their own strong emotions and identify strategies to help regulate reactions to strong emotions.

Resources:

- Daily Mindfulness Exercises
- Pebble Go Next
- YouTube Video
- choosemyplate.gov
- Completion of Executive Functioning Activities
 - [4theKids](http://4theKids.com)
 - <https://sites.google.com/idecorp.com/wtps-virtual-support-center/primary-resources>

Unit Modifications for Special Population Students

Advanced Learners	<ul style="list-style-type: none"> • Provide appropriate challenges for wide ranging skills and development areas. • Participate in inquiry and project-based learning units of study • Assigning roles within partnerships • Differentiated supports: content, process, product, environment • Introduce advanced vocabulary (tobacco smoke, nicotine, caffeine, alcohol)
Struggling Learners	<ul style="list-style-type: none"> • Provide instructional adaptations and interventions in the general education classroom. • Modify classroom environment to support student needs. • Differentiated instruction.
English Language Learners	<ul style="list-style-type: none"> • Pair visual prompts with verbal presentations • Frontload and immerse students in literacy and language experiences related to content. • Introduce vocabulary (drugs, medicine, habit, refuse) • Provide students with visual models, sentence stems, concrete objects, and hands-on materials.
Special Needs Learners	<ul style="list-style-type: none"> • Review student's individualized educational plan and/or 504 plan. • Establish procedures for accommodations and modifications for assessments as per IEP/504. • Establish procedures for modification of classwork and homework as per IEP/504. • Modify classroom environment to support academic and physical needs of the students as per IEP/504. • Provide appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team. • Differentiation through content, process, product, and/or environment.
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections

Indicators:**ASCA (American School Counselor Association) Mindsets and Beliefs**

B-SS 4. Demonstrate empathy

B-SS 9. Demonstrate social maturity & behaviors appropriate to the situation & environment.

B-SS 2. Create positive and supportive relationships with other students

M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being

3-LS1-1 (various tasks) Develop models to describe that organisms have unique and diverse life cycles, but all have in common birth, growth, reproduction and death.

*Students learn that one factor that impacts their health is the traits they inherit from their parents.

Integration of 21st Century Skills**Indicators:**

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

8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures

8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and

Unit: Family Life**Unit Description:**

In this unit students will explore how parents and guardians impact the development of their children physically, socially, and emotionally. Students gain an awareness that healthy relationships are built upon expressing and sharing your thoughts and feelings, as well as mutual respect. Students learn about perspective and empathy and its impact on relationships.

Through the WT CORE 4: respect, responsibility, caring, and citizenship students build strong relationships by recognizing the character strengths in themselves and others.

Students are provided frequent opportunities for acquiring and strengthening executive function skills.

Daily Mindfulness (Understand and practice strategies for managing one's own emotions, thoughts, and behaviors)

Unit Duration: 3 Lessons**Desired Results****Standard(s):****Health:**

- 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.
- 2.1.5.SSH.7 Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.
- 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.

SEL: Competencies**Self-Management**

- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors.
- Recognize the skills needed to establish and achieve personal and educational goals.
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals.

Relationship Skills

- Establish and maintain healthy relationships.
- Utilize positive communication and social skills to interact effectively with others.
- Identify ways to resist inappropriate social pressure.
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways.
- Identify who, when, where, or how to seek help for oneself or others when needed.

Indicators:

- Demonstrate ways to promote dignity and respect for all people
- Describe how families can share common values, offer emotional support, and set boundaries and limits.
- Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.
- Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.

- Identify different feelings and emotions that people may experience and how they might express these emotions.
- 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.

Understandings:

Students will understand that...

- All individuals should feel welcome and included regardless of their gender, gender expression, or sexual orientation.
- Family members impact the development of their children physically, socially, and emotionally.
- Resilience and coping practices influence an individual's ability to respond positively to everyday challenges and difficult situations.
- People in healthy relationships share thoughts and feelings, as well as mutual respect.

Essential Questions:

- What are values?
- What is communication and in what ways can you communicate with one another?

Assessment Evidence

Performance Tasks:

- Completion of Executive Functioning Activities
- Classroom discussions
- Projects
- Group activities
- Presentations

Other Evidence:

- Teacher Observations.
- Mindfulness activities participation.
- Participation in movement activities (brain breaks, GoNoodle, Mindyeti, etc.)
- Participation in outdoor classroom games and physical activities.

Learning Plan

Learning Activities:

Daily Mindfulness - Teachers will lead mindfulness activities daily during a conducive time in their schedule (ex. At arrival, after lunch, before assessment, etc.). Teachers can use a variety of activities for mindfulness including but not limited to; mindfulschools.org, gonoodle.com (Flow and Empower Tools channels), mindyeti.com, and activities provided during district Mindfulness PD sessions. Required daily mindfulness activities should be approximately 5-10 minutes in duration.

Teachers will integrate CASEL Competencies and the WT CORE 4 traits into lessons that build executive functioning skills.

Health Teacher's Lessons:

Learning Target: Students will be able to understand what "values" are and how important they are to their family. (2.1.5.SSH.4, 2.1.5.SSH.5)

Activity: Students will listen to *A Chair for My Mother* <https://www.youtube.com/watch?v=0ecr3MZoODk>. Students will need to provide evidence from the text which demonstrates the different aspects of character; sharing common values, loving one another, and providing emotional support for one another. For deeper understanding, students can divide into small groups. Students can list values that they think are important in families and in relationships. Have groups share their lists with the class. Discuss common values that appear across the groups, such as love, respect, honesty, kindness, and responsibility.

Learning Target: Students will identify different feelings and emotions that people may experience such as anger, fear, happiness, sadness, hopelessness, anxiety, etc, and will examine how empathy can impact feelings and relationships. (2.1.5.EH.3)

Activity: Watch “The Invisible Boy” audiobook: <https://www.trudyludwig.com/images/WITSlesson.pdf>. Talk about the feelings involved in the story and explore what empathy is and what role it plays in understanding others and forming relationships. Use the guiding questions at the end of the book to elaborate on key points. Consider a role play activity for students to better experience and interact with the content.

Learning Target: Students will be able to understand how important communication is physically, socially and emotionally. (2.1.5.SSH.5)

Activity: Discuss the importance of communication: Non-verbal communication, verbal communication, body language, hand gestures, etc. Stress the importance of honesty in communication. Do the “Whisper Down the Lane” activity to demonstrate how communication can be tricky based on the active listener and if the speaker communicates clearly.

Standards 2.2.5.SSH.3, 2.2.5.SSH.6, 2.2.5.SSH.7, 2.1.5.EH.3 and 2.1.5.EH 4 are addressed by the school counselor in the October, November/December and February/March Guidance Lessons. Students recognize and identify the thoughts, feelings and perspectives of others. They demonstrate an understanding of the need for mutual respect when viewpoints differ. Students learn about what constitutes bullying and the differences between bullying, code of conduct violations and conflict. Through role playing, students learn strategies for strengthening coping skills in responding to bullying happening to themselves or others. Students learn to understand diversity based on differences, increase understanding of presence and impact of social justice actions, and recognize the importance of advocating for self or others.

Resources:

- Daily Mindfulness Exercises
- YouTube Videos
- Completion of Executive Functioning Activities
 - [4theKids](http://4theKids.com)
 - <https://sites.google.com/idecorp.com/wtps-virtual-support-center/primary-resources>

Unit Modifications for Special Population Students

Advanced Learners	<ul style="list-style-type: none"> • Provide appropriate challenges for wide ranging skills and development areas. • Participate in inquiry and project-based learning units of study • Assigning roles within partnerships • Differentiated supports: content, process, product, environment • Introduce advanced vocabulary (tobacco smoke, nicotine, caffeine, alcohol)
Struggling Learners	<ul style="list-style-type: none"> • Provide instructional adaptations and interventions in the general education classroom. • Modify classroom environment to support student needs. • Differentiated instruction.
English Language Learners	<ul style="list-style-type: none"> • Pair visual prompts with verbal presentations • Frontload and immerse students in literacy and language experiences related to content. • Introduce vocabulary (drugs, medicine, habit, refuse) • Provide students with visual models, sentence stems, concrete objects, and hands-on materials.
Special Needs Learners	<ul style="list-style-type: none"> • Review student individualized educational plan and/or 504 plan. • Establish procedures for accommodations and modifications for assessments as per IEP/504.

	<ul style="list-style-type: none"> • Establish procedures for modification of classwork and homework as per IEP/504. • Modify classroom environment to support academic and physical needs of the students as per IEP/504. • Provide appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team. • Differentiation through content, process, product, and/or environment.
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections

Indicators:

ASCA (American School Counselor Association) Mindsets and Beliefs

B-SS 4. Demonstrate empathy

B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment.

B-SS 2. Create positive and supportive relationships with other students

B-SS 8. Demonstrate advocacy skills & ability to assert self, when necessary

B-SS 5. Demonstrate ethical decision-making and social responsibility

B-SMS 7. Demonstrate effective coping skills when faced with a problem

B-SMS 9. Demonstrate personal safety skills

RL.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.

SL.PE.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.

- A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- D. Explain their own ideas and understanding in light of the discussion.

*Students will use the text *A Chair for my Mother*, to answer questions while providing evidence from the text.

Integration of 21st Century Skills

Indicators:

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

8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures

8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and

Unit: Community Health Skills

Unit Description:

In this unit students learn how safety includes being aware of their environment and understanding how certain situations could lead to injury or illness. Students learn about emotional management, recognizing their own strong emotions and identifying strategies to help regulate reactions to strong emotions. Through role playing and discussing different real-life scenarios students learn about setting healthy boundaries and what to do when in an uncomfortable situation.

Through the WT CORE 4: respect, responsibility, caring, and citizenship students build strong relationships by recognizing the character strengths in themselves and others.

Students are provided frequent opportunities for acquiring and strengthening executive function skills.

Daily Mindfulness (Understand and practice strategies for managing one's own emotions, thoughts, and behaviors)

Unit Duration: 3 Lessons

Desired Results

Standard(s):

Health:

- 2.3.5.PS.1 Develop strategies to reduce the risk of injuries at home, school, and in the community.
- 2.3.5.PS.2 Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T)
- 2.3.5.PS.3 Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation.
- 2.3.5.PS.5: Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries.
- 2.3.5.PS.6: Identifying strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including bullying, teasing, teen dating violence, sexual harassment, sexual assault, and sexual abuse.
- 2.1.5.CHSS.1 Identify health services and resources available and determine how each assists in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals).
- 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.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).

SEL: Competencies

Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors.
- Recognize the skills needed to establish and achieve personal and educational goals.
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals.

Social Awareness

- Recognize and identify the thoughts, feelings, and perspectives of others.
- Demonstrate awareness of the differences among individuals, groups, and others' cultural backgrounds.
- Demonstrate an understanding of the need for mutual respect when viewpoints differ.
- Demonstrate an awareness of the expectations for social interactions in a variety of settings.

Indicators:

- Develop strategies to reduce the risk of injuries at home, school, and in the community.
- Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T)

- Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation.
- Identify health services and resources available and determine how each assist in addressing needs and emergencies in a school and in the community
- Community professionals and school personnel are available to assist and address health emergencies as well as provide reliable information.
- Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.
- Identify different feelings and emotions that people may experience and how they might express these emotions.
- Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries.
- Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous

Understandings:

Students will understand that...

- Safety includes being aware of the environment and understanding how certain situations could lead to injury or illness.
- Community professionals and school personnel are available to assist and address health emergencies as well as provide reliable information.
- Self-management skills impact an individual's ability to recognize, cope, and express emotions about difficult events.
- Resilience and coping practices influence an individual's ability to respond positively to everyday challenges and difficult situations.
- Children who practice setting healthy boundaries know how to say no and what to do when they feel uncomfortable or find themselves in safe situations.

Essential Questions:

- How do I stay safe in various situations?
- What are some simple first-aid procedures you can do to help yourself?
- How can you stay safe while riding in a car or bus?

Assessment Evidence

Performance Tasks:

- Completion of Executive Functioning Activities
- Classroom discussions
- Projects
- Group activities
- Presentations

Other Evidence:

- Teacher Observations.
- Mindfulness activities participation.
- Participation in movement activities (brain breaks, GoNoodle, Mindyeti, etc.)
- Participation in outdoor classroom games and physical activities.

Benchmark:

Third Grade Benchmark Google Forms Link:

<https://docs.google.com/forms/d/18-xgxvxQznGL-JKa5vHEqBaQQqwutgaKv12PEaPi66k/copy>

Learning Plan

Learning Activities:

Daily Mindfulness - Teachers will lead mindfulness activities daily during a conducive time in their schedule (ex. At arrival, after lunch, before assessment, etc.). Teachers can use a variety of activities for mindfulness including but not limited to; mindfulschools.org, gonoodle.com (Flow and Empower Tools channels), mindyeti.com, and activities provided during district Mindfulness PD sessions. Required daily mindfulness activities should be approximately 5-10 minutes in duration.

Teachers will integrate CASEL Competencies and the WT CORE 4 traits into lessons that build executive functioning skills.

Health Teacher's Lessons:

Learning Target: Students will be able to understand how to stay safe in certain situations. (2.1.5.CHSS.1)

Activity: Students will learn what an emergency is, how to stay calm, and how to seek help using Pebble Go Next (Health; Health Behaviors; Safety; In An Emergency). For deeper understanding, use the "Activities" at the bottom of the topic "In an Emergency". As a class, discuss the "In An Emergency Critical Thinking" questions. Students will examine various scenarios and determine if they are health emergencies which require help or not. Students will then create a plan for how to deal with an emergency situation.

Learning Target: Students will learn what first aid is and what procedures are for choking, bleeding, burns, poisoning, and stroke. (2.3.5.PS.2)

Activity: Students will learn what first aid is, and how to recognize when and how to get help for injuries, choking, and poisoning. Students will learn about asthma and diabetic emergencies using Pebble Go Next (Health; Health Behaviors; Safety; First Aid). For deeper understanding, use the "Activities" at the bottom. As a class, discuss the "First Aid Critical Thinking" questions. Students can do the "First Aid Activity" individually or in a group. Discuss and share their papers.

Learning Target: Students will learn about the importance of safety in a car, bus, and other modes of transportation. (2.3.5.PS.3)

Activity: Students will learn about the importance of safety in a car and on the bus using KidsHealth.org "Staying Safe in the Car and on the Bus" as a resource.

<https://kidshealth.org/en/kids/car-safety.html?ref=search> Students will also learn about the importance of bike safety and how to keep themselves safe while riding a bike using KidsHealth.org "Bike Safety" as a resource. <https://kidshealth.org/en/kids/bike-safety.html> As a class or in small groups, students will discuss safe and unsafe behaviors while riding in a car or bus. Students will make a chart with how to stay safe while riding in a bus or a car, or riding a bike. Students will share their charts with the class.

WTFD Safety Awareness Assembly will address the following standards:

2.1.5.CHSS.1: Identify health services and resources available and determine how each assists in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals).

2.3.5.PS.1: Develop strategies to reduce the risk of injuries at home, school, and in the community.

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

Standards 2.1.5.CHSS.1, 2.1.5.EH.1 and 2.1.5.EH.3 are addressed by the school counselor in the January Guidance Lessons. Students will learn skills to recognize their own strong emotions and identify strategies to help regulate reactions to strong emotions and understand the school counselor is a source of support for social emotional needs and to gain an understanding of identified skills for learning

NJCAP: New Jersey Child Assault Prevention program will address the following standards:

2.3.5.PS.5: Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries.

2.3.5.PS.6: Identifying strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including bullying, teasing, teen dating violence, sexual harassment, sexual assault, and sexual abuse.

Resources:

- Daily Mindfulness Exercises

- Kidshealth.org
- PebbleGo Next
- Completion of Executive Functioning Activities
 - [4theKids](http://4theKids.com)
 - <https://sites.google.com/idecorp.com/wtps-virtual-support-center/primary-resources>

Unit Modifications for Special Population Students

Advanced Learners	<ul style="list-style-type: none"> • Provide appropriate challenges for wide ranging skills and development areas. • Participate in inquiry and project-based learning units of study • Assigning roles within partnerships • Differentiated supports: content, process, product, environment • Introduce advanced vocabulary (tobacco smoke, nicotine, caffeine, alcohol)
Struggling Learners	<ul style="list-style-type: none"> • Provide instructional adaptations and interventions in the general education classroom. • Modify classroom environment to support student needs. • Differentiated instruction.
English Language Learners	<ul style="list-style-type: none"> • Pair visual prompts with verbal presentations • Frontload and immerse students in literacy and language experiences related to content. • Introduce vocabulary (drugs, medicine, habit, refuse) • Provide students with visual models, sentence stems, concrete objects, and hands-on materials.
Special Needs Learners	<ul style="list-style-type: none"> • Review student individualized educational plan and/or 504 plan. • Establish procedures for accommodations and modifications for assessments as per IEP/504. • Establish procedures for modification of classwork and homework as per IEP/504. • Modify classroom environment to support academic and physical needs of the students as per IEP/504. • Provide appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team. • Differentiation through content, process, product, and/or environment.
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Health Standards Taught in other Curriculum

Indicators:

2.3.5.PS.4 – Develop strategies to safely communicate through digital media with respect

Taught in digital literacy

Interdisciplinary Connections

Indicators:

ASCA (American School Counselor Association) Mindsets and Behaviors

B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary

B-SMS 7. Demonstrate effective coping skills when faced with a problem

B-SMS 9. Demonstrate personal safety skills

M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being

Integration of 21st Century Skills

Indicators:

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

8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures

8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and

Unit: Alcohol, Tobacco, Drugs**Unit Description:**

In this unit the students will be able to describe why using decision-making skills is advantageous to prevent the use of alcohol, tobacco, and other drugs. Students will describe why medicines should be administered by a trusted adult. They will demonstrate an understanding of how alcohol, tobacco, and other drugs can be abused. Students will understand that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs and determine where/how community health professionals can be accessed.

Through the WT CORE 4: respect, responsibility, caring, and citizenship students build strong relationships by recognizing the character strengths in themselves and others.

Students are provided frequent opportunities for acquiring and strengthening executive function skills.

Daily Mindfulness (Understand and practice strategies for managing one's own emotions, thoughts, and behaviors)

Unit Duration: 2 Lessons**Desired Results****Standard(s):****Health:**

- 2.3.5.DSDT.1 Differentiate between drug use, misuse, abuse, and prescription and illicit drugs.
- 2.3.4.DSDT.2 Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem.
- 2.3.5.DSDT.3 Demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health.

SEL : Competencies**Responsible Decision-Making**

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

Indicators:

- Explain what medicines are, how they are used, and the importance of utilizing medications properly.
- Identify ways in which drugs, including some medicines, can be harmful.
- Explain effective refusal skills of alcohol, drugs and other substances.
- Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.
- Explain that individuals who abuse alcohol, tobacco, and other drugs can get help.

Understandings:

Students will understand that...

- The short- and long-term effects of substance abuse are dangerous and harmful to one's health.
- Resilience and coping practices influence an individual's ability to respond positively to everyday challenges and difficult situations.
- Children who practice setting healthy boundaries know how to say no and what to do when they feel uncomfortable or find themselves in safe situations.

Essential Questions:

- What are the short-term and long-term effects of substance abuse?
- Why should medicine be taken as directed?
- Are there safe ways to use drugs?
- What are ways to set healthy boundaries and say no to peer pressure?

Assessment Evidence

Performance Tasks: <ul style="list-style-type: none"> • Completion of Executive Functioning Activities • Classroom discussions • Group projects, activities, and presentations 	Other Evidence: <ul style="list-style-type: none"> • Teacher Observations. • Mindfulness activities participation. • Participation in movement activities (brain breaks, GoNoodle, Mindyeti, etc.) • Participation in outdoor classroom games and physical activities.
Benchmark: Third Grade Benchmark Google Forms Link: https://docs.google.com/forms/d/18-xgxvxQznGL-JKa5vHEqBaQQqwutgaKv12PEaPi66k/copy	
Learning Plan	
Learning Activities: Daily Mindfulness - Teachers will lead mindfulness activities daily during a conducive time in their schedule (ex. At arrival, after lunch, before assessment, etc.). Teachers can use a variety of activities for mindfulness including but not limited to; mindfulschools.org, gonoodle.com (Flow and Empower Tools channels), mindyeti.com, and activities provided during district Mindfulness PD sessions. Required daily mindfulness activities should be approximately 5-10 minutes in duration. Teachers will integrate CASEL Competencies and the WT CORE 4 traits into lessons that build executive functioning skills. Health Teacher's Lessons: Learning Target: Students will understand what drugs are, differentiate between drug use and abuse and the effects of substance abuse is dangerous and harmful to one's health. (2.3.5.DSDT.1, 2.3.5.DSDT.3) Activity: Identify and understand the importance of demonstrating self-control and learning strategies for managing emotions using Pebble Go Next (Health; Healthy Behaviors; Safety; Drugs). To deepen understanding, use the "Activities" at the bottom of the drug topic. Learning Target: Students will be able to understand what peer pressure is and practice setting boundaries when they are negatively influenced by peers. (2.3.5.DSDT.3) Activity: Students will watch video explaining peer pressure: 📺 Red Ribbon Week 2021: Say NO to Peer Pressure! After watching, students will use the "Saying No Role Play" cards (found in Schoology Grade 3 Resource group Health/SEL/Movement folder) to act out scenarios and practice how to respond. After, class will discuss how it feels to be pressured, why it is important to make your own choices, different ways to say no and stand up for yourself, and what to do if pressure continues. Resources: <ul style="list-style-type: none"> • Daily Mindfulness Exercises • PebbleGo Next • Completion of Executive Functioning Activities <ul style="list-style-type: none"> • 4thekids • https://sites.google.com/idecorp.com/wtps-virtual-support-center/primary-resources 	

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Appendix A Supplemental Lessons

Supplemental Lessons: Supplemental materials are listed below for use during additional lesson times if needed. Activities are listed in the choice board link and sample resources are listed below.

[3rd Grade Choice Board](#)

Third Grade: Responsibility

"The Paperboy" by Dav Pilkey

"The Berenstain Bears and the Trouble with Chores" by Stan and Jan Berenstain

"What If Everybody Did That?" by Ellen Javernick

"The Table Where Rich People Sit" by Byrd Baylor

"The Ox-Cart Man" by Donald Hall

"Strega Nona" by Tomie dePaola

"The Empty Pot" by Demi

"Mirette on the High Wire" by Emily Arnold McCully

"The Kid Who Ran for President" by Dan Gutman

"Tops & Bottoms" by Janet Stevens

"The Gardener" by Sarah Stewart

"The Lorax" by Dr. Seuss

"The Big Orange Splot" by Daniel Manus Pinkwater

"The Goat in the Rug" by Charles L. Blood and Martin Link

"The Little Red Hen" by Paul Galdone