

**HEALTH EDUCATION**

**Course Name: Grade 3 - Health**

**Course Description:** Health Promotion Wave is an interactive, skill-based, comprehensive curriculum for students, which serves as the basis for the Health Curriculum in first through fourth grades. It follows the Center for Disease Control guidelines, is researched based, addresses current trends in education, and has been proven to be effective in changing the attitudes and behaviors of students participating in the program. The program also reflects the benchmarks as identified in the Standards for Comprehensive Health.

Designated lessons have been identified from the major components of health education including Safety, Tobacco, Alcohol, and Other Drugs; Nutrition and Disease Prevention. Within each of these main topics there is a focus upon life skills that emphasize building self-esteem, assertiveness, personal responsibility, interpersonal relationships, decision-making, refusal, conflict resolution, bonding and resistance. The program includes materials and resources inclusive of literature, reproducible masters, transparencies, video resources, puppets and posters to accommodate the learning modalities of students.

**Course Proficiencies:** The following list of proficiencies describes what students are expected to know and be able to do as a result of successfully completing this course. The proficiencies are the basis of assessment of student achievement.

STANDARD # 2.1: Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.	GRADE LEVEL 3 OUTCOMES Student will be able to . . .
<b>A. Personal Growth and Development</b>	
Cumulative Progress Indicators (CPI) #: 2.1.4.A.2	<ul style="list-style-type: none"> <li>Determine the relationship of personal health practices and behaviors on an individual’s body systems.</li> </ul>
Cumulative Progress Indicators (CPI) #: 2.1.6.A.2	<ul style="list-style-type: none"> <li>Relate how personal lifestyles habits, environment, and heredity influence growth and development in each life stage.</li> </ul>
<b>B. Nutrition</b>	
Cumulative Progress Indicators (CPI) #: 2.1.4.B.3 2.1.4.B.4	<ul style="list-style-type: none"> <li>Create a healthy meal based on nutritional content, value, calories, and cost.</li> <li>Interpret food product labels based on nutritional content.</li> </ul>

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<b>C. Diseases and Health Condition</b>	
<b>Cumulative Progress Indicators (CPI) #:</b> 2.1.4.C.1	<ul style="list-style-type: none"> <li>● Explain how most diseases and health conditions are preventable.</li> </ul>
<b>D. Safety</b>	
<b>Cumulative Progress Indicators (CPI) #:</b> 2.1.4.D.3	<ul style="list-style-type: none"> <li>● Examine the impact of unsafe behaviors when traveling in vehicles, as a pedestrian, and when using other modes of transportation.</li> </ul>
<p><b>Suggested Activities/Skills/Courses:</b>                  New Jersey Model Curriculum Assessment and Activity guide                  Health Waves lesson guide                  Health Waves video library  <a href="http://www.kidshealth.org">www.kidshealth.org</a>  <a href="http://www.clker.com/clipart-shield-103.html">http://www.clker.com/clipart-shield-103.html</a>  <a href="https://www.choosemyplate.gov/">https://www.choosemyplate.gov/</a>  <a href="http://www.saferoutesnj.org/">http://www.saferoutesnj.org/</a></p>	

<b>STANDARD # 2.2: Integrated Skills:</b> All students will develop and use personal and interpersonal skills to support a healthy active lifestyle.	<b>GRADE LEVEL 3 OUTCOMES</b> Student will be able to . . .
<b>A. Interpersonal Communication</b>	
<b>Cumulative Progress Indicators (CPI) #:</b> 2.2.4.A.1 2.2.4.A.2	<ul style="list-style-type: none"> <li>● Demonstrate effective interpersonal communication in health and safety-related situations.</li> <li>● Demonstrate effective interpersonal communication when responding to disagreement or conflicts with others.</li> </ul>
<b>B. Decision Making and Goal Setting</b>	
<b>Cumulative Progress Indicators (CPI) #:</b> 2.2.4.B.3	<ul style="list-style-type: none"> <li>● Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.</li> </ul>
<b>C. Character Development</b>	
<b>Cumulative Progress Indicators (CPI) #:</b> 2.2.4.C.1 2.2.4.C.3	<ul style="list-style-type: none"> <li>● Determine how an individual’s character develops over time and impacts personal health.</li> <li>● Determine how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them.</li> </ul>

<b>STANDARD # 2.2: Integrated Skills:</b> All students will develop and use personal and interpersonal skills to support a healthy active lifestyle.	<b>GRADE LEVEL 3 OUTCOMES</b>  Student will be able to . . .
<b>E. Health Services and Information</b>	
<b>Cumulative Progress Indicators (CPI) #:</b> 2.2.4.E.1 2.2.4.E.2	<ul style="list-style-type: none"> <li>● Identify health services and resources provided in the school and community and determine how each assists in addressing health needs and emergencies.</li> <li>● Explain when and how to seek help when experiencing a health problem.</li> </ul>
<b>Suggested Activities/Skills/Courses:</b> New Jersey Model Curriculum Assessment and Activity guide Health Waves lesson guide Health Waves video library <a href="http://www.kidshealth.org">www.kidshealth.org</a> <a href="http://www.clker.com/clipart-shield-103.html">http://www.clker.com/clipart-shield-103.html</a>	

<b>STANDARD # 2.3: Drugs and Medicines:</b> All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.	<b>GRADE LEVEL 3 OUTCOMES</b>  Student will be able to . . .
<b>B. Alcohol, Tobacco, and Other Drugs</b>	
<b>Cumulative Progress Indicators (CPI) #:</b> 2.3.4.B.2 2.3.4.B.3 2.3.4.B.4	<ul style="list-style-type: none"> <li>● Compare the short- and long-term physical effects of all types of tobacco use.</li> <li>● Identify specific environments where second-hand/passive smoke may impact the wellness of nonsmokers.</li> <li>● Summarize the short- and long-term physical and behavioral effects of alcohol use and abuse.</li> </ul>
<b>C. Dependency/Addiction and Treatment</b>	
<b>Cumulative Progress Indicators (CPI) #:</b> 2.3.4.C.2	<ul style="list-style-type: none"> <li>● Differentiate between drug use, abuse, and misuse.</li> </ul>
<b>Suggested Activities/Skills/Courses:</b> New Jersey Model Curriculum Assessment and Activity guide Health Waves lesson guide Health Waves video library <a href="http://www.kidshealth.org">www.kidshealth.org</a>	

**Assessment:**

1. Oral presentations
2. Role playing
3. Discussions
4. Demonstrations
5. Written class and homework assignments.

**Board of Education Adopted Materials:**

Healthwave, Inc. Publishing Co. 2006, 2<sup>nd</sup> Edition Grades 1 - 4