



BOE Approved 5/17

Cliffside Park Public Schools

GRADE: Third

Unit III: Community Health Skills

Resource: 2014 NJSL Model Curriculum for Comprehensive Health and Physical Education

Learning Objectives

- **To identify criteria on which you should analyze situations to determine when a health -related decision should be made independently or with the help of others.**
- **To identify effective interpersonal communication skills (verbal/non-verbal) in health and safety situations.**
- **To determine how an individual's character develops over time and impacts personal health (physical, mental, emotional, social).**
- **To identify specific health services in school and community and explain how these services assist people in addressing health emergencies and needs.**
- **To identify different forms of abuse (physical, emotional, verbal, sexual) and the proper means of getting help.**
- **Determine safe and unsafe behaviors in different settings and situations (home, school, automobile, fire safety, poison safety, traffic safety and rip current safety <http://www.nj.gov/education/aps/cccs/chpe/>) and strategies to reduce the risk of injury.**
- **Identify ways to cope with rejection, loss and separation.**

Duration: May/June

Essential Questions

- **What are the factors that impact social and emotional health?**
- **How is effective communication important to relationships?**
- **Why is character building important in our lives?**



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Enduring Understandings

- Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others.
- Applying first-aid procedures can minimize injury and save lives.
- The health of the birth mother impacts the development of the fetus.
- Many factors at home, school, and in the community impact social and emotional health.
- Stress management skills impact an individual's ability to cope with different types of emotional situations.
- Effective communication may be a determining factor in the outcome of health- and safety-related situations.
- Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.
- Personal core ethical values impact the health of oneself and others.
- Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence.
- Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems.

NJSLS Comprehensive Health and Physical Education Standards

- **(2.4.4.A.1)** Demonstrate effective interpersonal communication in health- and safety-related situations
- **(2.2.4.C.1)** Determine how an individual's character develops over time and impacts personal health.
- **(2.2.4.E.1)** Determine the validity and reliability of different types of health resources.
- **(2.1.4.D.2)** Summarize the various forms of abuse and ways to get help.
- **(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).
- **(2.1.4.D.3)** Examine the impact of unsafe behaviors when traveling in vehicles, as a pedestrian, and when using other modes of transportation.
- **(2.1.4.E.3)** Determine ways to cope with rejection, loss, and separation.



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Interdisciplinary Connections

Art

1. Draw cartoons showing the four steps to resolve conflicts.
2. Have students make posters showing the effects of pollution on the environment. Show a before and after of a specific environment.

Language Arts

1. Create clever saying about the safe use of electricity using cartoonish or humorous voices. Share it with lower grades.
2. Have students write a brief public service announcement to remind young people of the importance of wearing protective gear.
3. Have students write speeches to persuade others not to pollute the groundwater.

Math

1. Use sporting good advertisement fliers to compare costs of bicycle helmets. Compare charts to compare the costs and features of different models.

Drama

1. Have small groups of students acting out emergency room treatment of a patient who has a broken leg or arm.

Physical Education

1. Have students design posters showing how an individual can reach a community goal.



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Tier 2 Vocabulary: identify, determine, summarize, demonstrate, examine

Tier 3 Vocabulary: safety rules, injury, hazard, limit, passenger, stranger, trusted, bully, emergency, poison, safety gear, mouth guard, first aid, community, health department, hospital, clinic, environment, pollution, air pollution, noise pollution, water pollution, groundwater, littering, reduce, reuse, recycle.

Core Instructional Materials/Resources/Digital Tools:

- <http://www.nj.gov/education/modelcurriculum/assessment/pw/peh/hku1.pdf>
- <http://www.nj.gov/education/aps/cccs/chpe/>
- <http://www.nj.gov/education/modelcurriculum/assessment/pw/peh/h3u4.pdf>

21st Century Themes and Skills

(CRP Standards)

- CRP1. Act as a responsible and contributing citizen and employee.**
- CRP2. Apply appropriate academic and technical skills.**
- 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.**
- CRP6. Demonstrate creativity and innovation.**
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**
- CRP10. Plan education and career paths aligned to personal goals.**
- CRP11. Use technology to enhance productivity.**
- CRP12. Work productively in teams while using cultural global competence.**



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8.1 Educational Technology

<http://www.state.nj.us/education/cccs/2014/tech/8.pdf>

Content Area Technology

Standard 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Strand F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Grade Level Bands - K-2

Content Statements students will:

Identify and define authentic problems and significant questions for **Indicator 8.1.2.F.1**

Use geographic mapping tools to plan and solve problems.

Plan and manage activities to develop a solution or complete a project.

Collect and analyze data to identify solutions and/or make informed decisions.

Use multiple processes and diverse perspectives to explore alternative solutions



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Assessments and Performance Tasks

Activities

SLO: 1 Goal: Students will identify criteria by which they should analyze situations to determine when a health related decision should be made independently or with the help of others.

Assessment Activity: Students will be asked to create their own checklist that could be used to analyze health related decisions either independently or with others. Students will need to describe different situations and how the criteria would assist them in making health- related decisions.

These situations may range from a skinned knee from falling off their bicycle to assisting a friend who has hit their head and could possibly be unconscious. Students should demonstrate an understanding of proper decision making through their checklist. See Example checklist at <http://www.nj.gov/education/modelcurriculum/assessment/pw/peh/h3u4.pdf>

SLO: 3 Goal: Students will identify effective interpersonal communication skills (verbal/nonverbal) in health and safety related situations.

Assessment Activity: Students will be given three health and safety scenarios from the teacher. The first would deal with finding a fire in their home. The second would deal with being caught in a rip current while swimming in the ocean while lifeguards are on duty. The third would be how they would communicate they were choking while eating dinner in a restaurant. After the three scenarios are presented to the class they would be asked to answer the following reflection questions.

Reflection

1. Explain how you would communicate to others that there was a fire in your house. What would be the first thing you would do?
2. How would you alert a lifeguard that you were caught in a rip current or struggling to get back to the beach?
3. Identify different ways you could alert someone that you were choking while eating dinner.

SLO: 6 Goal: Students will determine how an individual's character develops over time and impacts personal health (physical, mental, social). **Assessment Activity:** Students will be asked to



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compare several situations that deal with personal character. The teacher may verbally give the scenario or use pictures or other prompts. Students will compare how they would have reacted to the situation prior to third grade versus how they would react and handle the situation as a third grade student. Situations that deal with honesty, cooperativeness, respect, responsibility, compassion, confidence etc. will be presented to the students. As the teacher is going through the situations students will be asked to complete a chart to explain how they would have reacted before third grade versus now.

See chart at <http://www.nj.gov/education/modelcurriculum/assessment/pw/peh/h3u4.pdf>

SLO: 11 Goal: Students will identify specific health services in school and in the community and explain how these services assist people in addressing health emergencies and needs.

Assessment Activity: The teacher will place the names of four or five groups of school or community health services on the walls of the classroom. For example school nurse, student assistance coordinator, doctor, paramedics/first aid providers, or social workers. The teacher will break the class up into groups of four to five students and assign them a role as one of the community health service groups. Each group will be given time to brainstorm and create a list of how their assigned health service group assists people with health emergencies and needs. Each student should play a role in creating and then presenting their list to the rest of the class.

SLO: 13 Goal: Students will identify different forms of abuse (physical, emotional, verbal, sexual) and the proper means of getting help.

Assessment Activity: After the unit is completed on different forms of abuse the class will be instructed to complete the following activity. Students will complete the following sentences and then draw and label a picture of a person who may help them with different types of abuse. Students should identify school personnel, police officers, trusted adults, doctors etc.

1. If I was being hit by someone I live with I could go to _____ to get help.



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2. A person I am supposed to trust keeps touching me in my private areas. I can go get help from _____?

3. A person who I love very much is being very mean to me and calling me bad names all the time. I can go to _____ to find help?

<http://www.nj.gov/education/modelcurriculum/assessment/pw/peh/h3u4.pdf>

SLO: 14 Goal: Students will determine safe and unsafe behaviors in different settings and situations (home, school, automobile, fire safety, poison safety, water/rip current safety) and strategies to reduce injuries. Assessment Activity: Students will create a Safety Booklet. The booklet will contain an unsafe behavior and then the safe behavior on each page. Students may complete the booklet by drawing the behaviors or using magazines or newspapers to cut out and paste the behaviors. Students will also give two strategies to stay safe on each safe behavior page.

SLO: 17 Goal: Students will identify ways to cope with rejection, loss, and separation. Assessment Activity: At the completion of the unit or lessons regarding rejection, loss, and separation each student will be asked to think of a situation where one of these things might have happened to them. The situation could be a best friend moved away, a grandparent passed away, or a friend rejected them. After they have thought about the situation the students will be asked to list three ways they coped with their situation regarding rejection, loss, or separation.

How I coped.

- 1.
- 2.
- 3.

Assessments

Grade 3: Unit IV: Community Health Skills (See Attached)

- See SLO Goals 1,3,6,11,13,14,17 above <http://www.nj.gov/education/aps/cccs/chpe/>
- Anecdotal Notes



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Differentiation/Accommodations/Modifications (Alternate Modes of Instruction and Support)

Gifted and Talented	English Language Learners	Students with IEPs/504s	At-Risk Learners
<p>Provide appropriate challenge for wide ranging skills and development areas.</p> <p>Participate in inquiry and project-based learning units of study</p> <p>Assigning roles within partnerships</p> <p>Differentiated supports: content, process, product, environment</p>	<p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Pair visual prompts with verbal presentations</p> <p>Frontload and immerse students in literacy and language experiences related to content</p> <p>Provide students with visual models, sentence stems, concrete objects, and hands-on materials.</p> <p>Model procedures for life skills. Collaboration between ELL and general education teacher to maximize learning</p>	<p>Review student individual educational plan and/or 504 plan.</p> <p>Establish procedures for accommodations and modifications for assessments as per IEP/504.</p> <p>Establish procedures for modification of classwork and homework as per IEP/504.</p> <p>Modify classroom environment to support academic and physical needs of the students as per IEP/504.</p> <p>Provide appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.</p> <p>Differentiation through content, process, product, environment</p>	<p>Provide Title I services to students not meeting academic standards in ELA and/or Math.</p> <p>Provide instructional adaptations and interventions in the general education classroom.</p> <p>Modify classroom environment to support student needs.</p> <p>Differentiated instruction</p> <p>Basic Skills</p> <p>Intensive individual intervention</p>



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Sources

2014 NJSLS for Comprehensive Health and Physical Education

www.state.nj.us/education/cccs/2014/chpe/standards.pdf

www.nj.gov/education

NJ: 2014 SLS: Technology: <http://www.state.nj.us/education/cccs/2014/tech/8.pdf>

21st Century Life and Careers: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

Career Ready Practices: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>