


Third Grade Comprehensive Health Curriculum Map 2022

Pacing Guide	Standard Code & Indicator	Sample Learning Activities	Assessments	Additional Standards
<p><b>August - November</b></p>	<p>2.2.5.N.1: Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.</p> <p>2.2.5.N.2: Create a healthy meal based on nutritional content, value, calories, and cost.</p> <p>2.2.5.N.3: Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture.</p>	<p>Have the students make a list of everything they ate the day before and discuss how the different foods contribute to helping body systems function effectively.</p> <p>Have students create a balanced meal</p>  <p>Have the students make a chart of what they ate for breakfast, lunch, dinner and snacks for a week.</p>	<p><b>Formative Assessments:</b>            Teacher Observation            Student Feedback            Exit tickets            Classwork/Homework            Teacher/peer conferences            Small group/large group discussions            Small group work stations</p> <p><b>Summative Assessments:</b>            Quizzes            Unit Test            Project            Written responses</p> <p><b>Benchmark Assessments:</b>            BOY Benchmark</p> <p><b>Alternative Assessments:</b>            Open book exams            Take home exams            Collaborative testing            Student portfolios            Performance Tests            Retake option</p> <p><a href="#">Accommodations and Modifications</a></p>	<p><b>Interdisciplinary Standard:</b>            3.NF.A Understanding fractions of a plate creating a balanced meal.</p> <p><b>Technology Standard:</b>            8.1.5.DA.1            Collect, organize, and display data in order to highlight healthy meals.</p>

<p><b>December / March</b></p>	<p>2.1.5.PGD.1: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one’s wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity).</p> <p>2.3.5.PS.1: Develop strategies to reduce the risk of injuries at home, school, and in the community.</p> <p>2.3.5.PS.2: Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.).</p> <p>2.3.5.PS.3: Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation.</p> <p>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).</p> <p>2.1.5.CHSS.2: Describe how business, non-profit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including climate change.</p>	<p>Research effective personal health strategies recommended by the medical community to benefits one’s overall wellness and present to class.</p> <p>Have the students in groups make 3 charts on how they can stay safe at home, at school and in the community. Then discuss the charts with the class.</p> <p>Students will watch informative videos pertaining to correctly performing procedures to deal with common first aid situations. Students will discuss why and how each procedure is effective.</p> <p>In small Groups: Make a chart with how to stay safe while riding in bus or car. Make a chart of unsafe behaviors while riding in a car. Have each group share their chart with the class.</p> <p>Students will be given cards with examples of health services. The teacher will describe scenarios and students will lift the card associated with which health service can be used in those scenarios, then class will discuss.</p>	<p><b>Formative Assessments:</b>  Teacher Observation  Completed Graphic Organizers  Exit tickets  Classwork/Homework  Teacher Conferences  Whole group/small group work stations</p> <p><b>Summative Assessments:</b>  Test  Quizzes  Project  Written responses</p> <p><b>Benchmarks:</b></p> <p><b>Alternative Assessments:</b>  Open book exams  Take home exams  Collaborative testing  Student portfolios  Performance Tests  Retake option</p> <p><a href="#">Accommodations and Modifications</a></p>	<p><b>Interdisciplinary Standard:</b>  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.</p> <p><b>Technology Standard:</b>  8.2.5.ED.2  Collaborate with peers to collect information on first aid.</p>
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<p><b>March - June</b></p>	<p>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).</p> <p>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.</p> <p>2.1.5.CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.</p>	<p>Students will review the “Zones of Regulation” and create their own situations that would create an emotion that aligns with the Zone being discussed.</p> <p>In small groups, have the students discuss behaviors that help them deal with difficult situations at home, at school and in the community.</p> <p>Teacher will list feelings on the board. Students will come up with ways to cope or deal with each feeling.</p>	<p><b>Formative Assessments:</b>  Teacher Observation  Completed Graphic Organizers  Exit tickets  Classwork/Homework  Teacher Conferences  Small group/large group discussions and work stations  Reading aloud</p> <p><b>Summative Assessments:</b>  Unit tests  Quiz  Written responses</p> <p><b>Benchmark:</b>  EOY Benchmark</p> <p><b>Alternative Assessments:</b>  Open book exams  Take home exams  Collaborative testing  Student portfolios  Performance Tests  Retake option</p> <p><a href="#">Accommodations and Modifications</a></p>	<p><b>Interdisciplinary Standard:</b>  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.</p> <p><b>Technology Standard:</b>  8.2.5.ED.2  Collaborate with peers to collect information, brainstorm how to express</p>
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**Instructional/Supplemental Materials:** Internet/YouTube/Pinterest, Paper/graphic organizer, Colored pencils/crayons, SmartBoard/Computer/projector, Pamphlets/posters, Kidshealth.org, Healthsmart Text Series

**21st Century Standards:** 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

**21st Century Skills:** Collaboration, communication, information literacy, media literacy, technology literacy

**Career Ready Practices:** CRP1. Act as a responsible and contributing citizen and employee. CRP4. Communicate clearly and effectively and with reason.