

**PROPOSED COURSE OF STUDY
MORRISTOWN SCHOOL DISTRICT**

COURSE TITLE: Health/Family Life

CURRICULUM AREA: Third Grade

CREDITS:

NEW COURSE: _____

REVISION OF EXISTING COURSE: X

COURSE PRE-REQUISITES: None

1. COURSE DESCRIPTION

The Morris School District 3-5 comprehensive health curriculum promotes a healthy, active lifestyle by providing instruction that is aligned with the New Jersey State Department of Education core curriculum standards. The content will focus on human growth and development, personal health and safety, nutrition, diseases and health conditions, social and emotional health, communication, decision making, planning and goal setting, leadership, advocacy and service as well as character development. Instruction will be provided by the classroom teacher, Physical Education teacher, Science teacher and the nurse.

2. COURSE PHILOSOPHY

The goal of the comprehensive health curriculum at the Morris School District is to enable students to take personal responsibility for their own active, healthy lifestyle by conscientiously establishing positive health and safety practices that will support and enhance life long wellness. Knowledge gained by students will contribute to a better quality of life for the individual and the community to which they belong.

3. SCOPE AND SEQUENCE

This section of the curriculum specifies the course’s units, subtopics, outcome proficiencies and performance assessments. These outcome proficiencies should be indexed to each of the relevant N.J. Core Curriculum Content Standards and the N.J. Cross-Content Workplace Readiness Standards, and should be specific enough to allow uniform interpretation among the teachers who will use this curriculum.

SCOPE AND SEQUENCE	
Topical outline of content or performance cluster in order of presentation	Activity, criteria for evaluation, and minimum level of performance to determine if the student has mastered the content and/or skill <i>Reference to (CCCS - 2.1 A1-3, B2)</i>
Unit 1 Personal Health Dimensions of Personal Wellness <ul style="list-style-type: none"> • Hand-washing • Grooming • Appropriate Dress • Dental Hygiene • Exercise 	Students will : <ul style="list-style-type: none"> • Describe the physical, social and emotional dimensions of wellness. • Describe and demonstrate personal hygiene practices that support wellness. • Analyze the impact of health choices and behaviors on wellness.
INSTRUCTIONAL BENCHMARK	
<p><i>Performance-based task to measure student proficiency for a specific interval, unit, or to date; mastery is defined for the individual at 80 % or better; for the class: 80 % of the students attain the established minimum standard; an exemplar or rubric would be referenced and included in the Evaluation Section</i></p> <p>By the end of Unit 1, students will:</p> <ul style="list-style-type: none"> • Be able to apply health promotion concepts and skills to support a healthy lifestyle by listing or demonstrating steps of proper hand-washing, dental care and personal grooming. • Identify the importance of exercise in one’s daily routine 	

4. REQUIRED INSTRUCTIONAL RESOURCES

Listing of textbooks, supplemental readings, field study, software, equipment, and materials that are required for instruction and/or student learning activities.

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Unit 2 Growth and Development Human Body Systems <ul style="list-style-type: none"> • Skeletal • Muscular • Nervous • Circulatory • Respiratory • Digestive 	Students will: <ul style="list-style-type: none"> • Describe the structure and function of human body systems. • Discuss factors that contribute to healthy physical, social, emotional and intellectual growth uniqueness.
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Unit 3 Nutrition <ul style="list-style-type: none"> • Five Food Groups/Food Pyramid • Eating Patterns • Food Labels 	Students will: <ul style="list-style-type: none"> • Differentiate between healthy and unhealthy eating patterns. • Classify foods by group, food source, nutritional content, and nutritional value.
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Unit 4 Diseases and Health Conditions <ul style="list-style-type: none"> • Define Disease • Signs and Symptoms of Common Childhood Illnesses • Prevention of Disease 	Students will: <ul style="list-style-type: none"> • Discuss the importance of the early detection of diseases and health conditions. • Investigate ways to treat common childhood diseases and health conditions. • Explain that some diseases and health conditions are preventable and some are not. • Describe signs and symptoms of diseases and health conditions common in children. • Investigate how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls help to prevent diseases and health conditions.
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Unit 5 Safety <ul style="list-style-type: none"> • Home and School • Water Safety • Fire • Stranger 	Reference to (CCCS – 2.1 E1,4) Students will: <ul style="list-style-type: none"> • Describe the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and community. • Describe the characteristics of strangers, acquaintances, and trusted adults and demonstrate safe and appropriate ways to deal with each.
INSTRUCTIONAL BENCHMARK <i>Performance-based task to measure student proficiency for a specific interval, unit, or to date; mastery is defined for the individual at 80 % or better; for the class: 80 % of the students attain the established minimum standard; an exemplar or rubric would be referenced and included in the Evaluation Section</i> By the end of Unit 5, students will: <ul style="list-style-type: none"> • Describe the importance of fire safety in the home and in school; develop a home fire escape plan • Participate in fire safety activity (St. Barnabas Fire Safety House) • Demonstrate how to call for help in emergency situation (i.e. 9-1-1) • Identify ways to provide accident prevention in home • Role play stranger scenarios 	

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Unit 6 Social and Emotional Health <ul style="list-style-type: none"> • Basic Human Needs – Security, Love, Acceptance • Conflict Resolution • Stress and Coping 	Students will: <ul style="list-style-type: none"> • Describe basic human needs and how individuals and families attempt to meet those needs. • Distinguish among conflict, violence, vandalism, harassment, and bullying and discuss factors that contribute to each. • Describe and demonstrate strategies to prevent, reduce, or mediate conflict. • Discuss causes of stress and demonstrate ways to deal with stressful situations.
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Unit 7 Medicines/Drugs Medicines <ul style="list-style-type: none"> • Helpful vs. Harmful • “Drug” definition Alcohol, Tobacco and Dependency/Addiction <ul style="list-style-type: none"> • Alcohol and Tobacco as drugs • Effects on body systems (short term/long term) • Legal vs. Illegal 	Students will: <ul style="list-style-type: none"> • Describe what a drug is and that there are helpful and harmful uses • Discuss the importance of taking medicines as ordered, not sharing medicines with others, and reporting side effects to a trusted adult • Explain that it is illegal to use certain drugs and why • Describe effects of alcohol/tobacco on different body systems and overall health • Discuss impact of second-hand smoke on the health of non-smokers
INSTRUCTIONAL BENCHMARK	
<p><i>Performance-based task to measure student proficiency for a specific interval, unit, or to date; mastery is defined for the individual at 80 % or better; for the class: 80 % of the students attain the established minimum standard; an exemplar or rubric would be referenced and included in the Evaluation Section</i></p> <p>By the end of Unit 7, students will:</p> <ul style="list-style-type: none"> • Write the definition of a drug • Describe ways that drugs can be helpful or harmful • List safety rules for taking medicines • Brainstorm/list harmful effects of alcohol and tobacco • Define drug use, abuse and misuse 	

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Unit 8 Alcohol, Tobacco and Dependency/Addiction <ul style="list-style-type: none"> • Alcohol and Tobacco as drugs • Effects on body systems (short term/long term) • Legal vs. Illegal 	<i>Reference to (CCCS – 2.3 B2,4)</i> Students will: <ul style="list-style-type: none"> • Explain that it is illegal to use certain drugs and why • Describe effects of alcohol/tobacco on different body systems and overall health • Discuss impact of second-hand smoke on the health of non-smokers
INSTRUCTIONAL BENCHMARK <i>Performance-based task to measure student proficiency for a specific interval, unit, or to date; mastery is defined for the individual at 80 % or better; for the class: 80 % of the students attain the established minimum standard; an exemplar or rubric would be referenced and included in the Evaluation Section</i> By the end of Unit 8, students will: <ul style="list-style-type: none"> • List the harmful effects that drugs and Alcohol has on the body • Define the terms Legal and Illegal • Explain the effects of second hand smoke on a non-smoker 	

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Unit 9 Relationships <ul style="list-style-type: none"> • Friends • Families 	Students will: <ul style="list-style-type: none"> • Describe the characteristics of a friend. • Describe appropriate ways to show affection and caring. • Describe different kinds of families and discuss how families can share love, values, and traditions, provide emotional support, and set boundaries and limit. • Compare the roles, rights, and responsibilities of various family members.
INSTRUCTIONAL BENCHMARK <i>Performance-based task to measure student proficiency for a specific interval, unit, or to date; mastery is defined for the individual at 80 % or better; for the class: 80 % of the students attain the established minimum standard; an exemplar or rubric would be referenced and included in the Evaluation Section</i> By the end of Unit 9, students will: <ul style="list-style-type: none"> • Demonstrate qualities of a friend through role play • Explain the role and responsibilities of different family members 	

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Unit 10 Health Services and Careers <ul style="list-style-type: none"> • Health Workers in Community 	Students will: <ul style="list-style-type: none"> • Discuss wellness and fitness careers • Describe health and fitness services provided in the school and community
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5. EVALUATION AND GRADING

Identify criteria for evaluation of student performance, for the course of study (i.e., completion of specific activities, levels of skill proficiency, participation, performance or product); include exemplars, rubrics, performance checklists, etc.

6. NEW JERSEY CORE CONTENT STANDARDS

To be inserted for reference

7. NEW JERSEY CROSS-CONTENT WORKPLACE READINESS SKILLS

To be inserted for reference

SUBMITTED BY: _____ DATE: _____

CURRICULUM COUNCIL APPROVAL: YES NO DATE: _____

BOARD OF EDUCATION CURR. COMMITTEE: YES NO DATE: _____

BOARD OF EDUCATION APPROVAL: YES NO DATE: _____