

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Grade 3 Health

(Revised December 2023)

BOE Approved February 2024

New Milford Board of Education

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New Milford's Mission Statement

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

Health Education Grade 3

Third grade health will provide students the opportunity to explore, create, practice and reflect to better understand what it means to be socially, emotionally and physically healthy. Students will learn the importance of healthy communication as a means of self advocating as well as advocating for others in need. The course is broken into two large units. The first unit addresses the social and emotional aspect of wellness and the second focuses on physical health and self-management. Unit 1 topics include personal safety relating to in-person relationships, the relationship with self and online-only friends; decision making; conflict resolution (including bullying). Unit 2 topics include disease prevention and allergy care; respiratory health; the importance of physical activity in our everyday life; nutrition and food safety; and environmental health and awareness.

Pacing Guide

Each class currently meets once every 6 days for 30 minutes, and students will receive approximately 30 sessions during the school year. A suggested progression is outlined below.

Session #	Unit #	Lesson Title
1-3	1	Decision Making for Personal Safety
4-6	1	Relationship Management
7-9	1	Self Esteem
10-12	1	Self Advocacy / Conflict Resolution
13-15	1	Cyber Safety
16-18	2	Disease Prevention
19-21	2	Respiratory System
22-24	2	Drug Abuse Prevention - Smoking
25-27	2	Nutrition
28-30	2	Environmental Health

Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p>National Health Education Standards:</p> <p>Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p>Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p>Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.</p> <p>SEL Competencies</p> <p>Self-Awareness: The ability to accurately recognize one's own emotions, thoughts, and values.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • Live a healthy life by making safe choices and decisions regarding relationship management, self esteem, decision making; self-advocacy and advocating for others, and cyber safety. • Participate in safe activities that promote wellness throughout life. 	
	<i>Meaning</i>	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • We all deserve to be respected, feel safe and comfortable in all our relationships in person and online. • In order to have healthy relationships with others, we must first have a healthy self-esteem. • Communicating our feelings and asking for help when needed is important to our social, emotional and physical wellbeing. • Students' bodies are their own and they always have a right to say no to ANY situation or person that makes them feel uncomfortable. 	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> • How can we identify our relationships in person and online as healthy or unhealthy? • What are characteristics of positive and low self esteem? • What are skills we can learn to keep safe and healthy around grown ups and peers? • What is a trusted adult, and who are trusted adults in my life? • Who could I go to for support when I need help?

<p>Self-Management: The ability to successfully regulate one's emotions, thoughts and behaviors in different situations.</p>	<ul style="list-style-type: none"> Assertive communication is essential when advocating for yourself or others. 	<ul style="list-style-type: none"> What skills are needed in order to assert oneself?
<p>Relationship Skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups.</p> <p>Responsible Decision-Making: The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns and social norms.</p> <p>CT Sexual Health Education Standards</p> <p>Standard 1 - Students will comprehend concepts related to physical, mental, emotional, and social development and the impact on self and others.</p> <p>Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce sexual health risks.</p> <p>Standard 5: Students will demonstrate the ability to use interpersonal communication skills to avoid or reduce health</p>	<p style="text-align: center;">Acquisition</p>	
	<p>Students will know...</p> <ul style="list-style-type: none"> When to seek help during the decision making process. School rules make the classroom, school and community safer. A healthy self esteem is important to a healthy you. Influences that may affect self esteem in both a positive and negative way. Personal information that should never be shared online. cybersafety navigation. Everyone deserves to feel respected, and safe. 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> Identifying trusted adults and professionals who can help with health related decisions. Demonstrating healthy ways to express needs, wants, feelings, as well as listening skills to enhance health. Demonstrating ways to respond to unwanted, threatening, or dangerous situations. Articulating influences of both positive and low self esteem. Recognizing safe and unsafe online situations. Demonstrating how to stay safe when exploring the internet and communicating online. Demonstrating 5 steps to being a super upstander for themselves and others.

<p>risks and contribute to sexual health.</p> <p><u>CCSS.ELA-LITERACY.SL.3.1</u> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p><u>CCSS.ELA-LITERACY.SL.3.4</u> Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>		
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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
		<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <ul style="list-style-type: none"> Goal: Students will design a visual representation depicting a trust triangle that will identify at least three safe grow-ups they may access for emotional or social support. Role: Developers Audience: Teacher/peers Situation: Classroom Products: Visual collage Success: Completion of the “trust triangle” with at least one grown -up that is not a family member. Goal: Students will design an artistic representation depicting all of their positive self traits and positive self- Talk examples in their Self Esteem book. Role: Developers Audience: Teacher and peers Situation: Classroom Product: Visual art project Success: A complete Self Esteem book including at least 10 positive self traits and 3 positive self talk phrases. Goal: successfully answer “Talking Safely Online” questions summative assessment Role: Developer Audience: Teacher Situation: Classroom Product: Completed multiple choice questions Success: Get at least 4 out of 5 correct
T	<ul style="list-style-type: none"> Visual assessment 	
M	<ul style="list-style-type: none"> Students may share their representation with their peers 	
M	<ul style="list-style-type: none"> Teacher will provide feedback 	
T	<ul style="list-style-type: none"> Visual assessment 	
M	<ul style="list-style-type: none"> Students may share their representation with their peers 	
M	<ul style="list-style-type: none"> Teacher will provide feedback 	
T	<ul style="list-style-type: none"> Teacher will provide immediate feedback in a whole group setting 	
A	<ul style="list-style-type: none"> Students may engage in whole group discussion as questions arise 	
M	<ul style="list-style-type: none"> Students will earn their Cyber Safety Permit upon completion of the unit. 	

	<ul style="list-style-type: none"> Teacher will facilitate acting to keep the focus and engagement of all students. 	<ul style="list-style-type: none"> Goal/challenge - Role play how to stand up to a bully Role for student - Student will take on the role of bully target. Audience for student work - peers Situation - Age-appropriate bullying situation seen in elementary school venues (bus, recess, park, home, classroom, cafeteria) Products and performances - students will perform a skit for peers Standards/criteria for judging success - Students must demonstrate and use 4 steps of conflict resolution, plus 1 additional step for managing a bully.
<p>T, M</p> <p>M</p> <p>A, T</p>	<ul style="list-style-type: none"> Teacher may use dry erase boards for immediate responses from 100% of the class. Teacher will provide the cyber contract Teacher will provide the comic strip from BrainPopJr.com 	<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Exit Slips (Formative assessment):</p> <ul style="list-style-type: none"> How can our feelings affect our behaviors? Why can it be helpful to ask for help? Who are some people you can ask/go to for help? <p>Cyber Use contract signed by all students</p> <p>Moby Comic Strip using words and pictures that demonstrate how to handle a bullying situation.</p>

Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>
A, M	Students will have successfully completed the first 6 lessons from the Safer, Smarter Kids curriculum in K-2, as evidenced by a brief matching activity on day one.
A, M	When prompted with an essential question, students will participate in a turn and talk and whole group discussion of prior knowledge relevant to the new topic.

	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p>	<p>Progress Monitoring</p>
M, A	<p>Personal Safety (We Care and SSK Curriculum):</p> <ul style="list-style-type: none"> Students will create a Safe Space Hand Contract as we establish classroom expectations. 	<ul style="list-style-type: none"> Teacher will facilitate whole group discussion.
T	<ul style="list-style-type: none"> Students will watch a video to help recall prior knowledge of 6 safety tools. Students will complete a matching activity to reinforce the 6 safety tools. 	<ul style="list-style-type: none"> Teacher will monitor participation and student engagement
A	<ul style="list-style-type: none"> Students will use their “safety goggles” to spy unsafe situations in the schoolyard. 	<ul style="list-style-type: none"> Teacher will provide feedback to ensure lesson-focused and respectful communication between students.
M	<ul style="list-style-type: none"> Students will view a video and be challenged to recall 3 requirements of a “grown up buddy”. 	<ul style="list-style-type: none"> Teacher will facilitate practice sessions.
A, T	<ul style="list-style-type: none"> Students will work in small groups; read a situation and determine if grown up help is needed; why and how can the grown up help; present findings to peers. Teacher will record expectations onto paper as students discuss openly. Teacher will provide SSK video and visual aid on the wall. Teacher will provide SSK “schoolyard” on interactive SmartBoard Teacher will provide the SSK video and facilitate discussion; writing students' responses on the board. 	<ul style="list-style-type: none"> Teacher will monitor online comments.
A	<p>Relationships:</p> <ul style="list-style-type: none"> Students will brainstorm types of relationships. 	
M, A	<ul style="list-style-type: none"> Students will sort relationship behaviors into safe or unsafe categories. Students will listen to a read-aloud of “Stand Tall Molly Lou Melon” or other related title to better understand the concept of self-esteem. 	

M	<ul style="list-style-type: none"> Students analyze the main character in small groups by assigning character traits that best describe Molly. 	
M	<ul style="list-style-type: none"> Students will brainstorm strategies for improving or maintaining a healthy self-esteem and practice using them. Teacher will provide place cards and behavior cards; guide whole group conversation Teacher reads the story and uses guiding questions to help students define self-esteem. Teacher will provide students with a list of character traits from which to choose. 	
A, T	<ul style="list-style-type: none"> Cyber-Safety: (Safer Smarter Kids Curriculum) <ul style="list-style-type: none"> Students will view SSK video and recall 4 rules for the Cyber Highway. (or related video). 	
M, A	<ul style="list-style-type: none"> Students will practice applying these rules with given scenarios. Students will sign a contract promising to abide by the 4 Cyber Highway Rules 	
A, T	<ul style="list-style-type: none"> Students will create their personal cyber safety learners permit. Teacher will provide video and write rules on the Smartboard as students recall them. Teacher provides the scenarios. Teacher will email the Cyber Highway Contract to families via the Parent Portal in advance in an effort to include and engage families in this important safety skill. 	

	<ul style="list-style-type: none"> • Teacher prepares the pear deck add-on in a google slide presentation using elements taken from “The NedShow Lesson - Friendship Soup” or similar source content. • Teacher provides the links to Kidshealth.org site or similar. • Teacher provides the scenario with guiding thoughts presented in a google slide presentation. 	
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Unit 1 Recommended Resources

Resources:
All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.
Books:

- [Stand Tall Mary Lou Melon](#)
- [I'm Gonna Like Me - Letting off a Little Self-Esteem](#)
- Healthy Relationships Project: We Care Elementary Program Third Edition
- Exploring Emotions - A Mindfulness Guide to Understanding Feelings by Paul Christelis

Videos:

- [Safer Smarter Kids - Trust Triangle Video](#)
- [Safer Smarter Kids - Tool belt Review Video](#)
- [Friendship Soup](#)
- [Safer Smarter Kids - CyberSafety Video](#)
- [BrainPopjr.com](#)
 - Friends
 - Conflict Resolution
- Health for Children Video Series (NMPS owns this video collection and is located in the SNIS health classroom)
 - Stay Safe: Cyberspace
 - Decisions and Conflicts

Grade 3 Health

Unit 2 - Physical Well-being

ESTABLISHED GOALS	<i>Transfer</i>
National Health Education Standards:	
Standard 1: Students will	

<p>comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>Standard 4: Students will analyze the influence of family, peers, culture, media, technology and other factors on health.</p> <p>Standard 6: Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p>Standard 8: Students will demonstrate the ability to advocate for personal, family and community health.</p> <p>Standard 14: Students will choose physical activity for health, enjoyment, challenge, self-expression and/or social interaction to sustain a physically active lifestyle.</p> <p>CCSS.ELA-Literacy.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers</p> <p>CCSS.ELA-Literacy.RI.3.7 Use information gained from</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • Live a healthy life by making safe choices and decisions regarding disease prevention, healthy eating and food safety; drug abuse prevention and the dangers of smoking; physical activity and respiratory health; and environmental health. • Participate in activities that promote wellness throughout life. <table border="1"> <thead> <tr> <th colspan="2"><i>Meaning</i></th></tr> </thead> <tbody> <tr> <td data-bbox="579 505 1257 1492"> <p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • The human body has many natural ways to protect us from germs, but we still have to make safe choices to prevent many diseases. • The function of the immune system . • Pathogens can hide in our foods if we do not handle and store foods safely. • The respiratory and circulatory systems are interdependent on one another. • Choosing foods from all five foods groups everyday will keep us healthy • Humans have the greatest impact on the environment than any other animal in the world, and therefore have a duty and responsibility to care for it. </td><td data-bbox="1257 505 1980 1492"> <p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> • What are some healthy choices we can make to stay healthy? • Which influences impact my healthy behaviors and decisions? • What behaviors can I practice to help in disease prevention? • How will cardiovascular activities impact my respiratory and circulatory systems? • How can eating foods from all 5 food groups improve my health? • How can I make responsible decisions to keep myself and the environment healthy? </td></tr> </tbody> </table>	<i>Meaning</i>		<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • The human body has many natural ways to protect us from germs, but we still have to make safe choices to prevent many diseases. • The function of the immune system . • Pathogens can hide in our foods if we do not handle and store foods safely. • The respiratory and circulatory systems are interdependent on one another. • Choosing foods from all five foods groups everyday will keep us healthy • Humans have the greatest impact on the environment than any other animal in the world, and therefore have a duty and responsibility to care for it. 	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> • What are some healthy choices we can make to stay healthy? • Which influences impact my healthy behaviors and decisions? • What behaviors can I practice to help in disease prevention? • How will cardiovascular activities impact my respiratory and circulatory systems? • How can eating foods from all 5 food groups improve my health? • How can I make responsible decisions to keep myself and the environment healthy?
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	AcquisitionShould	
<p>illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>CCSS.ELA-Literacy.W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>CCSS.ELA-Literacy.SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • The human body naturally defends itself against pathogens - skin, mucus, cilia, ear wax, stomach acid and immune system. • Allergies are connected to the function of the immune system. • There are many common food allergens. • Anaphylaxis is a life threatening condition and requires an immediate response. • The human respiratory process works together with the circulatory system to keep the body healthy. • There are both healthy and unhealthy life choices and activities that will negatively affect the respiratory and circulatory systems. • Eating foods found on Myplate will help to improve our overall wellness. • There are several ways to keep food safe from pathogens. • Reducing waste production at home and at school is important for a healthy environment. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Identifying and finding potentially dangerous foods for people who suffer from food allergies by reading food ingredient labels/lists. • Handling an anaphylaxis emergency. • Finding their own pulse. • Evaluating their own personal exercise response and adjusting their level of activity to meet their personal health goals. (I.E. move faster or work harder in order to elevate heart rate and breathing) • Demonstrating healthy decision making as it relates to smoking and chewing tobacco products. • Practicing food safety procedures and proper food storage techniques. • Choosing healthy snack foods for school and at home. • Practicing and encouraging others to reduce, reuse and recycle everyday items in an effort to reduce the amount of waste and pollution humans currently produce. • Writing a persuasive slogan to inspire others to improve their health habits.

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| | <ul style="list-style-type: none">• The effect smoking has on the Respiratory system. | |
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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T, A	<ul style="list-style-type: none"> A successful student (detective) will be able to make safe food choices for peers with certain food allergies. 	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p>Food Allergies: Goal/challenge - Ingredient List Detectives Role for student - Detective Audience - peers Situation - Investigating food Ingredient labels and packages Products and performances - Detectives will be given food labels and ingredient lists and they must search and find all common allergens. Standards/criteria for judging success - Successful completion of this task will demonstrate that students can identify common food allergens and demonstrate they know where to look for them on a food package/label.</p>
M, A	<ul style="list-style-type: none"> Greeting cards must be neat; contain at least 2 negative consequences of smoking; proper use of content specific vocabulary; artwork must show detail. 	<p>Respiratory Topic: Goal/challenge - Students will create a greeting card with a persuasive slogan and message to a loved one to help them quit smoking Role for student - Author Audience for student work - a loved one Situation - Recall ways smoking can negatively impact our health Products - Student will create the card and persuasive slogan and message Standards/criteria for judging success - Persuasive slogan and message must contain at least 2 negative consequences of smoking and at least one positive impact of quitting</p>
T,A		
T, A	<ul style="list-style-type: none"> Impact should be engaging for the observer; content should be accurate; neat writing and artwork should be present. 	<p>Nutrition: Goal/challenge - Students will create a food vending machine that only provides snacks from each of the 5 food groups. To fill the vending machine students will learn how to navigate a food circular and make healthy choices</p>

<p>T,A</p> <p>T,M,A</p>	<ul style="list-style-type: none"> PSA should be clearly written, original and persuasive; artwork should clearly support the slogan; writing should be neat with minimal spelling errors. 	<p>Role for student - artist/creator Audience for student work - peers throughout the school Situation - SWBAT successfully navigate a food circular and identify appropriate foods Products and performances generated by student - Students will create a vending machine filled with healthy choice snacks from each food group Standards/criteria for judging success - Vending machines must include 5 rows of foods with at least 4 food choices in each row.</p> <p><u>Environmental Health:</u> Goal/challenge - Advocate for our environment Role for student - Become a Slogan author and clothing designer Audience - Peers Situation - Art Project Products and performances - students will generate a PSA slogan that supports the 3 R's - Reduce, Reuse, Recycle in an effort to reduce the amount of trash people produce. Standards/criteria for judging success- Final product must include an original persuasive slogan and supporting artwork on the front of a T-Shirt template.</p>
<p>M, A</p> <p>M</p> <p>M, A</p>	<ul style="list-style-type: none"> clear and proper use of content specific vocabulary writing should be neat and chart organized and easy to read Paper diaphragm should moved up and down freely depicting airflow through the human body 	<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Respiratory:</p> <ul style="list-style-type: none"> exit slip - explaining how the diaphragm allows breathing to happen T-Chart and diagram labeling Art project - cut and paste activity when successfully completed demonstrates how the respiratory works

T, A	<ul style="list-style-type: none"> • Each class poster must be neat; colorful; correct foods drawn in appropriate sections of myplate; responses added to the poster must agreed upon as a group and approved by the teacher • 4 steps to food safety should be clearly identified. • Students must recall specific details relating to the 4 food safety steps as well as how to be safe with leftover foods. 	<p>Nutrition:</p> <ul style="list-style-type: none"> • MyPlate Class poster - Each group will represent a different food group and must complete a unique task (word search, word scramble, fill-in/word bank; crossword) Once task is complete, they will read their completed work to find the best answer to the EQ “Why is it important to eat from all 5 food groups?”. The finished product will be a class MyPlate poster. In each section we will find important health benefits of eating foods from each food group as well as illustrations of food examples. • Food safety Do now review (Nourishinteractive or similar source) • “<i>How safe are you in the kitchen</i>” Game Show using Smartboard Spinning wheel with 7 categories listed. T will ask a question related to each category. students can answer or poll the audience for assistance.
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Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
M, A M, A M, A	<ul style="list-style-type: none"> To assess what students recall about germs and nutrition, they will complete a small group activity Whole group discussion will allow me to identify what students know about the respiratory system KWL charts will allow students the opportunity to share prior knowledge about exercise, the dangers of smoking and environmental health. 	
M, A T, A T, M, A T, A	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Disease Prevention:</p> <ul style="list-style-type: none"> Hear a read aloud of the book <i>Body Battles</i> (or other related text) Students will use context clues and details from the story to recall 6 ways the human body defends itself from pathogen invaders. Students will explore what happens to the immune system when certain allergens are present, using “Suzie Symptoms” by Kyle Dine or other related materials. Students will practice identifying common allergens by connecting the written word to its image and then they will practice finding them in actual food ingredient labels. After watching a Youtube video on a respiratory emergency involving anaphylaxis students will recall what to do if someone experiences an allergy emergency. Teacher will read the story or find an audiobook and T will provide a fun activity for students to complete that will reveal the 6 ways the human body defends itself from germs. Teacher will use Smart Board and guide students in a whole group setting discussion. 	
	<p>Progress Monitoring</p> <ul style="list-style-type: none"> Teacher will monitor student responses. Teacher will generate thought provoking questions in advance to guide discussions and make real-world connections. Teacher will facilitate student self-guided experiments. Teacher will practice proximity control as students move about the room. Teacher will monitor Turn and Talk. 	

	<ul style="list-style-type: none"> • Teacher will provide video and emergency situations. • Teacher will keep track of answers on a master T-chart. • Teacher will provide slide presentation ahead of time and post to google classroom; videos and read aloud can be chosen from Youtube or Safe Youtube.com, as it relates to the SNIS Breast Cancer Awareness Campaign. 	
T, A	<p>Respiratory System:</p> <ul style="list-style-type: none"> • Students will listen to a podcast and recall the parts and function of the respiratory system. 	
M, A	<ul style="list-style-type: none"> • Students will construct a paper representation of the Respiratory System demonstrating how the diaphragm aids breathing. 	
M, A	<ul style="list-style-type: none"> • Students will work with a partner to complete a T-Chart exploring what is good and bad for the lungs. • Teacher will provide access to the Podcast or similar source and guide discussion. • Teacher will provide an exemplar of the finished product and provide step by step instructions. • Teacher will cue the video and pause for Q&A as needed. • Teacher will provide one on one guidance to find heart rate and provide a class size chart to help interpret the numbers. • Teacher will use SmartBoard presentation to guide discussions and ask guiding questions as conclusions are drawn. • Teacher will cue the video and ask guiding questions to ensure comprehension of key points. • Teacher will provide the incomplete story and word bank. 	

	<ul style="list-style-type: none"> Teacher will provide the scenarios and facilitate whole group discussion as groups present their situations and opinions. 	
M, A	Physical Activity - <ul style="list-style-type: none"> Students will watch a brainpop video to answer the question why exercise is good for me? 	
M	<ul style="list-style-type: none"> After learning how to take a pulse, students will perform an experiment to find out how the body responds to varying levels of exercise difficulty. They will draw conclusions to help them identify the appropriate level of difficulty that will help to improve one's health. 	
T, M, A		
M, A	Dangers of Smoking: <ul style="list-style-type: none"> Students will view a BrainPopJr video (or similar video) and discuss dangers of smoking with peers in a turn and talk. 	
M, A	<ul style="list-style-type: none"> Students will complete a story that is missing key words - a word bank will be provided to differentiate the activity. 	
T, M, A	<ul style="list-style-type: none"> Practice decision making skills using real-world, age appropriate scenarios. 	
M, A	<ul style="list-style-type: none"> Students will conduct an experiment with small straws to experience how it feels to breathe with sick lungs damaged by smoking. 	
	<ul style="list-style-type: none"> Teacher will cue up Brainpop Jr. or similar sources and provide straws and any other materials necessary. 	
	Nutrition: <ul style="list-style-type: none"> Students will engage in an online interactive presentation (healthteacher.com or similar source), which will review the major concepts of 5 food groups and benefits of eating a variety of foods from all groups 	
M		
M	<ul style="list-style-type: none"> Students will read and interpret a chart to answer questions related to the purpose, use in the body and food sources for each of the 5 food groups. 	
T	<ul style="list-style-type: none"> Students will self-reflect and evaluate personal eating habits in order to establish one healthy eating goal. 	

T, A	<ul style="list-style-type: none"> Students will watch a video about food safety and complete the comprehension activity to reveal 4 tips to food safety. (brainpop or similar video) 	
T, A	<ul style="list-style-type: none"> Students will practice decision making skills as it relates to healthy choices, food safety and potential food allergens in small groups with “What would you do?” situations. T will cue interactive presentation and choose participants. T will provide the chart and questions. T will provide the reflection and healthy eating goal sheet. T will provide the situations. (Learning ZoneXpress flashcards or similar source) 	
M	<p>Environmental Health:</p> <ul style="list-style-type: none"> Students will listen to a read aloud of <i>The Lorax, Michael Recycle Meets Litterbug Doug</i>, or other similar text. 	
M, A	<ul style="list-style-type: none"> Evaluate the shopping lists of two different families and decide which list is kinder to the environment. Students will explain their findings, and rework the list that needs improvements. 	
M, A	<ul style="list-style-type: none"> Students will view a brief video from Health for Children (Schlessinger Media DVD Collection) or other related title. 	
T, A	<ul style="list-style-type: none"> Students will listen to the definition of a slogan and then look through different magazines to find slogans used in advertising. Students will generate an original slogan in an attempt to persuade others to help the environment. T will use Smartboard presentations and provide video for viewing. Teacher will provide the magazines and art supplies. 	

	<p>Supplemental Self-Guided Remote Learning Activities:</p> <ul style="list-style-type: none"> ● Disease Prevention - Students access a lesson from Google Classroom and are invited to launch an interactive google slide presentation involving embedded videos, read aloud and slides focusing on identifying risk factors and their relationship to healthy decision making. 	
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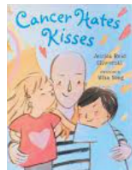
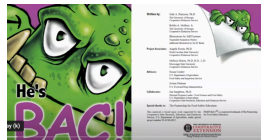
Unit 2 Recommended Resources:

Resources:

All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.

Books:

- [The Lorax](#) by Dr. Seuss
- [Michael Recycle Meets Litterbug Doug](#) by Ellie Bethel
- **Body battles** by Rita Golden Gelman
- [Cancer Hates Kisses](#) by Jessica Sliwerski
- [He's Bac! Bacteria](#)



Videos:

- [BrainPopjr.com](#)
 - Smoking
 - Food Safety
- [Anaphylaxis](#)
- **Health for Children Video Series:**
 - **Personal Health - Physical Activity**
 - **Nutrition**
 - **Environmental Health**