



Department of Health and Physical Education

# Health Curriculum Grade 3

**September 2021**

**Developed By:** Amanda Cruz, Janine Loconsolo

**Effective Date:** September 2021

Health Education is an integral part of the total education of every child from kindergarten through grade 12. Health Education instruction provides a positive impact that can help students achieve in all curricular areas. Through this curriculum, students will focus on wellness, decision-making and refusal skills, as well as, participate in alcohol, tobacco and drug education.

The health education curriculum, written to the New Jersey Student Learning Standards, addresses various components of health education instruction that build from year to year. Each curricular unit includes interdisciplinary and technology connections to bridge learning in various content areas. While some of the skills are repeated at various grade levels, the content grows and addresses the students' needs at each level.

## Grade 3

### Scope and Sequence

	<b>Competent Kids Caring Communities (CKCC)</b>	<b>Healthy Lifestyle Choices (HLC) Unit/ Outside Resources</b>
September	<a href="#"><u>Unit 1: Tools for a Good School Year</u></a> Lesson 1: The CKCC Park Lesson 2: Squirrel: Our Class Agreements Lesson 3: On the Path: Paying Attention to Attention Lesson 4: Owl: The Problem Solving Plan	<a href="#"><u>HLC Unit 5- Safety</u></a> Lesson 1: Do Not Take Risks Lesson 2: Internet Safety Lesson 3: Home Emergencies Lesson 4: Car Safety
October	<a href="#"><u>Unit 5: Managing Anger, Conflict and Bullying</u></a> Lesson 17: The Nature of Anger Lesson 18: Let's Work It Out Lesson 19: Bullying Lesson 20: Stop the Teasing	
November	<a href="#"><u>Unit 3: We Are You-nique</u></a> Lesson 9: We Are You-nique Lesson 10: A View of My Own Lesson 11: Feeling Different: Our Differences Make Us Unique Lesson 12: Resolving Conflict: Sir Snake's Get Along Plan	
December	<a href="#"><u>Unit 4: About Our Feelings</u></a> Lesson 13: About our Feelings Lesson 14: Our Thoughts Affect Our Feelings Lesson 15: Shrinking And Expanding Our "Can-Do" Feelings Lesson 16: Kindness Counts	<b>Optional: Connect to HLC Unit 2- Conflict Resolution, if needed</b>
January	<a href="#"><u>Unit 2: Organization and Study Skills</u></a> Lesson 5: Sort and S.O.A.R. to organize Our Belongings Lesson 6: Setting Goals So We Can S.O.A.R. Lesson 7: Prioritizing Helps Us to S.O.A.R. Lesson 8: S.O.A.R. to Develop Study Skills	
February	<a href="#"><u>Unit 6: The Nature of Stress and Its Symptoms</u></a> Lesson 21: The Nature of Stress and Its Symptoms Lesson 22: Measuring Stress Lesson 23: Relaxation: Calming My Body Lesson 24: Relaxation: Calming My Mind	
March	<a href="#"><u>Unit 7: Our Decisions Have Consequences</u></a> Lesson 25: Our Decisions Have Consequences Lesson 26: Making Choices Lesson 27: Personal Responsibility: The Dancing Finger Lesson 28: Getting Unstuck from Dead End Behaviors	
April	<a href="#"><u>Unit 8: Park Memories</u></a> Lesson 29: The CKCC Memory Game Lesson 30: You Get To Keep What You Learn	<a href="#"><u>HLC Unit 3- Nutrition</u></a> Lesson 1: Nutrition Facts Label Lesson 2: Eat More Fiber Lesson 3: Am I Eating Healthy Lesson 4: Food From Around The World
May		<a href="#"><u>HLC Unit 6 - Fitness</u></a> Lesson 1: Types of Physical Activity Lesson 2: Muscles and Joints Lesson 3: Getting Active Lesson 4: Be Active Every Day
June		<a href="#"><u>HLC Unit 4- Substance Abuse Prevention</u></a> Lesson 1: Drugs Lesson 2: Alcohol Lesson 3: Nicotine Lesson 4: Media Influence

## September CKCC (Lessons 1-4)

### Unit 1: Tools For A Good School Year

#### Summary and Rationale

This unit marks the beginning of the yearlong CKCC program. Key lessons in this unit involve decorating the CKCC Park and meeting the Park Friends, the principle characters in the third-grade curriculum. The Park Friends learn from one another and help teach some of life's important lessons, such as paying attention, using kind words, doing kind deeds, behaving ethically and responsibly, understanding and expressing feelings, appreciating uniqueness and diversity, solving problems, resolving conflict, managing stress, and making decisions.

#### Recommended Pacing

4 weeks

#### Standards

##### Personal and Mental Health

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).

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.

##### Interdisciplinary Connections

##### Standard x.x

RL.K.1

With prompting and support, ask and answer questions about key details in a text.

RL.3.2

Recount stories, including fables and folktales from diverse cultures; determine their central message, lesson, or moral and explain how it is conveyed through key details in the text.

RFS 3.4

Read with sufficient accuracy and fluency to support comprehension.

W3.2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.3.11	Create and present a poem, narrative, play, art work, or personal response to a particular author or theme studied in class.
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.
SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Integration of Technology

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**Instructional Focus**

<b>Enduring Understandings:</b>	<b>Essential Questions:</b>
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<ul style="list-style-type: none"> <li>● A caring classroom will help students grow and develop.</li> <li>● Environment is conducive to learning.</li> <li>● In order to store information in our memory, it is crucial that we pay attention.</li> <li>● It is possible to improve attention skills.</li> <li>● Problem-solving skills can be learned.</li> <li>● Good ideas help people solve problems.</li> <li>● Brainstorming helps people identify ways to solve a problem.</li> </ul>	<ul style="list-style-type: none"> <li>● What do I need to know to make good decisions and stay healthy?</li> <li>● How does my behavior reflect my personal choices?</li> <li>● How can we improve our attention skills?</li> <li>● How and where can I seek help?</li> </ul>
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**Evidence of Learning (Assessments)**

CKCC Home Weekly Activity Class/ Small Group Discussions Think Pair Share Small Group Discussions Teacher Observations Written Responses/ Reflections Exit Tickets Role Play
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Objectives (SLO)	
<p>Students will know:</p> <ul style="list-style-type: none"> <li>● Guidelines that keep a classroom “On-Track”.</li> <li>● Attention and memory are fundamental components of learning.</li> <li>● The proper tools to help them think of their own ideas and solve their own problems.</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Identify Squirrel and Owl as CKCC Park Friends.</li> <li>● Decorate the CKCC Park, which will serve as the home for the new Park Friends.</li> <li>● Identify appropriate classroom behaviors</li> <li>● Create class agreements for the school year</li> <li>● Describe a strategy using five steps to get on the Attention Path</li> <li>● Follow the “Give me Five” strategy to get on the Attention Path</li> <li>● Describe how to use the ABCDE Problem-Solving Plan</li> <li>● Brainstorm problems and discuss how the ABCDE Problem-Solving Plan would apply</li> </ul>
Suggested Resources/Technology Tools	
<p><a href="#">Competent Kids, Caring Communities Resource</a></p>	
Modifications	
<p>ELL -</p> <ul style="list-style-type: none"> <li>● Provide additional wait time for student responses to questions.</li> <li>● Simplify and repeat sentences and questions.</li> <li>● Ensure all materials are explained and key words are defined.</li> <li>● Allow the use of Google Translate where appropriate.</li> <li>● Utilize bilingual materials where appropriate</li> </ul> <p>Gifted and Talented -</p> <p>Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples include, but are not limited to:</p> <ul style="list-style-type: none"> <li>● Advance, accelerated, or compacted content</li> <li>● Abstract and advanced higher-level thinking questions</li> <li>● Interdisciplinary and problem based assignments</li> <li>● Assignments geared to development in areas of affect, creativity, cognition, and research skills</li> <li>● Complex, in-depth assignments</li> <li>● Diverse enrichment that broadens learning</li> <li>● Use of varied resources</li> <li>● Internships, mentorships and independent study where applicable</li> </ul> <p>504/IEP -</p>	

Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

- Note taking assistance
- Group work
- Additional time for assignments
- Visual and tactile instructional demonstrations
- Use of computer where applicable
- Preferential seating
- Information presented in multiple ways
- Large-print handouts

### Career Readiness, Life Literacies, and Key Skills NJSLs

*Please select all standards that apply to this unit of study:*

- Act as a responsible and contributing community member and employee.
- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them
- Plan education and career paths aligned to personal goals
- Use technology to enhance productivity increase collaboration and communicate effectively

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

## October CKCC (Lesson 17 - 20)

### Unit 5: Managing Anger, Conflict and Bullying

#### Summary and Rationale

In this unit, students will explore the nature of relationships and will continue to develop important pro-social skills. They will learn a new strategy to help them work out friendship problems. In addition, they will discuss feelings associated with bullying and teasing and learn various strategies to help them deal with these behaviors. Finally, students will begin to explore the nature of anger. Problem-solving and role-play exercises will actively engage students in discussing these important issues and emotions.

#### Recommended Pacing

4 Weeks

#### Standards

##### Personal and Mental Health

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).
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.
2.1.5.SSH.5	Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics.
2.1.5.S SH.6	Describe the characteristics of healthy versus unhealthy relationships among friends and with family members
2.1.5.SSH. 7	Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others

##### Safety

2.3.5.HCDM .3:	Examine how mental health can impact one's wellness (e.g., depression, anxiety, stress, phobias).
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##### Interdisciplinary Connections

Standard x.x



RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures, determine the central message, lesson, moral and explain how it is conveyed through key details in the text.	
RL.3.11	Recognize and make connections in narratives, poetry, and drama to other texts, ideas, cultural perspectives, personal events, and situations.	
W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	
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.	
SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.	
SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate descriptive details, speaking clearly at an understandable pace.	
Integration of Technology		
<b>Instructional Focus</b>		
<b>Enduring Understandings:</b>		
<ul style="list-style-type: none"> <li>● Anger is a normal, healthy emotion</li> <li>● Building and maintaining relationships better your quality of life.</li> <li>● There are many forms of bullying including physical, verbal, social, and cyber-bullying.</li> <li>● Teasing and making fun are forms of bullying.</li> </ul>	<b>Essential Questions:</b>	
	<ul style="list-style-type: none"> <li>● How can we be the boss of our anger?</li> <li>● How can we work things out and avoid getting into fights?</li> <li>● How can we respond to a bully?</li> <li>● How can we respond to hurtful teasing?</li> </ul>	
<b>Evidence of Learning (Assessments)</b>		
CKCC Home Weekly Activity Class/ Small Group Discussions Think Pair Share Small Group Discussions Teacher Observations Written Responses/ Reflections Exit Tickets		

Role Play

**Objectives (SLO)**

Students will know:

- Anger is a normal, healthy emotion.
- Everybody experiences and expresses anger differently.
- We can learn to recognize signs of anger in our bodies.
- When we are angry, it is not okay to speak or behave in an aggressive manner (toward yourself or others).
- We can be the boss of our anger.
- We all have problems in friendships at one time or another.
- There are strategies we can use to work things out and avoid getting into fights.
- Bullying is a series of repeated, unprovoked actions intended to harm a victim psychologically and/or physically.
- Teachers can work with students at the classroom level to develop rules against bullying.
- Some types of teasing can hurt.
- Words can break someone's heart.
- There are strategies we can use to deal with teasing.

Students will be able to:

- Discuss their experiences with anger
- Identify ways to handle anger and reasons to control their anger
- Describe the steps in the T-I-O Times 3 strategy
- Apply the T-I-O x 3 strategy to work out problems
- Identify bullying behavior
- Describe how to respond to a bully using the "Walk, Talk, Squawk" Rule
- Identify the feelings associated with teasing
- Become familiar with strategies that can be used to deal with teasing

**Suggested Resources/Technology Tools**

[Competent Kids, Caring Communities Resource](#)

**Modifications**

ELL -

- Provide additional wait time for student responses to questions.
- Simplify and repeat sentences and questions.
- Ensure all materials are explained and key words are defined.
- Allow the use of Google Translate where appropriate.
- Utilize bilingual materials where appropriate

Gifted and Talented -

Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples include, but are not limited to:

- Advance, accelerated, or compacted content
- Abstract and advanced higher-level thinking questions
- Interdisciplinary and problem based assignments
- Assignments geared to development in areas of affect, creativity, cognition, and research skills
- Complex, in-depth assignments
- Diverse enrichment that broadens learning
- Use of varied resources
- Internships, mentorships and independent study where applicable

504/IEP -

Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

- Note taking assistance
- Group work
- Additional time for assignments
- Visual and tactile instructional demonstrations
- Use of computer where applicable
- Preferential seating
- Information presented in multiple ways
- Large-print handouts

## Career Readiness, Life Literacies, and Key Skills NJSLs

*Please select all standards that apply to this unit of study:*

- Act as a responsible and contributing community member and employee.
- Consider the environmental, social, and economic impacts and decisions
- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them
- Model integrity, ethical leadership and effective management
- Use technology to enhance productivity increase collaboration and communicate effectively

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

## September & October HLC

### Unit 5: Safety

#### Summary and Rationale

As safe as we feel our homes and neighborhoods may be, there are potential hazards for our students all around us. There are many things that can be done to help a child avoid these hazards and make safe choices. Students will learn to reduce injuries by avoiding risks and thinking before acting, internet responsibility, and how to use 9-1-1 in an emergency.

#### Recommended Pacing

2 Months

#### Standards

##### Personal and Mental Health

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)
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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)
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##### Safety

2.3.5.PS.1	Develop strategies to reduce the risk of injuries at home, school, and in the community.
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2.3.5.PS.3	Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation.
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2.3.5.PS.4	Develop strategies to safely communicate through digital media with respect.
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2.3.5.PS.5	Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries.
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2.3.5.PS.6	Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including bullying, teasing, teen dating violence, sexual harassment, sexual assault, and sexual abuse.
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##### Interdisciplinary Connections

Standard x.x

RL.K.1	With prompting and support, ask and answer questions about key details in a text.	
RFS 3.4	Read with sufficient accuracy and fluency to support comprehension.	
W.3.11	Create and present a poem, narrative, play, art work, or personal response to a particular author or theme studied in class.	
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.	
SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	
SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	
Integration of Technology		
<b>Instructional Focus</b>		
<b>Enduring Understandings:</b>		<b>Essential Questions:</b>
<ul style="list-style-type: none"> <li>● Reduce injuries by avoiding risks and thinking before acting.</li> <li>● The Internet should be used responsibly.</li> <li>● Follow safety rules and know how to use 9-1-1 in an emergency.</li> <li>● Wear a seatbelt and sit in the backseat when riding in the car.</li> </ul>		<ul style="list-style-type: none"> <li>● How do we reduce injuries?</li> <li>● How can we use the internet responsibly?</li> <li>● How can we stay safe during an emergency?</li> <li>● How can we stay safe while riding in a car?</li> </ul>
<b>Evidence of Learning (Assessments)</b>		
Class/ Small Group Discussions Think Pair Share Small Group Discussions Teacher Observations Written Responses/ Reflections Wrap Up Questions Lesson Boosters		
<b>Objectives (SLO)</b>		

<p>Students will know:</p> <ul style="list-style-type: none"> <li>● Reduce injuries by avoiding risks and thinking before acting.</li> <li>● The Internet should be used responsibly.</li> <li>● Follow safety rules and know how to use 9-1-1 in an emergency.</li> <li>● Wear a seatbelt and sit in the backseat when riding in the car.</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Identify risks</li> <li>● Explain and apply safety precautions to given scenarios</li> <li>● Identify consequences of risk behavior</li> <li>● Review basic safety rules for using the internet</li> <li>● Discuss student responsibility for safe internet use</li> <li>● Apply basic safety rules for the internet to scenarios</li> <li>● List and discuss safety rules to follow at home</li> <li>● Apply safety rules to given scenarios</li> <li>● Explain the proper procedures for using 9-1-1 in an emergency</li> <li>● Explain the danger of riding in a car without a seatbelt</li> <li>● Identify the proper use of a safety belt</li> <li>● Relate the importance of wearing a safety belt</li> </ul>
<p>Suggested Resources/Technology Tools</p>	
<p><a href="#">Healthy Lifestyle Choices (HLC) Resource- Grade 3</a></p>	
<p>Modifications</p>	
<p>ELL -</p> <ul style="list-style-type: none"> <li>● Provide additional wait time for student responses to questions.</li> <li>● Simplify and repeat sentences and questions.</li> <li>● Ensure all materials are explained and key words are defined.</li> <li>● Allow the use of Google Translate where appropriate.</li> <li>● Utilize bilingual materials where appropriate</li> </ul> <p>Gifted and Talented -</p> <p>Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples include, but are not limited to:</p> <ul style="list-style-type: none"> <li>● Advance, accelerated, or compacted content</li> <li>● Abstract and advanced higher-level thinking questions</li> <li>● Interdisciplinary and problem based assignments</li> <li>● Assignments geared to development in areas of affect, creativity, cognition, and research skills</li> <li>● Complex, in-depth assignments</li> <li>● Diverse enrichment that broadens learning</li> <li>● Use of varied resources</li> <li>● Internships, mentorships and independent study where applicable</li> </ul>	

504/IEP -

Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

- Note taking assistance
- Group work
- Additional time for assignments
- Visual and tactile instructional demonstrations
- Use of computer where applicable
- Preferential seating
- Information presented in multiple ways
- Large-print handouts

### Career Readiness, Life Literacies, and Key Skills NJSL

*Please select all standards that apply to this unit of study:*

- Act as a responsible and contributing community member and employee.
- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them
- Demonstrate creativity and innovation.
- Use technology to enhance productivity increase collaboration and communicate effectively

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

## November CKCC (Lessons 9-12)

### Unit 3: We Are You-nique

#### Summary and Rationale

In this unit, students will explore various ways in which our differences as individuals and communities make us unique and special, and will come to realize that diversity and uniqueness make the world an interesting place. They will also discover the unique characteristics and traditions of the many cultures represented in their classroom. These factors, coupled with our unique experiences, thoughts, and beliefs, cause us to view the world in our own special ways.

Students will explore the idea that two people can look at the same thing or experience the same event and each have different reactions. Sometimes, because of differences of opinion and other reasons, disagreements can lead to conflict. To help students learn to resolve conflict, a new Park Friend, Sir Snake, will teach them his step-by-step Get-Along Plan.

#### Recommended Pacing

4 Weeks

#### Standards

##### Personal and Mental Health

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).
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.
2.1.5.SSH.3	Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration).
2.1.5.SSH.4	Describe how families can share common values, offer emotional support, and set boundaries and limits.
2.1.5.CHSS.3	Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress

##### Safety

2.3.5.HCDM	Examine how mental health can impact one's wellness (e.g., depression, anxiety, stress, phobias).
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.3:	
<b>Interdisciplinary Connections</b>	
Standard x.x	
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.
RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures, determine the central message, lesson, moral and explain how it is conveyed through key details in the text.
RL.3.11	Recognize and make connections in narratives, poetry, and drama to other texts, ideas, cultural perspectives, personal events, and situations.
W.3.1	Write opinion piece on topics or texts, supporting a point of view with reasons.
W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.3.11	Create and present a poem, narrative, play, art work, or personal response to a particular author or theme studied in class.
<b>Integration of Technology</b>	
<b>Instructional Focus</b>	
<b>Enduring Understandings:</b>	<b>Essential Questions:</b>
<ul style="list-style-type: none"> <li>● Diversity and uniqueness are assets that make the world an interesting place.</li> <li>● Our unique experiences, thoughts, beliefs, and perceptions cause us to view the world in our own ways.</li> <li>● Diversity is present around the world.</li> </ul>	<ul style="list-style-type: none"> <li>● How are each of us unique?</li> <li>● How does our perception of the world differ between us?</li> <li>● How is our community unique?</li> </ul>
<b>Evidence of Learning (Assessments)</b>	
CKCC Home Weekly Activity Class/ Small Group Discussions Think Pair Share Small Group Discussions Teacher Observations	

Written Responses/ Reflections  
Exit Tickets  
Role Play

### Objectives (SLO)

Students will know:

- Our differences make us unique.
- Diversity and uniqueness are assets that make the world an interesting place.
- The world is made up of different people with different perceptions.
- Diversity and uniqueness are assets and make the world an interesting place.
- Sometimes our differences are a source of pride, and sometimes they can be a source of shame.

Students will be able to:

- Identify differences that make them unique
- Describe why differences make the world interesting
- Recognize that we could look at the same thing and have different perceptions
- Create unique drawings out of the same scribble
- Discuss that sometimes everyone feels bad at one time or another about being different
- Describe how they can help themselves or others when they feel bad

### Suggested Resources/Technology Tools

[Healthy Lifestyle Choices \(HLC\) Resource- Grade 3](#)

### Modifications

ELL -

- Provide additional wait time for student responses to questions.
- Simplify and repeat sentences and questions.
- Ensure all materials are explained and key words are defined.
- Allow the use of Google Translate where appropriate.
- Utilize bilingual materials where appropriate

Gifted and Talented -

Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples include, but are not limited to:

- Advance, accelerated, or compacted content
- Abstract and advanced higher-level thinking questions
- Interdisciplinary and problem based assignments
- Assignments geared to development in areas of affect, creativity, cognition, and research skills
- Complex, in-depth assignments
- Diverse enrichment that broadens learning
- Use of varied resources
- Internships, mentorships and independent study where applicable

504/IEP -

Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

- Note taking assistance
- Group work
- Additional time for assignments
- Visual and tactile instructional demonstrations
- Use of computer where applicable
- Preferential seating
- Information presented in multiple ways
- Large-print handouts

### Career Readiness, Life Literacies, and Key Skills NJSLs

*Please select all standards that apply to this unit of study:*

- Act as a responsible and contributing community member and employee.
- Consider the environmental, social, and economic impacts and decisions
- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them
- Model integrity, ethical leadership and effective management
- Use technology to enhance productivity increase collaboration and communicate effectively

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

## December CKCC (Lessons 13-16)

### Unit 4: About Our Feelings

#### Summary and Rationale

In this unit, students will explore the nature of feelings. They will learn how to identify different kinds of feelings in themselves and others by looking, listening, asking and telling. They will also begin the important process of developing a feelings vocabulary. In addition, students will discover how our thoughts affect our feelings and how our feelings affect our behavior. They will also learn how to develop “can-do” thoughts to foster “can-do” feelings. Finally, students will explore the idea that kindness counts in all areas of life; it’s contagious, and it makes good feelings grow.

#### Recommended Pacing

4 Weeks

#### Standards

##### Personal and Mental Health

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)

2.1.5.EH.1

Discuss the impact of one’s feelings and thoughts that lead to healthy and unhealthy behaviors.

2.1.5.CHSS.3

Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.

##### Safety

2.3.5.HCDM.3

Examine how mental health can impact one’s wellness (e.g., depression, anxiety, stress, phobias).

##### Interdisciplinary Connections

Standard x.x

RL.3.3

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

RL.3.2

Recount stories, including fables, folktales, and myths from diverse cultures, determine the central message, lesson, moral and explain how it is conveyed through key details in the text.

RL.3.11	Recognize and make connections in narratives, poetry, and drama to other texts, ideas, cultural perspectives, personal events, and situations.	
W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly	
W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	
W.3.8	Recall information from experiences; take brief notes on sources and sort evidence into provided categories.	
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.	
SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	
SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	
Integration of Technology		
<b>Instructional Focus</b>		
<b>Enduring Understandings:</b>		
<ul style="list-style-type: none"> <li>● Developing a feelings vocabulary increases children's ability to identify, express, understand, and manage their emotions.</li> <li>● Our thoughts affect our feelings.</li> <li>● Our thoughts affect our motivation, effort, and persistence.</li> <li>● Kindness is an essential ingredient in the classroom.</li> </ul>	<b>Essential Questions:</b>	
	<ul style="list-style-type: none"> <li>● How can we identify our feelings?</li> <li>● How can our thoughts affect our behavior?</li> <li>● How can our thoughts affect our motivation, effort, and persistence?</li> <li>● How can we fill our classroom with kindness?</li> </ul>	
<b>Evidence of Learning (Assessments)</b>		

CKCC Home Weekly Activity  
 Class/ Small Group Discussions  
 Think Pair Share  
 Small Group Discussions  
 Teacher Observations  
 Written Responses/ Reflections  
 Exit Tickets  
 Role Play

**Objectives (SLO)**

Students will know:

- Feelings are emotions that occur inside us.
- There are many different kinds of feelings.
- Two people may feel differently about the same situation.
- Some feelings are pleasant while others are unpleasant.
- Our thoughts affect our feelings.
- Our feelings affect our behavior.
- Can-do thoughts make can-do feelings grow.
- Can-do feelings help us try our best in school and in life.
- Can't-do thoughts make can-do feelings shrink.
- We can be cheerleaders for ourselves and others.
- Kindness is an essential ingredient in the classroom.
- Kind words and deeds make good feelings grow.
- Being kind is one way to be a friend.
- Kindness is contagious.

Students will be able to:

- Describe feelings that may result from different situations
- Identify pleasant and unpleasant feelings
- Understand that feelings change all the time
- Explain how they might think, feel, and act in a given situation
- Identify that our thoughts affect our feelings and our feelings may affect our behavior
- Distinguish between thoughts that make can-do feelings grow and thoughts that make can-do feelings shrink
- Generate words and phrases that promote “can-do” feelings
- Identify kind words and deeds and the feelings associated with them
- State reasons for the importance of treating each other with kindness

**Suggested Resources/Technology Tools**

[Healthy Lifestyle Choices \(HLC\) Resource- Grade 3](#)

**Modifications**

ELL -

- Provide additional wait time for student responses to questions.
- Simplify and repeat sentences and questions.
- Ensure all materials are explained and key words are defined.
- Allow the use of Google Translate where appropriate.
- Utilize bilingual materials where appropriate

#### Gifted and Talented -

Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples include, but are not limited to:

- Advance, accelerated, or compacted content
- Abstract and advanced higher-level thinking questions
- Interdisciplinary and problem based assignments
- Assignments geared to development in areas of affect, creativity, cognition, and research skills
- Complex, in-depth assignments
- Diverse enrichment that broadens learning
- Use of varied resources
- Internships, mentorships and independent study where applicable

#### 504/IEP -

Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

- Note taking assistance
- Group work
- Additional time for assignments
- Visual and tactile instructional demonstrations
- Use of computer where applicable
- Preferential seating
- Information presented in multiple ways
- Large-print handouts

### Career Readiness, Life Literacies, and Key Skills NJSLs

*Please select all standards that apply to this unit of study:*

- Act as a responsible and contributing community member and employee.
- Consider the environmental, social, and economic impacts and decisions
- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them
- Model integrity, ethical leadership and effective management
- Plan education and career paths aligned to personal goals
- Use technology to enhance productivity increase collaboration and communicate effectively

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

## January CKCC (Lessons 5-8)

### Unit 2: Organization and Study Skills

#### Summary and Rationale

Children who master organization and study skills have an easier time in school and in life than those who do not. Anxiety and chaos are frequent companions to the disorganized child, and are frustrating for the teacher, the student, and the class as a whole. Organized children tend to be less anxious and worried because they know how to plan for and tackle a task from beginning to middle to end.

By third grade, solid organization and study habits are critical to academic success. The lessons in this CKCC units are designed to expand on concepts and skills introduced in second grade. Students' "tool kits" for knowing how to organize and study, increase and become more sophisticated this school year. By now, organization and study skills should be becoming internalized and automatic.

#### Recommended Pacing

4 weeks

#### Standards

##### Personal and Mental Health

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).

2.1.5.EH.2

Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others

2.3.5.HCDM.3

Examine how mental health can impact one's wellness (e.g., depression, anxiety, stress, phobias).

2.1.5.CHSS.3

Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.

##### Safety

2.3.5.HCDM.3:

Examine how mental health can impact one's wellness (e.g., depression, anxiety, stress, phobias).



Interdisciplinary Connections	
Standard x.x	
RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
RFS 3.4	Read with sufficient accuracy and fluency to support comprehension.
W2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement.
W.3.1a	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
W3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
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.
SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
M.OA.c.3.7	Fluently multiply and divide within 100.
Integration of Technology	
Instructional Focus	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> <li>Organization can lead to success in school.</li> <li>Setting attainable goals leads to success in life.</li> <li>Prioritizing develops grit and leads to success in life.</li> <li>Good study skills are important for success in school</li> </ul>	<ul style="list-style-type: none"> <li>How can we stay organized in school?</li> <li>How can we set attainable goals?</li> <li>How can we prioritize what is important?</li> <li>How can we improve our study skills?</li> </ul>

<b>Evidence of Learning (Assessments)</b>	
<p>CKCC Home Weekly Activity  Class/ Small Group Discussions  Think Pair Share  Small Group Discussions  Teacher Observations  Written Responses/ Reflections  Exit Tickets  Role Play</p>	
<b>Objectives (SLO)</b>	
<p>Students will know:</p> <ul style="list-style-type: none"> <li>● Strategizing using sorting techniques may prevent problems locating belongings</li> <li>● Organization is a process that may have many steps and many strategies to choose from</li> <li>● Knowledge of organization strategies can be used to solve problems</li> <li>● Learning study skills are important for success in school</li> <li>● Organization helps with studying and preparing for a performance task</li> <li>● Goal setting is an important aspect of studying</li> <li>● Good study skills are important for success in school</li> <li>● Prioritizing means putting the most important tasks at the top of your “to do” list</li> <li>● It is better to get the more challenging tasks over with than to avoid them</li> <li>● Good study skills are important for success in school</li> <li>● We can prioritize and strategize to make a plan about how to study</li> <li>● Studying requires practice and repetition</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Identify strategies that contribute to organization and success.</li> <li>● Engage in an activity that helps students formulate strategies for solving problems related to disorganization.</li> <li>● Identify specific study skills that help with performance on a task.</li> <li>● Engage in an activity that focuses on goal setting.</li> <li>● Better organize and prioritize their after-school activities.</li> <li>● Engage in a collaborative activity that prepares a plan for a simple performance task.</li> <li>● Articulate a study strategy for challenging material</li> <li>● Consider academic areas that are challenging to each of them</li> <li>● Begin to apply new study skills to challenging academic tasks</li> </ul>
<b>Suggested Resources/Technology Tools</b>	
<p><a href="#">Competent Kids, Caring Communities Resource</a></p>	
<b>Modifications</b>	
<p>ELL -</p> <ul style="list-style-type: none"> <li>● Provide additional wait time for student responses to questions.</li> </ul>	

- Simplify and repeat sentences and questions.
- Ensure all materials are explained and key words are defined.
- Allow the use of Google Translate where appropriate.
- Utilize bilingual materials where appropriate

Gifted and Talented -

Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples include, but are not limited to:

- Advance, accelerated, or compacted content
- Abstract and advanced higher-level thinking questions
- Interdisciplinary and problem based assignments
- Assignments geared to development in areas of affect, creativity, cognition, and research skills
- Complex, in-depth assignments
- Diverse enrichment that broadens learning
- Use of varied resources
- Internships, mentorships and independent study where applicable

504/IEP -

Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

- Note taking assistance
- Group work
- Additional time for assignments
- Visual and tactile instructional demonstrations
- Use of computer where applicable
- Preferential seating
- Information presented in multiple ways
- Large-print handouts

## Career Readiness, Life Literacies, and Key Skills NJSLs

*Please select all standards that apply to this unit of study:*

- Act as a responsible and contributing community member and employee.
- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them
- Plan education and career paths aligned to personal goals
- Use technology to enhance productivity increase collaboration and communicate effectively

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

## February CKCC (Lessons 21-24)

### Unit 6: The Nature of Stress and Its Symptoms

#### Summary and Rationale

In the first two lessons of this unit, students will discuss the nature of stress and learn that stress is an internal response to an outside event or situation. They will continue to explore how our thoughts affect our feelings by discussing the idea that our unique thoughts and perceptions affect whether or not an event or situation is stressful to us. They will also learn that our thoughts influence the way our bodies respond to stress. Students will learn to identify signs of stress in their bodies and measure what their own stress levels might be in different situations. In the final two lessons of this unit, students will learn and practice several relaxation techniques that can help them calm their bodies and minds when they are stressed, angry, worried, scared, or anxious for any reason.

#### Recommended Pacing

4 Weeks

#### Standards

##### Personal and Mental Health

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).
2.1.5.EH.1	Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.
2.1.5.EH.2	Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others
2.1.5.SSH.4	Describe how families can share common values, offer emotional support, and set boundaries and limits.
2.1.5.CHSS.3	Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress

##### Safety

2.3.5.HCDM.3:	Examine how mental health can impact one's wellness (e.g., depression, anxiety, stress, phobias).
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Interdisciplinary Connections	
Standard x.x	
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.
SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
W.3.11	Create and present a poem, narrative, play, art work, or personal response to a particular author or theme studied in class.
Integration of Technology	
Instructional Focus	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> <li>Stress causes physical and biochemical reactions in our bodies.</li> <li>Recognizing the signs of stress helps us to identify events and situations that cause us to feel stressed.</li> <li>Relaxation activities can help relieve stress, anger, nervousness, fear, and anxiety.</li> </ul>	<ul style="list-style-type: none"> <li>How does stress impact our health?</li> <li>How can healthy strategies reduce the amount of stress in life?</li> <li>How can we decrease stress?</li> </ul>
Evidence of Learning (Assessments)	
CKCC Home Weekly Activity Class/ Small Group Discussions Think Pair Share Small Group Discussions	

Teacher Observations  
Written Responses/ Reflections  
Exit Tickets  
Role Play

### Objectives (SLO)

Students will know:

- Stress is an internal response to an external event or situation.
- Our thoughts and perceptions affect whether or not we consider an event or situation to be stressful.
- Chronic stress has health consequences.
- Stress affects how children learn.
- We can recognize when our stress level starts to rise.
- There are ways to bring our stress level down.
- Our unique biological make-up, history, thoughts, perceptions, and beliefs cause us to experience different levels of stress in response to potentially stressful situations or events.
- We can learn different strategies to calm ourselves down and relax.
- Relaxation activities help us develop better self-control.
- When we are angry, calming down helps us make better choices, instead of responding aggressively to an upsetting situation.
- Visualization exercises can help us calm down and relax our minds.
- Visualization exercises can help us take a break from the pressures and stress of everyday life.

Students will be able to:

- Recognize the feelings that may cause stress
- Identify how the body reacts to stress
- Estimate their stress levels in different situations
- Discuss experiences with stress
- Use their imaginations to practice visualization exercises to relax their minds
- Engage their senses during visualization exercises

### Suggested Resources/Technology Tools

[Healthy Lifestyle Choices \(HLC\) Resource- Grade 3](#)

### Modifications

ELL -

- Provide additional wait time for student responses to questions.
- Simplify and repeat sentences and questions.
- Ensure all materials are explained and key words are defined.

- Allow the use of Google Translate where appropriate.
- Utilize bilingual materials where appropriate

Gifted and Talented -

Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples include, but are not limited to:

- Advance, accelerated, or compacted content
- Abstract and advanced higher-level thinking questions
- Interdisciplinary and problem based assignments
- Assignments geared to development in areas of affect, creativity, cognition, and research skills
- Complex, in-depth assignments
- Diverse enrichment that broadens learning
- Use of varied resources
- Internships, mentorships and independent study where applicable

504/IEP -

Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

- Note taking assistance
- Group work
- Additional time for assignments
- Visual and tactile instructional demonstrations
- Use of computer where applicable
- Preferential seating
- Information presented in multiple ways
- Large-print handouts

## Career Readiness, Life Literacies, and Key Skills NJSLs

*Please select all standards that apply to this unit of study:*

- Consider the environmental, social, and economic impacts and decisions
- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them
- Use technology to enhance productivity increase collaboration and communicate effectively
- Work productively in teams while using cultural global competence

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

## March CKCC (Lessons 25-28)

### Unit 7: Our Decisions Have Consequences

#### Summary and Rationale

In this unit, students will explore choices and decisions. They will learn that we all make decisions every day—some big and some small—and that all of our decisions have consequences—some positive and some negative. They will become acquainted with Frog, a new Park Friend, who will teach them an important strategy to help them make choices that are more likely to have positive outcomes. The theme of personal responsibility is central to this unit. Students will learn that what we say and how we behave are decisions that we make. They will also learn that our behavior has an effect on those around us. Students will explore the idea of taking responsibility for their own behavior rather than placing responsibility to others. Students will also learn that dead-end behavior is doing the same thing over and over again with the same outcome. In the final lesson, they will talk about how to get unstuck from dead-end behavior.

#### Recommended Pacing

4 Weeks

#### Standards

##### Personal and Mental Health

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).
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2.1.5.SSH.4	Describe how families can share common values, offer emotional support, and set boundaries and limits.
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2.1.5.CHSS.3	Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress
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##### Safety

2.3.5.HCDM.3:	Examine how mental health can impact one’s wellness (e.g., depression, anxiety, stress, phobias).
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##### Interdisciplinary Connections

Standard x.x



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.
SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
W.3.11	Create and present a poem, narrative, play, art work, or personal response to a particular author or theme studied in class.
Integration of Technology	
<b>Instructional Focus</b>	
<b>Enduring Understandings:</b>	<b>Essential Questions:</b>
<ul style="list-style-type: none"> <li>● All of our decisions have outcomes and consequences.</li> <li>● Weighing the pros and cons of a decision can help us make good choices.</li> <li>● We are responsible for our behavior.</li> <li>● If we keep doing the same thing, we will keep getting the same result.</li> </ul>	<ul style="list-style-type: none"> <li>● How can we make good decisions?</li> <li>● How can our new strategies support making good choices?</li> <li>● Why is it important to take responsibility for our actions?</li> <li>● How can different choices lead to new outcomes?</li> </ul>
<b>Evidence of Learning (Assessments)</b>	
CKCC Home Weekly Activity Class/ Small Group Discussions Think Pair Share Small Group Discussions Teacher Observations Written Responses/ Reflections Exit Tickets Role Play	

Objectives (SLO)	
<p>Students will know:</p> <ul style="list-style-type: none"> <li>● Some of our decisions can lead to positive outcomes and consequences and some of our decisions</li> <li>● can lead to negative outcomes and consequences.</li> <li>● What we say and how we behave is our decision.</li> <li>● It is important to stop and think before making choices.</li> <li>● We are responsible for the choices that we make.</li> <li>● If we examine our behavior, we can see how our actions contribute to different situations.</li> <li>● Sometimes we may have difficulty taking responsibility for our actions because we are worried about the consequences.</li> <li>● Trying something new can help get us unstuck from dead-end behavior.</li> <li>● A dead end can also be a beginning for new behavior.</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Recognize that their decisions result in outcomes</li> <li>● State how their decisions may result in outcomes that have positive or negative consequences</li> <li>● Describe how their decision may lead to a good or bad outcome</li> <li>● Practice a new strategy that will support making good choices</li> <li>● Identify that they are responsible for the choices that they make</li> <li>● Take responsibility for their actions, rather than “pointing the finger at” (blaming) someone else</li> <li>● Explain why monitoring and changing their own behavior is important when they are “stuck”</li> <li>● Identify dead-end behaviors and how to get unstuck from a dead end</li> </ul>
Suggested Resources/Technology Tools	
<p><a href="#">Healthy Lifestyle Choices (HLC) Resource- Grade 3</a></p>	
Modifications	
<p>ELL -</p> <ul style="list-style-type: none"> <li>● Provide additional wait time for student responses to questions.</li> <li>● Simplify and repeat sentences and questions.</li> <li>● Ensure all materials are explained and key words are defined.</li> <li>● Allow the use of Google Translate where appropriate.</li> <li>● Utilize bilingual materials where appropriate</li> </ul> <p>Gifted and Talented -</p> <p>Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples include, but are not limited to:</p> <ul style="list-style-type: none"> <li>● Advance, accelerated, or compacted content</li> <li>● Abstract and advanced higher-level thinking questions</li> <li>● Interdisciplinary and problem based assignments</li> <li>● Assignments geared to development in areas of affect, creativity, cognition, and research skills</li> <li>● Complex, in-depth assignments</li> <li>● Diverse enrichment that broadens learning</li> </ul>	

- Use of varied resources
- Internships, mentorships and independent study where applicable

504/IEP -

Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

- Note taking assistance
- Group work
- Additional time for assignments
- Visual and tactile instructional demonstrations
- Use of computer where applicable
- Preferential seating
- Information presented in multiple ways
- Large-print handouts

### Career Readiness, Life Literacies, and Key Skills NJSLs

*Please select all standards that apply to this unit of study:*

- Act as a responsible and contributing community member and employee.
- Consider the environmental, social, and economic impacts and decisions
- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them
- Model integrity, ethical leadership and effective management
- Use technology to enhance productivity increase collaboration and communicate effectively
- Work productively in teams while using cultural global competence

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

## April CKCC (Lessons 29-30)

### Unit 8: Park Memories

#### Summary and Rationale

At the end of this year, students will review the CKCC concepts they learned throughout the year, and organize their memories into a final written product. The class will thank the Park Friends for everything that they have learned, and will wish them a happy summer.

#### Recommended Pacing

2 Weeks

#### Standards

##### Personal and Mental Health

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).
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##### Safety

2.3.5.HCDM .3:	Examine how mental health can impact one's wellness (e.g., depression, anxiety, stress, phobias).
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##### Interdisciplinary Connections

##### Standard x.x

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.
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SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate descriptive details, speaking clearly at an understandable pace.
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W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.
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##### Integration of Technology

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Instructional Focus	
Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> <li>We can use the ideas we learned this year to help us next year.</li> </ul>	<ul style="list-style-type: none"> <li>How can we use the ideas we learned this year to help us next year?</li> </ul>
Evidence of Learning (Assessments)	
CKCC Home Weekly Activity Class/ Small Group Discussions Think Pair Share Small Group Discussions Teacher Observations Written Responses/ Reflections Exit Tickets Role Play	
Objectives (SLO)	
Students will know: <ul style="list-style-type: none"> <li>Reviewing helps us keep what we learn in our memories.</li> <li>Playing a game is a fun way to review what we have learned.</li> <li>Making a final project is a good way to remember what we learned this year.</li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li>Remember concepts from CKCC they learned throughout the year</li> <li>Work together in teams to answer questions</li> <li>Recall something they learned during their CKCC lessons this year</li> <li>Predict CKCC tools or lessons that might help them in the fourth grade</li> </ul>
Suggested Resources/Technology Tools	
<a href="#">Healthy Lifestyle Choices (HLC) Resource- Grade 3</a>	
Modifications	
ELL - <ul style="list-style-type: none"> <li>Provide additional wait time for student responses to questions.</li> <li>Simplify and repeat sentences and questions.</li> <li>Ensure all materials are explained and key words are defined.</li> <li>Allow the use of Google Translate where appropriate.</li> <li>Utilize bilingual materials where appropriate</li> </ul> Gifted and Talented -	

Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples include, but are not limited to:

- Advance, accelerated, or compacted content
- Abstract and advanced higher-level thinking questions
- Interdisciplinary and problem based assignments
- Assignments geared to development in areas of affect, creativity, cognition, and research skills
- Complex, in-depth assignments
- Diverse enrichment that broadens learning
- Use of varied resources
- Internships, mentorships and independent study where applicable

504/IEP -

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- Note taking assistance
- Group work
- Additional time for assignments
- Visual and tactile instructional demonstrations
- Use of computer where applicable
- Preferential seating
- Information presented in multiple ways
- Large-print handouts

## Career Readiness, Life Literacies, and Key Skills NJSL

*Please select all standards that apply to this unit of study:*

- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them
- Use technology to enhance productivity increase collaboration and communicate effectively
- Work productively in teams while using cultural global competence

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

## April HLC

### Unit 3 Nutrition

#### Summary and Rationale

It is important to promote a variety of healthy foods and encourage daily physical activity. The food we eat is fuel for our bodies. Just as you put gasoline in a car to make it move, you need to put food in your body for energy and to support growth and strength. It is important to balance what we eat with physical activity.

#### Recommended Pacing

4 Weeks

#### Standards

##### Physical Wellness

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
2.2.5.N.2	Create a healthy meal based on nutritional content, value, calories, and cost.
2.2.5.N.3	Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture

##### Interdisciplinary Connections

##### Standard x.x

RL.K.1	With prompting and support, ask and answer questions about key details in a text.
RFS 3.4	Read with sufficient accuracy and fluency to support comprehension.
W.3.11	Create and present a poem, narrative, play, art work, or personal response to a particular author or theme studied in class.
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.
SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
Integration of Technology	
<b>Instructional Focus</b>	
<b>Enduring Understandings:</b>	<b>Essential Questions:</b>
<ul style="list-style-type: none"> <li>● The nutrition facts label is an important tool when creating a balanced diet.</li> <li>● Eating a diet high in fiber and low in fat can help us stay healthy.</li> <li>● Eating meals that are nutrient-dense can help us stay healthy.</li> </ul>	<ul style="list-style-type: none"> <li>● How can reading the nutrition facts label help us make better food choices?</li> <li>● Why is fiber important for good health?</li> <li>● How can we add more nutrient-dense foods to our diet?</li> </ul>
<b>Evidence of Learning (Assessments)</b>	
<p>Class/ Small Group Discussions  Think Pair Share  Small Group Discussions  Teacher Observations  Written Responses/ Reflections  Wrap Up Questions  Lesson Boosters</p>	
<b>Objectives (SLO)</b>	
<p>Students will know:</p> <ul style="list-style-type: none"> <li>● The nutrition facts label describes the serving size, number of servings, calories, fat, vitamins, and other nutrients found in foods.</li> <li>● Eating a diet high in fiber and low in fat can help us stay healthy.</li> <li>● Every meal should include healthy, nutrient-dense foods.</li> <li>● People around the world eat different foods to stay healthy.</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Identify the six components of a nutrition facts label</li> <li>● Compare information found on nutrition facts labels.</li> <li>● Determine nutrient-dense foods based on information from the nutrition facts label.</li> <li>● Identify high-fiber foods</li> <li>● Recognize the role of fiber in the diet</li> <li>● Determine high-fiber alternatives for low-fiber foods.</li> <li>● Modify food choices to improve their healthfulness</li> <li>● Evaluate their own eating plans to determine if they are healthy</li> <li>● Set a goal to eat healthy</li> </ul>



- Identify foods commonly eaten around the world.
- Classify foods from different cultures into the USDA MyPlate food groups.
- Describe ways that healthy food habits are similar and different around the world.

### Suggested Resources/Technology Tools

[Healthy Lifestyle Choices \(HLC\) Resource- Grade 3](#)

### Modifications

ELL -

- Provide additional wait time for student responses to questions.
- Simplify and repeat sentences and questions.
- Ensure all materials are explained and key words are defined.
- Allow the use of Google Translate where appropriate.
- Utilize bilingual materials where appropriate

Gifted and Talented -

Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples include, but are not limited to:

- Advance, accelerated, or compacted content
- Abstract and advanced higher-level thinking questions
- Interdisciplinary and problem based assignments
- Assignments geared to development in areas of affect, creativity, cognition, and research skills
- Complex, in-depth assignments
- Diverse enrichment that broadens learning
- Use of varied resources
- Internships, mentorships and independent study where applicable

504/IEP -

Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

- Note taking assistance
- Group work
- Additional time for assignments
- Visual and tactile instructional demonstrations
- Use of computer where applicable
- Preferential seating
- Information presented in multiple ways
- Large-print handouts

## Career Readiness, Life Literacies, and Key Skills NJSLs

*Please select all standards that apply to this unit of study:*

- Act as a responsible and contributing community member and employee.
- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them
- Use technology to enhance productivity increase collaboration and communicate effectively

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

## May HLC

### Unit 6 Fitness

#### Summary and Rationale

The primary purpose of physical education is to develop in young people an understanding of the positive impact an active lifestyle will have on their lives. The developmentally appropriate program also provides a unique learning environment where affective, psychomotor and cognitive skills can be developed. In addition, good health practices, sportsmanship, self-control, self-expression and the opportunity for positive social interaction with peers are fostered. Research clearly shows that the active, healthy child is more likely to be academically motivated and establish habits of behavior that will promote lives that are models of wellness.

#### Recommended Pacing

4 Weeks

#### Standards

##### Physical Wellness

2.2.5.N.1	2.2.5.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that affect personal health.
2.2.5.PF.4	Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.
2.2.5.PF.5	Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).
2.2.5.LF.1	Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.
2.2.5.LF.2:	Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.

##### Interdisciplinary Connections

##### Standard x.x

W.3.11	Create and present a poem, narrative, play, art work, or personal response to a particular author or theme studied in class.
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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.
SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
Integration of Technology	
<b>Instructional Focus</b>	
<b>Enduring Understandings:</b>	<b>Essential Questions:</b>
<ul style="list-style-type: none"> <li>Regular participation in different physical activities can improve our overall health.</li> <li>Muscles and joints are different, yet they work together to make bodies move.</li> <li>There are many ways to be physically active in addition to sports.</li> <li>Making a commitment to be active everyday can improve our overall health.</li> </ul>	<ul style="list-style-type: none"> <li>Why do you think it is important to be active in a variety of ways?</li> <li>Why are muscles and joints important to our bodies?</li> <li>How would you apply the components of health related fitness to activities of daily living?</li> <li>How can I set challenging fitness goals that help me stay committed to wellness?</li> </ul>
<b>Evidence of Learning (Assessments)</b>	
Class/ Small Group Discussions Think Pair Share Small Group Discussions Teacher Observations Written Responses/ Reflections Wrap Up Questions Lesson Boosters	
<b>Objectives (SLO)</b>	
Students will know: <ul style="list-style-type: none"> <li>Aerobic, muscles-strengthening, and bone-strengthening activities benefit the body in numerous ways.</li> <li>The differences between aerobic, muscles-strengthening, and bone-strengthening activities.</li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li>Describe how the heart and lungs function</li> <li>Differentiate between aerobic, muscles-strengthening, and bone-strengthening activities</li> <li>Discuss how aerobic, muscles-strengthening, and bone-strengthening activities benefit the body.</li> </ul>

<ul style="list-style-type: none"> <li>● Muscles and joints work together to give you the flexibility to move and be active.</li> <li>● The difference between muscles and joints.</li> <li>● There are many fun activities they can do to get physically active and help their bodies stay healthy.</li> <li>● Physical activity is also demonstrated outside of sports</li> <li>● Physical activity does not require other people, places, or equipment</li> <li>● The importance of being physically active everyday.</li> </ul>	<ul style="list-style-type: none"> <li>● Differentiate between muscles and joints</li> <li>● Discuss how muscles and joints help us move</li> <li>● Demonstrate flexibility</li> <li>● List and discuss some of the health benefits of regular physical activity.</li> <li>● List activities they can do to stay active in addition to sports.</li> <li>● Demonstrate physical activities to keep healthy</li> <li>● Identify the factors that prevent them from being active</li> <li>● Explain the benefits of daily physical activity</li> <li>● Set a physical activity goal</li> </ul>
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**Suggested Resources/Technology Tools**

[Healthy Lifestyle Choices \(HLC\) Resource- Grade 3](#)

**Modifications**

ELL -

- Provide additional wait time for student responses to questions.
- Simplify and repeat sentences and questions.
- Ensure all materials are explained and key words are defined.
- Allow the use of Google Translate where appropriate.
- Utilize bilingual materials where appropriate

Gifted and Talented -

Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples include, but are not limited to:

- Advance, accelerated, or compacted content
- Abstract and advanced higher-level thinking questions
- Interdisciplinary and problem based assignments
- Assignments geared to development in areas of affect, creativity, cognition, and research skills
- Complex, in-depth assignments
- Diverse enrichment that broadens learning
- Use of varied resources
- Internships, mentorships and independent study where applicable

504/IEP -

Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

- Note taking assistance
- Group work
- Additional time for assignments

- Visual and tactile instructional demonstrations
- Use of computer where applicable
- Preferential seating
- Information presented in multiple ways
- Large-print handouts

## Career Readiness, Life Literacies, and Key Skills NJSLS

*Please select all standards that apply to this unit of study:*

- Act as a responsible and contributing community member and employee.
- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them
- Use technology to enhance productivity increase collaboration and communicate effectively

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

## June HLC

### HLC Unit 4- Substance Abuse Prevention

#### Summary and Rationale

Every day we do dozens of things without even giving them a thought. When we do something so often that we don't even think about it, this is called a habit. Many of us have healthy habits, such as crossing our legs when we sit or putting gloves on before washing the dishes. Some habits, such as staying up too late, failing to wash hands before a meal, and using tobacco products can have a negative health consequence. We always try to establish healthy habits to replace unhealthy ones.

#### Recommended Pacing

4 Weeks

#### Standards

##### Safety

2.3.5.H  
DM.1

Identify conditions that may keep the human body from working properly, and the ways in which the body responds.

2.3.5.ATD.1

Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer).

2.3.5.ATD.2

Describe health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs, and non-prescribed cannabis products.

2.3.5.DSDT.1

Differentiate between drug use, misuse, abuse, and, prescription and illicit drugs.

2.3.5.DSDT.3

Demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health.

##### Interdisciplinary Connections

##### Standard x.x

W.3.11

Create and present a poem, narrative, play, art work, or personal response to a particular author or theme studied in class.

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.
SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
Integration of Technology	
<b>Instructional Focus</b>	
<b>Enduring Understandings:</b>	<b>Essential Questions:</b>
<ul style="list-style-type: none"> <li>• Drugs have the ability to be life-altering in positive and negative ways</li> <li>• Refusal skills build confidence when dealing with drugs, alcohol and tobacco</li> <li>• The use and abuse of tobacco not only impact the individual, but also may have a profound impact on others.</li> <li>• Media has a big influence on our lives.</li> </ul>	<ul style="list-style-type: none"> <li>• What is the difference between harmful and helpful drugs?</li> <li>• Why is it important to avoid alcohol?</li> <li>• Why do people use and abuse tobacco, despite the warnings about the dangers?</li> <li>• How and why does media have a big influence on our lives?</li> </ul>
<b>Evidence of Learning (Assessments)</b>	
Class/ Small Group Discussions Think Pair Share Small Group Discussions Teacher Observations Written Responses/ Reflections Wrap Up Questions Lesson Boosters	
<b>Objectives (SLO)</b>	
Students will know: <ul style="list-style-type: none"> <li>• To only take drugs given to them by a trusted adult.</li> <li>• Consuming alcohol can have negative short term and long term effects on their body and mind, so it is important to practice refusal skills.</li> <li>• Nicotine is an addictive substance found in tobacco and is harmful to your health.</li> <li>• Media can influence the choices you make.</li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li>• Define the term drugs</li> <li>• Explain why medicine should only be taken from a trusted adult</li> <li>• Identify the differences between over the counter and prescription drugs</li> <li>• Identify alcohol as a drug</li> <li>• Name several effects of drinking too much alcohol</li> </ul>



- Demonstrate refusal skills to given scenarios.
- Identify tobacco as a drug
- Identify Nicotine as the addictive substance in tobacco
- Describe the dangers of tobacco use
- Define media
- Identify advertising techniques used in media to influence decisions
- Demonstrate an advertising technique to promote a product

### Suggested Resources/Technology Tools

[Healthy Lifestyle Choices \(HLC\) Resource- Grade 3](#)

### Modifications

ELL -

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- Simplify and repeat sentences and questions.
- Ensure all materials are explained and key words are defined.
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Gifted and Talented -

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504/IEP -

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- Use of computer where applicable
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- Information presented in multiple ways
- Large-print handouts

## Career Readiness, Life Literacies, and Key Skills NJSLs

*Please select all standards that apply to this unit of study:*

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