

Township of Franklin Public Schools  
Health and Family Life Curriculum  
Grade 3

Skill Area	Student Objective	Example/Activities	Resource/ Materials	Assessment	NJ Core Curriculum Standard
<p style="text-align: center;"><u>Unit A</u> Mental, Emotional, Family, and Social Health</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Describe the three parts of health</li> <li>• Identify healthful behaviors and risk behaviors</li> <li>• Explain how choosing healthful behaviors protects your health</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss with the class the three parts of health – family and social health, mental and emotional health, and physical health. Have students brainstorm examples of each part of health. Record on transparency 42.</li> <li>• Discuss with the class healthful behaviors and risk behaviors. Give the students scenarios for them to identify as healthful or risk behaviors. Ex. Healthful: exercise regularly, eat fruits and vegetables, be a good friend, etc. Risk: ride a bike without a helmet, spend all your free time playing video games, bully a younger person, etc. Have student generate examples of healthful and risk behaviors.</li> <li>• Given examples of risk behaviors, students will tell how to turn those behaviors into healthful behaviors.</li> </ul>	<ul style="list-style-type: none"> <li>• TG pgs. A4 – A5</li> <li>• Transparency 1 – The 3 Parts of Health</li> <li>• Transparency 42 – Graphic Organizer</li> <li>• TG pgs. A6</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Completed Graphic Organizer</li> <li>• Teacher Observation</li> <li>• Student answers during class discussion</li> <li>• Health Master 1 – 2</li> </ul>	<p>By the end of Grade 4</p> <ul style="list-style-type: none"> <li>• 2.1, A1</li> <li>• 2.1, A3</li> </ul>

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<p style="text-align: center;"><u>Unit A</u> Mental, Emotional, Family, and Social Health</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Explain how life skills can help you take responsibility for your health</li>   <li>• Set health goals for themselves.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss with the students the connection between healthful behavior and life skills.</li> <li>• Journal entry: Students write about one way they can take responsibility for their own health.</li>   <li>• Students share their journal entries about taking responsibility for their own health. After reading page A8 in the text and discussing Display Poster 5B, students will write personal Health Behavior Contracts.</li> </ul>	<ul style="list-style-type: none"> <li>• TG pgs. A7</li> <li>• Journals or writing paper</li>   <li>• TG pgs. A8 – A9</li> <li>• Display Poster 5B</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Journal entry</li> <li>• Health Master 3 – 4</li>   <li>• Teacher Observation</li> <li>• Completed Health Behavior Contracts</li> <li>• Lesson Quiz pg. 5</li> </ul>	<p>By the end of Grade 4</p> <ul style="list-style-type: none"> <li>• 2.1, A3</li>   <li>• 2.1, A3</li> <li>• 2.2, C1</li> <li>• 2.2, C2</li> </ul>



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<p style="text-align: center;"><u>Unit A</u> Mental, Emotional, Family, and Social Health</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Describe how to share emotions in healthful ways.</li>   <li>• Explain how to use I-messages to communicate emotions</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the different emotions a person can feel. Write the emotions on a slip of paper (fear, joy, grief, sadness, etc). Have students pick a slip of paper and tell what could cause that emotion.</li>   <li>• Discuss and demonstrate the use of I-messages. Have 2 students act out the use of I-messages in various situations. Sample scenarios: A friend said something mean about you. A friend borrowed your ipod and lost it. A friend knocked into you when bike riding and caused you to fall.</li> </ul>	<ul style="list-style-type: none"> <li>• TG pgs. A16 – A17</li>   <li>• TG pgs. A18 – A19</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Student responses</li>   <li>• Teacher Observation</li> <li>• Health Master 7 – 8</li> </ul>	<p>By the end of Grade 4</p> <ul style="list-style-type: none"> <li>• 2.1, A1</li>   <li>• 2.1, A1</li> <li>• 2.2, A4</li> <li>• 2.1, F3</li> <li>• 2.1, F4</li> </ul>

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<p style="text-align: center;"><u>Unit A</u> Mental, Emotional, Family, and Social Health</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Describe ways to keep your mind healthy.</li>   <li>• Identify the six parts of good character.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the three ways to keep a healthy mind and attitude – avoid worry, keep sharp, and avoid drugs. Give students stressful or unpleasant scenarios (losing a soccer game, failing a math test, doing chores, etc.) and have them tell how to handle these situations with a healthful attitude.</li>   <li>• Discuss with the class the six traits of good characters – caring, citizenship, responsibility, trustworthiness, fairness, and respect. Have students share situations from their personal experience or from literature that illustrate one of the good character traits.</li> </ul>	<ul style="list-style-type: none"> <li>• TG pgs. A20 – A21</li>   <li>• TG pgs. A22 – A 23</li> <li>• Transparency 2 – Six Traits of Good Character</li> <li>• Display Poster 7A – Good Character</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Lesson Quiz pg. 7</li>   <li>• Teacher Observation</li> <li>• Health Master 9</li> </ul>	<p>By the end of Grade 4</p> <ul style="list-style-type: none"> <li>• 2.1, A1</li> <li>• 2.1, F3</li> <li>• 2.1, F</li>   <li>• 2.2, D1</li> </ul>

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<p style="text-align: center;"><u>Unit A</u> Mental, Emotional, Family, and Social Health</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Explain why your friends and heroes should have good character.</li>   <li>• Describe how to show respect and what to do if you do something wrong.</li> </ul>	<ul style="list-style-type: none"> <li>• Have each student identify a friend or family member who shows good character. Students write a paragraph describing how that person's actions showed good character. Students design and present a good character award to that person.</li>   <li>• Students role play stations where they show respect (answering the phone, asking a salesperson for help, asking a classmate to borrow crayon, etc) and demonstrate how to apologize if they did something wrong (dialed a wrong number, forgot to bring homework to school, lost a friend's book, etc).</li> </ul>	<ul style="list-style-type: none"> <li>• TG pgs. A24 – A25</li> <li>• Construction paper.</li>   <li>• TG pgs. A26 – A27</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Health Master 10</li>   <li>• Teacher Observation</li> <li>• Lesson Quiz pg. 8</li> </ul>	<p>By the end of Grade 4</p> <ul style="list-style-type: none"> <li>• 2.2, D1</li> <li>• 2.2, D2</li>   <li>• 2.2, D1</li> <li>• 2.2, D2</li> </ul>

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<p style="text-align: center;"><u>Unit A</u> Mental, Emotional, Family, and Social Health</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• List questions before making decisions</li>   <li>• Describe how to use resistance skills</li>   <li>• Discuss the difference between healthful and harmful stress.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the guidelines for making responsible decisions. Give the students different situations and have them apply the 6 guidelines before making decisions.</li>   <li>• Discuss the 4 steps in good resistance skills. Give students unsafe or wrong situations and have them role play using strong resistance skills.</li>   <li>• After discussing stress, students will fold a piece of construction paper in half and draw a healthful stress situation on one half and a harmful stress situation on the other half. Students will share their ideas with the class.</li> </ul>	<ul style="list-style-type: none"> <li>• TG pgs. A29 – A30</li> <li>• Display Poster 1A – Make Responsible Decisions</li>   <li>• TG pgs. A30 – A31</li> <li>• Display Poster 1B – Use Resistance Skills</li>   <li>• TG pgs. A34 – A37</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li>   <li>• Teacher Observation</li> <li>• Health Master 11 – 12</li>   <li>• Teacher Observation</li> <li>• Health Master 16 - 18</li> </ul>	<p>By the end of Grade 4</p> <ul style="list-style-type: none"> <li>• 2.1, A1</li>   <li>• 2.1, A1</li>   <li>• 2.1, F3</li> <li>• 2.1, F4</li> </ul>

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<p style="text-align: center;"><u>Unit A</u> Mental, Emotional, Family, and Social Health</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Describe ways to make a healthful relationship and list ways to show respect for other people.</li> </ul>	<ul style="list-style-type: none"> <li>• After reading of the text and class discussion, students will break into small groups to create a character chart. This chart will have four columns titled “Family”, “Friends”, “Teacher”, and “Self”. The group will list 5 actions that show respect for family, friends, teachers, and self. Share and display in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• TG pgs. A44 – A46</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Character Chart</li> <li>• Health Master 19 - 20</li> </ul>	<p>By the end of Grade 4</p> <ul style="list-style-type: none"> <li>• 2.2, E3</li> </ul>
	<ul style="list-style-type: none"> <li>• Identify healthful ways to communicate</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss and demonstrate the importance of good listening. Have students act out the good listening (giving the speaker your full attention, engage in positive body language) and have students act out poor listening (inattentiveness, poor body language).</li> </ul>	<ul style="list-style-type: none"> <li>• TG pgs. A47 – A49</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Health Master 21</li> <li>• Lesson Quiz pg. 16</li> </ul>	<ul style="list-style-type: none"> <li>• 2.2, E3</li> </ul>

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<p style="text-align: center;"><u>Unit A</u> Mental, Emotional, Family, and Social Health</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• List and apply the four steps to use for resolving conflicts</li> </ul>	<ul style="list-style-type: none"> <li>• After reading of the text and class discussion, groups of students will role play positive ways to resolve conflict situations. Role play scenarios can include siblings who want to ride in the front seat of the car, 2 students who want the same library book, the suspected theft of lunch money, etc. Role playing students will demonstrate the 4 conflict resolution steps: stay calm, talk about the conflict, list ways to settle the conflict, and agree on a way to settle the conflict.</li> </ul>	<ul style="list-style-type: none"> <li>• TG pgs. A50 – A51</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Health Master 22</li> </ul>	<p>By the end of Grade 4</p> <ul style="list-style-type: none"> <li>• 2.1, F3</li> <li>• 2.1, F4</li> </ul>
	<ul style="list-style-type: none"> <li>• Describe peer pressure</li> </ul>	<ul style="list-style-type: none"> <li>• After discussing positive and negative peer pressure, students will fold a piece of construction paper in half and draw a positive peer pressure situation on one half and a negative peer pressure situation on the other half. Students will share their ideas with the class.</li> </ul>	<ul style="list-style-type: none"> <li>• TG pgs. A52 – A55</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Health Master 23</li> <li>• Lesson Quiz pg. 17</li> </ul>	<ul style="list-style-type: none"> <li>• 2.1, F3</li> <li>• 2.1, F</li> </ul>



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<p style="text-align: center;"><u>Unit A</u> Mental, Emotional, Family, and Social Health</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Describe how to adjust to family changes in healthful ways</li>   <li>• Explain why you need friends and how to make new friends.</li> </ul>	<ul style="list-style-type: none"> <li>• After reading the text and class discussion, give the students family change scenarios and ask for volunteers to tell how they would offer help and/or show kindness to other family members. Family change scenarios could include a new baby being born or adopted, a family moving away, a pet dying, a family member becoming ill, etc.</li>   <li>• After reading the text and class discussion, students write want ads seeking a friend. The ads should list all the important characteristics that good friends should possess.</li> </ul>	<ul style="list-style-type: none"> <li>• TG pgs. A62 – A63</li>   <li>• TG pgs. A64 – A67</li> <li>• Transparency 5 – Checklist for a True Friend</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Lesson Quiz 18</li>   <li>• Teacher Observation</li> <li>• Health Master 27 - 28</li> </ul>	<p>By the end of Grade 4</p> <ul style="list-style-type: none"> <li>• 2.4, A3</li>   <li>• 2.4, A4</li> </ul>

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<u>Unit A</u> Mental, Emotional, Family, and Social Health	Students will be able to: <ul style="list-style-type: none"> <li>• Explain how friends can help each other make responsible decisions</li> <li>• Describe stages of the life cycle</li> </ul>	<ul style="list-style-type: none"> <li>• After reading of the text and class discussion, give the students every day situations (taking a short cut home, skateboarding on Delsea Drive, going out with friends without telling parents where you are going, etc.) and have them apply the Six Guidelines for Making Responsible Decisions to each situation.</li> <li>• Using Graphic Organizer: Sequence of Events students will make a time line of their lives.</li> </ul>	<ul style="list-style-type: none"> <li>• TG pgs. A68 – A69</li> <li>• TG pgs. B4 – B7</li> <li>• Transparency 46 Graphic Organizer: Sequence of Events</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Lesson Quiz pg. 19</li> <li>• Teacher Observation</li> <li>• Health Master 29 – 30</li> </ul>	By the end of Grade 4 <ul style="list-style-type: none"> <li>• 2.2, B1</li> <li>• 2.1, B2</li> </ul>
	<u>Unit B</u> Growth and Nutrition <ul style="list-style-type: none"> <li>• Explain the way your muscles and bones work</li> </ul>	<ul style="list-style-type: none"> <li>• After reading the text and class discussion, students will draw a skeleton and use red watercolor paint to overlay the muscles.</li> </ul>	<ul style="list-style-type: none"> <li>• TG pgs. B10 – B 13</li> <li>• Watercolor paint</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Completed skeletons</li> <li>• Health Master. 31 – 33</li> </ul>	<ul style="list-style-type: none"> <li>• 2.1, B1</li> </ul>

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<p style="text-align: center;"><u>Unit B</u> Growth and Nutrition</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify ways to care for muscles and bones</li> </ul>	<ul style="list-style-type: none"> <li>• After reading the text and class discussion, students use Graphic Organizer: Two-Column Chart to list ways to care for muscles and bones.</li> </ul>	<ul style="list-style-type: none"> <li>• TG pgs. B14 – B15</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Lesson Quiz pg. 26</li> </ul>	<p>By the end of Grade 4</p> <ul style="list-style-type: none"> <li>• 2.1, B1</li> </ul>
	<ul style="list-style-type: none"> <li>• Describe the circulatory system and the respiratory system</li> </ul>	<ul style="list-style-type: none"> <li>• Have students draw a two-part picture of themselves breathing in and breathing out. Students will label their pictures with words and arrows to show the flow of air and describe what happens as they breathe.</li> </ul>	<ul style="list-style-type: none"> <li>• TG pgs. B16 – B19</li> <li>• Transparency 10 Circulatory System</li> <li>• Transparency 11 Respiratory System</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Health Master 34 – 37</li> </ul>	<ul style="list-style-type: none"> <li>• 2.1, B1</li> </ul>
	<ul style="list-style-type: none"> <li>• Identify ways to care for your heart and lungs.</li> </ul>	<ul style="list-style-type: none"> <li>• After reading the text and class discussion, students use Graphic Organizer: Two-Column Chart to list ways to care your heart and lungs.</li> </ul>	<ul style="list-style-type: none"> <li>• TG pgs. B20 – B21</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Lesson Quiz pg. 27</li> </ul>	<ul style="list-style-type: none"> <li>• 2.1, B1</li> </ul>

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<p style="text-align: center;"><u>Unit B</u> Growth and Nutrition</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Describe how the digestive system works</li> <li>• Identify ways to care for the digestive system</li> <li>• Identify the five senses.</li> </ul>	<ul style="list-style-type: none"> <li>• After reading the text and class discussion, students will make up three multiple-choice questions about digestion. Students trade and answer each other's questions.</li> <li>• Review the Guidelines for Making Responsible Decisions. Give students situations and have them apply the Guidelines for keeping their digestive system healthy. Some possible situations can include: You are thirsty. There is the garden hose, water inside, or soda. Which do you chose? You are at the food court at the mall. What should you buy for lunch?</li> <li>• After reading the text and class discussion, give students various places (such as the beach, the circus, the cafeteria, etc.) and have them tell what they can see, hear, smell, touch, and taste in each place.</li> </ul>	<ul style="list-style-type: none"> <li>• TG pgs. B22 – B23</li> <li>• TG pgs. B24 – B25</li> <li>• TG pgs. B26 – B27</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Health Master 38</li> <li>• Teacher Observation</li> <li>• Health Master 39</li> <li>• Lesson Quiz pg. 28</li> <li>• Teacher Observation</li> </ul>	<p>By the end of Grade 4</p> <ul style="list-style-type: none"> <li>• 2.1, B1</li> <li>• 2.1, B1</li> <li>• 2.1, C1</li> <li>• 2.1, B1</li> </ul>

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<p style="text-align: center;"><u>Unit B</u> Growth and Nutrition</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Discuss what the nervous system does</li> <li>• Describe how to care for the nervous system</li> <li>• Describe the four steps in managing stress</li> </ul>	<ul style="list-style-type: none"> <li>• Give each student a card which says “brain”, “nerves” or “spinal cord”. Each student must describe the function, without using the word brain, nerves, or spinal cord. Students share their descriptions with the group. The group will identify what area of the nervous system is being described.</li> <li>• Have students make a list of at least 10 actions that use the nervous system. Next to each action, students will list a way they can take responsibility for the health of their nervous system.</li> <li>• After reading the text and class discussion, students will be given scenarios describing stressful situations (extra homework, mom becoming ill, lost a friend’s book, etc). Students will work in groups to apply the four steps in managing stress to their scenario.</li> </ul>	<ul style="list-style-type: none"> <li>• TG pgs. B28 – B29</li> <li>• TG pgs. B30 – B31</li> <li>• TG pgs. B32 – B33</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Health Master 41 - 43</li> <li>• Teacher Observation</li> <li>• Lesson Quiz pg. 29</li> <li>• Teacher Observation</li> </ul>	<p>By the end of Grade 4</p> <ul style="list-style-type: none"> <li>• 2.1, B1</li> <li>• 2.1, B1</li> <li>• 2.1, A3</li> <li>• 2.1, A1</li> <li>• 2.1, F5</li> </ul>

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<p style="text-align: center;"><u>Unit B</u> Growth and Nutrition</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify the nutrients your body needs and what foods make up a balance diet</li> </ul>	<ul style="list-style-type: none"> <li>• After reading the text and class discussion, students illustrate and label their own Food Pyramid.</li> </ul>	<ul style="list-style-type: none"> <li>• TG pgs. B38 – B41</li> <li>• Transparency 15 My Pyramid</li> <li>• Display Poster 6A My Pyramid</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Health Master 47 - 50</li> </ul>	<p>By the end of Grade 4</p> <ul style="list-style-type: none"> <li>• 2.1, C2</li> </ul>
	<ul style="list-style-type: none"> <li>• Explain how to use My Pyramid to make healthy food choices</li> </ul>	<ul style="list-style-type: none"> <li>• Students will make sample menus for healthy meals using My Pyramid.</li> </ul>	<ul style="list-style-type: none"> <li>• TG pgs. B41 – B43</li> <li>• Transparency 15 My Pyramid</li> <li>• Display Poster 6A My Pyramid</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Lesson Quiz 35</li> </ul>	<ul style="list-style-type: none"> <li>• 2.1, C1</li> <li>• 2.1, C2</li> </ul>
	<ul style="list-style-type: none"> <li>• Explain how to follow Dietary Guidelines</li> </ul>	<ul style="list-style-type: none"> <li>• After reading the text and class discussion, students will write a few sentences describing a healthful activity. Students will share their writing with the class. The class will identify which of the Dietary Guidelines is being described.</li> </ul>	<ul style="list-style-type: none"> <li>• TG pgs. B46 – B47</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Health Master 51 - 53</li> </ul>	<ul style="list-style-type: none"> <li>• 2.1, C1</li> <li>• 2.1, C2</li> </ul>

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<p style="text-align: center;"><u>Unit B</u> Growth and Nutrition</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Explain how to use the Dietary Guidelines to choose healthful snacks</li> </ul>	<ul style="list-style-type: none"> <li>• After reading the text and class discussion, give students various snacks, both healthy and junk foods. On a piece of brown paper bag or craft paper, students will write the name of the food they have and rub the food on the paper. After the papers have dried, have students hold the paper up to a light. If the foods have a high fat content, it will leave an oily spot.</li> </ul>	<ul style="list-style-type: none"> <li>• TG pgs. B48 – B49</li> <li>• Various food, both healthy and unhealthy</li> <li>• Pieces of brown paper bags or craft paper</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Lesson Quiz 36</li> </ul>	<p>By the end of Grade 4</p> <ul style="list-style-type: none"> <li>• 2.1, C1</li> </ul>
	<ul style="list-style-type: none"> <li>• Identify influences on your food choices and describe what facts are found on food labels</li> </ul>	<ul style="list-style-type: none"> <li>• After reading the text and class discussion, students are given Nutritional Fact food labels from various products. In groups, students will sort the labels into most sugar, most fat, most sodium, healthiest, and least healthy.</li> </ul>	<ul style="list-style-type: none"> <li>• TG pgs. B50 – B53</li> <li>• Transparency 17 Nutrition Facts Label</li> <li>• Display Poster 6B Nutrition Facts</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Health Master 54 - 56</li> </ul>	<ul style="list-style-type: none"> <li>• 2.1, A3</li> <li>• 2.1, C2</li> <li>• 2.1, C3</li> </ul>

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<p style="text-align: center;"><u>Unit B</u> Growth and Nutrition</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Explain how to plan a menu for a healthful meal</li>   <li>• Explain how food can be kept safe and list kitchen safety rules.</li> </ul>	<ul style="list-style-type: none"> <li>• After reading the text and class discussion, students work in small groups to plan a monthly lunch menu for the school.</li>   <li>• After reading the text and class discussion, students will make kitchen safety posters highlighting some of the safety tips on page B60.</li> </ul>	<ul style="list-style-type: none"> <li>• TG pgs. B54 – B55</li>   <li>• TG pgs. B58 – B61</li> <li>• Drawing or construction paper</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Lesson Quiz 37</li>   <li>• Teacher Observation</li> <li>• Health Master 58 – 59</li> <li>• Lesson Quiz 38</li> </ul>	<p>By the end of Grade 4</p> <ul style="list-style-type: none"> <li>• 2.1, A3</li> <li>• 2.1, C2</li> <li>• 2.1, C3</li>   <li>• 2.1, E1</li> </ul>

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<p style="text-align: center;"><u>Unit C</u> Personal Health and Safety</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Explain why you need medical checkups</li> <li>• Summarize how to floss and brush your teeth</li> </ul>	<ul style="list-style-type: none"> <li>• Have students imagine they are dentists. Ask them to write an ad explaining why young people should visit them for regular checkups. Ads should include reasons and special features that might make a checkup fun.</li> </ul>	<ul style="list-style-type: none"> <li>• TG pgs. C4 – C9</li> <li>• Transparency 43 Graphic Organizer: Four-Column Chart</li> <li>• Transparency 22 Your Teeth</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Health Master 61 – 63</li> <li>• Lesson Quiz 44</li> </ul>	<p>By the end of Grade 4</p> <ul style="list-style-type: none"> <li>• 2.1, A2</li> </ul>
	<ul style="list-style-type: none"> <li>• Describe how to keep your eyes and ears healthy</li> </ul>	<ul style="list-style-type: none"> <li>• Have students work in pairs to develop a list of 20 things that make noise. Have them number those in order from what they think is the loudest sound to what they think is the softest sound.</li> </ul>	<ul style="list-style-type: none"> <li>• TG pgs. C10 – C13</li> <li>• Transparency 19 The Eye</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Health Master 64 - 65</li> <li>• Lesson Quiz pg. 45</li> </ul>	<ul style="list-style-type: none"> <li>• 2.1, B1</li> </ul>

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<p style="text-align: center;"><u>Unit C</u> Personal Health and Safety</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Explain why grooming your skin, hair, and nails is important</li> <li>• Explain why getting enough rest is important to good health</li> </ul>	<ul style="list-style-type: none"> <li>• Play the Thumbs Up – Thumbs Down game. The teacher describes a grooming scenario and the students put thumbs up if it shows good grooming and thumbs down if it does not. Some scenarios could include: Regular grooming helps keep your skin healthy (thumbs up); Your skin is a muscle (thumbs down); You should use sunscreen of at least SPF 15 (thumbs up); Sharing hats, brushes, and combs with others is a good idea (thumbs down).</li> </ul>	<ul style="list-style-type: none"> <li>• TG pgs. C14 – C19</li> <li>• Transparency 41 Graphic Organizer: Two-column Chart</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Health Master 66 – 68</li> <li>• Lesson Quiz 46</li> </ul>	<p>By the end of Grade 4</p> <ul style="list-style-type: none"> <li>• 2.1, A2</li> </ul>
	<ul style="list-style-type: none"> <li>• Discuss why being physically active is important</li> <li>• Describe how you can work on physical fitness</li> </ul>	<ul style="list-style-type: none"> <li>• Write the names of several sports on slips of paper and have each student draw one slip. Ask them to write a paragraph telling how the sport they chose can help build physical, mental and emotional, and family and social health.</li> </ul>	<ul style="list-style-type: none"> <li>• TG pgs. C20 – C23</li> <li>• Display Poster 8A Activity Pyramid</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Health Master 69 - 71</li> <li>• Lesson Quiz 47</li> </ul>	<ul style="list-style-type: none"> <li>• 2.1, A1</li> <li>• 2.1, A3</li> </ul>

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<p style="text-align: center;"><u>Unit C</u> Personal Health and Safety</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Describe what steps to include in a physical fitness plan</li>   <li>• Discuss ways to prevent injuries during physical activity</li> <li>• List what safety equipment is needed for different sports.</li> </ul>	<ul style="list-style-type: none"> <li>• To show the change in muscle elasticity from cold to warm, keep a large rubber band in the freezer until ready to use. Have students test the elasticity of the band, and explain that it is like a cool muscle. After the band is warm, test its elasticity again. It should be much easier to stretch, as a warm muscle is.</li>   <li>• Have students look for and cut out pictures in old magazines or newspapers that illustrate individuals playing a sport. Have the students label the different types of safety equipment illustrated in the pictures.</li> </ul>	<ul style="list-style-type: none"> <li>• TG pgs. C27 – C29</li> <li>• Transparency 23 Warm up and Cool Down</li> <li>• Transparency 24 Stretches</li>   <li>• TG pgs. C30 – C33</li> <li>• Transparency 47 Graphic Organizer: Main Idea and Supporting Details</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Health Master 72 - 75</li> <li>• Lesson Quiz 48</li>   <li>• Teacher Observation</li> <li>• Health Master 76 - 78</li> </ul>	<p>By the end of Grade 4</p> <ul style="list-style-type: none"> <li>• 2.1, A1</li> <li>• 2.1, A3</li>   <li>• 2.1, A3</li> <li>• 2.1, E1</li> </ul>

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Skill Area	Student Objective	Example/Activities	Resource/ Materials	Assessment	NJ Core Curriculum Standard
<p style="text-align: center;"><u>Unit C</u> Personal Health and Safety</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Explain how to prevent falls</li> <li>• Explain how to prevent fires</li> <li>• Explain what computer safety means</li> </ul>	<ul style="list-style-type: none"> <li>• Have students draw a floor plan of their home with two different fire escape routes. Attach magnetic tape to the back of the escape plans so students can post the plans on their home refrigerators.</li> </ul>	<ul style="list-style-type: none"> <li>• TG pgs. C42 – C47</li> <li>• Magnetic Tape</li> <li>• Transparency 34 Stop, Drop, and Roll</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Health Master 81 – 84</li> <li>• Lesson Quiz 55</li> </ul>	<p>By the end of Grade 4</p> <ul style="list-style-type: none"> <li>• 2.1, E1</li> </ul>
	<ul style="list-style-type: none"> <li>• Explain how to keep safe around cars and buses</li> <li>• List safety rules when walking, biking, skating, and riding a scooter</li> </ul>	<ul style="list-style-type: none"> <li>• After reading the text and class discussion, students write about which physical activity they think is most dangerous: skiing, skating, riding a scooter, or swimming. Tell them to include an explanation of why they chose the activity, the dangers that surround the activity, and how to keep safe while participating in the activity.</li> </ul>	<ul style="list-style-type: none"> <li>• TG pgs. C48 – C53</li> <li>• Transparency 29 Scooter, Skateboard, and Skating Safety</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Health Master 85 – 87</li> <li>• Lesson Quiz 56</li> </ul>	<ul style="list-style-type: none"> <li>• 2.1, E1</li> </ul>

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<p style="text-align: center;"><u>Unit C</u> Personal Health and Safety</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Discuss how to stay safe outdoors</li> <li>• Explain how to stay safe in bad weather</li> </ul>	<ul style="list-style-type: none"> <li>• Play the Thumbs Up – Thumbs Down game. The teacher or student volunteers describe an outdoor safety scenario and the students put thumbs up if it is a safe situation and thumbs down if it is not. Some scenarios could include: Check that your shoelaces are tied when you run (thumbs up). It's OK to use the telephone during a thunder storm (thumbs down). Stay away from windows during a tornado (thumbs up).</li> </ul>	<ul style="list-style-type: none"> <li>• TG pgs. C54 – C59</li> <li>• Transparency 44 Graphic Organizer: Word Web</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Health Master 89 – 91</li> <li>• Lesson Quiz 57</li> </ul>	<p>By the end of Grade 4</p> <ul style="list-style-type: none"> <li>• 2.1, E1</li> </ul>
	<ul style="list-style-type: none"> <li>• List safety rules for times when your are home alone</li> <li>• List ways to stay safe from strangers</li> <li>• Define what an unsafe touch is</li> </ul>	<ul style="list-style-type: none"> <li>• After reading the text and class discussion, students will divide into groups and each group will write a skit about safety. Assign each groups a different aspect of safety, such as keeping safe at home, who to trust when you are lost, and stranger safety.</li> </ul>	<ul style="list-style-type: none"> <li>• TG pgs. C60 – C63</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Health Master 93 – 95</li> <li>• Lesson Quiz 58</li> </ul>	<ul style="list-style-type: none"> <li>• 2.1, E1</li> <li>• 2.1, E3</li> </ul>

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<p style="text-align: center;"><u>Unit C</u> Personal Health and Safety</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• List ways you can stay safe from a gang</li> <li>• Explain safety rules to prevent injury from guns and knives</li> <li>• Describe what to do if you find a weapon</li> </ul>	<ul style="list-style-type: none"> <li>• After reading the text and class discussion, students will make weapon safety posters highlighting S.A.F.E. (S-stop, A-avoid going near the weapon, F-find an adult, E-explain what you saw)</li> </ul>	<ul style="list-style-type: none"> <li>• TG pgs. C64 – C67</li> <li>• Transparency 44 Graphic Organizer: Word Web</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Health Master 96 – 97</li> <li>• Lesson Quiz 59</li> </ul>	<p>By the end of Grade 4</p> <ul style="list-style-type: none"> <li>• 2.1, E1</li> <li>• 2.1, E4</li> </ul>
	<ul style="list-style-type: none"> <li>• Explain how to call for help in an emergency</li> <li>• Explain how to help an injured person</li> </ul>	<ul style="list-style-type: none"> <li>• After reading the text and class discussion, give each student a slip of paper with an emergency scenario, such as a car crash in the street in front of your house, you think your little sister swallowed several aspirin, your mom is having trouble breathing, etc. Student role play the steps they would take in each situation.</li> </ul>	<ul style="list-style-type: none"> <li>• TG pgs. C68 – C71</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Health Master 99 – 100</li> <li>• Lesson Quiz 60</li> </ul>	<ul style="list-style-type: none"> <li>• 2.1, E1</li> <li>• 2.1, E2</li> </ul>

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<p style="text-align: center;"><u>Unit C</u> Personal Health and Safety</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Explain how to give first aid for cuts, scrapes, nosebleeds, bruises, burns, insect stings, animal bites, reactions to poisonous plants and choking</li> </ul>	<ul style="list-style-type: none"> <li>• Students choose one of the minor injuries described in the lesson and draw a four-step story board illustrating the first aid steps needed to treat each injury.</li> </ul>	<ul style="list-style-type: none"> <li>• TG pgs. C72 – C77</li> <li>• Transparency 35 Abdominal Thrust</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Health Master 101 – 105</li> <li>• Lesson Quiz 61</li> </ul>	<p>By the end of Grade 4</p> <ul style="list-style-type: none"> <li>• 2.1, E1</li> <li>• 2.1, E2</li> </ul>