

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Grade 3 Health
February 2019

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New Milford's Mission Statement

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

Course Overview

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

Pacing Guide

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

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

Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p>Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p>Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p>Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.</p> <p><u>CCSS.ELA-LITERACY.SL.3.1</u> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • Live a healthy life by making safe choices and decisions regarding relationship management, self esteem, decision making; self-advocacy and advocating for others, and cyber safety. • Participate in safe activities that promote wellness throughout life. 	
	<i>Meaning</i>	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • We all deserve to be respected, feel safe and comfortable in all our relationships in person and online. • In order to have healthy relationships with others, we must first have a healthy self-esteem. • Communicating our feelings and asking for help when needed is important to our social, emotional and physical wellbeing. • Students bodies are their own and they always have a right to say no to ANY situation or person that makes them feel uncomfortable. 	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> • What are examples of behaviors that are healthy and unhealthy within a relationship? • What are characteristics of positive and low self esteem? • What are skills we can learn to keep safe and healthy around grown ups and peers • What is a trusted adult, and who are trusted adults in my life? • Who could I go to for support when I need help?

<p>CCSS.ELA-LITERACY.SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>	<ul style="list-style-type: none"> Assertive communication is essential when advocating for yourself or others. 	<ul style="list-style-type: none"> What skills are needed in order to assert for oneself?
	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> How to make health decisions and when to seek help with those decisions how to explain the ways that rules make the classroom, school and community safer. how to define self esteem and explain why a positive self esteem is important to a healthy you. what influences both positive and low self esteem. how to identify examples of personal information that should never be shared online. 4 ways to be cybersafe. that everyone deserves to feel respected, and safe. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> Selecting trusted adults and professionals who can help with health related decisions. Demonstrate healthy ways to express needs, wants, feelings and listening skills to enhance health. Demonstrate ways to respond to unwanted, threatening, or dangerous situations. articulate influences of both positive and low self esteem. Recognize safe and unsafe online situations. Demonstrate how to stay safe when exploring the internet and communicating online. Students will demonstrate 5 steps to being a super upstander for themselves and others.

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
		<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <ul style="list-style-type: none"> Goal: Students will design a visual representation depicting a trust triangle that will identify at least three safe grow-ups they may access for emotional or social support. Role: Developers Audience: Teacher/peers Situation: Classroom Products: Visual collage Success: Complete of the “trust triangle” with at least one grown -up that is not a family member. Goal: Students will design an artistic representation depicting all of their positive self traits call the “Me Tree”. Role: Developers Audience: Teacher and peers Situation: Classroom Product: Visual art project Success: A complete “Me Tree” including at least 6 positive self traits. Goal: successfully answer “Talking Safely Online” questions summative assessment Role: Developer Audience: Teacher Situation: Classroom Product: Completed multiple choice questions Success: Get at least 4 out of 5 correct
T	<ul style="list-style-type: none"> Visual assessment 	
M	<ul style="list-style-type: none"> Students may share their representation with their peers 	
M	<ul style="list-style-type: none"> Teacher will provide feedback 	
T	<ul style="list-style-type: none"> Visual assessment 	
M	<ul style="list-style-type: none"> Students may share their representation with their peers 	
M	<ul style="list-style-type: none"> Teacher will provide feedback 	
T	<ul style="list-style-type: none"> Teacher will provide immediate feedback in a whole group setting 	
A	<ul style="list-style-type: none"> Students may engage in whole group discussion as questions arise 	
M	<ul style="list-style-type: none"> Students will earn their Cyber Safety Permit upon completion of the unit. 	

<p>T, M</p> <p>M</p> <p>A, T</p>	<ul style="list-style-type: none"> Teacher may use dry erase boards for immediate responses from 100% of the class. Teacher will facilitate acting to keep focus and engagement of all students. 	<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Exit Slips (Formative assessment):</p> <ul style="list-style-type: none"> How can our feelings affect our behaviors? Why can it be helpful to ask for help? Who are some people you can ask/go to for help? <p>Cyber Use contract signed by all students</p> <p>Role Plays</p>
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Stage 3 – Learning Plan	
Code	<i>Pre-Assessment</i>
A, M	Students will have successfully completed the first 6 lessons from the Safer, Smarter Kids curriculum in K-2, as evidenced by a brief matching activity on day one.
A, M	When prompted with an essential question, students will participate in a turn and talk and whole group discussion of prior knowledge relevant to the new topic.

	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i>	Progress Monitoring
	Personal Safety (We Care and SSK Curriculum): <ul style="list-style-type: none"> Students will create a Safe Space Hand Contract as we establish classroom expectations. 	<ul style="list-style-type: none"> Teacher will record expectations onto paper as students discuss openly.
M, A		
T	<ul style="list-style-type: none"> Students will watch a video to help recall prior knowledge of 6 safety tools. 	<ul style="list-style-type: none"> Teacher will provide SSK video and visual aid on wall.
A	<ul style="list-style-type: none"> Students will complete a matching activity to reinforce the 6 safety tools. 	<ul style="list-style-type: none"> Teacher will provide SSK “schoolyard” on interactive SmartBoard
A	<ul style="list-style-type: none"> Students will use their “safety goggles” to spy unsafe situations in the schoolyard. 	<ul style="list-style-type: none"> Teacher will provide the SSK video and facilitate discussion; writing students responses on the board.
M	<ul style="list-style-type: none"> Students will view a video and be challenged to recall 3 requirements of a “grown up buddy”. 	<ul style="list-style-type: none"> Teacher will provide list of emotions, “How would I feel” situations, and facilitate whole group discussion.
A, T	<ul style="list-style-type: none"> Students will work in small groups; read a situation and determine if grown up help is needed; why and how can the grown up help; present findings to peers. 	
	Relationships: <ul style="list-style-type: none"> Students will brainstorm types of relationships. 	<ul style="list-style-type: none"> Teacher will provide place cards and behavior cards; guide whole group conversation
A		
M, A	<ul style="list-style-type: none"> Students will sort relationship behaviors into safe or unsafe categories. 	<ul style="list-style-type: none"> Teacher reads the story and uses guiding questions to help students define self-esteem.
	<ul style="list-style-type: none"> Students will listen to a read-aloud of “Stand Tall Molly Lou Melon” or other related title to better understand the concept of self-esteem. 	<ul style="list-style-type: none"> Teacher will provide students with a list of character traits from which to choose.
M		
M	<ul style="list-style-type: none"> Students analyze the main character in small groups by assigning character traits that best describe Molly. 	<ul style="list-style-type: none"> Teacher will generate a list of tools and

A, T	<ul style="list-style-type: none"> Students will brainstorm strategies for improving or maintaining a healthy self-esteem. 	<p>strategies for students.</p> <ul style="list-style-type: none"> Teacher will provide video and write rules on the Smartboard as students recall them.
M, A	<p>Cyber-Safety: (<i>Safer Smarter Kids Curriculum</i>)</p> <ul style="list-style-type: none"> Students will view SSK video and recall 4 rules for the Cyber Highway. (or related video). 	<ul style="list-style-type: none"> Teacher provides the scenarios.
A, T	<ul style="list-style-type: none"> Students will practice applying these rules with given scenarios. 	<ul style="list-style-type: none"> Teacher will provide the contracts and other class supplies; review the meaning of a contract and assist students with cursive writing skills.
A	<ul style="list-style-type: none"> Students will sign a contract promising to abide by the 4 Cyber Highway Rules. 	
M	<ul style="list-style-type: none"> Students will create their personal cyber safety learners permit. 	<ul style="list-style-type: none"> Teacher will provide access to interactive program and facilitate student participation.
M, A	<p>Conflict Resolution:</p> <ul style="list-style-type: none"> Students will participate in online interactive HealthTeacher.com presentation (or similar content). 	<ul style="list-style-type: none"> Teacher lead whole group practice session.
A, T	<ul style="list-style-type: none"> Students will practice using the 4 steps to being a super upstander. 	<ul style="list-style-type: none"> Teacher will cue video and answer questions.
A, T	<ul style="list-style-type: none"> Students will watch a video demonstrating the steps to conflict resolution (Brainpopjr.com or similar video). 	<ul style="list-style-type: none"> Teacher provides situations and feedback to aid students as they practice being assertive.
T	<ul style="list-style-type: none"> Class is divided into 4 groups and must act out given situations demonstrating assertive communication. 	

ESTABLISHED GOALS	<i>Transfer</i>	
	<i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> • Live a healthy life by making safe choices and decisions regarding disease prevention, healthy eating and food safety; drug abuse prevention and the dangers of smoking; physical activity and respiratory health; and environmental health. • Participate in activities that promote wellness throughout life. 	
	<i>Meaning</i>	
<p>Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>Standard 4: Students will analyze the influence of family, peers, culture, media, technology and other factors on health.</p> <p>Standard 6: Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p>Standard 7: Students will use goal-setting skills to enhance health.</p> <p>Standard 8: Students will demonstrate the ability to advocate for personal, family and community health.</p> <p>Standard 14: Students will choose physical activity for health, enjoyment, challenge, self-expression and/or social interaction to sustain a physically active lifestyle.</p>	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • The human body has many natural ways to protect us from germs, but we still have to make safe choices to prevent many diseases. • The function of the immune system . • Pathogens can hide in our foods if we do not handle and store foods safely. • The respiratory and circulatory systems are interdependent on one another. • Choosing foods from all five food groups everyday will keep us healthy 	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> • What do I need to know to stay healthy? • What influences impact my healthy behaviors and decisions? • What behaviors can I practice to help in disease prevention? • How will physical activity help me now and in the future? • How can I use the goal-setting process to

<p>CCSS.ELA-Literacy.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers</p> <p>CCSS.ELA-Literacy.RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>CCSS.ELA-Literacy.W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>CCSS.ELA-Literacy.SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>	<ul style="list-style-type: none"> Humans have the greatest impact on the environment than any other animal in the world, and therefore have a duty and responsibility to care for it. 	<p>improve my health?</p> <ul style="list-style-type: none"> How can I make responsible decisions to keep myself and the environment healthy?
Acquisition		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> the 6 ways the human body naturally defends itself against pathogens - skin, mucus, cilia, ear wax, stomach acid and immune system. allergies and their relationship to the immune process at least 6 of the 12 most common food allergens. Recognizing anaphylaxis and how to respond to this emergency. how the human respiratory process works. how to differentiate between healthy and unhealthy activities for the respiratory system. why eating foods found on Myplate help to improve our overall wellness. 4 ways to keep their food safe from 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> identifying and finding potentially dangerous foods for people who suffer from food allergies by reading food ingredient labels/lists. how to handle an anaphylaxis emergency. how to find their own pulse. evaluating their own personal exercise response and adjusting their level of activity to meet their personal health goals. (I.E. move faster or work harder in order to elevate heart rate and breathing) demonstrating healthy decision making as it relates to smoking and chewing tobacco products. Food safety and the right way to store food. choose healthy snack foods for school and at home.

	<p>pathogens</p> <ul style="list-style-type: none"> • how to reduce waste production at home and at school • what a slogan is; how it is used and how to write one to help others improve their health habits. • <i>the effect smoking has on the Respiratory system after completion of the “smoking” experiment</i> 	<ul style="list-style-type: none"> • practicing and encouraging others to reduce, reuse and recycle everyday items in an effort to reduce the amount of waste and pollution humans currently produce.
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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T, A	<ul style="list-style-type: none"> A successful student (detective) will be able to make safe food choices for peers with certain food allergies. 	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p>Food Allergies: Goal/challenge - Ingredient List Detectives Role for student - Detective Audience - peers Situation - Investigating food Ingredient labels and packages Products and performances - Detectives will be given food labels and ingredient lists and they must search and find all common allergens. Standards/criteria for judging success - Successful completion of this task will demonstrate that students can identify common food allergens and demonstrate they know where to look for them on a food package/label.</p>
M, A	<ul style="list-style-type: none"> Greeting card must be neat; contain at least 2 negative consequences of smoking; proper use of content specific vocabulary; artwork must show detail. 	<p>Respiratory Topic: Goal/challenge - Students will create a greeting card with a persuasive slogan and message to a loved one to help them quit smoking Role for student - Author Audience for student work - a loved one Situation - Recall ways smoking can negatively impact our health Products - Student will create the card and persuasive slogan and message Standards/criteria for judging success - Persuasive slogan and message must contain at least 2 negative consequences of smoking and at least one positive impact of quitting</p>
T,A	<ul style="list-style-type: none"> Process must demonstrate proper use of strategy chosen; assertive communication must be clearly observed. 	<p><u>Conflict Resolution/Anti Bullying:</u> Goal/challenge - Role play how to stand up to a bully Role for student - Student will take on the role of bully target. Audience for student work - peers</p>
T, A	<ul style="list-style-type: none"> If bullying situation is used, then additional step of gathering friends 	<p>Situation - Age-appropriate bullying situation seen in elementary school venues (bus, recess, park, home, classroom, cafeteria)</p>

T,A	<p>must be observed.</p> <ul style="list-style-type: none"> Impact should be engaging for the observer; content should be accurate; neat writing and artwork should be present. 	<p>Products and performances - students will perform a skit for peers Standards/criteria for judging success - Student must demonstrate and use 4 steps of conflict resolution, plus 1 additional step for managing a bully.</p> <p><u>Nutrition:</u> Goal/challenge - Students will create a food vending machine that only provides snacks from each of the 5 food groups. To fill the vending machine students will learn how to navigate a food circular and make healthy choices Role for student - artist/creator Audience for student work - peers throughout the school Situation - SWBAT successfully navigate a food circular and identify appropriate foods Products and performances generated by student - Students will create a vending machine filled with healthy choice snacks from each food group Standards/criteria for judging success - Vending machine must include 5 rows of foods with at least 4 food choices in each row.</p>
T,M,A	<ul style="list-style-type: none"> PSA should be clearly written, original and persuasive; artwork should clearly support the slogan; writing should be neat with minimal spelling errors. 	<p><u>Environmental Health:</u> Goal/challenge - Advocate for our environment Role for student - Become a Slogan author and clothing designer Audience - Peers Situation - Art Project Products and performances - students will generate a PSA slogan that supports the 3 R's - Reduce, Reuse, Recycle in an effort to reduce the amount of trash people produce. Standards/criteria for judging success- Final product must include an original persuasive slogan and supporting artwork on the front of a T-Shirt template.</p>

<p>M, A</p> <p>M</p> <p>M, A</p> <p>T, A</p>	<ul style="list-style-type: none"> ● clear and proper use of content specific vocabulary. ● writing should be neat and chart organized and easy to read ● Each class poster must be neat; colorful; correct foods drawn in appropriate sections of myplate; responses added to the poster must agreed upon as a group and approved by the teacher ● 4 steps to food safety should be clearly identified. ● Students must recall specific details relating to the 4 food safety steps as well as how to be safe with leftover foods. 	<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Respiratory:</p> <ul style="list-style-type: none"> ● exit slip - explaining how the diaphragm allows breathing to happen ● T-Chart and diagram labeling <p>Nutrition:</p> <ul style="list-style-type: none"> ● MyPLate Class poster - Each group will represent a different food group and must complete a unique task (word search, word scramble, fill-in/word bank; crossword) Once task is complete, they will read their completed work to find the best answer to the EQ "Why is it important to eat from all 5 food groups?". The finished product will be a class MyPlate poster. In each section we will find important health benefits of eating foods from each food group as well as illustrations of food examples. ● Food safety Do now review (Nourishinteractive or similar source) ● "How safe are you in the kitchen" Game Show using Smartboard Spinning wheel with 7 categories listed. T will ask a question related to each category. students can answer or poll the audience for assistance.
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Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
M, A M, A M, A	<ul style="list-style-type: none"> ● To assess what students recall about germs and nutrition, they will complete a small group activity ● Whole group discussion will allow me to identify what students know about the respiratory system ● KWL charts will allow students the opportunity to share prior knowledge about exercise, the dangers of smoking and environmental health. 	
M, A T, A T, M, A T, A T, A M, A	<p>Disease Prevention:</p> <ul style="list-style-type: none"> ● Hear a read aloud of the book Body Battles (or other related text) ● Students will use context clues and details from the story to recall 6 ways the human body defends itself from pathogen invaders. ● Students will explore what happens to the immune system when certain allergens are present, using “Suzie Symptoms” by Kyle Dine or other related materials. ● Students will practice identifying common allergens by connecting the written word to its image and then they will practice finding them in actual food ingredient labels. ● After watching a Youtube video on a respiratory emergency involving anaphylaxis students will practice what to do if someone experiences an allergy emergency. <p>Respiratory System:</p> <ul style="list-style-type: none"> ● Students will listen to a podcast and recall the parts and function of the respiratory system. 	<p>Progress Monitoring</p> <ul style="list-style-type: none"> ● Teacher (T) will provide the story and read out loud or find an audio book to share monitor student responses to the story ● T will provide a fun activity for students to complete that will help reveal the 6 ways (word search, fill-in with word bank) ● T will use Smart Board and guide students in whole group setting discussion. ● T will provide video and emergency situations. T will facilitate whole group conversations. ● T will provide access to the Podcast or similar source and guide discussion. ● T will provide an exemplar of the finished product and provide step by step instructions. ● T will lead whole group discussion and keep track of answers on a master T-chart.

M, A	<ul style="list-style-type: none"> Students will construct a paper representation of the Respiratory System demonstrating how the diaphragm aids breathing. 	<ul style="list-style-type: none"> T will cue the video and pause for Q&A as needed.
M, A	<ul style="list-style-type: none"> Students will work with a partner to complete a T-Chart exploring what is good and bad for the lungs. 	<ul style="list-style-type: none"> T will provide one on one guidance to find heart rate and provide a class size chart to help interpret the numbers.
M	<ul style="list-style-type: none"> <ul style="list-style-type: none"> Physical Activity - Students will watch a brainpop video to answer the question why exercise is good for me? 	<ul style="list-style-type: none"> T will use SmartBoard presentation to guide discussions and ask guiding questions as conclusions are drawn.
T, M, A	<ul style="list-style-type: none"> After learning how to take a pulse, students will perform an experiment to find out how the body responds to varying levels of exercise difficulty. They will draw conclusions to help them identify the appropriate level of difficulty that will help to improve one's health. 	<ul style="list-style-type: none"> T will cue the video and ask guiding questions to ensure comprehension of key points.
M, A	<p>Dangers of Smoking and chewing Tobacco:</p> <ul style="list-style-type: none"> Students will view a brainpopjr video (or similar video) and discuss dangers of smoking with peers in a turn and talk. 	<ul style="list-style-type: none"> T will provide the incomplete story and word bank.
M, A	<ul style="list-style-type: none"> Students will complete a story that is missing key words - a word bank will be provided to differentiate the activity. 	<ul style="list-style-type: none"> T will provide the scenarios and facilitate whole group discussion as groups present their situations and opinions.
T, M, A	<ul style="list-style-type: none"> Practice decision making skills using real-world, age appropriate scenarios. 	<ul style="list-style-type: none"> T will provide clean straws for each student and ensure student safety during activity.
M, A	<ul style="list-style-type: none"> Students will conduct an experiment with small straws to experience how it feels to breathe with sick lungs damaged by smoking. 	<ul style="list-style-type: none"> T will provide the supplies; and use guiding questions
M	<p>Nutrition:</p> <ul style="list-style-type: none"> Students will engage in an online interactive presentation (healthteacher.com or similar source) 	<ul style="list-style-type: none"> T will cue interactive presentation and choose participants. T will provide the chart and questions. T will review how to make a SMART goal and provide students will reflection activity.

M	<ul style="list-style-type: none"> Students will read and interpret a chart to answer questions. 	<ul style="list-style-type: none"> T will cue up brainpopjr or similar source.
T	<ul style="list-style-type: none"> Students will self-reflect and evaluate personal eating habits in order to establish one healthy eating goal. 	<ul style="list-style-type: none"> T will provide the situations. (Learning ZoneXpress flashcards or similar source).
T, A	<ul style="list-style-type: none"> Students will watch a video about food safety and complete the comprehension activity to reveal 4 tips to food safety. (brainpop or similar video) 	<ul style="list-style-type: none"> T will read the story or find an audiobook and will generate thought provoking questions in advance to guide discussions and make real-world connections.
T, A	<ul style="list-style-type: none"> Students will practice decision making skills in small groups with “What would you do?” situations. 	<ul style="list-style-type: none"> T will use Smartboard presentations and provide video for viewing.
M	Environmental Health: <ul style="list-style-type: none"> Students will listen to a read aloud of The Lorax (or other similar text) 	<ul style="list-style-type: none"> T will guide lesson and provide magazines, and facilitate discussions.
M, A	<ul style="list-style-type: none"> Evaluate the shopping lists of two different families and decide which list is kinder to the environment. Students will explain their findings. 	
M, A	<ul style="list-style-type: none"> Students will view a brief video from Health for Children or other related title. 	
T, A	<ul style="list-style-type: none"> Students will listen to the definition of a slogan and then look through different magazines to find slogans used in advertising. Students will explain what makes a slogan effective. 	