

LITCHFIELD PUBLIC SCHOOLS
Core Curriculum Scope and Sequence
Health- Grade Three

Essential Question: What influences my healthy behaviors and decisions?
How do I make good decisions to keep myself healthy?

| | CT Frameworks/ Standards | Content and Skill Objectives Students will be able to: | Assessments | Resources |
|--|---|---|---|--|
| Name of Unit Analyzing Internal and External Influences 1-3 Weeks | E.4.1. Describe how family and culture influence personal health behaviors E.4.3. Explain how family, school and peers influence personal health | Students will: <ul style="list-style-type: none"> • discuss how family, school and peers influence personal health. | <ul style="list-style-type: none"> • drawings, labels and journal writing • teacher observation • teacher designed assessments | School Nurse Guidance Councilor Town meeting Conflict resolution activities created by the guidance counselor and classroom teachers Multi-media materials |
| Name of Unit Decision-Making skills 1-3 Weeks | E.6.1. Demonstrate the ability to apply a decision-making process to enhance health E.6.2. Explain when to ask for assistance in making health related decisions E.6.3. Predict outcomes of positive health decisions | Students will: <ul style="list-style-type: none"> • practice and apply good decision making techniques in their daily lives. • know when to seek out help when making health related decisions. | <ul style="list-style-type: none"> • drawings, labels and journal writing • teacher observation • teacher designed assessments | School Nurse Guidance Councilor Town meeting Conflict resolution activities created by the guidance counselor and classroom teachers Multi-media materials |

Essential Question: How can communication enhance my personal health?

| | CT Frameworks/ Standards | Content and Skill Objectives Students will be able to: | Assessments | Resources |
|---|--|--|---|--|
| Name of Unit Communication 1-6 Weeks | E.5.1. Practice verbal and nonverbal communication as a means of enhancing health E.5.2. Demonstrate characteristics needed to be a responsible individual within their group, school, family and community E.5.3. Describe emotions and how they can affect an individual's behavior E.5.4. Identify and demonstrate healthy ways to express needs, wants and feelings E.5.8. Identify possible causes of conflict and demonstrate appropriate conflict resolution. | Students will: <ul style="list-style-type: none"> • communicate their needs, wants and feelings. • demonstrate responsible behavior within their group, school, family and community. • identify healthy ways to express their feelings. • discuss different emotions and describe how they can affect an individual's behavior. • practice conflict resolution strategies. | <ul style="list-style-type: none"> • drawings, labels and journal writing • teacher observation • teacher designed assessments | School Nurse Guidance Councilor Town meeting Conflict resolution activities created by the guidance counselor and classroom teachers Multi-media materials |

Essential Question: What do I need to know to stay healthy?

| | CT Frameworks/ Standards | Content and Skill Objectives Students will be able to: | Assessments | Resources |
|---|---|--|---|--|
| Name of Unit Staying Healthy 1-3 Weeks | <p>E 1.1. Describe relationships between personal health behaviors and individual well-being</p> <p>E.1.5. Examine how physical, social and emotional environments influence personal health</p> <p>E.1.6. Identify health problems and illnesses that can be prevented or treated early</p> <p>E.1.7. Explain how childhood injuries can be prevented or treated</p> | <p>Students will:</p> <ul style="list-style-type: none"> • understand the relationship between personal health behaviors and individual well-being. • identify ways to stay healthy and prevent illnesses. • practice safety within and outside of the classroom. | <ul style="list-style-type: none"> • drawings, labels and journal writing • teacher observation • teacher designed assessments | <p>School Nurse Guidance Councilor</p> <p>Town meeting</p> <p>Conflict resolution activities created by the guidance counselor and classroom teachers</p> <p>Multi-media materials</p> |

**Essential Questions: How and Where do I find information, products and resources?
What can I do to promote accurate health information and healthy behaviors?**

| | CT Frameworks/ Standards | Content and Skill Objectives Students will be able to: | Assessments | Resources |
|--|---|---|---|--|
| Name of Unit Accessing Health Information and Resources 1-3 Weeks | E.2.1. Demonstrate the ability to locate valid health information, products and services E.2.2. Demonstrate the ability to locate resources from home, school and community that provide valid health information | Students will: <ul style="list-style-type: none"> • located needed health information, produces and services. • demonstrate the ability to locate resources from home, school and community that provide valid health information. | <ul style="list-style-type: none"> • drawings, labels and journal writing • teacher observation • teacher designed assessments | School Nurse Guidance Councilor Town meeting Conflict resolution activities created by the guidance counselor and classroom teachers Multi-media materials |
| Name of Unit Advocacy 1-3 weeks | E.8.4. Describe ways to encourage and support others in making positive health choices E.8.5. Identify ways to work cooperatively in small groups when advocating for healthy individuals, families and schools E.8.7. Promote positive, healthy interpersonal relationships with respect and appreciation for each other | Students will: <ul style="list-style-type: none"> • support one another in making positive healthy choices • work cooperatively while advocating healthy choices • respect and appreciate others and promote positive healthy interpersonal behaviors. | <ul style="list-style-type: none"> • drawings, labels and journal writing • teacher observation • teacher designed assessments | School Nurse Guidance Councilor Town meeting Conflict resolution activities created by the guidance counselor and classroom teachers Multi-media materials |

Essential Question: Self-management of Healthy Behaviors?

| | CT Frameworks/ Standards | Content and Skill Objectives Students will be able to: | Assessments | Resources |
|--|--|---|--|--|
| Name of Unit Self-management of Healthy Behaviors 1-3 Weeks | E.3.1. Identify responsible health behaviors E.3.2. List personal health needs E.3.3. Compare behaviors that are safe to those that are risky or harmful E.3.4. Demonstrate strategies to improve or maintain personal health by examining influences and rules that affect decisions E.3.5. Develop and practice safety techniques to avoid and reduce injury and disease E.3.6. Identify and practice skills to manage stress | Students will: <ul style="list-style-type: none"> • identify healthy behaviors. • list personal behaviors. • compare healthy safe behaviors with unhealthy, risky behaviors. • follow rules and routines. • demonstrate good hygiene. • reduce stress by taking breaks, utilize quiet time and seek help from trusted adults. | <ul style="list-style-type: none"> • drawings, labels and journal writing • • teacher observation • teacher designed assessments | School Nurse Guidance Councilor Town meeting Conflict resolution activities created by the guidance counselor and classroom teachers Multi-media materials |