



DERBY
PUBLIC SCHOOLS

Health

Grade Three

Derby's Instructional Core Beliefs

Derby Public Schools believes that an assured curriculum outlines what students will know and be able to do as a result of their experiences in our classrooms. Teachers continue to develop effective ways to implement the “what” of the curriculum with "how," which can be more effective for student learning. They engage in meaningful learning experiences to develop knowledge, skills and love of learning.

- *The curriculum is built on a series of learning progressions.*
- *The curriculum allows for connections to expectations for the Portrait of the Graduate*
- *The district's model for High-Quality Instruction involves equitable access to well planned tasks that grow relationships, risk taking and agency for learning in all students. Learning is developed through all of us and is cultivated through personalized actionable feedback, a growth mindset, and developmental relationships among all learners.*
- *Assessment is a co-created process in a learning environment that enables participants to understand how learners are thinking, what they know, and what skills need to be developed and refined.*


Derby's Vision of MLE

Derby's Portrait of the Graduate

[References](#)



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Content Area: Health	Course: Elementary Health	Grade Level: Grade
	Vision of the Graduate <ul style="list-style-type: none"> • The Citizen • The Critical Thinker • The Communicator • The Problem Solver • The Collaborator 	
Unit Titles	Length of Unit	
<ul style="list-style-type: none"> • Body Systems and Personal Health 	<ul style="list-style-type: none"> • 1-2 weeks 	
<ul style="list-style-type: none"> • Nutrition and Physical Fitness 	<ul style="list-style-type: none"> • 1-2 weeks 	
<ul style="list-style-type: none"> • Mental and Emotional Health 	<ul style="list-style-type: none"> • 1-2 weeks 	
<ul style="list-style-type: none"> • Community Health and Safety 	<ul style="list-style-type: none"> • 1-2 weeks 	



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Course Overview

Derby Public Schools' K-5 health curriculum aims to provide students with age-appropriate knowledge and skills to promote lifelong health and wellness. The curriculum is built upon the National Health Education Standards and the Connecticut Healthy and Balanced Living Curriculum Framework.*

Key components include:

1. Personal health and wellness
2. Nutrition and physical activity
3. Mental and emotional health
4. Safety and injury prevention
5. Substance abuse prevention
6. Human growth and development

The curriculum is designed to be developmentally appropriate, with topics introduced and expanded upon as students progress through grade levels. It emphasizes practical skills, decision-making, and healthy behaviors. Alignment with standards ensures comprehensive coverage of essential health topics and skills. The curriculum is regularly reviewed and updated to reflect current best practices in health education.

*Standards are based on the Connecticut Healthy Living Framework. For more information visit:

https://portal.ct.gov/-/media/sde/health-education/publications/healthy_and_balanced_living_curriculum_framework_may_2022.pdf

Unit Title	Body Systems and Personal Health	Length of Unit	1-2 weeks
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Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • - How do different body systems work together? • - How can we keep our body systems healthy?
Focus Standards*	<p>National Standards:</p> <ul style="list-style-type: none"> - NHES Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health. - NHES Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. <p>Connecticut State Standards:</p> <ul style="list-style-type: none"> - H.1.4 Describe ways to prevent common childhood injuries and health problems. - H.7.4 Demonstrate a variety of behaviors to avoid or reduce health risks.
Concepts and Strands (Big Ideas)	<ul style="list-style-type: none"> • 1. Introduction to Body Systems • 2. Health Habits for Body Systems
Key Vocabulary	Circulatory system, respiratory system, digestive system, skeletal system, muscular system

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Unit Title	Body Systems and Personal Health	Length of Unit	1-2 weeks
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • - Basic functions of major body systems • - Habits that support the health of different body systems 	<ul style="list-style-type: none"> • - Identify major body systems and their basic functions • - Demonstrate health practices that support different body systems

Assessments:	Create a "Body Systems Health Guide" with tips for keeping each system healthy
Teacher Resources:	1. National Health Education Standards: https://www.cdc.gov/healthyschools/sher/standards/index.htm 2. Connecticut State Department of Education - Health Education: https://portal.ct.gov/SDE/Health-Education/Comprehensive-School-Health-Education 3. SHAPE America - Health Education Resources: https://www.shapeamerica.org/publications/resources/teachingtools/teachertoolbox/ 4. CDC Instructional Guides https://www.cdc.gov/healthyyouth/hecat/factsheets.htm

Unit Title	Nutrition and Physical Fitness	Length of Unit	1-2 weeks
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Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> - How does nutrition affect our growth and development? - What are the components of physical fitness?
Focus Standards*	<p>National Standards:</p> <ul style="list-style-type: none"> - NHES Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. - NHES Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health. <p>Connecticut State Standards:</p> <ul style="list-style-type: none"> - H.2.4 Explain how media influences thoughts, feelings, and health behaviors. - H.6.4 Predict the potential outcomes of each option when making a health-related decision.
Concepts and Strands (Big Ideas)	<ul style="list-style-type: none"> 1. Balanced Diet and MyPlate 2. Components of Physical Fitness
Key Vocabulary	MyPlate, food groups, balanced diet, cardiovascular endurance, strength, flexibility

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https://portal.ct.gov/-/media/sde/health-education/publications/healthy_and_balanced_living_curriculum_framework_may_2022.pdf

Unit Title	Nutrition and Physical Fitness	Length of Unit	1-2 weeks
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> - The components of a balanced diet using MyPlate - The different components of physical fitness 	<ul style="list-style-type: none"> - Plan balanced meals using the MyPlate model - Participate in activities that demonstrate different components of physical fitness

Assessments:	Design a week-long menu and fitness plan
Teacher Resources:	<ol style="list-style-type: none"> 1. National Health Education Standards: https://www.cdc.gov/healthyschools/sher/standards/index.htm 2. Connecticut State Department of Education - Health Education: https://portal.ct.gov/SDE/Health-Education/Comprehensive-School-Health-Education 3. SHAPE America - Health Education Resources: https://www.shapeamerica.org/publications/resources/teachingtools/teachertoolbox/ 4. CDC Instructional Guides https://www.cdc.gov/healthyyouth/hecat/factsheets.htm

Unit Title	Mental and Emotional Health	Length of Unit	1-2 weeks
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Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • - How can we build and maintain positive self-esteem? • - What strategies can we use to resolve conflicts peacefully?
Focus Standards*	<p>National Standards:</p> <ul style="list-style-type: none"> - NHES Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. - NHES Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health. <p>Connecticut State Standards:</p> <ul style="list-style-type: none"> - H.4.4 Demonstrate how to ask for assistance to enhance personal health. - H.5.5 Choose a healthy option when making a decision.
Concepts and Strands (Big Ideas)	<ul style="list-style-type: none"> • 1. Self-Esteem and Positive Self-Talk • 2. Conflict Resolution Strategies
Key Vocabulary	Self-esteem, positive self-talk, conflict, resolution, compromise, empathy

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Unit Title	Mental and Emotional Health	Length of Unit	1-2 weeks
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> - Factors that contribute to positive self-esteem - Basic conflict resolution strategies 	<ul style="list-style-type: none"> - Practice positive self-talk - Demonstrate simple conflict resolution techniques

Assessments:	Role-play scenarios demonstrating conflict resolution skills
Teacher Resources:	<p>1. National Health Education Standards: https://www.cdc.gov/healthyschools/sher/standards/index.htm</p> <p>2. Connecticut State Department of Education - Health Education: https://portal.ct.gov/SDE/Health-Education/Comprehensive-School-Health-Education</p> <p>3. SHAPE America - Health Education Resources: https://www.shapeamerica.org/publications/resources/teachingtools/teachertoolbox/</p> <p>4. CDC Instructional Guides https://www.cdc.gov/healthyyouth/hecat/factsheets.htm</p>

Unit Title	Community Health and Safety	Length of Unit	1-2 weeks
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • - How can we contribute to a healthy community? • - What are some community resources for health and safety? 		
Focus Standards*	<p>National Standards:</p> <ul style="list-style-type: none"> - NHES Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health. - NHES Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health. <p>Connecticut State Standards:</p> <ul style="list-style-type: none"> - H.3.4 Demonstrate the ability to locate valid health information and products. - H.8.4 Explain how to influence and support others to make positive health choices. 		
Concepts and Strands (Big Ideas)	<ul style="list-style-type: none"> • 1. Community Health Helpers • 2. Environmental Health and Safety 		
Key Vocabulary	Community health, environmental health, pollution, recycling, health resources		

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https://portal.ct.gov/-/media/sde/health-education/publications/healthy_and_balanced_living_curriculum_framework_may_2022.pdf

Unit Title	Community Health and Safety	Length of Unit	1-2 weeks
Critical Content: My students will Know...		Key Skills: My students will be able to (Do)...	
<ul style="list-style-type: none">• - Roles of various community health helpers• - Basic concepts of environmental health and safety		<ul style="list-style-type: none">• - Roles of various community health helpers• - Basic concepts of environmental health and safety	
Assessments:	Create a community health resource guide or environmental health campaign		
Teacher Resources:	<p>1. National Health Education Standards: https://www.cdc.gov/healthyschools/sher/standards/index.htm</p> <p>2. Connecticut State Department of Education - Health Education: https://portal.ct.gov/SDE/Health-Education/Comprehensive-School-Health-Education</p> <p>3. SHAPE America - Health Education Resources: https://www.shapeamerica.org/publications/resources/teachingtools/teachertoolbox/</p> <p>4. CDC Instructional Guides https://www.cdc.gov/healthyyouth/hecat/factsheets.htm</p>		

References

Connecticut State Department of Education - Health Education:

<https://portal.ct.gov/SDE/Health-Education/Comprehensive-School-Health-Education>

National Health Education Standards: <https://www.cdc.gov/healthyschools/her/standards/index.htm>

SHAPE America - Health Education Resources: <https://www.shapeamerica.org/publications/resources/teachingtools/teachertoolbox/>