# Winslow Township School District
## Grade 3
## Unit 1: Personal Safety

**Overview**: This Unit will practice the correct safety measures to ensure personal safety in everyday life. concentrating on basic safety topics such as bike safety, fire safety, water safety and internet safety.

| Overview | Standards for Personal Safety Content | Unit Focus | Essential Questions |
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| **Unit 1: Personal Safety** | • 2.3.5.PS.1 <br> • 2.3.5.PS.2 <br> • 2.3.5.PS.3 <br> • 2.3.5.PS.4 <br> • 2.3.5.PS.5 <br> • 2.3.5.PS.6 <br> • WIDA1 | • Careful and Careless Behavior <br> • Bike safety <br> • Fire safety <br> • Keeping your body safe <br> • Rules for safe play <br> • Dental Care <br> • Disease Prevention <br> • Understanding my Body <br> • Physical Differences and Similarities <br> • Relationship between exercise and nutrition <br> • Wellness <br> • Feelings and Emotions <br> • Stress and Coping <br> • Locating Trusting Adults <br> • Communication Skills <br> • Expression of Feelings <br> • Helping Others | • Children who practice setting healthy boundaries know how to say no and what to do when they feel uncomfortable or find themselves in unsafe situations. <br> • How can learning basic first aid help yourself and others? <br> • Why do we need to follow the rules of the road while riding our bikes? <br> • How can we Practice safety procedures while using the internet? <br> • Why do we need to complete a safety plan for your household? <br> • How do we Practice the water safety rules? |
| **Unit 1: Enduring Understandings** | • Health choices and behaviors have a profound impact on personal, family, community, and global wellness. <br> • Understanding why a behavior or activity is unsafe or risky is only the first step towards preventing injuries and staying safe. <br> • Consistently employing safe and healthy behaviors helps to reduce the incidence and severity of injuries. | | |

| Personal Safety Curriculum Unit 1 | Standards | | Pacing | |
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| | | | Week | Unit Weeks |
| | 2.3.5.PS.1 | Develop strategies to reduce the risk of injuries at home, school, and in the community. | 1 | 9 |
| | 2.3.5.PS.2 | Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.). | 1 | |
| | 2.3.5.PS.3 | Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation. | 1 | |
| | 2.3.5.PS.4 | Develop strategies to safely communicate through digital media with respect. | 1 | |
| | 2.3.5.PS.5 | Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries. | 1 | |
| | 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. | 2 | |
| | | Assessment, Re-teach and Extension | 2 | |

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| **Core Idea** | **Indicator #** | **Performance Expectations** |
| Safety includes being aware of the environment and understanding how certain situations could lead to injury or illness. | 2.3.5.PS.1 | Develop strategies to reduce the risk of injuries at home, school, and in the community. |
| | 2.3.5.PS.2 | Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.). |
| | 2.3.5.PS.3 | Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation. |
| There are strategies that individuals can use to communicate. | 2.3.5.PS.4 | Develop strategies to safely communicate through digital media with respect. |
| Children who practice setting healthy boundaries know how to say no and what to do when they feel uncomfortable or find themselves in unsafe situations | 2.3.5.PS.5 | Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries. |
| | 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. |

| Unit 1  Grade 3 |
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| **Assessment Plan** |

| Performance Tasks: | Alternative Assessments: |
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| Ability to complete classroom games, computer activities, small group activities, worksheets, whiteboards | • Quizzes/homework/teacher observation/projects |

| Resources | Activities |
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| Drawing related to topics or content<br>Entrance or Exit cards<br>Game Activities<br>Informational surveys/Questionnaires/Inventories<br>Initiating Activities<br>Interest Survey<br>KWL charts and other graphic organizers<br>Open-ended Questioning<br>Picture Interpretation<br>Prediction<br>Self-evaluations<br>Student demonstrations and discussions<br>Student products and work samples<br>Table Top discussions<br>Teacher observation/checklist<br>Teacher prepared pretest<br>Content Surveys<br>Anticipatory Chart<br>Quick Write<br>Popcorn Sharing | 2.3.5.PS.1<br>• Understand why protective equipment needs to be wearer while riding bikes and also the importance of following the rules of the road.<br><br>2.3.5.PS.2<br>• Will be able to list reasons when we need to use first aid and call 911.<br><br>2.3.5.PS.3<br>• SW list reasons we do safety drills.<br>• SW create their own escape plans for fire drills at home.<br>• SW understand the outcomes of not wearing protective equipment.<br>2.3.5.PS.4<br>• SW make a list of different warning signs and symbols and explain the reasoning behind each sign.<br>2.3.5.PS.5<br>• SW explain the terms personal space and wellbeing, comfort zones. |

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| Admit Slip<br>Response Card<br><br>**Diversity, Equity & Inclusion Educational Resources**<br>https://www.nj.gov/education/standards/dei/ | • What is the Definition of bodily autonomy and personal boundaries.<br>• SW will be able to label and describe using verbal and non verbal boundaries for your own well-being.<br>2.3.5.PS.6<br>• SW define the following terms bullying, teasing, teen dating violence, sexual harassment, sexual assault, and sexual abuse.<br>• SW role play different scenarios and explain how they would react to the situations. |

| Instructional Best Practices and Exemplars | |
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| 1. Identifying similarities and differences<br>2. Summarizing and note taking<br>3. Reinforcing effort and providing recognition<br>4. Homework and practice<br>5. Nonlinguistic representations | 6. Cooperative learning<br>7. Setting objectives and providing feedback<br>8. Generating and testing hypotheses<br>9. Cues, questions, and advance organizers<br>10. Manage response rates |

| 9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills |
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| 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.<br>9.4.5.IML.2: Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3).<br>9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).<br><br><br>The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.<br><br>Additional opportunities to address 9.1, 9.2 & 9.4:<br>**Philadelphia Mint**<br>https://www.usmint.gov/learn/kids/resources/educational-standards<br>**Different ways to teach Financial Literacy.**<br>https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/ |

| Modifications for Special Education/504 |
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*Students with special needs:* The students' needs will be addressed on an individual and grade level using a variety of modalities. Accommodations  will be made for those students who need extra time to complete assignment.  Support staff will be available to aid students related to IEP  specifications. 504 accommodations will also be attended to by all instructional leaders.  Physical expectations and modifications, alternative  assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all  students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate  in the standards associated with this Health curriculum.

- Small group instruction
- Audio books/ Text-to-speech platforms
- Leveled texts/Vocabulary Readers
- Leveled informational texts via online
- Modeling and guided practice
- Read directions aloud
- Repeat, rephrase and clarify directions
- Extended time as needed
- Break down assignments into smaller units
- Provide shortened assignments
- Modify testing format
- Repeat directions as needed

| Modifications for At-Risk Students |
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| Formative and summative data will be used to monitor student success. At first signs of failure, student work will be  reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies.  With considerations to UDL,   time may be a factor in overcoming developmental considerations<br>• Increase one on one time<br>• Teachers may modify instructions by modeling what the student is expected to do<br>• Review behavior expectations and make adjustments as needed.<br>• Oral prompts can be given.<br>• Using visual demonstrations, illustrations, and models<br>• Give directions/instructions verbally and in simple written format.<br>• Peer Support |

| English Language Learners | Modifications for Gifted Students |
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| All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors <br> ☐ Grade 1  WIDA Can Do Descriptors: <br>     ☐ Listening ☐ Speaking <br>     ☐ Reading ☐ Writing <br>     ☐ Oral Language <br> Students will be provided with accommodations and modifications that may include: <br> • Relate to and identify commonalities in health practices in students home country <br> • Speak and display terminology and movement <br> • Teacher Modeling <br> • Peer Modeling <br> • Label Classroom Materials - Word Walls | Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic. <br> • Students can complete extend research outside of the classroom <br> • Inquiry-based instruction <br> • Independent study <br> • Higher order thinking skills <br> • Adjusting the pace of lessons <br> • Interest based content <br> • Project Based Learning <br> • Real world scenarios <br> • Student Driven Instruction <br> ❖ Gifted Programming Standards <br> ❖ Webb's Depth of Knowledge Levels and/or Revised Bloom's Taxonomy <br> ❖ REVISED Bloom's Taxonomy   Action Verbs |

| Interdisciplinary Connections |
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| ELA - NJSLS/ELA: <br><br> NJSLSA.SL.5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. <br><br> RI.1.1. Ask and answer questions about key details in a text. <br><br> RI.1.2. Identify the main topic and retell key details of a text. <br><br> SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). <br><br> W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. |

| Integration of Computer Science and Design Thinking NJSLS 8 |
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| 8.1.5.CS.2: Model how computer software and hardware work together as a system to accomplish tasks.<br>8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.<br>8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data. |