

COURSE: Health	GRADE(S): 3 rd Grade
UNIT: Body Systems and Healthy Lifestyles	TIMEFRAME: 3 Lessons

NATIONAL HEALTH EDUCATION STANDARDS:

STANDARD 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

STANDARD 3: Students will demonstrate the ability to access valid information and products and services to enhance health.

STANDARD 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

STANDARD 8: Students will demonstrate the ability to advocate for personal, family and community health.

STATE STANDARDS:

10.1. Concepts of Health
 10.1.3.B. Identify and know the location and function of the major body organs and systems.

10.1. Concepts of Health
 10.1.3.C. Explain the role of the food guide pyramid in helping people eat a healthy diet.

10.4. Physical Activity
 10.4.3.B. Know the positive and negative effects of regular participation in moderate to vigorous physical activities.

Reading Assessment Anchors:

R3.A.2 Understand nonfiction appropriate to grade level
 R3.A.2.1 Identify and interpret the meaning of vocabulary in nonfiction.
 R3.A.2.4 Identify and explain main ideas and relevant details.

<p>UNIT OBJECTIVES:</p> <p>Know five body systems and their location.</p>	<p>CONTENT:</p> <p>I. Body Systems</p> <ul style="list-style-type: none"> - <i>Digestive System:</i> The system that breaks food down into molecules that are absorbed into the blood. <ul style="list-style-type: none"> o Mouth- food enters here and begins to be broken down. o Esophagus- connects the mouth to the stomach o Stomach- food remains here until broken down by chemical and mechanical means. - <i>Circulatory system:</i> Carries needed substances to cells and carries waste products away from cells. <ul style="list-style-type: none"> o Heart hollow muscular organ that pumps blood throughout the body. o Aorta- carries blood from the left ventricle to body. o Atrium- each of two chambers of the
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Identify behaviors that lead to a healthy lifestyle.

- heart that receives blood.
- o Ventricle- each of two lower chambers that pumps blood out.
- o Arteries- most carry blood away from the heart.
- o Veins- most carry blood to heart.
- o Capillaries- exchange gases and other materials.

- *Muscular System:* Works with the skeletal system to allow movement.
 - o Muscles- work in pairs as they contract. Muscles shorten pulling against bones.
 - o skeletal muscles attached to bones (quads and biceps)
 - o Smooth muscles- found in organs like the intestines.
 - o Cardiac muscle- found only in the heart.

- *Skeletal System:* The inner framework made of all the bones of the body. Provides shape and support, enables you to move, produces blood cells, and stores minerals.

- *Respiratory system:* Moves oxygen from the outside environment into the body.
 - o Nose- air enters body here
 - o Bronchi- passageway that directs air into the lungs.
 - o Lungs- main organs of the respiratory system.

II. Healthy Lifestyles

- Food Pyramid
 - o Review

- Nutrients from food groups
 - o Nutrients are the substances in foods that make our skin, bones, muscles, eyes, hair and bodies healthy.
 - Bread, Cereal, Rice and Pasta Group: Carbohydrates-energy to get up and go.
 - Vegetable Group: vitamin A-keeps skin, hair and eyes healthy.
 - Fruit Group: Vitamin C-keeps us from getting sick and keeps skin and blood vessels healthy
 - Milk, Yogurt and Cheese Group: Calcium-strong teeth and bones.
 - Meat, Poultry, Fish, Dry Beans, Eggs and Nuts Group: Protein-builds muscle and repairs the body; iron-carries oxygen in the blood.

<p>Recognize fitness promoting activities.</p>	<ul style="list-style-type: none"> - Benefits of healthy eating <ul style="list-style-type: none"> o Increased energy level through nutrient dense foods, such as, foods rich in vitamins, minerals and other healthy nutrients. o Less illness o Maintain healthy weight <p>II. Activities that Promote Fitness</p> <ul style="list-style-type: none"> * Team sports and games * Individual sports * Aerobic and anaerobic exercises <ul style="list-style-type: none"> - Benefits of Proper Exercise <ul style="list-style-type: none"> o Build healthy muscles and bones o Increase lung capacity o Helps control weight o Increases strength and endurance o Reduces stress o Increases self-esteem and confidence o Improves blood pressure and cholesterol levels. <ul style="list-style-type: none"> - Benefits of Adequate Sleep <ul style="list-style-type: none"> o Energy to perform daily tasks o Allows body to rebuild
<p>ACTIVITIES:</p> <p>In student centers, students will explore the systems of the body utilizing Kids Health website. (Accessing Information/Interpersonal)</p> <p>Healthy Snacks - identify the snack choice that would be the healthy one.</p> <p>In groups, students will create a food guide pyramid collage that includes nutrients from each group. (Interpersonal/Self Management)</p> <p>Brainstorm sports or activities which promote physical fitness.</p> <p>Students will create a poster promoting the benefits of proper eating, exercise, and adequate sleep. (Advocacy)</p> <p><i>Teacher directed differentiated instructional projects and activities are ongoing and based on student need.</i></p>	<p>ASSESSMENTS:</p> <p>Identify the body systems and their functions.</p> <p>On a teacher created worksheet, student will differentiate between healthy and unhealthy food choices.</p> <p>Students will correctly place foods in their proper place on the food pyramid.</p> <p>Students will name five benefits of a eating, exercise, and adequate sleep.</p> <p>REMEDIATION:</p> <p>Teacher assistance with worksheets</p> <p>Work with another student in the small group</p> <p>ENRICHMENT:</p> <p>Go to www.mypyramid.gov and track food intake for one day.</p> <p>Explore five websites on the body systems.</p>

<p>RESOURCES:</p> <p>My Pyramid (2006) Retrieved on July 10,2006 from: http://www.mypyramid.gov</p> <p>Kids Health (1995-2006) Retrieved on July 10, 2006 from http://www.kidshealth.org</p> <p>Health Teacher: Nutrients and Food Groups (1999-2006). Retrieved on July 10,2006 from http://www.healthteacher.com/lessons/lessonid/210.</p>	<p>Write a report on one health promoting activity and its benefits.</p> <p>"Cloudy With a Chance of Meatball", by Judi Barrett Aladdin Press 1982</p> <p>"Exercise is Fun!", by Tamara Green Gareth Stevens Publishing 1998</p> <p>"When Cody Became a Mouse Potato", by Bonnie Nygard and Susan Koonce 2002</p>
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