

COURSE		HEALTH		GRADE:	3 RD GRADE
STATE STANDARD:		10.1.3 CONCEPTS OF HEALTH		TIME FRAME:	6 LESSONS
STANDARD STATEMENT	CONTENT WORDS	ESSENTIAL QUESTIONS	KNOWLEDGE AND/OR SKILL	TOPIC	ASSESSMENT
<p>B. IDENTIFY AND KNOW THE LOCATION AND FUNCTION OF THE MAJOR BODY ORGANS AND SYSTEMS</p> <ul style="list-style-type: none"> • CIRCULATORY • RESPIRATORY • MUSCULAR • SKELETAL • DIGESTIVE 	<ul style="list-style-type: none"> ▪ <i>BODY SYSTEM</i> ▪ <i>FUNCTION</i> 	<ul style="list-style-type: none"> ▪ <i>WHAT ARE THE MAJOR BODY SYSTEMS?</i> ▪ <i>WHAT ARE THE MAJOR FUNCTIONS OF EACH BODY SYSTEM?</i> 	<p>CORE CONCEPTS</p> <ul style="list-style-type: none"> ▪ DIGESTIVE SYSTEM ▪ CIRCULATORY SYSTEM ▪ MUSCULARLY SYSTEM ▪ SKELETAL SYSTEM ▪ RESPIRATORY SYSTEM 	<ul style="list-style-type: none"> ▪ GROWTH AND DEVELOPMENT BENCHMARK 	<p>QUIZZES, TESTS, OBSERVATION CHECKLIST, VARIOUS ASSESSMENTS OF PROJECTS (INDIVIDUAL, GROUP, PARTNER)</p> <p>RUBRICS</p> <p>PERFORMANCE TASKS</p> <p>TEACHER DESIGNED ASSESSMENTS</p> <p>TEACHER OBSERVATION</p>
<p>C. EXPLAIN THE ROLE OF THE FOOD GUIDE PYRAMID IN HELPING PEOPLE EAT A HEALTHY DIET.</p> <ul style="list-style-type: none"> • FOOD GROUPS • NUMBER OF SERVINGS • VARIETY OF FOOD • NUTRIENTS 	<ul style="list-style-type: none"> ▪ <i>CALORIES</i> ▪ <i>INCREASE</i> ▪ <i>REDUCE</i> ▪ <i>NUTRIENTS</i> 	<ul style="list-style-type: none"> ▪ <i>HOW DOES FOOD AFFECT YOUR HEALTH?</i> ▪ <i>WHAT FOOD CHOICES CAN SOMEONE MAKE TO IMPROVE MY HEALTH AND WELL-BEING?</i> 	<p>SELF-MANAGEMENT</p> <ul style="list-style-type: none"> ▪ IDENTIFY PARTS OF THE PLATE ▪ FOODS TO INCREASE ▪ FOODS TO REDUCE ▪ HEALTHY SNACKS ▪ EMPTY CALORIES ▪ NUTRIENTS ▪ BENEFITS OF HEALTHY EATING 	<ul style="list-style-type: none"> ▪ NUTRITION BENCHMARK 	
<p>D. KNOW AGE APPROPRIATE DRUG INFORMATION.</p> <ul style="list-style-type: none"> • DEFINITION OF DRUGS • EFFECTS OF DRUGS • PROPER USE OF MEDICINE • HEALTHY/UNHEALTHY RISK-TAKING (E.G. INHALANT USE, SMOKING) 	<ul style="list-style-type: none"> ▪ <i>DRUGS</i> 	<ul style="list-style-type: none"> ▪ <i>WHAT ARE PRODUCTS THAT CONTAIN DRUGS?</i> ▪ <i>WHAT ARE THE EFFECTS OF DRUGS?</i> 	<p>CORE CONCEPTS</p> <ul style="list-style-type: none"> ▪ TOBACCO/NICOTINE ▪ ELECTRONIC CIGARETTES ▪ ALCOHOL ▪ PRODUCTS ▪ PHYSICAL EFFECTS 	<ul style="list-style-type: none"> ▪ ALCOHOL, TOBACCO AND DRUGS BENCHMARK 	

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ENRICHMENT:	JOURNAL WRITING, RELATED READING ACTIVITIES, PEER ASSISTED ACTIVITIES, INDEPENDENT PROJECTS, RESEARCH USING THE LIBRARY, INTERNET, ETC.				
REMEDICATION:	SMALL GROUPS, PEER ASSISTANCE, ADDITIONAL INDIVIDUALIZED ASSISTANCE, VARIATION OF ACTIVITIES/ASSIGNMENTS, MODIFICATIONS AND ACCOMODATIONS.				
RESOURCES:	WWW.HEALTHTEACHER.COM , WWW.CDC.ORG , COMPREHENSIVE SCHOOL HEALTH EDUCATION/MEEKS HEIT , HTTP://KIDSHEALTH.ORG/KID/ VARIETY OF INTERNET SOURCES AND REFERENCE BOOKS, PA STANDARDS ALIGNED SYSTEM, NATIONAL & STATE HEALTH EDUCATION STANDARDS AND SKILLS, POCONO MOUNTAIN CURRICULUM				

Course:	Health	Grade:	Grade 3		
State Standard:	10.2.3 Healthful Living	Time Frame:	3-4 Lessons		
Standard Statement	Content Words	Essential Questions	Knowledge and/or Skill	Topic	Assessment
C. Identify media sources that influence health and safety	<ul style="list-style-type: none"> social Media online Identity 	<p>What is Social Media?</p> <p>Who are you online? (Social Media Identity)</p> <p>How does social media impact health and safety? What can you do to be safe when using social media?</p>	<ul style="list-style-type: none"> Social media is a series of websites and applications designed to allow people to share content quickly efficiently and in real time. If you use a smartphone, tablet, or computer to play games and chat with friends, you also have an online identity. That means you have an identity that is related to how you look, what you do, and what you say when you are using the computer. If you play on Club Penguin and put seven disco balls in your igloo, that says something. <p>Rules to Follow</p> <p>How you can stay safe and avoid problems using social media:</p> <p>Stick to safer sites. Your parents and teachers can guide you to the best sites for you. Some sites have age restrictions, so you might be tempted to lie about your age. It is safer to tell the truth and avoid those sites until you are</p>	<ul style="list-style-type: none"> Mental, emotional and social health <p>Introduce Concept</p>	<p>Quizzes, tests, observation checklist, various assessments of projects (individual, group, partner)</p> <p>Rubrics</p> <p>Performance tasks</p> <p>Teacher designed assessments</p> <p>Teacher Observation</p>

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			<p>older. Also remember that plenty of sites let you play games and have fun without asking you to create an account.</p> <p>If you need an account and password, ask a parent first. Let your parents monitor your online activity. Most will do that anyway, but if you have a question about whether you should post a message or not, it is always best to ask someone first.</p> <ul style="list-style-type: none"> • Guard your passwords. If someone can sign in as you, you have no control over what they do or say. And everyone will think it is you! For that reason, do not share your passwords with anyone except your parents. It is a good idea to change your password every couple of months. • Limit what you share. It is best to think first and type second when you are telling 		

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			<p>stuff about yourself online. You probably already know that you should not tell a stranger where you live or give out your phone number. But you might wonder about other information – your parent's email address, your favorite color, the celebrity you would most like to meet.</p> <p>If you are not sure if you should share a piece of information, ask a parent. Be careful not to send pictures that include other people or that allow others to see exactly where you are. Some phones and computers will state your location without you realizing it, so always be sure your location apps are turned off, or ask an adult how to turn them off. Sending out information about where you are or that you are home by yourself or with a</p>		

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			<p>babysitter is very unsafe.</p> <ul style="list-style-type: none"> • Remember that anything you put online or post on a site is there forever, even if you try to delete it. It is easy for anyone to copy, save, and forward messages or pictures. So do not give out secrets or any personal information about yourself or your family, friends, and people you know. A good guide is if you would not want your entire class to know or see something, you should not share it with anyone online, not even your best friends. • Do not be mean or embarrass other people online. Just like you, there is a real person attached to that screen name who has feelings, too. 		

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D. Identify the steps in a decision-making process	<ul style="list-style-type: none"> refusal decision making consequence evaluate 	<ul style="list-style-type: none"> How does someone refuse or say "no" to a person/people? What are steps someone can use to make a 	<ul style="list-style-type: none"> Always tell if you see strange or bad online behavior. Tell an adult right away if someone says something to you that makes you uncomfortable. Also tell an adult if you see anyone bullying or saying strange stuff to other kids. Many sites have easy ways to report or flag a user who is breaking the rules. By using them or getting a parent or older sibling to help you, you protect yourself and other people, too. Be choosy about your online friends. Some sites let kids make lots of friends with people they do not know. <p>Never agree to meet an online friend in person or give out personal information about yourself, such as your home address, where you go to school, or your phone</p>	<ul style="list-style-type: none"> Alcohol, tobacco, and drugs Personal and community health <p>Benchmark</p>	

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		<p>decision?</p> <ul style="list-style-type: none"> • What are the steps in the "ICCE" Model? 	<p>number. It is dangerous because some people pretend to be kids online but actually are creepy adults.</p> <ul style="list-style-type: none"> • Situations to refuse • Ways to refuse <ul style="list-style-type: none"> ○ say "no" ○ walk away ○ ignore ○ offer an alternative • Interpersonal communication <p>I.C.C.E. Model</p> <ul style="list-style-type: none"> ○ identify choices ○ consequences ○ choose ○ evaluate <ul style="list-style-type: none"> • Decision making/goal setting <p>Example: Bullying role play</p>		
ENRICHMENT:	Journal writing, related reading activities, peer assisted activities, independent projects, research using the library, internet, etc.				
REMEDATION:	Small groups, peer assistance, additional individualized assistance, variation of activities/assignments, modifications and accommodations.				
RESOURCES:	www.CDC.org , www.comprehensiveschoolhealtheducation/meeksheit , http://kidshealth.org/kid/ , variety of internet sources and reference books, PA Standards Aligned System, National & State Health Education Standards and Skills, Pocono Mountain School District Curriculum.				

COURSE	HEALTH			GRADE:	3 RD GRADE
STATE STANDARD:	10.3.3 SAFETY AND INJURY PREVENTION			TIME FRAME:	1 LESSON
STANDARD STATEMENT	CONTENT WORDS	ESSENTIAL QUESTIONS	KNOWLEDGE AND/OR SKILL	TOPIC	ASSESSMENT
C. RECOGNIZE CONFLICT SITUATIONS AND IDENTIFY STRATEGIES TO AVOID OR RESOLVE. <ul style="list-style-type: none"> • WALK-AWAY • "I" STATEMENTS • REFUSAL SKILLS • ADULT INTERVENTION 	<ul style="list-style-type: none"> ▪ CONFLICT ▪ RESOLUTION ▪ "I" STATEMENTS ▪ COMPROMISE 	<ul style="list-style-type: none"> ▪ <i>WHAT ARE PEACEFUL WAYS TO RESOLVE CONFLICT?</i> 	<ul style="list-style-type: none"> ▪ CAUSES OF CONFLICT ▪ CONFLICT RESOLUTION PROCESS <ul style="list-style-type: none"> ○ STATE CHOICES ○ SEARCH FOR A COMPROMISE ○ SOLVE ▪ INTERPERSONAL COMMUNICATION ▪ EXAMPLE: HOW TO DEAL WITH A BULLY 	<ul style="list-style-type: none"> ▪ MENTAL, EMOTIONAL, AND SOCIAL HEALTH ▪ PERSONAL AND COMMUNITY HEALTH 	<p>QUIZZES, TESTS, OBSERVATION CHECKLIST, VARIOUS ASSESSMENTS OF PROJECTS (INDIVIDUAL, GROUP, PARTNER)</p> <p>RUBRICS</p> <p>PERFORMANCE TASKS</p> <p>TEACHER DESIGNED ASSESSMENTS</p> <p>TEACHER OBSERVATION</p>
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