Health Education 3rd Grade

Unit:	**Growth and Development**				
Big Ideas:	Identify and describe the stages of growth and development. Understand and recognize different physical characteristics of an individual. Identify and describe physical characteristics that are shared by self and family. Identify and discuss ways heredity and environment affect human growth and development.				
Unit Essential Questions:	What is Health? What must we do in this class? What happens to your body as you get older?				
Concept & Pacing	**New Emphasis (Pa Core Standard)**	**Key Vocabulary**	**Mini-Lessons/Activities**	**Instructional Materials**	**Assessments**
2 Class period of 20 minutes	10.1.3.A	Infancy (Baby) Childhood (Child) Adolescence (Teen) Adulthood (Adult) Late Adulthood (Senior)	Class Procedures Squad Lines Rules Grading Discipline Expectations Growth and development	Parent Letter Posters and Pictures Worksheet Online "Brain Pop " Discovery Education	State classroom rules Recognize importance of having and following rules Identify the stages of growth and development Questions and Answers
Unit:	**Personal Hygiene**				
Big Ideas:	Identify personal hygiene practices and the importance of promoting health and preventing the spread of germs. Identify methods of protection from illnesses. Understand the concept of grooming and cleanliness. Describe good habits of personal grooming and cleanliness. List ways to improve and maintain overall hygiene.				
Unit Essential Questions:	What does it mean to be healthy? What must be done to keep our body healthy? Why do we have hair? When should you wash your hands? How are hand washing and covering a sneeze alike?				
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2 class periods of 20 minutes	10.1.3.E 10.2.3.A 10.2.3.B 10.2.3.C 10.2.3.D 10.2.3.E	Hair Hands Warm Soap Germ Wash (Bath) Bacteria	Brain Pop "Video" Discovery Education Germs/hand washing Worksheet Quiz	Projector Brain Pop Hand Washing Worksheet Discovery Education	Class participation in group discussions and questions and answers Review Quiz

Unit:	**Growth and Development (Body Systems)**				
Big Ideas:	Identify and know the location and functions of the major body organs and systems. Recognize major muscle groups: Biceps, Triceps, Quadriceps, Abdominal, Hamstrings, Calf Muscle (Gastrocnemius), Gluteus Maximus Recognize major bones in the Skeletal System: Cranium, Vertebrae, Ribs, Humorous, Radius, Ulna, Pelvis, Femur, Fibula, Tibia, Phalanges Identify the basic functions of the following systems: Muscular, Skeletal and Nervous Locate areas on the body where the heart rate can be found (wrist, neck, chest) Demonstrate a procedure for taking or measuring a heart rate (take pulse with fingers). Identify the difference between Aerobic activity and Anaerobic activity. Identify the major functions of the following systems: Digestive, Circulatory, Respiratory, Muscular, Skeletal, Nervous				
Unit Essential Questions:	How do these main body parts help with maintaining a healthy body?				
Concept & Pacing	**New Emphasis (Pa Core Standard)**	**Key Vocabulary**	**Mini-Lessons/Activities**	**Instructional Materials**	**Assessments**
6 class periods for 20 minutes	10.1.3A 10.1.3B	Heart (Circulatory) Lungs (Respiratory) Brain Stomach (Digestive) Muscles (Skeletal) Bones (Muscular) Nerves (Nervous)	Pictures/Posters of the : Heart Lungs Brain Stomach Muscles Bones Students will show and identify all of Mr. Poly Bones. 2 Groups in putting Mr. Poly Bones together.	Projector Brain Pop .Videos (Body Systems) Pictures Worksheets Mr. Poly Bones Puzzle	Class participation in group discussions and questions and answers. Paired and group activities.
Unit:	**Communicable and Non Communicable Diseases**				

Big Ideas:	Identify methods of protection from illness. Define what a germ is. Identify types and causes of common health problems for children. Define Disease. Recognize the difference between communicable and non-communicable diseases. List Ways to prevent the spread of diseases. (Wash Hands, Immunization, Not sharing items) Identify common Communicable diseases (Common Cold, Flu, Strep Throat, Measles, Mononucleosis) Identify non Communicable diseases (Asthma, Heart Disease, Allergies) Apply skills to prevent and control the spread of diseases. Identify types of parasites that infect the body (Lice, Ticks, Mosquitos)				
Unit Essential Questions:	What is a germ? What is immunization? What is a communicable disease? What is a non-communicable disease?				
Concept & Pacing	**New Emphasis (Pa Core Standard)**	**Key Vocabulary**	**Mini-Lessons/Activities**	**Instructional Materials**	**Assessments**
2 class periods of 20 minutes	10.1.3 E	Blood Pressure Immunization Check Up Pediatrician Patient Symptom Fever Immune System Contagious Mucus	Brain Pop Online video Review Questions and class discussion Group and paired challenge Flu and Flu vaccine Discovery Education	Projector Work Sheets Note Book Questions Brain Pop Discovery Education Videos	Class discussions and participation Paired and group activities Online Quiz Questions
Unit:	**The Five Senses of the Body**				
Big Ideas:	Identify and know the location and function of the five senses of the body. Demonstrate how senses are used by the body. Understand how senses relate to the body systems.				
Unit Essential Questions:	What are the main parts of the nervous system? (Spinal Cord, Brain, Nerves) How can you care for your nervous system? Your Heart, Lungs and Brain are all organs: What is an Organ?				
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2 class period of 20 minutes	10.1.3 B	Spinal Cord Senses Nerves Taste Buds Nervous System Ears Eyes Nose Mouth Fingers	Word Wall Words Brain Pop . Online video Review Questions Five Senses Worksheet with groups Senses	Projector Posters Worksheets Note Book Questions	Class discussion and participation Paired and group activities Online Quiz Questions
Unit:	**Community Information, Services, Products/Oral Health**				
Big Ideas:	Identify community health services. Identify personal hygiene practices and community practices and community helpers that promote health and prevent the spread of diseases. Define what it means to be a consumer. Describe community health services used by families. Examine evidence of things that keep teeth from being healthy. (Plaque, Bacteria, Sugary "Foods) Explain positive oral health habits. (Brushing with proper tooth brush, flossing, using fluoride toothpaste, having regular dental checkups, using dental sealant) Identify the structure of the tooth. Recognize general procedures during a dental check-up. Identify health care workers in schools and communities. Know what causes tooth decay and how to prevent cavities. List types of sugary foods (sticky, hard, liquid/sodas) Name and discuss healthy practices for maintaining healthy teeth: brush twice each day, floss each day, eat nutritious foods) Describe the structure of the mouth and teeth (canines, molars, gums)				
Unit Essential Questions:	Why are teeth important and how do we keep them healthy? Describe way to clean your teeth?				
Concept & Pacing	**New Emphasis (Pa Core Standard)**	**Key Vocabulary**	**Mini-Lessons/Activities**	**Instructional Materials**	**Assessments**
2 class periods of 20 minutes	10.2.3 A	Doctor Dentist Community Health Department Hygienist Tooth Decay Plaque Cavity	Brain Pop Video Teeth Review Questions Worksheet Identifying good health habits of maintaining good hygiene	Projector Posters Worksheets Note Book Questions Brain Pop Videos Discovery Education	Class discussions and participation Paired and group activities Online Quiz Questions Completed healthy habits worksheet

Unit:	**Environment/Community Health**				
Big Ideas:	Identify environmental factors that affect health. Describe ways to promote a healthy environment. (recycle, reduce, reuse)				
Unit Essential Questions:	What is a Community? What is Pollution? Why does air pollution cause breathing problems? What is asthma? Identify sources of pollution.				
Concept & Pacing	**New Emphasis (Pa Core Standard)**	**Key Vocabulary**	**Mini-Lessons/Activities**	**Instructional Materials**	**Assessments**
1 class period of 20 minutes	10.2.3 E	Mucus Asthma Trigger Inhaler Lungs Pollution Environment Temperature	Allergies Brain Pop . Video "Asthma" Video online Questions	Projector Brain Pop. Online Worksheet Note Book Questions	Class discussion and paired and group participation Online Quiz Questions
Unit:	**Decision Making/Goal Setting/Interpersonal Relationships/Bullying**				
Big Ideas:	Identify the steps in a decision-making process. Identify positive and negative ways to get attention. Recognize personal and shared space Describe individual rules and predict consequences of choices. Respond appropriately to compliments, criticism, teasing and bullying. Discuss friendship and practice conflict strategies. Differentiate between positive and negative factors that determine friendship. Differentiate and describe physical, mental and verbal abuse. Identify sources to report abuse, harassment, violence and injury.				
Unit Essential Questions:	Why is it important to make good decisions? What are some ways to communicate? How do you make friends? Do you know how to recognize conflict situations and identify strategies to avoid or resolve?				
Concept & Pacing	**New Emphasis (Pa Core Standard)**	**Key Vocabulary**	**Mini-Lessons/Activities**	**Instructional Materials**	**Assessments**

2 class periods of 20 minutes	10.2.3 D 10.3.3 C	Rumor Bully Avoid Cyberbully Ignore Friend Apology Argue Compliment Solve	Word Wall Words Brain Pop Jr. Video Bully/Friends Note Book Questions Role Play	Projector Brain Pop Jr. Online Worksheets Note Book Questions	Paired and Group participation Class Discussion Online Review Questions and answers

Unit:	**A Healthy Heart is as easy as 1, 2, and 3: 1. Eat healthy 2. Exercise enough & 3. Live Tabaco Alcohol Drug Free**				
Big Ideas:	Explain the role of the My Plate/My Food Pyramid guide in helping eat a healthy diet. Choose a healthy snack from each food group. Identify factors that influence food choices. Identify the major nutrients (Carbohydrates, Protein, Fats, Vitamins, Minerals, Water) Recognize that foods and drinks have Nutritional Facts Label. Identify food choices that promote health and help prevent diseases. Discuss the major nutrients and explain how the body uses them. List a food source of the major nutrients. Describe why the body needs water: identify sources, recommended daily amount, adequate hydration. Identify the information provided on the Nutrition Facts Labels. Plan a healthy snack using MyPyramid/My Plate Guidelines (www.mypyramid/myplate.com) Define healthy weight and the factors that affect a person's weight. (Age, gender, height, family, society, activity level, illnesses)				
Unit Essential Questions:	What is the My Plate/My Food Pyramid? Why are fruits and vegetables important in your diet? What are healthy snacks? What are nutrients?				
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4 class periods of 20 minutes	10.1.3 C	Grains Protein Fiber Dairy Calcium Food Groups Nutrients Digestive System Junk Food Nutritious	Word Wall Words Brain Pop Videos Note Book Questions and answers Worksheet Activity Discovery Education Video	Projector Posters Worksheets Brain Pop Online Videos Discovery Education	Paired and Group Discussions and participation Worksheets Quiz Questions and answers
Unit:	**A Healthy Heart is as easy as 1, 2, and 3: 1. Eat Healthy 2. Exercise enough & 3. Live Tobacco Alcohol Drug Free**				
Big Ideas:	Identify and use safe practices in physical activity setting. Health Benefits of daily exercise, active play, academic integration, body and brain activity, focus, behavior, personal space, and social play. Discuss that the activity of the day leads to a healthy life style. Know that there are a variety of sports and activities and games. Explain that skill completely leads to enjoyment of physical activity. Use movement to improve cognitive responses (count by twos or threes while jumping rope, movement sentences) Identify several activities that are enjoyable. Comply positively with rules and procedures of structured games. Cooperate with others to complete an assigned task. Presidential Fitness Testing Discussion (Cardio Respiratory, Sports Games, Thinking)/ Setting age appropriate goals and improving levels of body composition (BMI: Body Mass Index) Participate in a nationally recognized health-fitness assessment for the purpose of setting age appropriate personal goals and improving muscular endurance (Curl Ups) Participate in class discussions about health related fitness activities as they relate to cardio-respiratory endurance. Understand that recreation is a form of relaxation. Understand that aerobic exercise results in a faster cognitive response (estimation, steps and distances, multiplication)				
Unit Essential Questions:	Why is exercise important for a healthy heart and lungs? Why does the body and brain need exercise? What is Exercise?				
Concept & Pacing	**New Emphasis (Pa Core Standard)**	**Key Vocabulary**	**Mini-Lessons/Activities**	**Instructional Materials**	**Assessments**
2 class period of 20 minutes	10.3.3 D	Exercise Stretch Stress Physical Activity Flexible	Word Wall Words Brain Pop Video (Exercise) Note Book Questions Worksheet Discovery Education	Projector Worksheet Brain Pop Video (Exercise) Discovery Education	Paired and group discussion and participation Worksheet Note Book Questions and answers Online Review Quiz Challenge

Unit:	**A Healthy Heart is as easy as 1, 2, and 3: 1. Eat Healthy 2. Exercise Enough & 3. Live Tobacco Alcohol Drug Free**				
Big Ideas:	Know age appropriate drug information. Recognize that Alcohol is a drug. Discuss Refusal skills. Understand appropriate uses of medicine. Describe rules for taking medicines. Understand why it is important that a reliable adult dispenses medicines. Identify products that contain tobacco. Describe the effects of tobacco use on the body and environment. (Side stream and second hand smoke) (Diseases) Discuss products that contain alcohol. Identify physical consequences of the overuse of alcoholic beverages. (Blurred vision, Lack of coordination, Slow reaction time, Addiction) Distinguish between legal and illegal drugs. Respond to scenario's using a variety of refusal skills. Identify prescription and over the counter medicine. Discuss safe procedures for using prescription and over the counter medicines. Determine the harmful chemicals found in tobacco products. Recognize tobacco products can be physically and psychologically addictive. Recognize ways to avoid tobacco: Say NO, Ignore, Walk Away, A better Idea Recognize the legal age to purchase Tobacco products. Recognize addiction as both a physical and psychological consequence of alcohol use. Identify Illegal Drugs: Marijuana, Methamphetamine, Inhalants Demonstrate refusal skills in various situations.				
Unit Essential Questions:	What are good drugs and bad drugs? What is Tobacco? What is Alcohol?				
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3 class periods of 20 minutes	10.1.3 D	Medicine Vaccine Side Effect Prescription Pharmacist Illegal Drug Addictive Abuse Cilia Tobacco Nicotine Second Hand Smoke	Word Wall Words Brain Pop Videos (Medicines, Illegal Drugs & Smoking) Note Book Questions Online Quiz Challenge Discovery Education	Projector Brain Pop Online Videos Work sheets Posters Discovery Education	Paired or group discussions and participation Worksheets Online Quiz Challenge
Unit:	**Safety/Media & Emergencies**				
Big Ideas:	Recognize traffic safety rules for the following: crossing streets, seat belts, and helmets, riding a bike, signs and signals. Discuss safety rules for the following: Playground, Bus, Classroom, Tornado Drills, Earthquake Drill, Fire Drills, Dangerous objects and weapons (broken glass, needles, spit, blood, etc.), and food consumption. Demonstrate how to get help in an emergency. Demonstrate Stop, Drop & Roll when your clothing is on fire. Practice safety rules pertaining to strangers. (shout, kick or scream) (Tell an adult.) (Avoid stranger's vehicles.) Identify sources to report abuse, harassment, violence, and injury. (teacher, nurses, counselor, ministers, parents, coaches) Understand the importance of Halloween Safety. Demonstrate traffic safety rules for the following (Crossing street, Seat Belts, Helmets, Riding a bicycle, Signs and signals) Model School Safety Rules for the following (Playground, Bus, Classroom, Tornado Drills, Earthquake Drill, Fire Drills, Dangerous objects and weapons, Food Consumption) Discuss procedures for obtaining emergency assistance and information (Fire and Police Department, Poison Control, Ambulance, 911) Demonstrate the ability to recognize dangerous situations (Water, Roads, Outdoor, Animal, Stranger, Food Contamination) Demonstrate Stop, Drop & Roll when your clothes are on fire. Demonstrate knowledge to adhere to traffic safety rules. Practice School safety procedures. Demonstrate the ability to respond to emergency situations. Identify basic first aid skills: Mild Burns, Choking, Nose bleeds Identify sources to report abuse, harassment, violence, and injury				
Unit Essential Questions:	Who is a trusted Adult? How do you cross a street safely? How do you get help in an emergency? What is stranger safety?				
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4 class periods of 20 minutes	10.2.3 B 10.2.3 C 10.3.3 A 10.3.3 B	Symbol Cross Walk Caution Harm Yield Fire Pedestrian Emergency Stranger	Word Wall Words Brain Pop . Online Video “Safety Signs and Symbols” Note Book Questions Worksheet Brain Pop Quiz Challenge Discovery Education	Projector Posters Brain Pop Video Worksheets Discovery Education	Paired and group class discussions and participation. Worksheets Brain Pop Jr. Quiz Challenge