

Grades 3 Health Unit:

Personal Health; # of Classes -7 to 8

Overview - what will the students know and be able to do as a result of this lesson?

Students will be able to describe the benefits of physical activity, activities which contribute to good fitness and heart health, and how to take care of their body through the practice of good hygiene.

I Can Statements

The standards in kid friendly language

I can plan and describe my weekly play and exercise routine.

I can calculate my resting and working heart rate.

I can explain why raising my heart rate through exercise makes the heart stronger and healthier.

I can identify the relationship between physical health and good nutrition.

I can keep my body clean, take care of my teeth, and practice good hygiene to help prevent the onset of illness.

I listen to and treat others with respect

I act responsibly and safely in various settings

Essential Questions

List what can I do to become and stay physically healthy for my entire life?

What are the possible consequences of not practicing a physically active lifestyle?

How can proper hygiene prevent illness and disease?

What are some possible consequences of poor hygiene?

How should we cooperate with and treat others?

How can we act responsibly and safely?

Learning Progressions

What should the students come in knowing?

Students will enter grade 3 aware that play makes the heart beat faster and become stronger.

What are the students working on?

Students are working on identifying different cardiovascular exercises through play at recess and in physical education class.

Students are working on flossing and brushing their teeth daily, bathing daily, and washing their hands before eating, after bathroom use, and more frequently in public places.

Students keep learning about the relationship between proper nutrition for good health and energy sources.

Students learn how act responsibly and cooperate with and treat others with respect.

What will they work on next year?

In 4th grade students will learn more about body and brain health and disease prevention, safety (seat belts, helmets), friendship, peer pressure, and decision making.

Vocabulary - Essential terms for the unit

Resting Heart Rate

Working Heart Rate

Oxygen

Carbon Dioxide
Heart
Muscle
Pump
Blood
Warm up
Stretch
Cool Down
Nutrition
Vitamins and minerals
Energy
Sportsmanship
Cooperation and respect
Illness
Germs
Hygiene

Texts and Resources for the Unit

Technology Integration Strategies and Resources

Heart rate monitor, pedometer, stopwatch, food pyramid, BMI scale, chromebook session
American Heart Association
Thriveri.org
KidsHealth.org
BrainPop.com
Cdc.com
World Health Organization

Learning Plan

Describe the major activities that will occur in teaching and learning
How to calculate your heart rate and body mass index
Identify and use of different aerobic activities that raise the heart rate.
List food groups for each daily meal for high energy.
Identify foods to eat moderately to avoid future heart and health problems.
Hand washing and body care lesson
Proper flossing and brushing lesson
Model equipment sharing and cooperation skills (How to make new friends)

Standards

List them here or with your I Cans
RI State Standards 1.1, 1.2, 2.1, 2.2, 2.4, 3.1, 3.2, 3.3, 4.1, 4.3, 5.3, 5.4, 5.8, 6.1, 7.1, 7.3

Grade 3 Health Unit:

Sexuality and Family Life; # of Classes - 5 to 7

Overview - what will the students know and be able to do as a result of this lesson?

Students will be able to understand the roles and values of families, respect of self, and others.

I Can Statements

The standards in kid friendly language

I can describe why it is good to have and express many kinds of feelings.

I can differentiate between people who care for you and people who may try to harm you.

I can identify school and community health helpers.

I can identify positive ways families communicate and take care of each other.

I can explain how or why males and females may have many different choices throughout their lifespan.

I can differentiate between a good and bad or inappropriate touch.

I can explain why it is necessary to respect other's personal space concerning their body.

Learning Progression

What should the students come in knowing?

Students will enter grade 3 aware of strangers/appropriate and inappropriate touch.

What are the students working on?

Students are working on how to voice their feelings when they feel unsafe. Students are also working on how to respect their family, school, and other people/friends.

Students will become aware of respecting other's personal space and their own feelings about themselves and others.

What will they work on next year?

In 4th grade students will learn about Stranger Danger, good and bad body language, inappropriate touch.

Essential Questions Vocabulary - Essential terms for the unit

Gender roles

Roles of Family Members

Feelings

Parents/siblings

Need

Personal space

Wants

Positive

Communication

Decisions

Choice

Friends

Teacher

Trusted Adult

Texts and Resources for the Unit

Thriveri.org

misconceptions at start of unit

Standards

List them here or with your I Cans

RI State Standards 1.4, 1.1, 1.7, 2.4, 3.4, 4.1, 5.3, 5.4, 6.1, 6.2, 7.1, 7.2, 7.4

Technology Integration Strategies and Resources

Thriveri.org

Brain Pop

Kidshealth.org

Learning Plan

Describe the major activities that will occur in teaching and learning

Interactive videos on BrainPop:(Friends);(Anger); (Bullying); (Divorce)