

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 ▪ ALCOHOL ▪ PRODUCTS ▪ PHYSICAL EFFECTS 	<ul style="list-style-type: none"> ▪ ALCOHOL, TOBACCO AND DRUGS BENCHMARK 	

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
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 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:	3 RD GRADE
STATE STANDARD:	10.2.3 HEALTHFUL LIVING			TIME FRAME:	2 LESSON
STANDARD STATEMENT	CONTENT WORDS	ESSENTIAL QUESTIONS	KNOWLEDGE AND/OR SKILL	TOPIC	ASSESSMENT
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 DECISION? ▪ WHAT ARE THE STEPS IN THE "ICCE" MODEL? 	<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 ▪ I.C. C. E. MODEL <ul style="list-style-type: none"> ○ IDENTIFY CHOICES ○ CONSEQUENCES ○ CHOOSE ○ EVALUATE ▪ DECISION MAKING/GOAL SETTING EXAMPLE: BULLYING ROLE PLAY 	<ul style="list-style-type: none"> ▪ ALCOHOL , TOBACCO, AND DRUGS ▪ PERSONAL AND COMMUNITY HEALTH <p style="color: red; margin-left: 20px;">BENCHMARK</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>
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 ACCOMODATIONS.				
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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
<p>C. RECOGNIZE CONFLICT SITUATIONS AND IDENTIFY STRATEGIES TO AVOID OR RESOLVE.</p> <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"> ▪ WHAT ARE PEACEFUL WAYS TO RESOLVE CONFLICT? 	<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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