

Health

Health: Third Grade						
Functions and Interrelationships of Systems						
GLE 1: Structure and Functions of the Body						
HPE 1: structures of, functions of, and relationships among human body systems						
	Measurable Learner Objective	Show Me Standards	Integrated Skills	DOK	Instructional Strategies Student Activities/Resources	Assessment
A	<i>The students will:</i>					
Sensory System Classroom	<p>1. classify the five sense organs and their parts (e.g., Iris, ear canal, olfactory bulb, taste buds, nasal cavity) and explain how the five senses are used in personal and social environment (e.g., gathering information, making observations, drawing conclusions).</p> <p>2. name the major parts, functions and disorders of the sensory organs (e.g., nearsightedness, farsightedness, hearing loss)</p>	HPE 1 1.5, 2.1		Strategic Thinking	<p>Students will identify parts of the ear.</p> <p>Students will describe how sound travels through the ear.</p> <p>http://www.iknowthat.com/com/L3?Area=Science%20Lab www.lessonplanspage.com/ScienceBiologyHowDoWeHearSound2.htm</p>	<p>Students will label a diagram.</p> <p>Teacher will facilitate class discussion.</p>
B						
Muscular System Classroom	<p>recognize the major muscles of the muscular system (e.g., deltoid, tricep, abdominal, quadricep).</p>	HPE 1 1.5,1.7		Recall	<p>Teacher will read book, <u>The Muscular System</u> by Helen Frost.</p> <p>Teacher will show video, <u>The Magic School Bus-Flexes Its Muscles</u>.</p>	<p>Students will answer a set of comprehension questions from book using source www.abcteach.com</p>

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C	<i>The students will:</i>					
Skeletal System Classroom/PE	categorize and label different bones by body parts (e.g. leg- tibia, arms-humerus, head-skull, torso-spine).	HPE 1 1.5,2.5		Recall	<p>Teacher will show video, <u>The Magic School Bus-Inside Ralphie</u>.</p> <p>Students will learn body parts playing the game Simon Says and/or singing If Your Happy and You Know It.</p> <p>Students will trace their body on paper and label their skeletal system.</p>	Use Mr. Bones worksheet from <u>www.teacherplanet.com</u>
D						
Integumentary System (skin) Classroom	identify the major components and functions of the integumentary system (e.g., skin, hair, nails).	HPE 1 1.2,1.5		Recall	<p>Teacher will read, <u>The Circulatory System</u> by Helen Frost.</p> <p>Students will compare and contrast differences between each other's finger prints.</p> <p>Describe four functions of the skin.</p> <p>Students locate different types of nerve receptors in their skin by using pencils and/or bamboo skewers. <u>www.lessonplanet.com</u></p>	Circulatory System Quiz found at <u>www.teacherplanet.com</u>

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E	<i>The students will:</i>					
E Cardio-respiratory/ Circulatory System Classroom	1. identify the cause and effect of lifestyle choices (e.g., activity, diet, tobacco use) on the cardio-respiratory system (e.g., healthy heart vs. unhealthy heart, blocked blood vessels, lung capacity). 2. identify the cause and effect of an active vs. inactive lifestyle on the cardio-respiratory system (e.g., healthy vs. unhealthy heart and lungs).	HPE 1 1.6, 1.8, 2.7		Recall		
F						
F Respiratory System Classroom	1. identify common problems, symptoms, and treatment of breathing disorders (e.g., asthma, bronchitis). 2. identify the cause and effect of lifestyle choices on the respiratory system (e.g., inactivity, tobacco).	HPE 1 1.6, 1.8, 2.7		Recall		

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G	<i>The students will:</i>					
Nervous System Classroom	identify the major components and functions of the nervous system (e.g., brain, spinal cord, nerves).	HPE 1 1.7,2.1,2.3		Extended Thinking	Teachers will read book, <u>The Nervous System</u> by Helen Frost or <u>Our Body Nervous System</u> by Cheryl Jakab.(Part of this book found on internet.) Students will label the brain using an anatomy diagram. Students will design a brochure about the nervous system. (found at www.teacherplanet.com called, The Nervous Security System Brochure.	Students will answer a set of comprehension questions from book using source www.abcteach.com Using wwwteacherplanet.com students will label brain diagram.
H						
Digestive System Classroom	identify the major components (e.g., mouth, esophagus, stomach, small intestine, large intestine) and functions of the digestive system.	HPE 1 1.5,2.1,2.3		Strategic Thinking	Teacher will show video, <u>The Magic School Bus-For Lunch</u> Students will construct a digestive system. (lesson plan found @ www.teacherplanet.com/resource/digestive.php choose Tour the Digestive System - Unit). Students will conduct tours for principal, teachers, and parents. www.enchantedlearning.com/subjects/anatomy/digestive/Label the Digestive System	Teacher will use digestive system construction as assessment.

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Functions and Interrelationships of Systems						
GLE 2: Social, Emotional and Mental Health						
HPE 2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)						
	Measurable Learner Objective	Show Me Standards	Integrated Skills	DOK	Instructional Strategies Student Activities/Resources	Assessment
A	<i>The students will:</i>					
Influence of Family and Peers Classroom	recognize the influence peers have on people (shared interest, goals, and values).	HPE 2 4.3, 4.6		Recall		
B						
Responsibilities in Society Classroom/Counselor	analyze the duties and responsibilities needed to be a contributing member of a social community (e.g., school, church, neighborhood, Girl/Boy Scouts, service).	HPE 2 1.7,2.3		Recall	Students will role play Boys Town Model Social Skills. Students will participate in Career Week given by school counselor. Students will participate in Junior Achievement.	Class discussion

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Functions and Interrelationships of Systems						
GLE 2: Social, Emotional and Mental Health						
	Measurable Learner Objective	Show Me Standards	Integrated Skills	DOK	Instructional Strategies Student Activities/Resources	Assessment
C	<i>The students will:</i>					
Communication Skills Classroom/Counselor	evaluate the importance of effective listening skills in building and maintaining relationships.	HPE 2 1.7,2.3		Recall	Students will role play appropriate ways to express needs, wants, and feelings through sessions with school counselor.	Class discussion

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Health Maintenance and Enhancement						
GLE 1: Personal and Family Health						
HPE 1: structures of, functions of, and relationships among human body systems						
HPE 2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)						
HPE 3: diseases and methods for prevention, treatment and control						
HPE 4: principles of movement and physical fitness						
	Measurable Learner Objective	Show Me Standards	Integrated Skills	DOK	Instructional Strategies Student Activities/Resources	Assessment
A	<i>The students will:</i>					
Personal Health Classroom	describe how personal health is enhanced by behaviors (include care of skin, teeth, gums, hair, eyes, nose, ears, nails).	HPE 2 1.7,2.3		Recall	Nurse resource Students will participate in the Generations Program through Southeast Missouri Hospital.	Class discussion
B						
Preventive Care Classroom	summarize how preventative health care enhances one's health (e.g., immunizations, regular health and dental care).	HPE 3 1.7,2.3		Recall	Nurse resource Students will participate in the Generations Program through Southeast Missouri Hospital. www.atlanticava.org/webandcamsites/dentalhealth.htm	Class discussion

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Health Maintenance and Enhancement						
GLE 1: Personal and Family Health						
	Measurable Learner Objective	Show Me Standards	Integrated Skills	DOK	Instructional Strategies Student Activities/Resources	Assessment
C	<i>The students will:</i>					
Growth and Development Classroom	compare and contrast the stages of the human life cycle (e.g., infant, toddler, preschool, school-age).	HPE 1 1.6		Skill/Concept	Students will compare and contrast stages of human life cycle.	Venn diagram
D						
Health and Skill Related Fitness PE/Counselor/Classroom	identify components of health related fitness.	HPE 4 1.7,2.3		Recall	Discuss benefits for healthy eating habits and exercise for lifelong health/wellness. Marathon Kids Club	Class discussion

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Health: Third Grade						
Health Maintenance and Enhancement						
GLE 2: Nutrition						
HPE 2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)						
HPE 6: consumer health issues (such as the effects of mass media and technologies on safety and health)						
	Measurable Learner Objective	Show Me Standards	Integrated Skills	DOK	Instructional Strategies Student Activities/Resources	Assessment
A	<i>The students will:</i>					
Essential Nutrients and Food Groupings Classroom	identify the six essential nutrients and their functions (carbohydrates, protein, fats, vitamins, minerals, water.)	HPE 2 1.5,1.8, 2.1		Extended Thinking	<p>Students will study the Food Guide Pyramid.</p> <p>Students will create a healthy menu.</p> <p>Students will construct a book sorting foods into the six essential nutrients.</p> <p><u>MyPyramid.gov</u></p>	Assess menu and book.
B						
Balance, Variety and Moderation Classroom/Counselor	compare and contrast the relationship between body image and personal health (e.g., self-esteem, disease prevention)	HPE 2 1.5,1.6		Strategic Thinking	<p>Teacher will read, <u>Olivia the Pig</u> by Ian Falconer. Students will write a story about themselves and their feelings.</p> <p>For disease prevention go to: www.bam.gov www.lessoncorner.com/Health/Disease_Prevention</p>	Teacher will assess their writing using rubric.

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Health Maintenance and Enhancement						
GLE 2: Nutrition						
	Measurable Learner Objective	Show Me Standards	Integrated Skills	DOK	Instructional Strategies Student Activities/Resources	Assessment
C	<i>The students will:</i>					
Food Labels Classroom	explain the importance of nutrition facts on food labels in making healthy selections (e.g., serving size, calories, nutrients, ingredients).	HPE 2 2.3		Skill/Concept	Students will engage in a mystery tasting party persuading classmates to eat new foods by including facts about its nutritional value. (www.educationworld.com)	Students will classify worst and best food.
F						
Food Energy and Physical Activity Classroom	recognize that essential nutrients provide different amounts of energy (e.g., carbohydrates, protein, fats).	HPE 2 1.5		Recall	Students will read, <u>Getting Energy From Foods: Carbohydrates</u> and answer questions about passage. (www.instructorweb.com/lesson/carbohydrates.asp#LESSON-PRINTABLES)	Teacher will assess answers to questions.

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Health: Third Grade						
Health Maintenance and Enhancement						
GLE 4: Life Management Skills						
HPE 2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)						
HPE 5: methods used to assess health, reduce risk factors, and avoid high-risk behaviors (such as violence, tobacco, alcohol, and other drug use)						
	Measurable Learner Objective	Show Me Standards	Integrated Skills	DOK	Instructional Strategies Student Activities/Resources	Assessment
A	<i>The students will:</i>					
Decision Making and Problem Solving Classroom/Counselor	1. identify the five steps of the decision making process: a. What is the problem? b. What are my choices? c. What are the pros and cons of each choice? d. How important are the consequences of each choice? e. Which is the best choice?	HPE 2 1.7,2.3		Recall	Students will role play Boys Town Model Social Skills. Students will participate in class discussion with school counselor	Class discussion
B						
Refusal/Assertive Skills and Conflict Resolution Classroom/Counselor	define refusal skills (strategies that help you say no) and assertive skills (skills that allow you to behave with confidence).	HPE 2, 5 1.5,1.7,2.1		Skill/Concept	Students will role play Boys Town Model Social Skills. Students will read, <u>Sometimes I'm Bombaloo</u> by Rachel Veil and participate in class discussion about how to handle stress.	Students will summarize story by creating a character chart.

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Health Maintenance and Enhancement						
GLE 4: Life Management Skills						
	Measurable Learner Objective	Show Me Standards	Integrated Skills	DOK	Instructional Strategies Student Activities/Resources	Assessment
C	<i>The students will:</i>					
Goal Setting and Asset Development Classroom	identify positive influences in a person's life (e.g., school, community, family).	HPE 2 4.3, 4.4, 4.7		Recall		
D						
Stress Management and Coping Skills Classroom/Counselor	<p>1. describe healthy activities and coping strategies to deal with uncomfortable feelings and emotions (e.g., ask a trusted adult, make a plan of action, exercise, speak up).</p> <p>2. differentiate positive and negative stress and how they can affect a person.</p>	HPE 2 1.7		Recall	<p>Nurse resource</p> <p>Students will participate in program Green Bear.</p> <p>www.bam.gov</p> <p>lesson plan for stress management @ www.stressmanagementblog.com/student-stress-management/stress-management-lesson-plan-elementary-53/</p> <p>www.teachers.net/lessons/posts/2059.html</p>	Class discussion

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Health Maintenance and Enhancement						
GLE 4: Life Management Skills						
	Measurable Learner Objective	Show Me Standards	Integrated Skills	DOK	Instructional Strategies Student Activities/Resources	Assessment
E	<i>The students will:</i>					
Harassment/Bullying and Violence Prevention Classroom/Counselor	1. define bullying and harassment and lists acts of each (e.g., excluding from group, teasing, inflicting physical harm). 2. define violence and identify the causes (e.g., anger, prejudice, child abuse, socio-economic status).	HPE 2, 5 1.5,2.3		Recall	Nurse resource Students will participate in session with school counselor. www.bam.gov	Class discussion

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Health: Third Grade						
Risk Assessment and Reduction						
GLE 1: Disease Prevention and Control						
HPE 1: structures of, functions of, and relationships among human body systems						
HPE 3: diseases and methods for prevention, treatment and control						
	Measurable Learner Objective	Show Me Standards	Integrated Skills	DOK	Instructional Strategies Student Activities/Resources	Assessment
A	<i>The students will:</i>					
Communicable vs. Non-Communicable Diseases Classroom	classify communicable and non-communicable diseases into the appropriate category.	HPE 3 1.5		Recall	<p>Nurse resource</p> <p>Students will be given a set of sentence strips containing vocabulary words. They will sort immune defense words into 3 categories: virus, vaccine, and bad bacteria.</p> <p>Refer to lesson plan found @ www.healthsmartva.pwnet.org</p>	Teacher will assess definition matching activity. Critical thinking questions will be used as assessment also.
B						
Body Defenses and Recovery Classroom	identify the body's basic lines of defenses (e.g., skin, hair in nasal passages, white blood cells).	HPE 1 1.4, 1.6, 4.7		Strategic Thinking	<p>Students will engage in games and activities from the website found @ www.bam.gov under the heading, The Immune Platoon.</p> <p>www.edhelper.com/bi31_vocab.htm and www.edhelper.com/bi31_review.htm</p>	Teacher will assess learning by walking around room and observing students in play on computers.

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Risk Assessment and Reduction						
GLE 1: Disease Prevention and Control						
	Measurable Learner Objective	Show Me Standards	Integrated Skills	DOK	Instructional Strategies Student Activities/Resources	Assessment
C	<i>The students will:</i>					
Types of Pathogens and Transmissions Classroom	define pathogen and identify three major types (e.g., bacteria, virus, fungi).	HPE 3 1.4, 1.5, 4.7		Strategic Thinking	Students will engage in games and activities from the website found @ www.bam.gov under the heading, The Immune Platoon. www.edhelper.com/bi31_vocab.htm and www.edhelper.com/bi31_review.htm	Teacher will assess learning by walking around room and observing students in play on computers.

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Risk Assessment and Reduction						
GLE 1: Disease Prevention and Control						
	Measurable Learner Objective	Show Me Standards	Integrated Skills	DOK	Instructional Strategies Student Activities/Resources	Assessment
F	<i>The students will:</i>					
HIV/AIDS Prevention Education (MSIP 1.1, 1.2, 1.3 requirement; developmentally appropriate) Classroom	define HIV/AIDS and recognize that HIV is transmitted through blood and other bodily fluids visibly contaminated with blood.	HPE 3 1.4,1.5,4.7		Skill/Concept	Nurse resource Lesson Plan- Help Stop the Spread of AIDS@ www.edhelper.com/Reading/Comprehension_54_173.html	

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Risk Assessment and Reduction						
GLE 2: Injury Prevention and Safety						
HPE 2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)						
HPE 5: methods used to assess health, reduce risk factors, and avoid high-risk behaviors (such as violence, tobacco, alcohol, and other drug use)						
HPE 7: responses to emergency situations						
	Measurable Learner Objective	Show Me Standards	Integrated Skills	DOK	Instructional Strategies Student Activities/Resources	Assessment
A	<i>The students will:</i>					
Safety for Home, School, and Communities Classroom	construct a plan of what to do when home alone (e.g., emergency phone list, not answering door, not using stove).	HPE 5, HPE 7 1.7,2.3,4.7		Recall	Teacher will lead discussion and read articles about being home alone to students. www.kidshealth.org Choose kids site, staying safe.	Class discussion
B						
First Aid Procedures Classroom	create a plan that recognizes an emergency or non-emergency situation and how to respond (should I call 911?).	HPE 2, HPE 7 1.7,2.3,4.7		Recall	Nurse resource Teacher will lead discussion and read articles about being home alone to students. www.kidshealth.org Choose kids site, staying safe.	Class discussion

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Health: Third Grade						
Risk Assessment and Reduction						
GLE 2: Injury Prevention and Safety						
	Measurable Learner Objective	Show Me Standards	Integrated Skills	DOK	Instructional Strategies Student Activities/Resources	Assessment
D	<i>The students will:</i>					
Water-Related Emergencies Classroom/PE	apply safe practices and procedures in and around water.	HPE 5 1.7, 2.3, 4.7		Recall	Invite guest speaker from Central Pool to instruct students about water safety. www.teachers.net	Class discussion

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Risk Assessment and Reduction						
GLE 3: Substance Education						
HPE 5: methods used to assess health, reduce risk factors, and avoid high-risk behaviors (such as violence, tobacco, alcohol, and other drug use)						
	Measurable Learner Objective	Show Me Standards	Integrated Skills	DOK	Instructional Strategies Student Activities/Resources	Assessment
A	<i>The students will:</i>					
Safe and Unsafe Substances Classroom	1. identify various types of drugs (e.g., nicotine, alcohol and street drugs). 2. explain what constitutes a drug free and safe community.	HPE 5 4.7		Recall	Nurse resource	
B						
Purpose and Guidelines for Prescription, OTC Drugs and Natural Substances Classroom/Counselor	recognize the role of medication in treating an illness.	HPE 5 1.7,2.3,4.7		Recall	Nurse resource Nurse will discuss the role of medication in treating an illness.	Class discussion

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Risk Assessment and Reduction						
GLE 3: Substance Education						
HPE 5: methods used to assess health, reduce risk factors, and avoid high-risk behaviors (such as violence, tobacco, alcohol, and other drug use)						
	Measurable Learner Objective	Show Me Standards	Integrated Skills	DOK	Instructional Strategies Student Activities/Resources	Assessment
C	<i>The students will:</i>					
Substance Use vs. Non-Use Classroom/Counselor	1. describe how TAOD affects the way a person thinks, feels, and acts. 2. recognize the factors (e.g., media, peers, self-concept) that influence decisions to use or abuse substances. 3. identify healthy alternatives instead of using or abusing substances (e.g., clubs, physical activity, sports).	HPE 5 1.4,2.7,4.7		Strategic Thinking	Nurse resource Teacher will give a PowerPoint presentation regarding TAOD found @ www.facs.pppst.com/drugs.html	Student will engage in interactive games for kids on same website.

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Health: Third Grade						
Risk Assessment and Reduction						
GLE 4: Environmental Health						
HPE 2: principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)						
SC 4: changes in ecosystems and interactions of organisms with their environments						
	Measurable Learner Objective	Show Me Standards	Integrated Skills	DOK	Instructional Strategies Student Activities/Resources	Assessment
A	<i>The students will:</i>					
Effects of Pollution on Health Classroom	recognize different types of pollution and how they affect one's health (noise, water, air, land).	SC 4, HPE 2 1.2,1.4,2.7,4.7		Strategic Thinking	Teacher will present websites and show videos on pollution and the effects it has on health. Students will set up a campaign to inform others about recycling, etc.	Peer assessment using a teacher made rubric.
B						
Individual Responsibility Classroom	1. describe what an individual can do to help preserve the environment and promote environmental health (e.g., recycle, reduce, reuse). 2. recognize that there are laws and regulations designed to promote and protect community and environmental health (e.g., littering, illegal dumping, noise ordinances).	SC 4 1.2,1.4,2.7,4.7		Strategic Thinking	Teacher will present websites and show videos on pollution and the effects it has on health. Students will set up a campaign to inform others about recycling, etc.	Peer assessment using a teacher made rubric.