

Englewood Public School District

Comprehensive Health

Grade 3

Unit: Taking Care of Me: The Human Body/Human Relationships & Sexuality

Overview: The systems of the body are complex and must be understood as having an important role in students' everyday lives. Students will discover the interaction of body systems and the practices needed to keep these systems healthy.

Time Frame: 1 Marking Period

Enduring Understandings:

- There are different systems in my body that help me move, grow and change.
- The systems of the body must work together to keep me healthy.
- There are practices I can engage in to keep my body healthy.

Essential Questions:

- How do the different systems of the body work together to help me move, grow and change?
- How can exercise help my body to stay healthy?
- How should I make decisions about my health?

Standards	Topics and Objectives	Activities	Resources	Assessments
<p><u>Comprehensive Health</u> 2.1.4.A.1 Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.</p> <p>2.1.4.A.2 Determine the relationship of personal health practices and behaviors on an individual's body systems.</p>	<p style="text-align: center;">Topics</p> <p>The Human Body</p> <p style="text-align: center;">Objectives</p> <p>Students will recall appropriate terminology for body parts and systems (e.g., digestive, cardiovascular, muscular, skeletal, nervous and reproductive system)</p>	<p>Students will view and hear information about the body systems. They will identify the function of each body system by making a foldable. They will also include the relationship to other organs/systems. (3-LS1-1)(NJSLS SL 3.2)(NJSLS RI 3.4)</p>	<p><u>Foldables:</u> http://www.k12.wa.us/IndianEd/TribalSovereignty/High/CWP-HS/Unit4/Level1-Materials/foldables.pdf</p> <p>The Digestive System, YouTube https://www.youtube.com/watch?v=ZK2fZAIR8BY</p>	<p>Formative Assessments: Vocabulary Quiz/Matching</p> <p>Hands-on Demonstrations</p> <p>Writing Prompts</p> <p>Benchmark Assessment:</p>

<p>Students will explain that the reproductive system functions to develop an embryo during pregnancy.</p>	<p>Students will engage in hands-on experiments demonstrating the function of body systems. (3-LS1-1)</p>	<p>The Nervous System, YouTube https://www.youtube.com/watch?v=RIUPCNLSJIY&list=PL3A523D119D8F03F8</p>	<p>Common Formative Assessment</p>
<p>Students will identify how body parts and systems interact to allow movement and growth and to support wellness.</p>	<p>(http://thepioneerwoman.com/homeschooling/how-to-see-your-pulse/; http://lifeovercs.com/stem-respiratory-system-investigation-asthma-versus-healthy/; http://sciencing.com/make-heart-out-pop-bottles-7813129.html</p>	<p>How Does the Heart Work?, YouTube https://www.youtube.com/watch?v=huzs3Q4-CGc</p>	<p>Summative Assessments: Students will identify favorite hobbies/sports that include physical activity and will create a poster persuading others to try this activity (i.e. dance, basketball, Scouts, etc)</p>
<p>Students will define wellness practices that enhance physical health.</p>	<p>http://sciencing.com/make-heart-out-pop-bottles-7813129.html</p>	<p>The Circulatory System, YouTube https://www.youtube.com/watch?v=MG6ILGiNTvw</p>	<p>Students will complete an informative writing piece accompanying the poster explaining which body systems are engaged during the activity.</p>
<p>Students will relate exercise to the maintenance of good health.</p>	<p>Students will discuss the findings of their experiments with a small group. (NJSL SL 3.1)</p>	<p>The Respiratory System, YouTube https://www.youtube.com/watch?v=MG6ILGiNTvw</p>	<p>Alternative Assessment:</p>
<p>Students will identify puberty as a time of many changes (physical, emotional and social) that varies by the individual.</p>	<p>Students will list typical practices that will enhance physical health that they may engage in.</p>	<p>The Reproductive System, YouTube https://www.youtube.com/watch?v=CqmW9CL80q0</p>	<p>Role Play</p>
<p>Students will keep a tracker of daily exercise for 3 weeks.</p>	<p>Students will keep a tracker of daily exercise for 3 weeks.</p>	<p>Activity Diary, HealthyKids: https://www.healthykids.nsw.gov.au/downloads/file/kidstems/HealthyKidsActivityDiary.pdf</p>	<p>Self-Assessment</p>
<p>Students will develop a written plan to increase the amount of daily activity in their lives. (NJSL W 3.10)</p>	<p>Students will develop a written plan to increase the amount of daily activity in their lives. (NJSL W 3.10)</p>	<p>Puberty, KidsHealth.org: http://kidshealth.org/en/kids/growing-up-normal.html?WT.ac=k-ra</p>	<p>Peer Assessment</p>
<p>Teacher will lead a discussion about growing up as a time when many</p>	<p>Teacher will lead a discussion about growing up as a time when many</p>	<p>Puberty, KidsHealth.org:</p>	<p>Discussions</p>

changes occur, many of which are physical (see kidshealth.org resources). Teacher will ask students to raise hands if they have older siblings and can identify any of these outward changes (growing taller very quickly, facial hair, voice changing, acne, etc.) (NJSL SL 3.1)

Teacher will discuss healthy relationships. Teacher will share the definition of “healthy relationship”. Students will write on a colored sheet of paper someone they have a relationship with. Next on another color of paper, they will identify possible problems they may encounter with someone they have a relationship. Students will crumble the papers and toss on the floor, picking up one of the balls to read aloud. See lesson for additional details. (Relationship lesson [http://www.hpepublichealth.ca/sites/default/files/Understanding Healthy Relationships, Gr. 3, Lesson 4, 2017.pdf](http://www.hpepublichealth.ca/sites/default/files/Understanding_Healthy_Relationships_Gr_3_Lesson_4_2017.pdf))

<http://classroom.kidshealth.org/classroom/3to5/personal/growing/puberty.pdf>

Healthy Relationships: [http://westernhealth.nl.ca/uploads/Addictions Prevention and Mental Health Promotion/Healthy Relationships Resource Kit - Western.pdf](http://westernhealth.nl.ca/uploads/Addictions_Prevention_and_Mental_Health_Promotion/Healthy_Relationships_Resource_Kit_-_Western.pdf)

Suggested Books

How Babies are Made,
Allistair Smith
The Magic School Bus
Inside the Human Body,
Joanna Cole

The Fantastic Elastic Brain,
Joann Deak

Comprehensive Health

2.1.4.A.1 Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.

2.1.4.A.2 Determine the relationship of personal health practices and behaviors on an individual's body systems.

2.2.4.A.1 Demonstrate effective interpersonal communication in health- and safety-related situations.

2.2.4.B.1 Use the decision-making process when addressing health-related issues.

2.2.4.B.2 Differentiate between situations when a health-related decision should be made independently or with the help of others.

2.2.4.E.1 Identify health services and resources provided in the school and community and determine how each assists in addressing health needs and emergencies.

Topics			Formative Assessments:
Health and Safety Resources and Decision Making	Teachers will lead students in a discussion and brainstorm sources of help to solve health issues, in the community and school. (NJSLS SL 3.1)(NJSLS SL 3.2)	Internet Safety, BrainPop: https://jr.brainpop.com/artsandtechnology/technology/internetsafety/	Students will list phone numbers of poison control, emergency services, and family contacts.
Objectives		Internet Safety, Canada Safety Council: http://www.elmer.ca/safety-village/internet-safety	Discussions
Students will identify resources in the community that are a source of help for both physical and mental health related issues.	Students will be asked questions about possible situations that may require an adults help. Groups of students work together to decide if the student should seek out help and who the most appropriate person would be. A chart of "helpers" will be created and posted.	Decision Making, Colorado Education Initiative: http://www.coloradoeducation.org/wp-content/uploads/2014/10/Grade-3-5-Decision-Making.pdf	Role Plays
Students will describe health and fitness careers in the school and community (e.g., nurses, doctors, dentists, etc.).		Careers in Health/Fitness, KnowItAll.org: https://knowitall.org/series/hospital-real-people	Journal Prompts
Students will determine personal responsibility in decision making about health and personal safety issues.	Students will play a game of headbands (cards on forehead face away from them) identifying health and fitness careers in the community.	Navigating the Internet https://www.commonsense.org/education/digital-citizenship/curriculum	Summative Assessments: Decision Graphic Organizer
Students will demonstrate effective communication during health- and safety-related situations.	Teacher will share information and lead a discussion about personal responsibility and making decisions regarding personal safety such as		Role Plays
			Alternative Assessment: Self-Reflection Peer Assessment

internet safety, etc.
(NJSL SL 3.1)(NJSL
SL 3.2)

Teacher will demonstrate
a step-by-step process for
making decisions using a
graphic organizer.

(NJSL SL 3.1)

<http://www.coloradoeducation.org/wp-content/uploads/2014/10/Grade-3-5-Decision-Making.pdf>

Students will be given
cards with various
personal safety scenarios.
(i.e. a person you
recognize but do not
know well, asks you
where you live; a
woman at the park says
she has lost her dog and
wonders if you can help
her look; your friend
falls off his bike a block
away from home, etc.).
Students will role play
how they might
communicate to create a
positive outcome.
(NJSL SL3.1)

Key Vocabulary:

Digestive System – The system by which ingested food is acted upon by physical or chemical means.

Cardiovascular System – The organs and tissues involved in circulating blood and lymph through the body.

Muscular System – All the muscles of the body collectively, especially voluntary skeletal muscles.

Skeletal System – The framework of the body, consisting of bones and other connective tissues, which protects and supports the body tissues and internal organs.

Nervous System – The network of nerve cells and fibers that transmit nerve impulses between parts of the body.

Reproductive System – The system of organs and parts which function in reproduction.

Integration of 21st Century Standards NJSL 9:

9.2.4.A.2 Identify various life roles and civic and work - related activities in the school, home, and community.

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this curriculum.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the requirements.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> ● Peers will work together on experiments ● Students will label items in English and native language ● Speak and display terminology and movement ● Look for children’s books in student’s native languages ● Teacher modeling ● Peer modeling ● Develop and post routines ● Label classroom materials ● Word walls 	<ul style="list-style-type: none"> ● Students will receive peer support for experiments ● Peers will support students to create the first aid kit ● Utilize modifications & accommodations delineated in the student’s IEP ● Lower level text will be provided ● Work with paraprofessional ● Use multi-sensory teaching approaches. Pictures, scarves, hula hoops, and other props provide helpful visual, auditory, and tactile reinforcement of ideas. 	<ul style="list-style-type: none"> ● Lower level text will be provided ● Teachers may modify instructions by modeling what the student is expected to do ● Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. ● Using visual demonstrations, illustrations, and models ● Give directions/instructions verbally and in simple written format. ● Peer Support 	<ul style="list-style-type: none"> ● Students can continue research outside of class ● Students will present findings to other classes ● Students can read the book aloud to peers ● Curriculum compacting ● Inquiry-based instruction ● Independent study ● Higher order thinking skills ● Adjusting the pace of lessons ● Interest based content ● Real world scenarios ● Student Driven Instruction

	<ul style="list-style-type: none"> • Work with a partner • Provide concrete examples and relate all new movements to previously learned moves (i.e., walking on a balance beam, kicking a ball). • Solidify and refine concepts through repetition. • Change movement requirements to reduce activity time 	<ul style="list-style-type: none"> • Increase one on one time • Review behavior expectations and make adjustments for personal space or other behaviors as needed. 	
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Interdisciplinary Connections:

ELA - NJSLS/ELA:

RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

SL 3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.

SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Science:

3-LS1-1 Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.

Integration of Technology Standards NJSLS 8:

8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.

Career Ready Practices:

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

