

DELAWARE VALLEY SCHOOL DISTRICT

# **PLANNED INSTRUCTION**

**A PLANNED COURSE FOR:**

**Health**

**Curriculum Writing Committee:**

Jesse Feiss and Jen Marchetti

**Grade Level: 3**

**Date of Board Approval: \_\_\_\_\_ 2021 \_\_\_\_\_**

DELAWARE VALLEY SCHOOL DISTRICT

## Course Weighting

Participation	60%
Classwork / Homework	20%
Projects / Quizzes / Tests	20%
<b>Total</b>	<b>100%</b>

## Curriculum Map

**Overview:**

This Health curriculum describes quality health education objectives that will help students develop a life-long commitment to healthy, active living. The healthy, physically active, child is more likely to be academically motivated, alert, and successful in school. They are also more likely to establish habits of behavior that will foster good health throughout life thereby enhancing the quality of life. Children and youth who are physically, emotionally, and socially well are better able to benefit from learning experiences provided in school. Health behaviors are influenced by a variety of factors that include awareness and knowledge of health issues, skills necessary to develop healthy behaviors, and opportunities to practice the behaviors.

**Goals:**

- 1. Unit One –Health and Wellness**  
**Overview with time range in days: 35**

**Unit One -Goals:**

Understanding of:

- Personal Hygiene
- Tobacco, Alcohol, and other drugs
- Physical Activity and Fitness
- Nutrition
- Injury Prevention
- Anatomy
- Family Health
- Mental and emotional health
- Goal Setting
- Decision Making
- Feelings
- Listening Skills
- Peer Pressure
- Stress

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### 2. Unit Two –Community and Environmental Health

**Overview with time range in days: 15**

#### **Unit Two -Goals:**

Understanding of:

- Community Health
- Environmental health
- Consumer health
- Bullying
- Communicable disease

#### **Big Ideas:**

- Health concepts are essential for wellness and a health enhancing lifestyle.
- Participation in physical activity impacts wellness throughout a lifetime.
- Safety impacts personal and community well-being.
- Community well-being is dependent on a balance of personal and social responsibility.

#### **Textbook and Supplemental Resources:**

Mendez Foundation, *Too Good for Drugs Grade 3*, CE Mendez Foundation, Inc. 2019

Health Teacher

[www.healthteacher.com](http://www.healthteacher.com)

Kids Health

[www.kidshealth.org](http://www.kidshealth.org)

Nutrition Explorations

[www.myplate.org](http://www.myplate.org)

Learn to be Healthy

[www.learntobehealthy.org](http://www.learntobehealthy.org)

Operation Fit Kids

[www.acefitness.org](http://www.acefitness.org)

Kids programs

[www.empowerme.org](http://www.empowerme.org)

HPE Alliance

[www.healthiergeneration.org](http://www.healthiergeneration.org)

National Association of Sports and PE

[www.naspe.org](http://www.naspe.org)

Healthy Alliance

[www.healthiergeneration.org](http://www.healthiergeneration.org)

Balancing Activity and Nutrition for Kids

[www.neahin.org/bankcurriculum](http://www.neahin.org/bankcurriculum)

Personal hygiene

[www.Brainpop.com](http://www.Brainpop.com)

# DELAWARE VALLEY SCHOOL DISTRICT

## Curriculum Plan

**Unit:** Health and Wellness

**Time Range in Days:** 35 lessons

### **Standards Addressed:**

PA Academic Standards: 10.1.3A, 10.1.3B, 10.1.3C, 10.1.3D, 10.2.3D, 10.3.3A, 10.3.3B, 10.3.3C, 10.3.3D

SHAPE America's National Standards: 1,2,3,4,5,7

### **Eligible Content:**

- Identify and describe the stages of growth and development.
- Identify and know the location and function of the major body organs and systems.
- Explain the role of the food guide pyramid in helping people eat a healthy diet.
- Know age appropriate drug information.
- Identify the steps in a decision-making process.
- Recognize safe/unsafe practices in the home, school and community.
- Recognize emergency situations and explain appropriate responses.
- Recognize conflict situations and identify strategies to avoid or resolve.
- Identify and use safe practices in physical activity settings.

### **Objectives:**

- Identify types of changes between childhood and adolescence. (DOK 1)
- Analyze how growth and development influence behavior. (DOK 4)
- Define responsibility. (DOK 1)
- Classify ways to demonstrate responsibility. (DOK 2)
- Identify a minor wound. (DOK 1)
- Design a plan to care for minor wounds. (DOK 4)
- Identify ways to stay safe around electricity. (DOK 1)
- Create a plan to get help in an emergency. (DOK 4)
- Classify strangers and people who are safe. (DOK 2)
- Identify potential weapons. (DOK 1)
- Hypothesize the importance of wearing helmets when skating or when riding a bike/scooter. (DOK 3)
- Demonstrate the proper use of helmets. (DOK 1)
- Advocate the use of helmets to others. (DOK 2)
- Classify poisons that are common in their homes and surroundings. (DOK 2)
- Identify ways to stay safe around poisons. (DOK 1)

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- Identify ways that fire starts. (DOK 1)
- Hypothesize skills to prevent fires. (DOK 3)
- Synthesize ways to stay safe in case of fire. (DOK 4)
- Demonstrate stop, drop, and roll. (DOK 1)
- Identify basic parts of the digestive system. (DOK 1)
- Recall the function of the digestive system. (DOK 1)
- Differentiate what foods help maintain the health of the digestive system. (DOK 3)
- State that the heart is a pump with chambers and valves. (DOK 1)
- Analyze what the valves of the heart do. (DOK 4)
- Correlate the number of beats of the heart per minute to the rigor of the exercise performed. (DOK 3)
- Assess the importance of an active lifestyle to maintain a healthy heart. (DOK 3)
- Name major components of the skeletal system including skull, spine, and ribs. (DOK 1)
- Draw conclusions about the function of joints. (DOK 3)
- Identify different kinds of joints such as hinge and ball and socket. (DOK 1)
- Analyze why nutrition is important to good bone health. (DOK 4)
- Name ways to protect the skeletal system. (DOK 1)
- Assess how muscles work. (DOK 3)
- Discuss that muscles need exercise, proper nutrition, and rest to grow and work properly. (DOK 1)
- Identify and explain the function of the cerebellum, the cerebrum, and the brain stem. (DOK 1)
- Hypothesize ways to maintain brain health and/or safety. (DOK 3)
- Compare characteristics of friends and non-friends. (DOK 2)
- Describe effects of cigarette smoking on breathing. (DOK 1)
- Differentiate credible sources of health information. (DOK 3)
- Describe how sun exposure can damage the skin. (DOK 1)
- Critique ways to protect their skin from sun exposure. (DOK 4)
- Explain why it is important to take care of the eyes and ears
- Identify ways to take care of eyes and ears. (DOK 1)
- Identify what happens during a well care exam. (DOK 1)
- Classify foods and drinks by the effect on dental health. (DOK 2)
- Summarize importance of following label directions when taking medicines. (DOK 2)
- Analyze the benefits of physical activity. (DOK 4)
- Differentiate between sedentary activities and vigorous or moderate activities. (DOK 3)
- Identify that they should be physically active for 60 minutes each day. (DOK 1)
- Classify foods into the five food groups. (DOK 3)

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- Differentiate between foods that are smart choices and “once in a while” foods. (DOK 3)
- Recognize appropriate serving sizes for each of the five food groups. (DOK 1)
- Label the different parts of the Nutrition Facts panel. (DOK 1)
- Identify the main ingredients of a packaged food. (DOK 1)
- Analyze the Nutrition Fact Panel. (DOK 4)
- Identify how combination foods include ingredients from multiple food groups. (DOK 1)
- Calculate the impact of healthy meals, snacks, and activities using mypyramid.com as a guide. (DOK 1)
- Analyze why medicines have safety caps. (DOK 4)
- Identify rules for safe use of medicines. (DOK 1)
- Synthesize elements of decision making. (DOK 4)
- Define the concept of risk. (DOK 1)
- Analyze why all medicines must be used correctly. (DOK 4)
- Identify reliable sources of drug information. (DOK 1)
- Identify things to do to stay healthy. (DOK 1)
- Describe how using alcohol and other drugs affects body and the mind. (DOK 1)
- Illustrate decision making steps to use in problem solving. (DOK 1)
- Create a list of personal goals. (DOK 4)
- Design a plan to help reach personal goals. (DOK 4)
- Identify steps in the decision making model. (DOK 1)
- Generate alternative solutions and evaluate the consequences for a range of academic and social situations. (DOK 4)
- Differentiate effective and ineffective listening skills. (DOK 3)
- Differentiate the effects of positive and negative peer pressure. (DOK3)
- Define stress. (DOK 1)
- Identify symptoms and sources of stress. (DOK 1)

### **Core Activities and Corresponding Instructional Methods:**

- Brainstorm ways they have changed since they were five years old.
- T-chart physical and emotional changes.
- Create responsibility collages.
- Draw a responsibility timeline.
- Classify changes as physical or emotional.
- Discuss how changes influence behaviors.
- Discuss different types of minor wounds.
- Demonstrate ways to care for minor wounds.
- Discuss the importance of electricity.

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- Discuss ways to stay safe around electricity.
- Define an emergency.
- Discuss ways to get help in an emergency.
- Demonstrate calling for help in emergency situations.
- Pairs of students create skits showing how to get help in emergency situations.
- Identify other ways to stay safe (dealing with threatening actions from strangers; and dealing with threatening actions from people you know)
- Discuss the importance of staying away from weapons.
- Identify types of weapons.
- Brainstorm places where guns and other weapons may be found.
- Discuss what to do if students see a gun or weapon.
- Discuss the importance of wearing bike helmets.
- Discuss when and how to wear a bike helmet properly.
- Identify common household poisons.
- Discuss how common household products can make people sick.
- Discuss safe use of medicines.
- Brainstorm who gets hurt by poison and discuss ways to stay safe around poisons.
- Brainstorm ways that fires can start and ways to prevent them.
- Brainstorm ways to stay safe in a fire.
- Demonstrate stop, drop, and roll, practice, and then create posters to teach the skill.
- Role play the journey of what happens to our food why we eat it.
- Discuss the major organs involved in the digestive process.
- Listen to each other's hearts with stethoscopes or empty paper towel tubes.
- Discover how a valve works by creating a valve model.
- Map the movement of blood through the heart.
- Discuss methods to keep the heart healthy through exercise.
- Explain the skeletal system using a model.
- Using a visual aid, explain skeletal system components such as bones and joints.
- Explain the function of joints.
- Discuss the importance of calcium for bone health.
- Discuss how the skeletal system protects us and why we need to protect it (riding a bike, hockey, football, riding in a car).
- Demonstrate how a muscle works by using a rubber band.
- Brainstorm a list of ways to keep muscles healthy.
- Discuss what kinds of exercise build muscle strength.
- Using a visual aid, explain the function of the cerebrum.
- List the three components of the brain.

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- Explain three components of fitness and demonstrate each one with an activity.
- Complete posters that promote brain health and safety. Posters should address nutrition, exercise, rest, or helmets.
- Review the function of the lungs
- Demonstrate how the tar in cigarettes damages lungs.
- Brainstorm characteristics of friends
- Illustrate how lungs function.
- Brainstorm and classify physical activities.
- Discuss the information found on medicine labels.
- Discuss use of each type of medicine.
- Discuss the importance of protecting the skin from the sun.
- Compare sunscreen labels.
- Discuss the importance of sight and hearing.
- Identify ways to care for eyes and ears.
- Discuss things that help people with hearing and sight problems.
- Introduce sign language and Braille.
- Discuss well care visits and identify things done during a well care visit.
- Discuss how, when, and how often we should brush our teeth, how often we should see a dentist, and why flossing is important
- Discuss foods for healthy teeth.
- Discuss benefits of physical activity.
- Discuss how physical activity helps the heart.
- Demonstrate how physical activity affects the heart.
- Make a T chart on active and sedentary activities.
- Play an activity charade game.
- Students try to guess whether substances are medicine or candy.
- Review rules for taking medicines.
- Discuss why medicines have safety caps.
- Students play a decision making game.
- Discuss the decision making process.
- Discuss the concept of risk.
- Review the effects of alcohol and other drugs.
- Simulate how drugs could impact their goals.
- Discuss over the counter drugs.
- Discuss prescription medicines.
- Discuss differences between OTC and prescription medicines.
- Brainstorm things that we put into our bodies.



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- Decide whether substances are healthful or harmful for the body.
- Discuss hazards of alcohol and other drug use.
- Simulate how drug use could affect daily activities.
- Brainstorm how activities might be affected by drugs.
- Discuss ways to solve problems without using drugs.
- Practice decision making.
- Discuss problem solving with their families.
- Demonstrate refusal skills.
- Demonstrate active listening skills: look, lean in, and ask.

### **Assessments:**

#### **Diagnostic:**

- Question and Answer
- Class discussion

#### **Formative:**

- Learning log
- Check and recheck knowledge
- KWL chart

#### **Summative:**

- Written assessment
- Project assessment

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**Unit:** Community and Environmental Health

**Time Range in Days:** 15 lessons

### Standards Addressed:

PA Academic Standards: 10.1.3E, 10.2.3A, 10.2.3B, 10.2.3C, 10.2.3E, 10.3.3A, 10.3.3C

National Standards: 1,2,3,4,5,6,7

### Eligible Content:

- Identify types and causes of common health problems of children.
- Identify personal hygiene practices and community helpers that promote health and prevent the spread of disease.
- Identify health-related information.
- Identify media sources that influence health and safety.
- Identify environmental factors that affect health.
- Recognize safe/unsafe practices in the home, school and community.
- Recognize conflict situations and identify strategies to avoid or resolve.

### Objectives:

- Hypothesize common bullying behaviors. (DOK 3)
- Recall that bullying is wrong and no one has to accept it. (DOK 1)
- Analyze why some people resort to bullying. (DOK 4)
- Formulate positive and negative ways to deal with bullying behavior. (DOK 3)
- Recite what to do when a friend is being bullied. (DOK 1)
- Critique their own feelings about bullying. (DOK 4)
- Recognize how to effectively express "I message". (DOK 1)
- Design ways to deal with bullying by acting out various scenarios. (DOK 4)
- Illustrate the emotions caused by bullying. (DOK 1)
- Develop anti-bullying tactics for themselves and for the entire school. (DOK 4)
- Summarize assertive skills. (DOK 2)
- State how to demonstrate respect for others. (DOK 1)
- Identify how personal behaviors can contribute to the pollution of resources. (DOK 1)
- Recite ways to prevent pollution in the community. (DOK 1)
- Identify the need for recycling to save resources and prevent pollution in the community. (DOK 1)
- Hypothesize ways to recycle waste materials. (DOK 3)
- Analyze the importance of protecting the earth's resources and environment. (DOK 4)
- Identify ways that resources can be reused. (DOK 1)
- Recall that lice are insects that can spread easily. (DOK 1)

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- Formulate methods to avoid spreading lice. (DOK 3)
- Show the importance of learning to resolve conflicts peacefully. (DOK 2)
- Hypothesize ways to resolve conflicts without hurting others. (DOK 1)
- Identify components of being a good listener. (DOK 1)
- Analyze why it is important to have friends. (DOK 4)
- Identify ways that they are unique. (DOK 1)
- Formulate ways to respect the uniqueness of others. (DOK 3)
- Identify ways to express feelings. (DOK 1)
- Classify communicable and non-communicable diseases. (DOK 2)
- Describe a germ, a virus, and bacteria. (DOK 1)
- Compare different defenses the human body has against harmful agents. (DOK3)
- Analyze how proper hygiene helps fight germs and disease. (DOK 4)
- Recognize the role of medicine and drugs in curing disease and protecting against disease. (DOK 1)
- Define the key vocabulary (fever, symptom, communicable, viruses, bacteria, saliva, mucus, white blood cells, antibodies, drug, body fluids, vaccine, AIDS, HIV, and diabetes) (DOK 1)

### **Core Activities and Corresponding Instructional Methods:**

- Take pre/posttest on bullying.
- Identify the bullying behavior in each of the scenarios.
- Identify reasons why the bully became a bully (understanding a bully's background).
- Brainstorm ways to help out a bully and a victim of bullying behavior.
- Practice SWARM (how to pull a friend out of danger from a bully).
- Participate in various role plays, sequencing games, and bully activity card games.
- Learn effective strategies in dealing with bullies and victims of bullying (No-blame approach, peer-support efforts, circle time discussions).
- Practice skills such as eye contact and demonstrate self-confidence.
- Demonstrate mutual respect for one another.
- Evaluate methods of bullying prevention.
- Work cooperatively in a jigsaw cooperation learning activity.
- Determine in a bullying situation, the severity of choosing to be in an innocent bystander.
- Discuss cyber bullying and the severity of it/consequences.
- Identify ways to reduce, reuse, and recycle.
- Discuss pollution in the community.
- Discuss ways to prevent air pollution, water pollution, noise pollution.

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- Review goal setting steps.
- Set goals to reduce pollution.
- Discuss recycling.
- Demonstrate ways to prepare materials for recycling.
- Practice recycling.
- Discuss the importance of reusing materials.
- Brainstorm ways to reuse materials.
- Groups list reusable items.
- Identify ways to reuse materials.
- Review goal setting steps.
- Set goals to reuse materials.
- Discuss lice.
- Demonstrate how lice are spread.
- Discuss ways to avoid spreading lice.
- Discuss ways to treat lice.
- Define conflict.
- Brainstorm causes of conflicts.
- Discuss the conflict resolution process.
- Groups role play conflict resolution.
- Demonstrate effective listening.
- Discuss listening skills, practice listening skills.
- Discuss friendship.
- Brainstorm places to make friends.
- Discuss qualities of people we admire and identify people with these qualities.
- Brainstorm unique qualities and abilities.
- Identify their own unique qualities.
- Discuss family connections.
- Discuss the importance of feelings.
- Discuss appropriate ways to express feelings.
- Practice using "I statements".
- Define the words illness and disease.
- Brainstorm different types of illness.
- Define the word symptom and have students give the symptoms to the illnesses already recorded.
- Introduce the concept and definition of communicable and non-communicable diseases. Make a communicable and non-communicable activity using magnetized heading and disease labels.

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- Discuss how diseases are transmitted (including HIV, AIDS)
- Individually or in small groups, ask student to create a web of words and ideas concerning germs.
- Discuss and record basic characteristics such as where germs live, what they look like, how they spread, and problems they may cause.
- Brainstorm different ways in which germs are spread. Demonstrate how easily germs are spread through a cough or sneeze by holding some flour (germs) in your hand and sneezing into it. The flour will fly quite a distance landing on student, books, and pencils; - touch students with your hand you sneezed into. This is also a powerful demonstration of why sneezing into a tissue and washing hands are important.
- Demonstrate proper hygiene methods including using tissue, staying clean, proper hand washing methods, never sharing drink or food, and universal precautions. Practice. Use the parent/child worksheet "Germs at home" for a homework assignment to help reinforce concepts at home.
- Using various resources such as the worksheet "My First Line of Defense", discusses our body's first line of defense.
- Show visuals of white blood cells and discuss their jobs and function. Ask students to draw a picture that depicts the battle of germs and white blood cells.
- Discuss AIDS/HIV: What is it, how it affects the immune system and basic ways it is spread and not spread.

### Assessments:

#### Diagnostic:

- Question and Answer
- Class discussion
- Checklists of body defenses against disease

#### Formative:

- Homework assessment
- Classroom work
- Research a communicable disease and report to class
- Learning log (assess content knowledge and attitude.

#### Summative:

- Written Assessment
- Project Assessment
- 4 Key concepts and response to video
- Create an interview sheet for parents and grandparents about diseases known in the family.
- Discuss several communicable diseases that were common decades ago but not today.

**DELAWARE VALLEY SCHOOL DISTRICT**

**Checklist to Complete and Submit with Curriculum:**

- \_\_\_\_\_ A hard copy of the curriculum using The template entitled "Planned Instruction," available on the district website
- \_\_\_\_\_ Hard copies of all supplemental resources not available electronically
- \_\_\_\_\_ The primary textbook form(s)
- \_\_\_\_\_ The appropriate payment form, in compliance with the maximum curriculum writing hours noted on the first page of this document
- \_\_\_\_\_ A USB/Flash Drive containing a single file that will print the curriculum in its intended sequence from beginning to end and all supplemental resources that are available in electronic format.

Each principal and/or department chair has a schedule of First and Second Readers/Reviewers. Each Reader/Reviewer must sign & date below.

First Reader/Reviewer Printed Name \_\_\_\_\_

First Reader/Reviewer Signature \_\_\_\_\_ Date \_\_\_\_\_

Second Reader/Reviewer Printed Name \_\_\_\_\_

Second Reader/Reviewer Signature \_\_\_\_\_ Date \_\_\_\_\_