

CARLISLE AREA SCHOOL DISTRICT

Carlisle, PA 17013

Health

Grade 3

Date of Board Approval: **January 19, 2012**

**CARLISLE AREA SCHOOL DISTRICT
PLANNED INSTRUCTION COVER PAGE**

Title of Course: Health Subject Area: Health Grade Level: Third

Course Length: (Semester/Year): Year Duration: 45 minutes Frequency: Once every two 6 day cycles

Prerequisites: Not Applicable Credit: Not Applicable Level: Not Applicable

Course Description/Objectives: The district shall provide for attainment of the academic standards per Chapter 4, Section 4.12. Each student shall demonstrate proficiency in the following area: concepts of health; healthful living; and safety and injury prevention.

Major Text(s)/Resources: None

Curriculum Writing Committee:

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Unit: Safety		Subject Area: Health	Grade: 3
PA Academic Standards	Performance Indicators	Assessments	
10.3.3B Recognize emergency situations and explain appropriate responses.	<ul style="list-style-type: none"> • Emergency action steps: stay calm, check the scene, check the person. • How to treat wounds involving blood. 	Teacher made tests and quizzes Curriculum-based assessments Demonstrations Performance assessments Portfolios Research papers Essays Oral presentations Multi-media presentations	
10.3.3B Recognize emergency situations and explain appropriate responses.	<ul style="list-style-type: none"> • Steps in Heimlich maneuver. • Knowing how to deal with emergency situations keeps us and others safe. 		
10.3.3B Recognize emergency situations and explain appropriate responses.	<ul style="list-style-type: none"> • Identify an emergency situation which requires action. • Illustrate a poster showing the emergency action steps. 		
10.3.3B Recognize emergency situations and explain appropriate responses.	<ul style="list-style-type: none"> • Demonstrate the Heimlich maneuver. • Create a flipchart that identifies the care of wounds involving bleeding. 		
10.3.3B Recognize emergency situations and explain appropriate responses.	<ul style="list-style-type: none"> • Dramatize an emergency situation and what you would do in that situation. 		

Unit: Drug and Alcohol		Subject Area: Health	Grade: 3
PA Academic Standards	Performance Indicators	Assessments	
10.1.3D Know age appropriate drug information.	<ul style="list-style-type: none"> • Drugs change how a person’s body works. • Identify the health consequences of using tobacco, alcohol and other drugs. 	Teacher made tests and quizzes Curriculum-based assessments Demonstrations Performance assessments Portfolios Research papers Essays Oral presentations Multi-media presentations	
10.2.3C Identify media sources that influence health and safety.	<ul style="list-style-type: none"> • Brainstorm how peers influence our decisions. • Know that media tries to influence our decisions regarding drug use. 		
10.2.3C Identify media sources that influence health and safety.	<ul style="list-style-type: none"> • Use persuasion through cartoon depictions to show how media influences our decisions regarding drug us. 		
10.2.3D Identify the steps in a decision-making process.	<ul style="list-style-type: none"> • Identify peer pressure as a positive and negative ways friends and classmates influence your decisions. 		
10.3.3C Recognize conflict situations and identify strategies to avoid or resolve.	<ul style="list-style-type: none"> • Identify refusal skills. • Brainstorm ways to refuse tobacco, alcohol, and other drugs. • Role play various situations using refusal skills. 		

Unit: Hygiene	Subject Area: Health	Grade: 3
PA Academic Standards	Performance Indicators	Assessments
10.1.3E Identify types and causes of common health problems of children.	<ul style="list-style-type: none"> • Know different types of infectious and non-infectious diseases. • Know ways to prevent disease. • Brainstorm a list of diseases. 	Teacher made tests and quizzes Curriculum-based assessments Demonstrations Performance assessments Portfolios Research papers Essays Oral presentations Multi-media presentations
10.1.3E Identify types and causes of common health problems of children.	<ul style="list-style-type: none"> • Compare and contrast infectious from non-infectious diseases. 	
10.2.3E Identify environmental factors that affect health.	<ul style="list-style-type: none"> • Cleanliness can help prevent some disease and keep you healthy. • Create a list of everyday things that anyone can do to prevent illness or disease. 	

Unit: Human Body		Subject Area: Health	Grade: 3
PA Academic Standards	Performance Indicators	Assessments	
10.1.3A Identify and describe the stages of growth and development.	<ul style="list-style-type: none"> Identify ways we can keep our body systems healthy as we grow. 	Teacher made tests and quizzes Curriculum-based assessments Demonstrations Performance assessments Portfolios Research papers Essays Oral presentations Multi-media presentations	
10.1.3B Identify and know the location and function of the major body organs and systems.	<ul style="list-style-type: none"> Know the parts of the circulatory system and their functions. Know the parts of the respiratory system and their functions. 		
10.1.3B Identify and know the location and function of the major body organs and systems.	<ul style="list-style-type: none"> Know the parts of the digestive system and their functions. Know the parts of the nervous system and their functions. 		
10.1.3B Identify and know the location and function of the major body organs and systems.	<ul style="list-style-type: none"> Know the parts of the skeletal and muscular systems and their functions. Know that the body is made up of parts and systems that have specific functions. 		
10.1.3B Identify and know the location and function of the major body organs and systems.	<ul style="list-style-type: none"> Explain how the different body systems work together. Describe the functions of each system and each organ. 		

Unit: Nutrition	Subject Area: Health	Grade: 3
PA Academic Standards	Performance Indicators	Assessments
10.1.3C Explain the role of the food guide pyramid in helping people eat a healthy diet.	<ul style="list-style-type: none"> • Know how to plan daily meals. • Identify the correct portions of food on your plate. • Understand the impact that fats, oils, and sweet has on one’s diet. 	Teacher made tests and quizzes Curriculum-based assessments Demonstrations Performance assessments Portfolios Research papers Essays Oral presentations Multi-media presentations
10.1.3C Explain the role of the food guide pyramid in helping people eat a healthy diet.	<ul style="list-style-type: none"> • Understanding nutrition helps us make good food choices. • Create a meal plan for one day. • Compare calorie intake to energy expenditure. 	
10.1.3C Explain the role of the food guide pyramid in helping people eat a healthy diet.	<ul style="list-style-type: none"> • Describe your “food plate” for one meal and determine how healthy it is. 	
10.2.3B Identify health-related information.	<ul style="list-style-type: none"> • Differentiate between healthy snack choices and unhealthy snack choices. • Prepare a healthy snack calendar for one week. 	
10.2.3C Identify media sources that influence health and safety.	<ul style="list-style-type: none"> • Identify ways to prepare healthy snacks. 	

Unit: Fitness/Wellness		Subject Area: Health	Grade: 3
PA Academic Standards	Performance Indicators	Assessments	
10.3.3D Identify and use safe practices in physical activity settings.	<ul style="list-style-type: none"> • Know the components of a proper work-out as stretch, warm-up, and cool-down. • Components of an exercise plan. 	Teacher made tests and quizzes Curriculum-based assessments Demonstrations Performance assessments Portfolios Research papers Essays Oral presentations Multi-media presentations	
10.3.3D Identify and use safe practices in physical activity settings.	<ul style="list-style-type: none"> • Demonstrate proper stretching, warm-up and cool-down techniques. 		
10.4.3B Know the positive and negative effects of regular participation in moderate to vigorous physical activities.	<ul style="list-style-type: none"> • Stress can effect both our body systems and our self image. • Understanding being physically fit helps us to stay healthy. • Identify how exercise relieves stress. 		
10.4.3C Know and recognize changes in body responses during moderate to vigorous physical activity.	<ul style="list-style-type: none"> • Body systems are effected by exercise. • Describe how different body systems are affect by exercise. • Determine personal target heart rate. 		
10.4.3D Identify likes and dislikes related to participation in physical activities.	<ul style="list-style-type: none"> • Explain how positive self-image effects your health. 		

Unit: Fitness/Wellness	Subject Area: Health	Grade: 3
PA Academic Standards	Performance Indicators	Assessments
10.5.3D Identify and use principles of exercise to improve movement and fitness activities.	<ul style="list-style-type: none"> ● Components of FITT principle: frequency, intensity, type and time. ● Develop a fitness plan. ● Apply the FITT principle to your fitness plan. 	Teacher made tests and quizzes Curriculum-based assessments Demonstrations Performance assessments Portfolios Research papers Essays Oral presentations Multi-media presentations
No applicable standard	<ul style="list-style-type: none"> ● Effects of sleep on the body. ● Identify benefits of sleep. 	

Adaptations/Modifications for Students with I.E.P.s

Adaptations or modifications to this planned course will allow exceptional students to earn credits toward graduation or develop skills necessary to make a transition from the school environment to community life and employment. The I.E.P. team has determined that modifications to this planned course will meet the student's I.E.P. needs.

Adaptations/Modifications may include but are not limited to:

INSTRUCTION CONTENT

- Modification of instructional content and/or instructional approaches
- Modification or deletion of some of the essential elements

SETTING

- Preferential seating

METHODS

- Additional clarification of content
- Occasional need for one to one instruction
- Minor adjustments or pacing according to the student's rate of mastery
- Written work is difficult, use verbal/oral approaches
- Modifications of assignments/testing
- Reasonable extensions of time for task/project completion
- Assignment sheet/notebook
- Modified/adjusted mastery rates
- Modified/adjusted grading criteria
- Retesting opportunities

MATERIALS

- Supplemental texts and materials
- Large print materials for visually impaired students
- Outlines and/or study sheets
- Carbonless notebook paper
- Manipulative learning materials
- Alternatives to writing (tape recorder/calculator)