

KPBSD - Revised 2014

Third Grade Health Curriculum

Quarter 1 - Unit 1 Safety, Family, Social, and Emotional Health	Great Body Shop/Common Sense Media																		
<p>Big Ideas:</p> <ul style="list-style-type: none"> - Everybody has the responsibility and right to be safe. - Individual choices have a role in keeping you safe. - Peer pressure can affect our behavior. <p>Essential Questions:</p> <ul style="list-style-type: none"> - How do I recognize and prevent an unsafe situation? - Who are the adults in my community or family that can help me stay safe and give me help when I need it? - How does peer pressure affect our decision making? <p>Skills:</p> <ul style="list-style-type: none"> - I can identify unsafe situations and find ways to address them. - I can define and recognize bullying behavior. - I can apply strategies to deal with bullying and peer pressure. <p>Standards: <i>CDC: 1,4,5,7,8</i> <i>AK Health: A,B,C,D</i> <i>Alaska ELA Standards: 3.RL.3,6,10; 3.RI.1,3,6; 3.W.2,3,7; 3.SL.1,3,5</i></p>	<p>Class rules, responsibilities - (PBIS)</p> <p>GBS (1) Safe at Home, Safe Away</p> <p>L1. Safety Sleuths L2. Emergency Planners to the Rescue L3. Take Action L4. Say “No!” to Danger</p> <p>GBS (4) Community Health</p> <p>L1. Your Community – Keep it Safe L2. Your Community – Keep it Healthy L3. Your Community – Keep it Clean L4. Your Community – Keep it Drug Free and Violence Free</p> <p>GBS (6) My Family, Your Family</p> <p>L4. Personal Safety* - Activities 19,20, 21 *Required</p> <p>Common Sense Media Rings of Responsibility and Talking Safely Online</p> <p>Essential Vocabulary:</p> <table border="0"> <tr> <td>Safety</td> <td>Unsafe</td> <td>Child abuse</td> </tr> <tr> <td>Emergency</td> <td>Poison</td> <td>Community</td> </tr> <tr> <td>Flammable</td> <td>Risk</td> <td>Pollution</td> </tr> <tr> <td>Residents</td> <td>Rabies</td> <td>Private parts</td> </tr> <tr> <td>Smoke detector</td> <td>Unsafe touch</td> <td>Blisters</td> </tr> <tr> <td>Transformer</td> <td></td> <td></td> </tr> </table> <p>Assessments: End of Unit Quiz (GBS 1)</p>	Safety	Unsafe	Child abuse	Emergency	Poison	Community	Flammable	Risk	Pollution	Residents	Rabies	Private parts	Smoke detector	Unsafe touch	Blisters	Transformer		
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Quarter 2 - Unit 2 Nutrition, Growth, and Hygiene	Great Body Shop/Common Sense Media																																				
<p>Big Ideas:</p> <ul style="list-style-type: none"> - The functions and care of the eyes, and how all our senses are involved in what we see. - Food labels can help us make healthy choices so we can plan/analyze meals and set goals. <p>Essential Questions:</p> <ul style="list-style-type: none"> - How does the eye function and how does one take care of their eyes? - What tools and strategies do I have to make healthy choices about the food I eat? <p>Skills:</p> <ul style="list-style-type: none"> - I can discuss the dietary guidelines and make healthy choices. - I can describe the importance of my eyes and ways to protect them. <p>Standards: <i>CDC: 1,2, 4,8</i> <i>AK Health: A,C,D</i> <i>Alaska ELA Standards: 3.RL.3,6,10; 3.RI.1,3,6; 3.W.2,3,7; 3.SL.1,3,5</i></p>	<p>GBS (2) The Better to See You With</p> <p>L1. Your Eyes – How Do They Work L2. What Do We Really “See” L3. Eye Problems L4. Protecting Your Eyes</p> <p>GBS (3) Let’s Eat</p> <p>L1. Nutrients and Digestion L2. Healthful Food, Less Healthful Food L3. Food Labels L4. Helpful Habits</p> <p>Essential Vocabulary</p> <table border="0"> <tr> <td>Iris</td> <td>Digestion</td> <td>Sodium</td> </tr> <tr> <td>Pupil</td> <td>Esophagus</td> <td>Sugar</td> </tr> <tr> <td>Cornea</td> <td>Stomach</td> <td>Fiber</td> </tr> <tr> <td>Lens</td> <td>Small/Large intestine</td> <td>Nutrition facts</td> </tr> <tr> <td>Retina</td> <td>Nutrients</td> <td>Ingredient list</td> </tr> <tr> <td>Optic Nerve</td> <td>Fat</td> <td>Vegetarians</td> </tr> <tr> <td>Prejudice</td> <td>Protein</td> <td>Influencers</td> </tr> <tr> <td>Optical illusion</td> <td>Starch</td> <td>Serving size</td> </tr> <tr> <td>Interpret</td> <td>Calcium</td> <td>Color blind</td> </tr> <tr> <td>Nearsighted</td> <td>MyPlate</td> <td>Lazy Eye</td> </tr> <tr> <td>Farsighted</td> <td>Calorie</td> <td>Active/Inactive</td> </tr> <tr> <td>People</td> <td></td> <td></td> </tr> </table> <p>Assessments: End of Unit Quizzes (GBS 2 and 3)</p>	Iris	Digestion	Sodium	Pupil	Esophagus	Sugar	Cornea	Stomach	Fiber	Lens	Small/Large intestine	Nutrition facts	Retina	Nutrients	Ingredient list	Optic Nerve	Fat	Vegetarians	Prejudice	Protein	Influencers	Optical illusion	Starch	Serving size	Interpret	Calcium	Color blind	Nearsighted	MyPlate	Lazy Eye	Farsighted	Calorie	Active/Inactive	People		
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Quarter 3 - Unit 3 Social, Emotional, and Mental Health	Great Body Shop/Common Sense Media																								
<p>Big Ideas:</p> <ul style="list-style-type: none"> - Explain what a family is, identify types of families and show respect for the importance of family. - There are different types of families and everyone has their roles. - Everyone is unique and has traits and talents that make them special. <p>Essential Questions:</p> <ul style="list-style-type: none"> - What is a family and what types are there? - Why is family important and what are family member's responsibilities? - What makes me and other people unique (i.e. cultural) and how do I respect their different points of view? <p>Skills:</p> <ul style="list-style-type: none"> - I can identify and communicate positive traits in self and others. - I can identify different types of families. - I can show respect for different points of view. <p>Standards: <i>CDC: 1,2, 4,8</i> <i>AK Health: A,C,D</i> <i>Alaska ELA Standards: 3.RL.3,6,10; 3.RI.1,3,6; 3.W.2,3,7; 3.SL.1,3,5</i></p>	<p>GBS (6) My Family, Your Family</p> <p>L1. All About Families L2. Genes – What They Are and What They Do L3. A very Special Person – Me</p> <p>GBS (9) When Bodies Have Problems</p> <p>L1. Body Problems L2. More about Physical Impairments L3. Living with a Learning Challenge L4. Special Needs in the Community</p> <p>Common Sense Media Private and Personal Information and Strong Passwords</p> <p>Essential Vocabulary</p> <table border="0"> <tr> <td>Two parent family</td> <td>Cell</td> <td>Special</td> </tr> <tr> <td>Single parent family</td> <td>Nucleus</td> <td>Unique</td> </tr> <tr> <td>Blended family</td> <td>Genes</td> <td></td> </tr> <tr> <td>Divorce</td> <td>Inherit</td> <td></td> </tr> <tr> <td>Adopted</td> <td>Traits</td> <td></td> </tr> <tr> <td>Family</td> <td>Respect</td> <td></td> </tr> <tr> <td>Foster family</td> <td>Goal</td> <td></td> </tr> <tr> <td>Nuclear family</td> <td>Discrimination</td> <td></td> </tr> </table> <p>Assessments: End of Unit Quizzes (GBS 6 and 9)</p>	Two parent family	Cell	Special	Single parent family	Nucleus	Unique	Blended family	Genes		Divorce	Inherit		Adopted	Traits		Family	Respect		Foster family	Goal		Nuclear family	Discrimination	
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Quarter 4 - Unit 4 Injury and Disease Prevention (Drug Prevention)	Great Body Shop/Common Sense Media																					
<p>Big Ideas:</p> <ul style="list-style-type: none"> - We maintain a drug free environment by saying “no” to drugs and taking medicine only as directed by responsible adults. - Physical and emotional needs change and there are strategies we can learn to keep us self-regulated. - There are rules and laws for drugs that help prevent drug addiction. <p>Essential Questions:</p> <ul style="list-style-type: none"> - What are different types of drugs and how do they effect the body? - How do I use decision making skills to make healthy choices for my body? - How do I monitor and adjust my physical and emotional activity to meet my needs? - What are the differences between legal and illegal drugs? <p>Skills:</p> <ul style="list-style-type: none"> - I can identify options for decision-making, identify consequences, and acknowledge responsibility for my choices. - I can demonstrate strategies (i.e. exercise, eating habits, and getting rest) that help me self-regulate or monitor my behaviors. - I can compare and contrast legal and illegal drugs and the potential harm they bring. <p>Standards: <i>CDC: 1,2,3,5,7,8</i> <i>AK Health: A,B,C,D</i> <i>Alaska ELA Standards: 3.RL.3,6,10; 3.RI.1,3,6; 3.W.2,3,7; 3.SL.1,3,5</i></p>	<p>GBS (5) I Like Your Attitude</p> <p>L1. Attitudes, Values and Goals L2. How Attitudes Affect Your Actions L3. Improving Your Attitude L4. Attitudes at Home, School and the Community</p> <p>GBS (7) Saying NO to Smoking, Drinking, and Drugs</p> <p>L1. Saying “NO!” to Smoking, Drinking and Drugs L2. Drugs and the Law L3. Addiction L4. Build That Skill</p> <p>GBS (8) Things You Might Catch</p> <p>L1. Being Sick L2. Fighting Diseases L3. Keeping Clean and Healthy L4. Medicines</p> <p>Essential Vocabulary</p> <table border="0"> <tr> <td>Goal</td> <td>Drug</td> <td>Ulcer</td> </tr> <tr> <td>Bullies</td> <td>Addiction</td> <td>Caffeine</td> </tr> <tr> <td>Cooperation</td> <td>Alcohol</td> <td>Nicotine</td> </tr> <tr> <td>Attitude</td> <td>Marijuana</td> <td>Inhalants</td> </tr> <tr> <td>Law/Rule</td> <td>Medicine</td> <td>Prescription</td> </tr> <tr> <td>Illegal</td> <td>Neglect</td> <td>Physical abuse</td> </tr> <tr> <td>Patience</td> <td>Persistence</td> <td>Commitment</td> </tr> </table> <p>Assessment: End of Unit Quizzes (GBS 5, 7, and 8)</p>	Goal	Drug	Ulcer	Bullies	Addiction	Caffeine	Cooperation	Alcohol	Nicotine	Attitude	Marijuana	Inhalants	Law/Rule	Medicine	Prescription	Illegal	Neglect	Physical abuse	Patience	Persistence	Commitment
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