

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

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

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"> <li>• Know different types of infectious and non-infectious diseases.</li> <li>• Know ways to prevent disease.</li> <li>• Brainstorm a list of diseases.</li> </ul>	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"> <li>• Compare and contrast infectious from non-infectious diseases.</li> </ul>	
10.2.3E Identify environmental factors that affect health.	<ul style="list-style-type: none"> <li>• Cleanliness can help prevent some disease and keep you healthy.</li> <li>• Create a list of everyday things that anyone can do to prevent illness or disease.</li> </ul>	

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"> <li>Identify ways we can keep our body systems healthy as we grow.</li> </ul>	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"> <li>Know the parts of the circulatory system and their functions.</li> <li>Know the parts of the respiratory system and their functions.</li> </ul>	
10.1.3B Identify and know the location and function of the major body organs and systems.	<ul style="list-style-type: none"> <li>Know the parts of the digestive system and their functions.</li> <li>Know the parts of the nervous system and their functions.</li> </ul>	
10.1.3B Identify and know the location and function of the major body organs and systems.	<ul style="list-style-type: none"> <li>Know the parts of the skeletal and muscular systems and their functions.</li> <li>Know that the body is made up of parts and systems that have specific functions.</li> </ul>	
10.1.3B Identify and know the location and function of the major body organs and systems.	<ul style="list-style-type: none"> <li>Explain how the different body systems work together.</li> <li>Describe the functions of each system and each organ.</li> </ul>	

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"> <li>• Know how to plan daily meals.</li> <li>• Identify the correct portions of food on your plate.</li> <li>• Understand the impact that fats, oils, and sweet has on one’s diet.</li> </ul>	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"> <li>• Understanding nutrition helps us make good food choices.</li> <li>• Create a meal plan for one day.</li> <li>• Compare calorie intake to energy expenditure.</li> </ul>	
10.1.3C Explain the role of the food guide pyramid in helping people eat a healthy diet.	<ul style="list-style-type: none"> <li>• Describe your “food plate” for one meal and determine how healthy it is.</li> </ul>	
10.2.3B Identify health-related information.	<ul style="list-style-type: none"> <li>• Differentiate between healthy snack choices and unhealthy snack choices.</li> <li>• Prepare a healthy snack calendar for one week.</li> </ul>	
10.2.3C Identify media sources that influence health and safety.	<ul style="list-style-type: none"> <li>• Identify ways to prepare healthy snacks.</li> </ul>	

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

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

## **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)