Please remember the “I Taught This” button!

Grade 3: Unit 1

**Topic Scale:** Health Influences & Health Advocacy

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|  | **Week 1**  **Family Connections** | **Week 2**  **Friends** | **Week 3**  **Feelings** | **Week 4**  **Bullying** | **Week 5**  **Stress, be calm** |
| **Iowa Core Health Literacy Standards** | **Essential Concept and/or Skill: *Obtain, interpret, understand and use basic health concepts to enhance personal, family, and community health.* (21.3-5.HL.1)**   * Know and use concepts related to health promotion and disease prevention. * Analyze influencing factors on health enhancing behaviors.   **Essential Concept and/or Skill: *Recognize that media and other influences affect personal, family, and community health.* (21.3-5.HL.4)**   * Analyze the influence of family, peers, health professionals, culture, media, technology, and other health factors. * Access valid information, products and services.   **Essential Concept and/or Skill: *Utilize interactive literacy and social skills to establish personal family, and community health goals.* (21.3-5.HL.2)**   * Demonstrate social and communication skills that enhance health and increase safety. (21.3-5.HL.2) * Advocate for personal, family and community health. (21.3-5.HL.2) | | | | |
| **Vocabulary** | * *Influence, risk, protective, impact, disease, prevention, physical, mental, diverse, influence, culture, health behaviors* * *Family, verbal, nonverbal, communication, I-message, family, influence, community, behaviors* | | | | |
| **HealthTeacher.com**  **Resources**  **Health Readers** | HT – Family Connections (1-4)  B – Dealing With Feeling Caring | HT – Friends  B – Dealing with Feeling Jealous | HT – Feelings (1-4)  B – Dealing with Feeling Angry | HT – Speak Up to Stop Bullying (Interactive Technology) (1,2) | HT – Breathe Deeply, Be Calm  B – Dealing with Feeling Worried |
| **Additional / Optional**  **Resources** | * May choose to play Awesome Upstander from the HealthTeacher.com website. | | B – Why Are You Picking On Me? Dealing with Bullies  B -Dealing with Feeling Sad  B – Dealing with Feeling Proud  B – Honesty  B - Consideration | | |

Grade 3: Unit 2

**Topic Scale**: Health Influences & Healthy Lifestyle

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|  | **Week 1**  **Being Safe** | **Week 2**  **Influences on Activity** | **Week 3**  **Warm Up, Cool Down** | **Week 4**  **Choose to Move** | | **Week 5**  **The Heart** |
| **Iowa Core Health Literacy Standards** | **Essential Concept and/or Skill: *Obtain, interpret, understand and use basic health concepts to enhance personal, family, and community health.* (21.3-5.HL.1)**   * Know and use concepts related to health promotion and disease prevention. * Analyze influencing factors on health enhancing behaviors.   **Essential Concept and/or Skill: *Recognize that media and other influences affect personal, family, and community health.* (21.3-5.HL.4)**   * Analyze the influence of family, peers, health professionals, culture, media, technology, and other health factors. * Access valid information, products and services.   **Essential Concept and/or Skill: *Demonstrate critical literacy/thinking skills related to personal, family, and community wellness.* (21.3-5.HL.3)**   * Demonstrate decision making skills * Develop goals to enhance health status.   **Essential Concept and/or Skill: *Demonstrate behaviors that foster health, active lifestyles for individuals and the benefit of society.* (21.3-5.HL.5)**   * Achieve and maintain health enhancing level of physical activity. * Practice preventive health behaviors | | | | | |
| **Vocabulary** | * *Goal setting, decision making, health professionals, family, community, environment, risk factors, health factors, holistic, behaviors* * *Influence, risk, protective, impact, disease, prevention, physical, mental, diverse, influence, culture, health behaviors* | | | | | |
| **HealthTeacher.com**  **Resources**  **Health Readers** | HT – Being Safe is Awesome (Interactive Technology) | HT – Influences on Activity (1-6) | HT – Warm Up and Cool Down (1, 2 if possible, 3, 4)  B – Flexibility: Stretch and Move Farther! | HT- Choose to Move (Interactive Presentation, Math-Time Management, Classroom Exercise)  Gonoodle.com-Choose an activity break for students to exercise in the classroom | HT- The beat goes on (1,2,4) | |
| **Additional / Optional**  **Resources** | HT – Keep Away from Poisons  HT – Getting Help  HT – Staying Safe  HT – Pump them Up | HT – Follow Your Food  HT – Breathe In, Breathe Out  HT – Treating Minor Wounds and Burns | B – What if Stranger Approaches You OR Staying Safe Around Strangers  B – We Can Stay Safe  B – Coordination: Catch, Shoot, and Throw Better!  B – Strength: Build Muscles and Climb High!  B – A Tour of Your Muscular and Skeletal Systems | | | |

Grade 3: Unit 3

**Topic Scales**: Health Influences & Healthy Lifestyle

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|  | **Week 1**  **Water and You** | **Week 2**  **Nutrient-Rich Snacks** | **Week 3**  **Sun Safety** | **Week 4**  **Healthy Hygiene** | | **Week 5**  **Test Best** |
| **Iowa Core Health Literacy Standards** | **Essential Concept and/or Skill: *Obtain, interpret, understand and use basic health concepts to enhance personal, family, and community health.* (21.3-5.HL.1)**   * Know and use concepts related to health promotion and disease prevention. * Analyze influencing factors on health enhancing behaviors.   **Essential Concept and/or Skill: *Recognize that media and other influences affect personal, family, and community health.* (21.3-5.HL.4)**   * Analyze the influence of family, peers, health professionals, culture, media, technology, and other health factors. * Access valid information, products and services.   **Essential Concept and/or Skill: *Demonstrate critical literacy/thinking skills related to personal, family, and community wellness.* (21.3-5.HL.3)**   * Demonstrate decision making skills * Develop goals to enhance health status.   **Essential Concept and/or Skill: *Demonstrate behaviors that foster health, active lifestyles for individuals and the benefit of society.* (21.3-5.HL.5)**   * Achieve and maintain health enhancing level of physical activity. * Practice preventive health behaviors | | | | | |
| **Vocabulary** | * *Family, verbal, nonverbal, communication, I-message, family, influence, community, behaviors* * *Goal setting, decision making, health professionals, family, community, environment, risk factors, health factors, holistic, behaviors* | | | | | |
| **HealthTeacher.com**  **Resources**  **Health Readers** | HT – Water and You (Interactive Technology) | HT – Choosing Nutrient-Rich Snacks (Interactive Technology)(1, 2, 4)  B – The Great Grains Group | HT – Safe in the Sun  B – Staying Safe in the Sun | HT – Healthy Hygiene (Interactive Technology) | | HT – Get Ready to Test Best (Interactive Technology) (1,2) |
| **Additional / Optional**  **Resources** | HT – Nutrients and Food Groups  HT – Food Labels  HT – Food Packages  HT – Care of Eyes and Ears  HT – Well Care Visits  HT – The Fruit Group | | B – The Delicious Dairy Group  B – The Fantastic Fruit Group  B - The Incredible Vegetable Group  B - The Powerful Protein Group | | B – Taking Care of my Eyes  B – Taking Care of My Ears  B – Having an Eye Test  B – Having a Hearing Test | |

Grade 3: Unit 4

**Topic Scale**: Health Influences & Health Advocacy

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|  | **Week 1**  **Ready to Recycle** | **Week 2**  **Reusing Waste Materials** | **Week 3**  **Recycling Plastic** | **Week 4**  **Saving Energy** | **Week 5**  **Energy Crisis** |
| **Iowa Core Health Literacy Standards** | **Essential Concept and/or Skill: *Obtain, interpret, understand and use basic health concepts to enhance personal, family, and community health.* (21.3-5.HL.1)**   * Know and use concepts related to health promotion and disease prevention. * Analyze influencing factors on health enhancing behaviors.   **Essential Concept and/or Skill: *Recognize that media and other influences affect personal, family, and community health.* (21.3-5.HL.4)**   * Analyze the influence of family, peers, health professionals, culture, media, technology, and other health factors. * Access valid information, products and services.   **Essential Concept and/or Skill: *Utilize interactive literacy and social skills to establish personal family, and community health goals.* (21.3-5.HL.2)**   * Demonstrate social and communication skills that enhance health and increase safety. (21.3-5.HL.2) * Advocate for personal, family and community health. (21.3-5.HL.2) | | | | |
| **Vocabulary** | * *Influence, risk, protective, impact, disease, prevention, physical, mental, diverse, influence, culture, health behaviors* * *Family, verbal, nonverbal, communication, I-message, family, influence, community, behaviors* | | | | |
| **HealthTeacher.com**  **Resources**  **Health Readers** | HT – Ready to Recycle  B – What Can We Do about Trash and Recycling? | HT – Reusing Waste Materials  B – Our Earth: Making Less Trash | B – Trash Magic: A Book about Recycling a Plastic Bottle OR Plastic | B – Energy  B – Our Earth: Saving Energy | B – What Can We Do About the Energy Crisis |
| **Additional / Optional**  **Resources** |  | | B – Our Earth: Clean Energy  B – What Can We Do About Deforestation?  B – What Can We Do About Toxins in the Environment?  B – Glass  B – Metal  B – Paper | | |

Grade 3: Unit 5

**Topic Scales**: Health Influences & Healthy Lifestyle

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|  | **Week 1**  **Growth & Development** | **Week 2**  **Growth & Development, Continued** | **Week 3**  **The Cycle of Your Life** | **Week 4**  **How Your Body Works** | **Week 5**  **Making Good Decisions** |
|  | **Please meet with the school counselor and school nurse to coordinate possible co-teaching of units. Another resource is Tiffany Bandow at the Young Women’s Resource Center (for helping to teach girls). tbandow@ywrc.org, 244-4901** | | | | |
| **Iowa Core Health Literacy Standards** | **Essential Concept and/or Skill: *Obtain, interpret, understand and use basic health concepts to enhance personal, family, and community health.* (21.3-5.HL.1)**   * Know and use concepts related to health promotion and disease prevention. * Analyze influencing factors on health enhancing behaviors.   **Essential Concept and/or Skill: *Recognize that media and other influences affect personal, family, and community health.* (21.3-5.HL.4)**   * Analyze the influence of family, peers, health professionals, culture, media, technology, and other health factors. * Access valid information, products and services.   **Essential Concept and/or Skill: *Demonstrate critical literacy/thinking skills related to personal, family, and community wellness.* (21.3-5.HL.3)**   * Demonstrate decision making skills * Develop goals to enhance health status.   **Essential Concept and/or Skill: *Demonstrate behaviors that foster health, active lifestyles for individuals and the benefit of society.* (21.3-5.HL.5)**   * Achieve and maintain health enhancing level of physical activity. * Practice preventive health behaviors | | | | |
| **Vocabulary** | * *Influence, risk, protective, impact, disease, prevention, physical, mental, diverse, influence, culture, health behaviors* * *Goal setting, decision making, health professionals, family, community, environment, risk factors, health factors, holistic, behaviors* | | | | |
| **HealthTeacher.com**  **Resources**  **Health Readers** | HT – Growth and Development (1-3)  B – My Body | HT – Growth and Development ( 4-5) | B – The Cycle of Your Life | B – How Your Body Works | B – What Should I Do? Making Good Decisions. |
| **Additional / Optional**  **Resources** | Dove Self Esteem Project- <http://selfesteem.dove.us/Articles/Written/Teachers-and-schools.aspx> | | P & G School Programs- <http://www.pgschoolprograms.com/programs.php?pid=1> | | |

Grade 3: Unit 6

**Topic Scales**: Health Advocacy & Healthy Lifestyle

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|  | **Week 1**  **Drugs** | **Week 2**  **My Incredible Machine** | **Week 3**  **I said, NO! Refusal Skills** | **Week 4**  **Real Friends Protect Us** | **Week 5**  **Peer Pressure** |
| **Iowa Core Health Literacy Standards** | **Essential Concept and/or Skill: *Utilize interactive literacy and social skills to establish personal family, and community health goals.* (21.3-5.HL.2)**   * Demonstrate social and communication skills that enhance health and increase safety. (21.3-5.HL.2) * Advocate for personal, family and community health. (21.3-5.HL.2)   **Essential Concept and/or Skill: *Demonstrate critical literacy/thinking skills related to personal, family, and community wellness.* (21.3-5.HL.3)**   * Demonstrate decision making skills * Develop goals to enhance health status.   **Essential Concept and/or Skill: *Demonstrate behaviors that foster health, active lifestyles for individuals and the benefit of society.* (21.3-5.HL.5)**   * Achieve and maintain health enhancing level of physical activity. * Practice preventive health behaviors | | | | |
| **Vocabulary** | * *Goal setting, decision making, health professionals, family, community, environment, risk factors, health factors, holistic, behaviors* * *Family, verbal, nonverbal, communication, I-message, family, influence, community, behaviors* | | | | |
| **HealthTeacher.com**  **Resources**  **Health Readers** | HT – Drugs and Goals Don’t Mix (3-7) | HT – My Incredible Machine | B – I said, NO! Refusal Skills | HT – Real Friends Protect Us | B – Peer Pressure |
| **Additional / Optional**  **Resources** | KidsHealth in the classroom: Drugs Lesson  <https://classroom.kidshealth.org/3to5/problems/drugs/drugs.pdf> | | KidsHealth in the classroom- <http://classroom.kidshealth.org/3to5/personal/growing/peer_pressure.pdf>  Peer Pressure- <http://grade3tu.greenwich.wikispaces.net/file/view/Grade+3+-+Health+Lesson+5+Peer+pressure.pdf>  Teacher Tube- <http://www.teachertube.com/video/peer-pressure-189329> | | |

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| Health Influences | |
| Anchor Standard:   * Know and use concepts related to health promotion and disease prevention. (21.3-5.HL.1) * Analyze influencing factors on health enhancing behaviors. (21.3-5.HL.1) * Analyze the influence of family, peers, health professionals, culture, media, technology and other health factors. (21.3-5.HL.4) | |
| 4 | In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the goal. |
| 3  Learning Goal | 1. **Describe the influence of risk and protective factors. (21.3-5.HL.1.1)** 2. **Identify how personal choices impact health and disease prevention. (21.3-5.HL.1.7)** 3. **Describe preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance, and stress reduction. (21.3-5.HL.1.8)** 4. **Describe how diverse families, peers, cultural practices and attitudes influence health related decisions. (Recall- 21.3-5.HL.1.9)** 5. **Demonstrate appropriate responses to negative and positive health influences. (21.3-5.HL.4.1)** 6. **Explain how information from school and family influences health. (21.3-5.HL.4.4)**   RETRIEVAL |
| 2 | 1. Identify risk and protective factors. 2. Identify personal choices around health and disease prevention. 3. Identify preventive physical and mental health measures 4. Describe diverse families, peers, cultural practices and attitudes. 5. Recognize appropriate responses to negative and positive health influences. 6. Recall how information from school and family influences health. |
| 1 | Student’s performance reflects insufficient progress towards foundational skills and knowledge. |
| Academic Vocabulary | *Influence, risk, protective, impact, disease, prevention, physical, mental, diverse, influence, culture, health behaviors* |

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| Health Advocacy | |
| Anchor Standard:   * Demonstrate social and communication skills that enhance health and increase safety. (21.3-5.HL.2) * Advocate for personal, family and community health. (21.3-5.HL.2) | |
| 4 | The student demonstrates in-depth inferences and applications that go beyond the goal. |
| 3  Learning Goal | * 1. **Demonstrate appropriate verbal and nonverbal communication skills to enhance health of self and others. (21.3-5.HL.2.1)**   2. **Practice strategies to manage or resolve conflict. (21.3-5.HL.2.2)**   3. **Identify personal, family, and community health needs (21.3-5.HL.2.5)**   4. **Describe ways to improve family and community health. (21.3-5.HL.2.7)**   RETRIEVAL |
| 2 | * 1. Identify appropriate verbal and nonverbal communication skills.   2. Recall strategies to manage or resolve conflict.   3. Recognize personal, family and community health needs.   4. Identify ways to improve family and community health. |
| 1 | Student’s performance reflects insufficient progress towards foundational skills and knowledge. |
| Academic Vocabulary | *Family, verbal, nonverbal, communication, I-message, family, influence, community, behaviors* |

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| Healthy Lifestyle | |
| Anchor Standard:   * Demonstrate decision making skills. (21.3-5.HL.3) * Demonstrate goal setting skills. (21.3-5.HL.3) * Achieve and maintain health enhancing level of physical activity. (21.3-5.HL.5) * Practice preventative health behaviors. (21.3-5.HL.5) | |
| 4 | In addition to the 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the goal. |
| 3  Learning Goal | **A. Demonstrate the ability to seek assistance when making health related decisions (21.3-5.HL.3.3)**   1. **Recognize that health related decisions have an impact on individual, family, community, and environment. (21.3-5.HL.3.4)** 2. **Assess risk factors that contribute to healthy choices. (21.3-5.HL.5.4)** 3. **Demonstrate behaviors that contribute to holistic wellness for individuals, families, and communities. (21.3-5.HL.5.6)**   ANALYSIS |
| 2 | 1. Identify a health professional to seek assistance when making health related decisions. 2. Recall specific health related decisions that have an impact on individual, family, community, and environment. 3. Recognize risk factors that contribute to healthy choices. 4. Identify behaviors that contribute to holistic wellness for individuals, families, and communities. |
| 1 | Student’s performance reflects insufficient progress towards foundational skills and knowledge. |
| Academic Vocabulary | *Goal setting, decision making, health professionals, family, community, environment, risk factors, health factors, holistic, behaviors* |