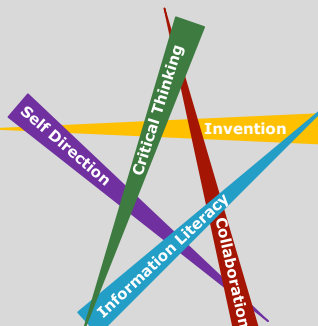
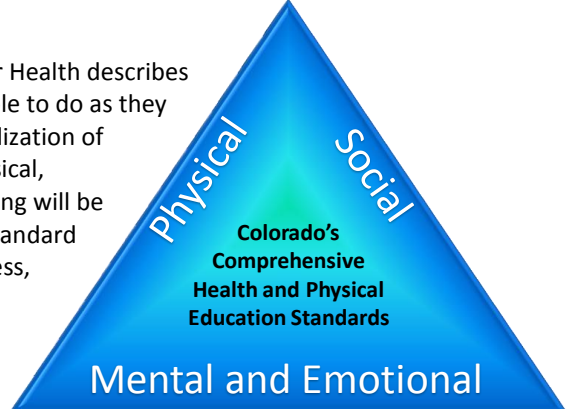


**Curriculum Development Course at a Glance
Planning for 3rd Grade Comprehensive Health**

Content Area	Comprehensive Health	Grade Level	3 rd Grade
Course Name/Course Code			
Standard	Grade Level Expectations (GLE)	GLE Code	
2. Physical and Personal Wellness	1. Demonstrate the ability to make and communicate appropriate food choices	CH09-GR.3-S.2-GLE.1	
3. Emotional and Social Wellness	1. Utilize knowledge and skills to treat self and others with care and respect	CH09-GR.3-S.3-GLE.1	
	2. Demonstrate interpersonal communication skills to support positive interactions with families, peers, and others	CH09-GR.3-S.3-GLE.1	
4. Prevention and Risk Management	1. Examine the dangers of using tobacco products or being exposed to second hand smoke.	CH09-GR.3-S.4-GLE.1	
	2. Describe pro-social behaviors that enhance healthy interactions with others	CH09-GR.3-S.4-GLE.2	
	3. Identify ways to prevent injuries at home, in school, and in the community	CH09-GR.3-S.4-GLE.3	

<p align="center">Colorado 21st Century Skills</p>  <p>Critical Thinking and Reasoning: <i>Thinking Deeply, Thinking Differently</i></p> <p>Information Literacy: <i>Untangling the Web</i></p> <p>Collaboration: <i>Working Together, Learning Together</i></p> <p>Self-Direction: <i>Own Your Learning</i></p> <p>Invention: <i>Creating Solutions</i></p>	<p>The Colorado Academic Standards for Health describes what learners should know and be able to do as they develop proficiency in health. The utilization of knowledge and skills to enhance physical, mental, emotional and social well-being will be supported in each unit through the standard areas of Physical and Personal Wellness, Emotional and Social Wellness and Prevention and Risk Management.</p> 
---	---

Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
Are you really what you eat?	Teacher's Discretion	1
Communication Works for Everyone	Teacher's Discretion	2
Injury Prevention	Teacher's Discretion	3
Dangers of Tobacco	Teacher's Discretion	4

Curriculum Development Overview
Unit Planning for 3rd Grade Comprehensive Health

Unit Title	Are you really what you eat?		Length of Unit	Teacher's Discretion
Focusing Lens(es)	Balance	Standards and Grade Level Expectations Addressed in this Unit	CH09-GR.3-S.2-GLE.1	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • How can you balance a friendship if you disagree about food choices? (CH09-GR.3-S.2-GLE.1-EO.e;IQ.4) • How can the things you see on television or in magazines influence your feelings and choices about food? (CH09-GR.3-S.2-GLE 1-EO.e;IQ.5;N.1) • What would happen if we only ate our favorite foods? (CH09-GR.3-S.2-GLE 1-EO.d;N.2) • What does the saying you are what you eat mean? Is it true? (CH09-GR.3-S.2-GLE 1-EO.c;N.2) 			
Unit Strands	Physical and Personal Wellness			
Concepts	Communication, Decision-making, Health, Influences, Nutrition, Moderation, Refusal Skills, Components, Balance			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Food intake and a balance of physical activity support overall health. (CH09-GR.3-S.2-GLE.1-EO.c;RA.1)	<p>How does a person know when to stop eating? (CH09-GR.3-S.2-GLE.1-EO.d;IQ.1;RA.1)</p> <p>How does a person know if I am balancing food intake and physical activity? (CH09-GR.3-S.2-GLE.1-EO.d;IQ.1;RA.1;N.2)</p>	How do I determine how much food to put on my plate? (CH09-GR.3-S.2-GLE.1-RA.1)
Various (positive and negative) influences impact a person's ability to make responsible decisions regarding healthy food choices. (CH09-GR.3-S.2-GLE.1-EO.e;IQ.5;RA.1;N.1,2)	<p>What are positive and negative influences? (CH09-GR.3-S.2-GLE.1-EO.e;IQ.5;N.1)</p> <p>What are factors that influence what one eats? (CH09-GR.3-S.2-GLE.1-EO.e;IQ.5;N.1)</p>	<p>Have factors that influence eating changed over time and place? (CH09-GR.3-S.2-GLE.1-EO.e;IQ.5;N.1)</p> <p>How does culture and geography influence what we eat? (CH09-GR.3-S.2-GLE.1-EO.e;IQ.5;N.1)</p>
Accurate dietary information guides healthy meal planning. (CH09-GR.3-S.2-GLE.1-EO.b;RA.1)	<p>What are the food groups? (CH09-GR.3-S.2-GLE.1-EO.b)</p> <p>What are the key components to a healthy meal? (CH09-GR.3-S.2-GLE.1-EO.b)</p> <p>How do you identify healthy foods? (CH09-GR.3-S.2-GLE.1-EO.a,b;N.2)</p>	<p>What can I do if I don't shop for food at home? (CH09-GR.3-S.2-GLE.1-EO.b;N.2)</p> <p>Do other countries have different food groups? (CH09-GR.3-S.2-GLE.1-EO.b)</p> <p>If nutritional information is listed on a food package does it mean it is true? (CH09-GR.3-S.2-GLE.1-EO.e;IQ.5;N.1)</p>

Curriculum Development Overview
Unit Planning for 3rd Grade Comprehensive Health

The identification of healthy foods provides an essential first step to eating healthy, developing effective communication skills, and making good decisions (CH09-GR.3-S.2-GLE.1-EO.a,b,c, d;IQ.1,2,3,4,;RA 1;N.1,2)	What is a good model for decision-making? (CH09-GR.3-S.2-GLE.1-EO.d-RA.1-N.2) How does a person effectively communicate the desire to make healthy food choices? (CH09-GR.3-S.2-GLE.1-EO.d;IQ.2;N.2)	Why do I need someone to model healthy eating in order to make nutritional decisions? (CH09-GR.3-S.2-GLE.1-EO.e-N.2) What does communication have to do with what I eat? (CH09-GR.3-S.2-GLE.1-EO.d;IQ.2;N.2)
---	---	---

Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> Nutritious food types (CH09-GR.3-S.2-GLE.1-EO.a,b;IQ.1,2;N.2) Identification of healthy vs. unhealthy food choices (CH09-GR.3-S.2-GLE.1-EO.a,b;IQ.1,2,;N.2) Identification of proper food portions (CH09-GR.3-S.2-GLE.1-EO.c;IQ.1,3,4,;RA.1;N.2) The major food groups (CH09-GR.3-S.2-GLE.1-EO.a,b;IQ.1,2,;N.2) Refusal skills for unhealthy food choices (CH09-GR.3-S.2-GLE.1-EO.a,b,d;IQ.4;N.2) Influential factors for healthy and unhealthy eating (CH09-GR.3-S.2-GLE.1-EO.e;IQ.5;N.2) 	<ul style="list-style-type: none"> Plan a nutritious meal based on the food groups (CH09-GR.3-S.2-GLE.1-EO.a,b;IQ.1,2,;N.2) Demonstrate refusal skills in dealing with unhealthy eating situations (CH09-GR.3-S.2-GLE.1-EO.a,b,d;IQ.4;N.2) Analyze factors that influence healthy vs. unhealthy eating behavior. (CH09-GR.3-S.2-GLE.1-EO.e;IQ.5;N.2) Demonstrate strategies to respond to negative influences pertaining to healthy eating. (CH09-GR.3-S.2-GLE.1-EO.a,b,d;IQ.4;N.2)

Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i>	
A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):	<i>I will have the knowledge to balance eating and physical activities based on effectively identifying and communicating healthy food choices.</i>
Academic Vocabulary:	Moderation, Decision-making, Refusal Skills, Healthy, Influences, Communication, Balance, Components
Technical Vocabulary:	Food Groups, Portion Size, Physical Activity

Curriculum Development Overview
Unit Planning for 3rd Grade Comprehensive Health

Unit Title	Communication Works for Everyone		Length of Unit	Teacher's Discretion
Focusing Lens(es)	Communication	Standards and Grade Level Expectations Addressed in this Unit	CH09-GR.3-S.3-GLE.1, CH09-GR.3-S.3-GLE.2 CH09-GR.3-S.4-GLE.2	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • How should I communicate to someone who teases me or hurts my feelings? (CH09-Gr.3-S.3-GLE.2;IQ.3;RA.1) and (CH09-Gr.3-S.4-GLE.2-EO.1) • What if no one respected your space or possessions? (CH09-Gr.3-S.3-GLE.1-EO.c;IQ.2) • How do you show respect to your family and friends? (CH09-Gr.3-S.3-GLE.2-EO.b) 			
Unit Strands	Emotional and Social Wellness and Prevention and Risk Management			
Concepts	Communication, Decision-making, Health, Wellness, Influences, Boundaries, Respect, Pro-social behaviors, Emotions, Skills, Relationships			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
The communication of personal space and boundaries helps maintain healthy relationships. (CH09-Gr.3-S.3-GLE.1-EO.c;IQ.2)	Why is it important for a person to communicate to others about their own personal space and boundaries? (CH09-Gr.3-S.3-GLE.1-EO.c;IQ.2)	When was a time you had to communicate your boundaries and personal space to a friend? (CH09-Gr.3-S.3-GLE.1-EO.c;IQ.2)
Positive decision making (including cooperation, consideration, and respect for others) exemplifies pro-social behavior. (CH09-Gr.3-S.3-GLE.1-EO.e;RA.2) and (CH09-Gr.3-S.4-GLE.2-EO.a)	How does positive decision making impact pro-social behaviors? (CH09-Gr.3-S.3-GLE.1-EO.e;RA.1,2) Why is it important to show cooperation and respect to others in school?	How would you feel if other people did not respect your space, property or feelings? (CH09-Gr.3-S.3-GLE.1-EO.e;IQ.2) How do you show pro-social behavior to your friends?
Positive communication with peers enhances an individual's overall health and wellness. (CH09-Gr.3-S.3-GLE.2-EO.b;N.1)	What are some ways people can positively communicate to others in order to show care and consideration that will enhance mental and emotional health? (CH09-Gr.3-S.3-GLE.2-EO.b;N.1)	How do you show respect, care and consideration for your family and friends in order to support these relationships? (CH09-Gr.3-S.3-GLE.2-EO.b;N.1)
Effective inter-personal skills allow individuals to express emotions, personal needs, and boundaries and build healthy relationships. (CH09-Gr.3-S.3-GLE.2-EO.a,d;RA.1)	What are some effective verbal and no-verbal ways a person can communicate emotions, personal needs and boundaries in a respectful way? (CH09-Gr.3-S.3-GLE.2-EO.a,d; GLE.1-EO.a,g)	How do you positively and effectively communicate your feelings, personal needs and boundaries to friends and adults in the school and community? (CH09-Gr.3-S.3-GLE.2-EO.a,d; GLE.1-EO.a,g)

Curriculum Development Overview
Unit Planning for 3rd Grade Comprehensive Health

Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> • The characteristics of self-respect and positive self-esteem (CH09-Gr.3-S.3-GLE.2-EO.a) • Personal space and boundaries for self and others (CH09-Gr.3-S.3-GLE.1-EO.c;IQ.2) • Pro-social behavior (CH09-Gr.3-S.3-GLE.1-EO.e;RA.2) and (CH09-Gr.3-S.4-GLE.2-EO.a) • Interpersonal communication skills (CH09-Gr.3-S.3-GLE.2-EO.a,d;RA.1) • Verbal and non-verbal communication (CH09-Gr.3-S.3-GLE.2-EO.a,d; and GLE.1-EO.a,g) 	<ul style="list-style-type: none"> • Discuss examples of the characteristics of self-respect and self-esteem (CH09-Gr.3-S.3-GLE.2-EO.a) • Communicate ways to express personal space and boundaries (CH09-Gr.3-S.3-GLE.1-EO.c;IQ.2) • Describe examples of pro-social behavior (CH09-Gr.3-S.3-GLE.1-EO.e;RA.2)and (CH09-Gr.3-S.4-GLE.2-EO.a) • Develop goals for learning positive interpersonal communication skills (CH09-Gr.3-S.3-GLE.2-EO.a,d;RA.1) • Identify ways to express verbal and non-verbal communication (CH09-Gr.3-S.3-GLE.2-EO.a,d; and GLE.1-EO.a,g)

<p>Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>As I develop positive communication and interpersonal skills I will be able to demonstrate the qualities of pro-social behavior and express my personal space and boundaries to others.</i></p>
<p>Academic Vocabulary:</p>	<p>Communication, Decision-making, Health, Wellness, Influences, Boundaries, Respect, Behaviors, Emotions, Skills, Relationships</p>
<p>Technical Vocabulary:</p>	<p>Interpersonal, Pro-social, Self-esteem,</p>

Curriculum Development Overview
Unit Planning for 3rd Grade Comprehensive Health

Unit Title	Injury Prevention		Length of Unit	Teacher's Discretion
Focusing Lens(es)	Decision-making	Standards and Grade Level Expectations Addressed in this Unit	CH09-GR.3-S.4-GLE.3	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • Why should people make the decision to follow safety rules at school? (CH09-GR.3-S.4-GLE.3-E.O.a,c) • What would happen if there were no traffic laws to protect pedestrians and bicycle riders? (CH09-GR.3-S.4-GLE.3-E.O.c,d) • In what situations have you ever been injured? (CH09-GR.3-S.4-GLE.3-E.O.a) • 			
Unit Strands	Prevention and Risk Management			
Concepts	Safety, Prevention, Decision-Making, Community, Behaviors, Choice, Procedures			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Individuals who make poor choices and choose not to follow safety procedures increase the risk of home, school, and community injuries/harm. (CH09-GR.3-S.4-GLE.3-E.O.a)	What safety procedures should be followed at home and school in order to reduce the risk of injury? (CH09-GR.3-S.4-GLE.3-E.O.a;RA.2)	What are some poor choices you have made that have caused you injury?
Positive decision-making around pedestrian and bicycle behaviors provide safe means of transportation for self and others. (CH09-GR.3-S.4-GLE.3-E.O.d)	What pedestrian and bicycles rules should students follow going to and from school?	How would you respond to someone who wanted you to ride your bicycle unsafely down a street? (CH09-GR.3-S.4-GLE.3-E.O.d;N.1)
Safety in home, school and community environments prevents injuries and maintains safety for others. (CH09-GR.3-S.4-GLE.3-E.O.b,c;IQ.1)	What procedures should be followed for fire safety in the home	Why is safety the responsibility of all members of the community? (CH09-GR.3-S.4-GLE.3-E.O.c;IQ.1;RA.1)
Trusted adults encourage others to learn pedestrian and bicycle laws and to develop personal safety procedures. (CH09-GR.3-S.4-GLE.3-E.O.d)	Why is it important to pre-plan for safety? (CH09-GR.3-S.4-GLE.3-E.O.c;IQ.1)	Who are the most trusted adults in your life that will teach you safety rules and procedures? (CH09-GR.3-S.4-GLE.3-E.O.b;RA.1)

Curriculum Development Overview
Unit Planning for 3rd Grade Comprehensive Health

Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> • Common injuries (CH09-GR.3-S.4-GLE.3-EO.a;RA.2) • Safety rules and practices (CH09-GR.3-S.4-GLE.3-EO.b,c;IQ.1) • Safe pedestrian and bicycle behavior (CH09-GR.3-S.4-GLE.3-EO.d) 	<ul style="list-style-type: none"> • Demonstrate the ability follow a safety plan (CH09-GR.3-S.4-GLE.3-EO.c;IQ.1) • Demonstrate safe pedestrian and bicycle behavior (CH09-GR.3-S.4-GLE.3-EO.d;N.1) • Identify and develop fire safety practices to reduce and avoid risky or potentially unsafe situations (CH09-GR.3-S.4-GLE.3-EO.a,b;RA.2;N.1)

<p>Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>John will demonstrate fire safety procedures and pedestrian and bicycle practices to reduce risk of injury and promote healthy behaviors.</i></p>
<p>Academic Vocabulary:</p>	<p>Injuries, Safety, Community, Strategies, Risky, Choices, Decision-making, Prevention, Procedures</p>
<p>Technical Vocabulary:</p>	<p>Pedestrian, Plan, Healthy Behaviors</p>

Curriculum Development Overview
Unit Planning for 3rd Grade Comprehensive Health

Unit Title	Dangers of Tobacco		Length of Unit	Teacher's Discretion
Focusing Lens(es)	Exposure/Awareness	Standards and Grade Level Expectations Addressed in this Unit	CH09-GR.3-S.4-GLE.1	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> How can prolonged exposure to second-hand smoke affect the body? (CH09-GR.3-S.4-GLE.1-EO.b) How can awareness of the effects of tobacco use help guide behavior? Why would a person choose to use tobacco? (CH09-GR.3-S.4-GLE.1) 			
Unit Strands	Prevention and Risk Management			
Concepts	Exposure, Choices, Effects. Experimentation, Addiction, Benefits			

Generalizations My students will Understand that...	Guiding Questions Factual Conceptual	
Exposure to second-hand smoke over long periods of time may have negative effects on the body. (CH09-GR.3-S.4-GLE.1-EO.b)	What part of the body is most damaged by second-hand smoke?	How do you cope with second-hand smoke if you are exposed to it in your home?
Prolonged experimentation with tobacco can lead to addiction and damage to the body. (CH09-GR.3-S.4-GLE.1-EO.b,c)	What are some effects on the body if a person smokes or chews tobacco? (CH09-GR.3-S.4-GLE.1-EO.b;IQ.2)	How would you respond if a friend tried to encourage you to smoke? (CH09-GR.3-S.4-GLE.1-EO.d)
The choice to abstain from tobacco use has positive effects on the body. (CH09-GR.3-S.4-GLE.1-EO.d)	What research is available to determine the harm tobacco brings to the body? (CH09-GR.3-S.4-GLE.1-EO.d;RA.2;N.1)	At what age is it appropriate to make a decision to use tobacco?

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> Second-hand smoke effects (CH09-GR.3-S.4-GLE.1-EO.b) Dangers of tobacco use (CH09-GR.3-S.4-GLE.1-EO.a) Addiction (CH09-GR.3-S.4-GLE.1-EO.c) 	<ul style="list-style-type: none"> Explain the effects of second-hand smoke on the body (CH09-GR.3-S.4-GLE.1-EO.a) Describe the benefits of abstaining from tobacco use. (CH09-GR.3-S.4-GLE.1-EO.a) Understand that tobacco use can be addictive (CH09-GR.3-S.4-GLE.1-EO.a)

Curriculum Development Overview
Unit Planning for 3rd Grade Comprehensive Health

<p>Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>I have an awareness and understanding of the effects of tobacco use and second-hand smoke on the body.</i></p>
<p>Academic Vocabulary:</p>	<p>Exposure, Choices, Effects. Experimentation, Benefits</p>
<p>Technical Vocabulary:</p>	<p>Second-hand smoke, Addiction</p>