June Health Gr. 3: Unit 8- Finding out about Bones

Content Area: **Health**
Course(s):
Time Period: **June**
Length: **2-3Weeks**
Status: **Published**

Unit Overview

In this unit, students will be able to explain the function of the skeleton and describe how joints help us to move. Identifying and practicing good posture will be demonstrated. The benefits of exercise will be discussed as a means to support the skeletal system as well as all systems of the body (different types of exercises will be researched). A connection between a healthy body and how an individual feels about themselves will be investigated.

Enduring Understandings

People can become/stay healthy by being active.

The skeleton forms the internal structure of our body that provides support, storage, location for blood cell production, protection, and movement.

Essential Questions

What exercises are for the bones and why is it important?

What are joints and how do they help us move?

Why is good posture important?

How do we keep all our body systems healthy?

Instructional Strategies & Learning Activities

Teacher presentation with PowerPoint

Worksheet readings & Activities

Whole class discussion

Small group discussion

Note taking

Integration of Career Exploration, Life Literacies and Key Skills

9.2.5.CAP	Career Awareness and Planning
	An individual's passions, aptitude and skills can affect his/her employment and earning potential.
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
9.2.5.CAP.2	Identify how you might like to earn an income.
	Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.
9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
	Digital tools and media resources provide access to vast stores of information, but the information can be biased or inaccurate.

Technology and Design Integration

Students will interact with the unit using the Smartboard.

Interdisciplinary Connections

LA.RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
LA.RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
LA.W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
LA.SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
LA.SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
LA.L.3.1	Demonstrate command of the conventions of standard English grammar and usage when

	writing or speaking.
LA.L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.

- **Definitions of Differentiation Components**:

    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

Small group work

Use pictures and concrete examples

Word banks

Check for understanding before moving on

Students will brainstorm ways that the curriculum is connected to the real world

Connect the curriculum to fields of knowledge

Incorporate authentic components

Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

Follow IEP's

Utilize 504's

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

DRA

Additional Benchmarks used in this unit:

Teacher made pre and post assessments to measure growth over time.

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

Teacher will listen for appropriate input during open discussion

Question and answer

Check worksheet and classwork completion

Check homework (if applicable)

Summative Assessments

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

Graded Tests

Instructional Materials

The Great Body Shop Teacher Binder – 3rd Grade Edition (modified)

Worksheets from TGBS Binder

Teacher developed worksheets and activities

Standards

HPE.2.1.4.A.2	Determine the relationship of personal health practices and behaviors on an individual's body systems.