

# Human Growth & Development

## Grade 3

Written by Kim Jester, July 2011

### Course Goal:

The goal of this course is to provide students with the knowledge, life skills, and thinking skills they need to achieve good health. This knowledge includes information in the following areas:

- social and emotional health
- family life
- physical growth and development
- bullies
- safety
- abuse
- support services

Students will be provided opportunities to learn and practice life skills through lessons that use real life situations. The life skills include:

- Making decisions
- Managing stress
- Setting goals
- Resolving conflicts
- Communication
- Refusing risky behaviors

Thinking skills that are essential to using these concepts, and connect to all subject areas of the curriculum will be taught as well. These include: critical thinking, using facts, and problem solving.

### Organization of the Course:

This a week long course that is in addition to the regular Health curriculum and is structured into three sections: Social and Emotional Development, Physical Growth and Development, Preventative Safety Behaviors.

### Primary Resources:

**Textbook and Teacher's manuals:** Your Health (Harcourt, by Gibbons, Ozian, and Stockton)

**Websites:** Brainpop.com, Harcourtschool.com, Kidshealth.org

**DVDs:** The Ultimate Video Guides for Kids, *How to Stay Safe*

**Books:** Amazing Grace by Mary Hoffman, Boundless Grace by Mary Hoffman, Feelings by Aiki,

Bullies Are a Pain in the Brain by Trevor Romain, Bully by Judith Caseley, Look Inside Your Body by Gina Ingoglia, My Body Is Private by Linda Walvoord Girard, I Said No! A kid-to-kid guide to keeping private parts private by Zack and Kimberly King, The Right Touch by Sandy Kleven, A Better Safe Than Sorry Book by Sol and Judith Gordon, My Body Is Private by Linda Walvoord Girard, No More Secrets For Me ("Just In Case" pp. 15-25) by Oralee Wachter.

### Instructional Methods:

- Preview and reading of text sections (teacher read aloud or partner reading)
- Teacher facilitated discussion, group activities, role playing
- Interactive websites
- Short video presentations, followed by written or oral reflections
- Integration of some sections into the Multicultural and Communities units in social studies.

## Whitefish Bay Schools Unit Design Template

**Course:** Human Growth & Development (Grade 3)

**Unit Title:** Social & Emotional Development

**Author(s):** Kim Jester

**Approx Instructional Time:** Four or Five 30-45 minute class periods

### What enduring understandings are desired?

- Ability to identify, understand, and express feelings.
- Ability to demonstrate responsibility for one's actions and apply a decision-making model to situations.
- Importance of positive self-esteem to promote healthy lifestyle and relationships with each person being unique and special.
- Family make-up can be different, but families support each other with different roles, responsibilities, and needs.
- Ability to understand and appreciate that different groups and cultures have similar wants and needs.

### In what context will the understanding be applied?

- Use [Amazing Grace](#); Text: *Your Health*, Chapter 1; Use [Feelings](#) by Alik; Guidance lessons will address feelings and relationships with both peers and family.
- Use [Boundless Grace](#); *Social Studies Alive* culture unit; Text: *Your Health*, Chapter 2; [www.brainpopjr.com/health/relationships/divorce](http://www.brainpopjr.com/health/relationships/divorce)
- Use [Bully](#); Use [Bullies are a Pain in the Brain](#); *The Ultimate Video Guide for Kids*, *How to Stay Safe*, *The Big Bully* – DVD; Guidance lessons will address feelings and strategies related to bullying

### What are the overarching essential questions?

- How can respecting yourself and others lead to a healthy life?
- What should one do when confronted by a bully?
- Why is it important to appreciate that each person is unique and special?
- What makes good family relationships?
- Why is it important to respect different cultures?

### What “essential” and “unit” questions will focus this unit?

- Why are you important and unique?
- What makes up a family and how are families different?
- What are strategies to use when confronted by a bully?

**Standards: What grade level outcomes/benchmarks are taught and assessed?**

- |                                      |                           |
|--------------------------------------|---------------------------|
| ▪ A –Health Promotion                | ▪ 4.1, 4.2                |
| ▪ B- Healthy Behaviors               | ▪ 4.1, 4.2, 4.5, 4.6      |
| ▪ C-Goal Setting and Decision making | ▪ 4.1, 4.3, 4.5           |
| ▪ D- Info and Services               | ▪ 4.2,                    |
| ▪ E -Culture                         | ▪ 4.1                     |
| ▪ F- Communication                   | ▪ 4.1, 4.2, 4.3, 4.5, 4.6 |

**Rubrics to articulate quality aspects of desired understanding targets. (if developed)**

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**Student Self-Assessment (if developed)**

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**Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skill are central to this unit?**

**Students will need to know... (Information)**

- There are many different kinds of families in our society.
- Each individual is special and unique and should have respect for self and others.
- Strategies to effectively deal with bullying.

**Students will need to be able to do... (Skills)**

- Identify and describe different types of families and how they work together to make a family unit with roles and responsibilities.
- Assess strengths and weaknesses of self, and demonstrate how to take responsibility for one's actions.
- Demonstrate effective behaviors to stop bullying.

**Someone who has developed key skills and understandings in this unit will be able to....**

**List performance assessments, key assignments and quizzes/tests (the more authentic the assessment, the better):**

- |  |                                   |
|--|-----------------------------------|
| ▪ Ongoing informal assessments during class discussion such as hand signals, listening in on think-pair-share. | ▪ Independent student journaling. |
|--|-----------------------------------|

**Key Instructional Resources/Strategies: Text, media, cultural competency, manipulatives, differentiation, etc.**

- Text: *Your Health*, Harcourt (Chp 1 & 2)
- Harcourt website: [www.harcourtschool.com/health](http://www.harcourtschool.com/health)
- Amazing Grace by Mary Hoffman
- Boundless Grace by Mary Hoffman
- Feelings by Aliko
- Bullies Are a Pain in the Brain by Trevor Romain
- Bully by Judith Caseley
- Brainpop website: [www.brainpopjr.com](http://www.brainpopjr.com)
- DVD: *The Ultimate Video Guide for Kids, How to Stay Safe, The Big Bully*

**Technology Integration: List key instances how and when technology will be integrated as an instructional tool. (Software, core tech application, web-based resource, student products, etc.)**

- Smartboards will be used to display websites and play curricular DVD segments.
- Harcourt website: [www.harcourtschool.com/health](http://www.harcourtschool.com/health)
- District subscription to Brainpop animated educational site will be used to reinforce key concepts.
- Computer lab or mobile netbook lab will be used to access websites.

Please attach any important supporting documents (rubrics, assignment sheets, etc.) to this template.

## Whitefish Bay Schools Unit Design Template

**Course:** Human Growth & Development (Grade 3)

**Unit Title:** Physical Growth & Development

**Author(s):** Kim Jester

**Approx Instructional Time:** Two or Three 20 minute class periods

### What enduring understandings are desired?

- Identify human external male and female body parts (penis, breasts, vulva, buttocks.)
- Discuss physical self development and body awareness.

### What are the overarching essential questions?

- What are the differences between male and female body parts?
- Why is personal hygiene and proper nutrition important for one's health?

### In what context will the understanding be applied?

- Use Look Inside Your Body; Use My Body Is Private; Text: *Your Health-The Amazing Human Body*
- Text: *Your Health*, Chapter 4; [www.brainpop](http://www.brainpop) – food pyramid, obesity; USDA nutrition website: <http://www.choosemyplate.gov>

### What “essential” and “unit” questions will focus this unit?

- What are the male and female external body parts?
- Why is proper hygiene and body awareness important? What is proper nutrition?

### Standards:

- A-Health Promotion
- B- Healthy Behaviors

### What grade level outcomes/benchmarks are taught and assessed?

- 4.3, 4.5
- 4.1, 4.2, 4.4

### Rubrics to articulate quality aspects of desired understanding targets. (if developed)

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### Student Self-Assessment (if developed)

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**Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skill are central to this unit?**

**Students will need to know... (Information)**

- What are the male and female external body parts?
- As a child grows the body goes through changes.

**Students will need to be able to do... (Skills)**

- Identify penis, breasts, vulva, buttocks.
- Understand and discuss the changes that a body goes through with physical and self awareness related to personal hygiene and proper nutrition.

**Someone who has developed key skills and understandings in this unit will be able to....**

**List performance assessments, key assignments and quizzes/tests (the more authentic the assessment, the better):**

- Ongoing informal assessments during class discussion such as hand signals, listening in on think-pair-share,
- Independent student journaling.

**Key Instructional Resources/Strategies: Text, media, cultural competency, manipulatives, differentiation, etc.**

- Text: *Your Health*, Harcourt
- [Look Inside Your Body](#) by Gina Ingoglia
- [My Body Is Private](#) by Linda Walvoord Girard
- [www.brainpop.com](http://www.brainpop.com)
- USDA nutrition website: <http://www.choosemyplate.gov>

**Technology Integration: List key instances how and when technology will be integrated as an instructional tool. (Software, core tech application, web-based resource, student products, etc.)**

- District subscription to Brainpop animated educational site will be used to reinforce key concepts.
- Recommendations on nutrition will be kept current by using the USDA website to reference the most up-to-date information: <http://www.choosemyplate.gov/>
- Smartboards will be used to display websites and play curricular DVD segments.
- Computer lab or mobile netbook lab will be used to access websites.

Please attach any important supporting documents (rubrics, assignment sheets, etc.) to this template.

## Whitefish Bay Schools Unit Design Template

**Course:** Human Growth & Development (Grade 3)

**Unit Title:** Preventative Safety Behaviors

**Author(s):** Kim Jester

**Approx Instructional Time:** Two or Three 30 minute class periods

### What enduring understandings are desired?

- Individuals are responsible for their own safety.
- Distinguish and indentify appropriate and inappropriate actions and touch.
- Recognize that abuse can be physical, emotional, or sexual.
- Recognize that certain rights are protected by law and indentify supportive help in the home, school and community.

### What are the overarching essential questions?

- How does responsible behavior keep you safe?
- What are appropriate and inappropriate actions and touch?
- What is abuse?
- Where can one get supportive help?

### In what context will the understanding be applied?

- DVD: The Ultimate Video Guide for Kids How To Stay Safe; Use The Right Touch; Use I Said No! A kid-to-kid guide to keeping private parts private; Use My Body Is Private; Use A Better Safe Than Sorry Book; Use No More Secrets For Me pp.15-25 “Just In Case.”
- Safe Cyberspace Surfing - [http://kidshealth.org/kid/watch/house/internet\\_safety.html#cat115](http://kidshealth.org/kid/watch/house/internet_safety.html#cat115)
- When it’s just you after school – <http://kidshealth.org/kid/watch/house/homealone.html#cat115>
- When it’s just you in an emergency – (911)\* <http://kidshealth.org/kid/watch/er/emergency.html>

### What “essential” and “unit” questions will focus this unit?

- What should one do when one encounters a stranger?
- If I am uncomfortable is it inappropriate touch if it is someone I know?
- Where can one go to get support if they feel they are being physically, emotionally, or sexually abused?

**Standards:**

**What grade level outcomes/benchmarks are taught and assessed?**

- B - Healthy Behaviors                      ▪ 4.3, 4.6
- C – Goal Setting and Decision Making   ▪ 4.1, 4.3, 4.5
- D – Info and Services                      ▪ 4.1, 4.2, 4.4
- E – Culture, Media, and Technology       ▪ 4.3
- F - Communication                         ▪ 4.1, 4.2, 4.5, 4.6

**Rubrics to articulate quality aspects of desired understanding targets. (if developed)**

**Student Self-Assessment (if developed)**

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> <li>▪</li> <li>▪</li> </ul> | <ul style="list-style-type: none"> <li>▪</li> <li>▪</li> <li>▪</li> <li>▪</li> <li>▪</li> </ul> |
|---|---|

**Given the targeted understandings, other unit goals, and the assessment evidence identified, what knowledge and skill are central to this unit?**

**Students will need to know... (Information)**

**Students will need to be able to do... (Skills)**

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>▪ The difference between appropriate and inappropriate touch and actions.</li> <li>▪ Abuse can be committed by someone you know.</li> <li>▪ Places and people to go to for support and help in the home, school, and community.</li> <li>▪ Preventative behaviors and caution with strangers.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Recognize physical, emotional and sexual abuse.</li> <li>▪ Identify safe people to talk to and places to go.</li> <li>▪ Discuss and identify safe, preventative strategies with strangers.</li> </ul> |
|---|--|

**Someone who has developed key skills and understandings in this unit will be able to....**

**List performance assessments, key assignments and quizzes/tests (the more authentic the assessment, the better):**

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>▪ Ongoing informal assessments during class discussion such as hand signals, listening in on think-pair-share.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Independent student journaling</li> </ul> |
|--|--|



**Key Instructional Resources/Strategies: Text, media, cultural competency, manipulatives, differentiation, etc.**

- DVD: *The Ultimate Video Guide for Kids, How To Stay Safe*
- I Said No! A kid-to-kid guide to keeping private parts private by Zack and Kimberly King
- The Right Touch by Sandy Kleven
- A Better Safe Than Sorry Book by Sol and Judith Gordon
- My Body Is Private by Linda Walvoord Girard
- No More Secrets For Me (“Just In Case” pp. 15-25) by Oralee Wachter
- [www.brainpop.com](http://www.brainpop.com)
- Text: *Your Health*, Harcourt
- [www.kidshealth.org](http://www.kidshealth.org) website sections on:

Safe Cyberspace Surfing - [http://kidshealth.org/kid/watch/house/internet\\_safety.html#cat115](http://kidshealth.org/kid/watch/house/internet_safety.html#cat115)

When it's just you after school –  
<http://kidshealth.org/kid/watch/house/homealone.html#cat115>

When it's just you in an emergency – (911)  
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