

Human Body Unit Organizer

Third Grade
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Core Knowledge Objectives: The students will be able to

- Identify the bones that make up the skeleton
- Describe what the cartilage, ligaments, and tendons do
- Label the inside of a bone and tell the purpose of the bone marrow
- Explain the function of the skeletal system
- Identify the different types of joints
- Distinguish between voluntary and involuntary muscles
- Explain how the skeletal muscles work together
- Explain the function of the muscular system
- Explain the function of the nervous system
- Label the parts of the brain; cerebellum cerebrum, and medulla;
- Label the parts of the eye
- Explain how the eye works
- Understand the difference between nearsighted and farsighted
- Label the parts of the ear
- Explain how the ear works

Colorado State Standards

Reading and Writing

Standard 1: Students read and understand a variety of materials.

- use comprehension skills
- make connections between reading and what is known
- adjust reading strategies for different purpose
- use word recognition skills and resources
- use information from their reading to increase vocabulary and enhance language usage.

Standard 2: Students write and speak for a variety of purposes and audiences.

- write letters, expository paragraphs, and summaries
- organize their speaking and writing
- choosing vocabulary that communicates their messages clearly and precisely
- revising and editing writing
- creating readable documents with legible handwriting or word processing at the appropriate time.

Standard 3: Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.

- know and use correct grammar in speaking and writing
- apply correct usage in speaking and writing
- use correct sentence structure in writing
- use correct punctuation, capitalization, and spelling

Standard 5: Students read and locate, select, and make use of relevant information from a variety of media, reference, and technological sources.

- using organizational features of printed text
- taking notes, outlining, and identifying main ideas in resource materials
- sorting information as it relates to a specific topic or purpose

Science

Standard 3: Life Science: Students know and understand the characteristics and structure of living things, the processes of life, and how living things interact with each other and their environment.

- human body systems have basic structures, functions, and needs

Standard 5: Students understand that the nature of science involves a particular way of building knowledge and making meaning of the natural world.

- models are used to represent events and objects

Habits of Mind

- Ask, “How do you know?” in appropriate situations and attempt reasonable answers when others ask the same question.
- Raise questions about the world around them and be willing to seek answers to some of them by making careful observations and trying things out.
- Offer reasons for their findings and consider reasons suggested by others.
- Make predictions.

Science Concepts

- Systems in the human body are interrelated and work together.

Thinking Framework

- Knowledge – Label the bones in the body, parts of the brain, parts of the ear, and parts of the eye
- Knowledge – Label the parts of a bone
- Patterns – Discuss the connection between the skeletal, muscular and nervous systems
- Patterns – Identify specific joints in the body and tell what kind of joint it is
- Mental Modeling– Draw conclusions about what would happen if one system didn’t function
- Mental Modeling – Complete sequence maps of how the nervous system, eye, and ear work.

- Creativity – Science homework project

Possible Activities & Assessments

- Human Body project – includes a research report
- Human Body test
- Various worksheets on the different systems and labeling parts of the body
- Skeletal system “Simon Says”
- Examine the inside of a cows femur
- Guest speakers