

Topic: Human Growth and Development				
Essential Knowledge and Skills: Elementary students recognize how the basic body systems function together in individual patterns of development. Students understand the basic patterns of development that govern the changes that occur as males and females mature.				
Performance Indicators	Standard	Essential Questions	Classroom Ideas	Assessment Ideas (evidence of understanding)
<ul style="list-style-type: none"> Recognize and use appropriate (anatomical) terms for body parts and functions Understand that a person's physical appearance is determined by both heredity and family patterns Recognize that individuals develop in a sequence with varying rates and unique patterns 	<p>1</p> <p>1</p> <p>1</p>	<p>What are the primary body systems?</p> <p>How do our bodies grow and change over time?</p>	<ul style="list-style-type: none"> Label body systems (brain, heart, lungs, parts of the digestive system) Growth Charts Family study 	<p>- Unit test</p>
Connections to Text: Science Unit D Chapter 1 How Our Body Works				
Health Central – Chapter 4 Understanding Our Eyes Lessons 1-6, Chapter 5 Understanding Our Ears Lessons 1-3				
Media Resource – Magic School Bus – Inside the Human Body				
Key Vocabulary:				

Topic: Emotional Health				
Essential Knowledge and Skills: Elementary level students learn to identify positive means of dealing with emotions while learning to recognize and reduce unhealthy responses. Students learn positive methods of dealing with conflicts including how to seek help for problems.				
Performance Indicators	Standard	Essential Questions	Classroom Ideas	Assessment Ideas (evidence of understanding)
<ul style="list-style-type: none"> Recognize healthy and unhealthy ways to deal with emotional conflict Show consideration for the emotional needs and feelings of others Recognize that emotional problems can become serious enough to require professional help. 	1,2 2 2,3	<p>How do we recognize and learn ways to deal with conflict?</p> <p>How can we learn how someone is feeling?</p> <p>When do we get a grown-up to help with what we are feeling?</p>	<ul style="list-style-type: none"> Read and discuss books on feelings Create chart of feelings Identify characters' feelings when reading to class throughout the year Act out emotions—role plays in Health Central 	- Teacher observation
Connections to Text: Health Central Chapter 1 Lessons 5-8 Books: The Way I Feel; My Many Colored Days				
Connections to Technology: Library: video Kids' Guide to getting along in school & Kids' Guide to feeling good about yourself				
Key Vocabulary:				

Topic: Nutrition				
Essential Knowledge and Skills:				
Elementary students identify the functions of nutrient groups and how they affect health. They recognize many influences on food choices. They learn to store food safely and seek ways to promote recycling.				
Performance Indicators	Standard	Essential Questions	Classroom Ideas	Assessment Ideas (evidence of understanding)
<ul style="list-style-type: none"> Identify nutrient groups found in food (protein, carbohydrates, fat, vitamins, minerals, and water) Explain how eating nutritionally-balanced meals and snacks has a positive effect on one's health Discuss how family and friends influence one's food choices Examine how advertising affects personal food choices 	<p>1</p> <p>1,2</p> <p>1</p> <p>1</p>	<p>What are the basic food groups?</p> <p>What is a balanced diet?</p> <p>How do these groups fuel our bodies?</p> <p>How do the food choices I see family, friends and in advertisements affect my own eating?</p>	<ul style="list-style-type: none"> Food Pyramid Group activities Sorting the food groups Create a healthy meal or menu Read labels on food products especially those advertised 	<p>- Unit test</p>
Text : Science: Unit D Chapter 2; Health Central: Chapter 6 Lessons 1-5				
Library Resources: Wonders of learning Kit: Food for your body; Bill Nye: Nutrition, Eye, Digestion, Heart				
Key Vocabulary:				

Topic: Environmental Health				
Essential Knowledge and Skills: Elementary students identify how they may use resources to make decisions that improve the quality of their personal environment. They learn to accept limited responsibility for their personal impact on the environment.				
Performance Indicators	Standard	Essential Questions	Classroom Ideas	Assessment Ideas (evidence of understanding)
<ul style="list-style-type: none"> Identify resources that individuals may consult for accurate information concerning the environment Identify the personal, emotional, social, and physical elements of the environment that contribute to an individual's safety, well being, and enjoyment of life Understand their responsibility to have a positive personal impact on the environment 	<p>3</p> <p>1,2,3</p> <p>2,3</p>	<p>What is a healthy environment?</p> <p>What are the ways we can enjoy our environment safely?</p> <p>What are the effects our environments have on our health.</p>	<ul style="list-style-type: none"> Chart of Different Environments – How to be Safe Fire safety Bike safety Water safety – sun protection Safe use of medicine Playground safety Dental health Berenstein Bears Don't Pollute Earth Day activity Playground activity 	<ul style="list-style-type: none"> Observation Actual writing
Connections to Text: Health Central Chapter 3, lesson 4; Safety First Chapter 2 Enhancer lessons				
Library Resources: Safety Sam & Sparky				
Key Vocabulary:				

Topic: Family Life Education				
Essential Knowledge and Skills: Elementary level students describe different kinds of families and how members care for one another. They examine qualities of friendship. They recognize how bodies grow and change. They can recognize, refuse, and report sexual abuse.				
Performance Indicators	Standard	Essential Questions	Classroom Ideas	Assessment Ideas (evidence of understanding)
<ul style="list-style-type: none"> Recognize that various family structures exist Realize that any tasks, jobs, or occupations can be done by males and females Demonstrate qualities of friendship Identify how bodies change as children grow Recognize, refuse, and report incidences of abuse or neglect 	<p>3</p> <p>1,3</p> <p>1</p> <p>1</p> <p>2,3</p>	<p>How are families alike and different?</p> <p>What are some occupations men and women do?</p> <p>How do our bodies grow and change?</p> <p>What should I do in a potentially dangerous situation?</p>	<ul style="list-style-type: none"> Read-discuss <u>Families Are Different (M)</u> Glyph – Read and discuss Berenstain Bear's Book – Mama's New Job Video – Everyone's Different 	
Connections to Text (Resources): Social Studies – The Working World Unit 3; Health Center Safety First Chapter 2 lesson 6 – Personally Safe, Chapter 1 Lesson 3 – Changes; Lesson 6 You and Your Friends, My Friends & Me				
Library Resource: Video- How do we get along in school?				
Key Vocabulary:				

Topic: Diseases and Disorders				
Essential Knowledge and Skills: Elementary level students are knowledgeable about factors that lead to the development of diseases and disorders. They demonstrate an understanding between personal health behaviors and diseases. They appreciate the personal responsibility involved in reducing risks associated with disease and disability.				
Performance Indicators	Standard	Essential Questions	Classroom Ideas	Assessment Ideas (evidence of understanding)
<ul style="list-style-type: none"> Compare and contrast infectious and non-infectious diseases Examine the chain of infection and know how to break it Understand the role of personal behavior in health promotion and disease prevention Appreciate how many diseases can be avoided or minimized by one's personal health behaviors Protect themselves and others by taking age-appropriate steps to avoid the spread of disease Identify possible causes, effects, and treatment of disabilities and methods of prevention Discuss resources available for dealing with diseases and disorders 	<p>1</p> <p>1,2</p> <p>1,2,3</p> <p>1,2</p> <p>1,2</p> <p>1</p> <p>3</p>	<p>What is the difference between infectious and non-infectious?</p> <p>Why is it important to stay clean?</p> <p>How can you take care of yourself?</p> <p>What steps we can take to avoid spreading diseases?</p>	<ul style="list-style-type: none"> Chart – handwashing Healthy head checks <u>Germs Make Me Sick</u> <u>Berenstein Bears Go To the Doctor</u> Dental health Guest speaker – school nurse 	<ul style="list-style-type: none"> Teacher observation Unit quiz
Connections to Text: Science chapter 3 – Keeping Healthy; Health Central				
Connections to Technology:				
Key Vocabulary:				

Topic: Consumer Health				
Essential Knowledge and Skills: Elementary level students identify people who can help when illness or injury occurs. They identify products or services that contribute to health. They examine the reliability of advertising claims.				
Performance Indicators	Standard	Essential Questions	Classroom Ideas	Assessment Ideas (evidence of understanding)
<ul style="list-style-type: none"> Identify people who can help if illness or injury occurs Discuss health care practices and products Identify reliable sources of consumer health information 	<p>3</p> <p>1</p> <p>3</p>	Who are the people who help us when we are hurt?	<ul style="list-style-type: none"> Guest speaker – nurse, EMT, dental hygienist, pharmacist Show video – Drugs and Stuff with Harv & Marv Discussion about taking medicine safely 	<ul style="list-style-type: none"> Write ways to practice use of medicine at home
Connections to Text (Resources): Health Central – Safe Use of Medicine Chapter 3				
Library: Books about ? Health Central: Safe Use of Medicine Chapter 3				
Key Vocabulary:				

Topic: Safety/First Aid				
Essential Knowledge and Skills: Elementary level students understand basic safety rules to prevent accidents and injury. They are active participants in safety drills and first aid. They recognize when something is potentially dangerous and analyze how to minimize the risk involved.				
Performance Indicators	Standard	Essential Questions	Classroom Ideas	Assessment Ideas (evidence of understanding)
<ul style="list-style-type: none"> Recognize an unsafe condition and take appropriate action to reduce the hazard Participate in safety drills and basic first aid training Discuss precautions and procedures to follow in dangerous events such as weather conditions or natural disasters 	2 2 2	<p>How are we safe in our environment?</p> <p>What can we do to stay safe in dangerous situations?</p>	<ul style="list-style-type: none"> Combine with Environmental health and Consumer Health Weather Unit in Science 	<ul style="list-style-type: none"> List steps/procedures during safety drills (fire drill, evacuations, lockdown, lightning, tornadoes)
Connections to Text (Resources):				
Connections to Technology:				
Key Vocabulary:				

Topic: Community Health				
Essential Knowledge and Skills: Elementary students learn how to identify health resources, recognize who provides health services, and ask age- and culturally-appropriate questions concerning their own health care.				
Performance Indicators	Standard	Essential Questions	Classroom Ideas	Assessment Ideas (evidence of understanding)
<ul style="list-style-type: none"> Identify community health resources appropriate for individuals and families Ask health care providers questions concerning health care needs Discuss how family members contribute to health care Practice good health care habits (link to health environment) Discuss health decisions that need to be made when someone gets injured 	<p>3</p> <p>3</p> <p>3</p> <p>1</p> <p>1</p>	<p>Where would I go to get health care?</p> <p>What questions should I ask my health care provider?</p> <p>What check-ups do I need to stay healthy?</p> <p>Who are the people in my life who are responsible for my health?</p>	<ul style="list-style-type: none"> Discuss yearly check-ups and health care providers related to these check-ups Tie into Environmental health 	<ul style="list-style-type: none"> Observations Discussions Performance assessment
Connections to Text (Resources):				
Connections to Technology:				
Key Vocabulary:				