



**City of St.
Charles School
District**

K-4 Health Curriculum

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St. Charles R6 School District

Grades K-4 Health Curriculum Committee

Curriculum Committee Chairpersons

Nicole Adams, Administration Building, Curriculum and Instruction Specialist
Jessica Hoormann, Administration Building, Curriculum and Instruction Specialist

Curriculum Team Leader

Karen Asbell, St. Charles High School, Physical Education

Curriculum Developers

Catherine Chandler, Monroe Elementary and Null Elementary, Physical Education
Christine Meyer, Harris Elementary, Physical Education
Heidi Rezsonya, Blackhurst Elementary, Physical Education

Grades K-4 Health Curriculum
TABLE OF CONTENTS

Table of Contents.....	Pg. 2
District Mission Statement.....	Pg. 3
District Vision.....	Pg. 3
District Values.....	Pg. 3
District Goals.....	Pg. 4
Philosophical Foundation.....	Pg. 5
K-4 Health Philosophy.....	Pg. 6
K-4 Health Course Description.....	Pg. 7
K-4 Health Rationale.....	Pg. 7
K-4 Health Program Goals.....	Pg. 7
K-4 Health Essential Learner Outcomes.....	Pg. 8
K-4 Health Scope and Sequence.....	Pg.9-10
Curriculum.....	Pg. 11-104
Appendix.....	Pg. 105-148
Grade Level Expectations	

District Mission

The City of St. Charles School District will REACH, TEACH, and EMPOWER all students by providing a challenging, diverse, and innovative education.

District Vision

The City of St. Charles School District will be an educational leader recognized for high performance and academic excellence that prepares students to succeed in an ever-changing global society.

District Values

We, the City of St. Charles School District community of students, parents, staff, and patrons, value:

- High quality education for all students which includes:
 - Lifelong learning from early childhood through adult education
 - Rigorous learning experiences that challenge all students
 - Instruction that meets the needs of a diverse community
 - Respect for all
 - Real world, critical thinking and problem-solving skills to prepare students for the 21st Century
 - Developing caring, productive, and responsible citizens
 - Strong engagement of family and community
 - A safe, secure, and nurturing school environment

- Achievement through:
 - Celebration of individual success
 - Collaboration with parents and community stakeholders
 - Exploration, Innovation, and creativity

- High quality staff by:
 - Hiring and retaining highly qualified and invested employees
 - Providing professional development and collaboration focused on increasing student achievement
 - Empowering staff to use innovative resources and practices

- Informed decisions that are:
 - Student-centered
 - Focused on student achievement
 - Data Driven
 - Considerate of all points of view
 - Fiscally responsible

District Goals

For planning purposes, five overarching goals have been developed. These goals are statements of the key functions of the school district.

1. Student Performance
 - Develop and enhance the quality educational/instructional programs to improve student performance and enable students to meet their personal, academic, and career goals.
2. Highly qualified staff
 - Recruit, attract, develop, and retain highly qualified staff to carry out the District's mission, vision, goals, and objectives.
3. Facilities, Support, and Instructional Resource
 - Provide and maintain appropriate instructional resources, support services, and functional and safe facilities.
4. Parent and Community Involvement
 - Promote, facilitate and enhance parent, student, and community involvement in district educational programs.
5. Governance
 - Govern the district in an efficient and effective manner providing leadership and representation to benefit the students, staff, and patrons of the district.

School District Philosophical Foundations

Teachers in the School District of the City of St. Charles share in and ascribe to a philosophy that places children at the heart of the educational process. We feel that it is our professional responsibility to strive to be our best at all times and to maximize our efforts by ensuring that the following factors are present in our classrooms and our schools.

1. Learning is developed within the personal, physical, social, and intellectual contexts of the learner.
2. A strong educational program should provide developmental continuity.
3. The successful learner is motivated, strategic, knowledgeable, and interactive.
4. Children learn best when they have real purposes and can make connections to real life.
5. Effective learning is a combination of student exploration and teacher and mentor modeling.
6. Assessment is an ongoing and multidimensional process that is an integral part of instruction.
7. Making reading and writing connections across multiple sources and curricula facilitates meaning.
8. Literacy for the future means literacy in multiple technologies.
9. Education must respond to society's diverse population and serve all children.
10. Interactions among students, teachers, parents, and community form the network that supports learning.

K-4 Health Philosophy

A quality Physical Education and Health Program supports the physical, mental/emotional, and social development of students. Regular involvement in physical activity has been proven to increase test performance, raise self-esteem, reduce the incidence of life threatening disease and produce a positive impact on the well-being of an individual.

The K-12 Physical Education and Health curriculum is designed to:

- Provide opportunities for students to learn, understand, and demonstrate movement skills, strategies, teamwork, problem solving and health related fitness.
- Allow students to participate in various physical activities, sports, and methods of fitness to better provide enjoyment of physical activity, as well as build social, psychomotor, and cognitive skills.
- Build an understanding of the concepts of the human body systems and disorders that affect them.
- Use skills and health literacy necessary to make informed decisions.
- Engage and help inspire students to pursue a lifetime of fitness related activities and healthy decisions
- Provide a comprehensive, rigorous program that continuously builds students' knowledge and skill development
- Encourage collaboration between students, teachers, parents and community

K-4 Health Course Description

The Health Elementary School program in alignment with State and National Standards has been designed to provide experiences that promote a lifelong interest in an active and healthy lifestyle. Students will learn and develop good health practices which are basic to their personal well-being so they can reach their full potential.

K-4 Health Rationale

The City of St. Charles School District believes that a comprehensive health program is a vital aspect of the curriculum to enhance the well-being of each student. Learning healthy skills contributes to the overall development of our students into healthy and active adults with the necessary skills and knowledge to make responsible health choices.

K-4 Health Program Goals

The learner will acquire knowledge of the basic health components, and will learn responsible health practices.

The learner will recognize, choose, and practice positive principles of physical, emotional, and consumer health.

The learner will acquire knowledge of the structure and functions of the human body systems.

The learner will be able to communicate effectively when faced with pressure that may endanger their health.

The learner will be able to identify and react appropriately to various emergency situations.

The learner will understand and apply healthful dietary choice to daily living.

The learner will acquire general knowledge pertaining to disease prevention, treatment, and control.

K-4 Health Essential Learner Outcomes

Learners will understand structures and functions of the body.

Learners will understand environmental hazards and diseases, and how to control or prevent them from having a negative impact on their health.

Learners will understand how to demonstrate safe practices to prevent injury to self and others.

Learners will understand purpose of nutrition to our bodies, and how to properly handle and consume food.

Learners will understand health related fitness and other behaviors that lead to general wellness.

Learners will understand that communication is part of creating and building relationships with others.

K-4 Health Scope & Sequence

I= Introduce E=Emphasis A= Application					
Anatomy & Physiology	K	1	2	3	4
Sensory Systems	I	E		E	
Muscular System	I	I	E	E	I
Skeletal System	I	I	E	E	I
Integumentary System			I	E	E
Cardiovascular System	I	I	I	I	E
Respiratory System		I	I	I	E
Nervous System				I	E
Urinary & Excretory System				I	I
Lymphatic Immune System					I
Disease Prevention & Control	K	1	2	3	4
Safe and Unsafe Substances	I	I	E		
Prescription, OTC Drugs & Natural Substances	I	E	E	E	E
Substance Use vs. Non Use	I	I	I	E	E
Injury Prevention & Safety	K	1	2	3	4
Safety for Home, School & Community	I	I	E	E	E
First Aid Procedures	I	I	I	E	I
Activity Related Injuries & Environmental Conditions	I	E	E		E
Water Related Injuries & Environmental Conditions	I	E	E		E
Nutrition Principles & Practices	K	1	2	3	4

Nutrients & Food Groupings		I	E	I	E
Balance, Variety & Moderation	I		I	I	E
Food Labels		I	I	E	
Food Handling & Safety	A	A	A	A	A
Food Energy and Physical Activity		I	E	E	
Personal, Family & Environmental Health	K	1	2	3	4
Personal Health	I	E	I	E	E
Preventive Care	I	E		E	
Growth & Development			I	E	
Health & Skill Related Fitness	I	I	I	E	
Social, Emotional and Mental Health	K	1	2	3	4
Influence of Family & Peers	I	E	I		
Communication Skills	I	I	I	E	
Responsibility in Society		I	I	E	E
Mental Health				I	E
Diversity & Tolerance	I	E	E	E	E
Stress Management				I	E
Harassment, Bullying & Violence Prevention	I	I	I	I	E

Kindergarten



<p>CONTENT AREA: Health</p> <p>COURSE: Kindergarten</p>	<p>UNIT TITLE: Anatomy and Physiology</p> <p>UNIT DURATION: 1 Week</p>
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<p>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</p> <ul style="list-style-type: none"> • Various instructional websites and videos. • District created mini lessons and games. 	<p>BIG IDEA(S):</p> <ul style="list-style-type: none"> • Build an understanding of the concepts of the human body systems and disorders that affect them.
<p>ENDURING UNDERSTANDINGS:</p> <ul style="list-style-type: none"> • Students will understand structures and functions of the body. 	<p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> • What are the parts of my body, and how do they work together to help me in my day?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
GLE FS1BK	Tell why people have muscles	X	
GLE FS1CK	Tell why people have bones.	X	
GLE FS1EK	Show the location of the heart.	X	
GLE FS1AK	Identify the five sense.		X

OBJECTIVE # 1	Tell why people have bones and muscles.		
GLE	<ul style="list-style-type: none"> GLE FS1BK, GLE FS1CK 		
WHAT SHOULD STUDENTS...			
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>	
<ul style="list-style-type: none"> The skeletal system and muscular systems work together give structure to and move our bodies. 	<ul style="list-style-type: none"> Vocabulary- bones, muscles, skeleton 	<ul style="list-style-type: none"> Tell why people have bones and muscles. 	
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING			
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Discuss with students why people have bones and muscles Instructional video Create a movement activity or game to kinesthetically learn concept 	<ul style="list-style-type: none"> Participate in games that have this component of health Create organizers or drawings 	1,2,3,4	
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?			
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Grade Level Health Common Assessment 	Both	1,2,3,4	
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?			
<i>Possible Interventions</i>			
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Review and reteach 	<ul style="list-style-type: none"> Additional participation/practice. 	1,2,3,4	
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?			
<i>Possible Extensions/Enrichments</i>			
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Enrichment activities 	<ul style="list-style-type: none"> Create-a-game activities 	1,2,3,4	

OBJECTIVE # 2	Show the location of the heart.	
REFERENCES/STANDARDS GLE	<ul style="list-style-type: none"> GLE FS1DK 	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> The heart is located in the chest. 	<ul style="list-style-type: none"> Vocabulary- heart, chest, muscle 	<ul style="list-style-type: none"> Show the general location of their heart.
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Discuss with students where the heart is located Instructional video Create a movement activity or game to kinesthetically learn concept 	<ul style="list-style-type: none"> Participate in games that have this component of health Create organizers or drawings Feel for heart beats after an aerobic activity 	1,2,3,4
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Grade Level Health Common Assessment 	Both	1,2,3,4
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Review and reteach 	<ul style="list-style-type: none"> Additional participation/practice 	1,2,3,4
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Enrichment activities 	<ul style="list-style-type: none"> Create-a-game activities 	1,2,3,4



CONTENT AREA: Health

COURSE: Kindergarten

UNIT TITLE: Disease Prevention and Control

UNIT DURATION: 1 Week

<p>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</p> <ul style="list-style-type: none"> • Various instructional websites and videos. • District created mini lessons and games. 	<p>BIG IDEA(S):</p> <ul style="list-style-type: none"> • Use skills and health literacy necessary to make informed decisions.
<p>ENDURING UNDERSTANDINGS:</p> <ul style="list-style-type: none"> • Students will understand environmental hazards and diseases, and how to control or prevent them from having a negative impact on their health. 	<p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> • What are risk factors to my health? • How can I prevent or reduce my chances of illness?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
GLE RA1AK	Recognize that germs cause illness.	X	
GLE RA1BK	Model proper hand washing and hygiene.	X	
GLE RA3AKa	Recognize that there are safe and unsafe substances that can be taken into the body.	X	
GLE RA1EKa	Identify bodily fluids (e.g., blood, saliva, urine, tears, sweat, mucous)		X
GLE RA1EKb	Identify how gloves protect us from bodily fluids.		X
GLE RA3AKa	Recognize that there are safe and unsafe substances that can be taken into the body		X
GLE RA3AKb	Identify ways to stay away from dangerous substances		X
GLE RA3BK	Recognize that medicine is used to prevent or treat certain health problems, taken under adult supervision.		X
GLE RA3CK	Recognize that TAOD (tobacco, alcohol, and other drugs) can have dangerous effects on the body		X
GLE RA4AK	Recognize how the environment affects a person's health		X
GLE RA4BK	Identify ways to protect the body from the environment (e.g., sunscreen, insect repellent, sunglasses, goggles, hats)		X

OBJECTIVE # 1	Recognize that germs cause illness and that proper hand washing and hygiene are the first defense from spreading germs.		
REFERENCES/STANDARDS GLE	<ul style="list-style-type: none"> GLE RA1AK, GLE RA1BK 		
WHAT SHOULD STUDENTS...			
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>	
<ul style="list-style-type: none"> We must use preventative skills (such as covering our mouths when we cough or sneeze, and washing our hands) to keep ourselves and others healthy 	<ul style="list-style-type: none"> Vocabulary- germ, illness, hygiene 	<ul style="list-style-type: none"> Model proper handwashing Tell how to help stop the spread of germs 	
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING			
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Discuss with students how to properly wash hands and surfaces to prevent germs from spreading Instructional video Create a movement activity or game to kinesthetically learn concept 	<ul style="list-style-type: none"> Participate in games that have this component of health Create organizers or drawings 	1,2,3,4	
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?			
ASSESSMENT DESCRIPTION		FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Grade Level Health Common Assessment 		Both	1,2,3,4
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?			
<i>Possible Interventions</i>			
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Review and reteach 	<ul style="list-style-type: none"> Additional participation/practice. 	1,2,3,4	
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?			
<i>Possible Extensions/Enrichments</i>			
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Enrichment activities 	<ul style="list-style-type: none"> Create-a-game activities 	1,2,3,4	

OBJECTIVE # 2	Recognize that there are safe and unsafe substances that can be taken into the body.	
REFERENCES/STANDARDS GLE	<ul style="list-style-type: none"> GLE RA3AKa 	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Medicines used to prevent or treat certain health problems should be taken under adult supervision. Tobacco, alcohol, drugs, and household chemicals are dangerous to our bodies. 	<ul style="list-style-type: none"> Vocabulary- medicine, tobacco, drugs, chemicals, toxins 	<ul style="list-style-type: none"> Distinguish between products/substances that are safe to take under adult supervision, and those that are not safe.
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Discuss with students the importance of refusing to take unsafe products Instructional video Create a movement activity or game to kinesthetically learn concept 	<ul style="list-style-type: none"> Participate in games that have this component of health Create organizers or drawings 	1,2,3,4
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Grade Level Health Common Assessment 	Both	1,2,3,4
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Review and reteach 	<ul style="list-style-type: none"> Additional participation/practice. 	1,2,3,4

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?*Possible Extensions/Enrichments*

INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Enrichment activities	• Create-a-game activities	1,2,3,4



<p>CONTENT AREA: Health</p> <p>COURSE: Kindergarten</p>	<p>UNIT TITLE: Injury Prevention and Safety</p> <p>UNIT DURATION: 1 Week</p>
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<p>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</p> <ul style="list-style-type: none"> • Various instructional websites and videos. • District created mini lessons and games. 	<p>BIG IDEA(S):</p> <ul style="list-style-type: none"> • Use skills and health literacy necessary to make informed decisions.
<p>ENDURING UNDERSTANDINGS:</p> <ul style="list-style-type: none"> • Students will understand how to demonstrate safe practices to prevent injury to self and others. 	<p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> • How can I prevent injury to myself when participating in a sport or activity? • What do I do if someone gets hurt? • Why is it important to my health and well-being to follow safety rules?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
GLE RA2BKb	Explain how to make emergency phone calls	X	
GLE RA2CK	Recognize that safety equipment is necessary to protect the body during participation in sports and recreational activities (e.g., helmet, mouth piece, shin guards, eye protection)	X	
GLE RA2AKa	Identify safe and unsafe practices and conditions at home, school, and in the community.		X
GLE RA2AKb	Identify safety rules for being around strangers and using the internet.		X
GLE RA2AKc	Identify potential hazards in and around the home (e.g., kitchen, bathroom, yard, evacuation plan)		X
GLE RA2BKa	Tell what first aid is and give an example		X
GLE RA2DKa	Recognize the importance of safety rules in and around water		X
GLE RA2DKb	Identify specific safe practices in and around water (e.g., life jackets, buddy system, inclement weather)		X

OBJECTIVE # 1	<ul style="list-style-type: none"> Explain how to make emergency phone calls 		
REFERENCES/STANDARDS GLE	<ul style="list-style-type: none"> GLE RA2BKb 		
WHAT SHOULD STUDENTS...			
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>	
<ul style="list-style-type: none"> There are people we can call if we are need emergency help. 	<ul style="list-style-type: none"> Vocabulary- emergency, 911 	<ul style="list-style-type: none"> Dial 911 from a phone. 	
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING			
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Have students practice with an inactive phone or keypad worksheet Instructional video Create a movement activity or game to kinesthetically learn concept 	<ul style="list-style-type: none"> Participate in games that have this component of health Create organizers or drawings 	1,2,3,4	
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?			
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Grade Level Health Common Assessment 	Both	1,2,3,4	
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?			
<i>Possible Interventions</i>			
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Review and reteach 	<ul style="list-style-type: none"> Additional participation/practice. 	1,2,3,4	
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?			
<i>Possible Extensions/Enrichments</i>			
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Enrichment activities 	<ul style="list-style-type: none"> Create-a-game activities 	1,2,3,4	

OBJECTIVE # 2	Recognize that safety equipment is necessary to protect the body during participation in sports and recreational activities		
REFERENCES/STANDARDS GLE	<ul style="list-style-type: none"> GLE RA2CK 		
WHAT SHOULD STUDENTS...			
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>	
<ul style="list-style-type: none"> Protective gear is recommended to protect our bodies from injury. 	<ul style="list-style-type: none"> Vocabulary- protective gear, guards, pads, helmet, mouth piece, safety goggles 	<ul style="list-style-type: none"> Match the protective gear to the body part that it protects. 	
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING			
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Discuss with students the importance of wearing protective gear, and what can happen if they do not wear it Instructional video Create a movement activity or game to kinesthetically learn concept 	<ul style="list-style-type: none"> Participate in games that have this component of health Create organizers or drawings 	1,2,3,4	
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?			
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Grade Level Health Common Assessment 	Both	1,2,3,4	
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?			
<i>Possible Interventions</i>			
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Review and reteach 	<ul style="list-style-type: none"> Additional participation/practice. 	1,2,3,4	
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?			
<i>Possible Extensions/Enrichments</i>			
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Enrichment activities 	<ul style="list-style-type: none"> Create-a-game activities 	1,2,3,4	



<p>CONTENT AREA: Health</p> <p>COURSE: Kindergarten</p>	<p>UNIT TITLE: Nutrition Principles and Practices</p> <p>UNIT DURATION: 1 Week</p>
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<p>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</p> <ul style="list-style-type: none"> • Various instructional websites and videos. • District created mini lessons and games. • https://www.fns.usda.gov/tn/myplate 	<p>BIG IDEA(S):</p> <ul style="list-style-type: none"> • Use skills and health literacy necessary to make informed decisions.
<p>ENDURING UNDERSTANDINGS:</p> <ul style="list-style-type: none"> • Students will understand purpose of nutrition to our bodies, and how to properly handle and consume food. 	<p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> • What foods should I eat? • How much of a food should I eat? • How does food become energy?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
GLE HM2BK	Recognize we need a variety of foods each day	X	
GLE HM2DK	Recognize how germs are spread and apply practices to reduce germs in our community (e.g., hand washing, not eating food off of floor, not touching others' food, wash fruits and vegetables)	X	

OBJECTIVE # 1	Recognize we need a variety of foods each day		
REFERENCES/STANDARDS GLE	<ul style="list-style-type: none"> GLE HM2BK 		
WHAT SHOULD STUDENTS...			
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>	
<ul style="list-style-type: none"> There are different food groups based on their nutritional benefits. Eating foods from each of the food groups ensures that our bodies get a variety of vitamins and minerals. 	<ul style="list-style-type: none"> Vocabulary- fruit, vegetable, grain, dairy, protein, MyPlate 	<ul style="list-style-type: none"> Provide several examples of foods in each food group. 	
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING			
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Discuss different foods, and help student recognize why they fit into the food group that they are in Instructional video Create a movement activity or game to kinesthetically learn concept 	<ul style="list-style-type: none"> Participate in games that have this component of health Create organizers or drawings Have students create a MyPlate with pictures of foods for each group that the student would like to eat 	1,2,3,4	
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?			
ASSESSMENT DESCRIPTION		FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Grade Level Health Common Assessment 		Both	1,2,3,4
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>			
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Review and reteach 	<ul style="list-style-type: none"> Additional participation/practice. 	1,2,3,4	
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i>			
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Enrichment activities 	<ul style="list-style-type: none"> Create-a-game activities 	1,2,3,4	

OBJECTIVE # 2	Recognize how germs are spread and apply practices to reduce germs in our community (e.g., hand washing, not eating food off of floor, not touching others' food, wash fruits and vegetables).		
REFERENCES/STANDARDS GLE	<ul style="list-style-type: none"> GLE HM2DK 		
WHAT SHOULD STUDENTS...			
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>	
<ul style="list-style-type: none"> Germs and bacteria can spread to our food. Keeping hands and food preparation surfaces and utensil clean, helps keep us from getting ill. 	<ul style="list-style-type: none"> Vocabulary- bacteria, germs, contamination, pesticides 	<ul style="list-style-type: none"> Explain how germs spread to food from dirty hands. Explain bacteria can spread from one food to another. Explain why washing fruits and vegetables is important before eating. 	
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING			
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Discuss with students the risks of not following food safety procedures Instructional video Create a movement activity or game to kinesthetically learn concept 	<ul style="list-style-type: none"> Participate in games that have this component of health Create organizers or drawings 	1,2,3,4	
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?			
ASSESSMENT DESCRIPTION		FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Grade Level Health Common Assessment 		Both	1,2,3,4
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>			
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Review and reteach 	<ul style="list-style-type: none"> Additional participation/practice. 	1,2,3,4	
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i>			
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Enrichment activities 	<ul style="list-style-type: none"> Create-a-game activities 	1,2,3,4	



CONTENT AREA: Health

COURSE: Kindergarten

UNIT TITLE: Personal and Family Health

UNIT DURATION: 1 Week

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT: <ul style="list-style-type: none"> • Various instructional websites and videos. • District created mini lessons and games. 		BIG IDEA(S): <ul style="list-style-type: none"> • Use skills and health literacy necessary to make informed decisions. 	
ENDURING UNDERSTANDINGS: <ul style="list-style-type: none"> • Students will understand health related fitness and other behaviors that lead to general wellness. 		ESSENTIAL QUESTIONS: <ul style="list-style-type: none"> • How does physical activity enhance my personal health? • What behaviors help me to be healthy? • How does my body grow and change throughout my life? 	
WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?			
Standards, Concepts, Content, Skills, Products, Vocabulary			
REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
GLE HM1DK	Recognize that active play makes people strong and healthy.	X	
GLE HM1AK	Identify behaviors that keep a person healthy (e.g., physical activity, sleep, good nutrition, clothing, hygiene).	X	

OBJECTIVE # 1	Recognize that active play makes people strong and healthy		
REFERENCES/STANDARDS GLE	<ul style="list-style-type: none"> GLE HM1DK 		
WHAT SHOULD STUDENTS...			
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>	
<ul style="list-style-type: none"> If you're fit, your body works well, feels good, and can do all the things you want to do, like run around with your friends. 	<ul style="list-style-type: none"> Vocabulary- muscular strength, muscular endurance, cardiorespiratory (cardiovascular), flexibility, body composition 	<ul style="list-style-type: none"> Provide one example of how exercise makes the body healthy. 	
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING			
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Discuss the benefits of exercise Ask students to reflect on how they feel when they haven't exercised, and again how they feel after exercise Instructional video Create a movement activity or game to kinesthetically learn concept 	<ul style="list-style-type: none"> Participate in games that have this component of health Create organizers or drawings Reflect on changes on the body after exercise, and discuss what that means for overall health (I'm sweating and my heart rate is high; I'm maintaining my cardiorespiratory functioning) 	1,2,3,4	
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?			
ASSESSMENT DESCRIPTION		FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Grade Level Health Common Assessment 		Both	1,2,3,4
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>			
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Review and reteach 	<ul style="list-style-type: none"> Additional participation/practice. 	1,2,3,4	
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i>			
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Enrichment activities 	<ul style="list-style-type: none"> Create-a-game activities 	1,2,3,4	

OBJECTIVE # 2	Identify behaviors that keep a person healthy (e.g., physical activity, sleep, good nutrition, clothing, hygiene).		
REFERENCES/STANDARDS GLE	<ul style="list-style-type: none"> GLE HM1AK 		
WHAT SHOULD STUDENTS...			
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>	
<ul style="list-style-type: none"> I have a responsibility to take care of my body. 	<ul style="list-style-type: none"> Vocabulary- hygiene, growth, sleep 	<ul style="list-style-type: none"> Describe the positive effects of healthy behaviors, and the negative effects of neglecting those behaviors. 	
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING			
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Discuss the importance of good hygiene, sleeping, eating and exercising Instructional video Create a movement activity or game to kinesthetically learn concept 	<ul style="list-style-type: none"> Participate in games that have this component of health Create organizers or drawings 	1,2,3,4	
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?			
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Grade Level Health Common Assessment 	Both	1,2,3,4	
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?			
<i>Possible Interventions</i>			
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Review and reteach 	<ul style="list-style-type: none"> Additional participation/practice. 	1,2,3,4	
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?			
<i>Possible Extensions/Enrichments</i>			
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Enrichment activities 	<ul style="list-style-type: none"> Create-a-game activities 	1,2,3,4	



CONTENT AREA: Health COURSE: Kindergarten	UNIT TITLE: Social, Emotional and Mental Health UNIT DURATION: 1 Week
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MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT: <ul style="list-style-type: none"> • Various instructional websites and videos. • District created mini lessons and games. 	BIG IDEA(S): <ul style="list-style-type: none"> • Use skills and health literacy necessary to make informed decisions.
ENDURING UNDERSTANDINGS: <ul style="list-style-type: none"> • Students will understand that communication is part of creating and building relationships with others. 	ESSENTIAL QUESTIONS: <ul style="list-style-type: none"> • How can I be a good friend? • In what ways do I contribute to my family and/or community? • What are my emotions and how can I express them safely?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
GLE FS2AKa	State qualities of a good friend.	X	
GLE FS2Cb	Identify appropriate ways of expressing feelings and recognize verbal and nonverbal cues associated with each (e.g., happy, sad, mad, and afraid).	X	
GLE FS2AKb	Recognize similarities and differences of families.		X
GLE FS2CKa	Recognize different emotions.		X
GLE HM4AK	Recognize that people have disagreements and choices on how to resolve them.		X
GLE HM4BK	Recognize and practice saying “no” to unhealthy actions and behaviors toward them (e.g., stop, get away, and tell an adult or NO, Go and Tell).		X
GLE HM4EK	Define “private parts” (e.g., what is covered by a swimming suit) and distinguish between “safe” and “unsafe” touch.		X

OBJECTIVE # 1	State qualities of a good friend.		
REFERENCES/STANDARDS GLE	<ul style="list-style-type: none"> GLE FS2AKa 		
WHAT SHOULD STUDENTS...			
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>	
<ul style="list-style-type: none"> Everyone in the world is an important and special person. There are skills for working with and caring about all the other people in our small world of our family, our school and our neighbourhood. 	<ul style="list-style-type: none"> Vocabulary- manners, kindness, truthful, trustworthy, honest 	<ul style="list-style-type: none"> Provide examples of qualities of a good friend and/or member of the community (using good manners, taking our turn, sharing, being kind to others, thinking about others' feelings, looking after our belongings, being truthful and honest). 	
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING			
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Discuss the skill of being a good friend Ask students to reflect on a good friend, and list the good qualities of that person Instructional video Create a movement activity or game to kinesthetically learn concept 	<ul style="list-style-type: none"> Participate in games that have this component of health Create organizers or drawings 	1,2,3,4	
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?			
ASSESSMENT DESCRIPTION		FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Grade Level Health Common Assessment 		Both	1,2,3,4
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?			
<i>Possible Interventions</i>			
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Review and reteach 	<ul style="list-style-type: none"> Additional participation/practice. 	1,2,3,4	
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?			
<i>Possible Extensions/Enrichments</i>			
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Enrichment activities 	<ul style="list-style-type: none"> Create-a-game activities 	1,2,3,4	

OBJECTIVE # 2	Identify appropriate ways of expressing feelings and recognize verbal and nonverbal cues associated with each (e.g., happy, sad, mad, and afraid).		
REFERENCES/STANDARDS GLE	<ul style="list-style-type: none"> GLE FS2Cb 		
WHAT SHOULD STUDENTS...			
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>	
<ul style="list-style-type: none"> How people are feeling can show on their faces, in their tone of voice, and in the way they move their bodies. People communicate with their words and with their actions. 	<ul style="list-style-type: none"> Vocabulary- emotions, verbal, non-verbal, express 	<ul style="list-style-type: none"> Give examples of appropriate ways to express feelings. 	
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING			
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Discuss the importance communicating to send a receive messages Instructional video Create a movement activity or game to kinesthetically learn concept 	<ul style="list-style-type: none"> Participate in games that have this component of health Create organizers or drawings 	1,2,3,4	
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?			
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Grade Level Health Common Assessment 	Both	1,2,3,4	
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>			
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Review and reteach 	<ul style="list-style-type: none"> Additional participation/practice. 	1,2,3,4	
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i>			
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Enrichment activities 	<ul style="list-style-type: none"> Create-a-game activities 	1,2,3,4	

First Grade



CONTENT AREA: Health

COURSE: First Grade

UNIT TITLE: Anatomy and Physiology

UNIT DURATION: 1 Week

<p>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</p> <ul style="list-style-type: none"> • Various instructional websites and videos. • District created mini lessons and games. 	<p>BIG IDEA(S):</p> <ul style="list-style-type: none"> • Build an understanding of the concepts of the human body systems and disorders that affect them.
<p>ENDURING UNDERSTANDINGS:</p> <ul style="list-style-type: none"> • Students will understand structures and functions of the body. 	<p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> • What are the parts of my body, and how do they work together to help me in my day? • What can we do with our senses?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
GLE FS1A1	Illustrate the functions of the five senses(e.g., eyes to see)	X	
GLE FS1E1	Predict what happens to your heart rate during physical activity.	X	
GLE FS1F1	Identify the basic components of the respiratory system (e.g., nose, mouth, lungs)		X
GLE FS1B1	Identify a muscle in each region of the body (e.g., arms, torso, and legs)		X
GLE FS1C1	Identify a bone in each region of the body (e.g., head, arms, torso, and legs)		X

OBJECTIVE # 1	Illustrate the functions of the five senses (e.g., eyes to see).		
REFERENCES/STANDARDS GLE	<ul style="list-style-type: none"> GLE FS1A1 		
WHAT SHOULD STUDENTS...			
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>	
<ul style="list-style-type: none"> Your five senses — seeing, hearing, smelling, tasting, and touching — help you notice the world around you. 	<ul style="list-style-type: none"> Vocabulary- eyes, sight, ears, hearing, taste, mouth, tongue, nose, smell, skin, touch 	<ul style="list-style-type: none"> Students will be able to demonstrate what the five senses are and where they are located on the body. 	
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING			
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Discuss with students the senses and the parts of the body that a receptors to them Instructional video Create a movement activity or game to kinesthetically learn concept 	<ul style="list-style-type: none"> Participate in games that have this component of health Create organizers or drawings 	1,2,3,4	
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?			
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Grade Level Health Common Assessment 	Both	1,2,3,4	
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>			
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Review and reteach 	<ul style="list-style-type: none"> Additional participation/practice. 	1,2,3,4	
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i>			
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Enrichment activities 	<ul style="list-style-type: none"> Create-a-game activities 	1,2,3,4	

OBJECTIVE # 2	Predict what happens to your heart rate during physical activity.		
REFERENCES/STANDARDS GLE	<ul style="list-style-type: none"> GLE FS1E1 		
WHAT SHOULD STUDENTS...			
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>	
<ul style="list-style-type: none"> Heart rate increases with exercise. 	<ul style="list-style-type: none"> Vocabulary- heart, heart-rate, pulse 	<ul style="list-style-type: none"> Determine heart rate at rest, and during exercise. 	
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING			
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Teach students where they can locate their pulse Discuss with students why the heart pumps more often during exercise Instructional video Create a movement activity or game to kinesthetically learn concept 	<ul style="list-style-type: none"> Participate in games that have this component of health Create organizers or drawings Graph heart rate before and after exercise 	1,2,3,4	
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?			
ASSESSMENT DESCRIPTION		FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Grade Level Health Common Assessment 		Both	1,2,3,4
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>			
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Review and reteach 	<ul style="list-style-type: none"> Additional participation/practice. 	1,2,3,4	
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i>			
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Enrichment activities 	<ul style="list-style-type: none"> Create-a-game activities 	1,2,3,4	



CONTENT AREA: Health

COURSE: First Grade

UNIT TITLE: Disease Prevention and Control

UNIT DURATION: 1 Week

<p>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</p> <ul style="list-style-type: none"> • Various instructional websites and videos. • District created mini lessons and games. 	<p>BIG IDEA(S):</p> <ul style="list-style-type: none"> • Use skills and health literacy necessary to make informed decisions.
<p>ENDURING UNDERSTANDINGS:</p> <ul style="list-style-type: none"> • Students will understand environmental hazards and diseases, and how to control or prevent them from having a negative impact on their health. 	<p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> • What are risk factors to my health? • How can I prevent or reduce my chances of illness?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
GLE RA1B1	Identify behaviors that prevent and reduce chances of illness (e.g., drinking plenty of water, immunizations, sleep, eating healthy foods)	X	
GLE RA3A1a	Identify alcohol, tobacco, and medicines as drugs.	X	
GLE RA1A1a	Identify signs of illness and list ways to help you recover.		X
GLE RA1A1b	Define germs, where they are found, and what harm they cause to the body.		X
GLE RA1E1	Recognize that bodily fluids can carry harmful diseases and that some diseases are easily transmitted while others are not.		X
GLE RA3A1b	Differentiate what is and what is not medicine and its proper and improper use (e.g., vitamins)		X
GLE RA3B1	Distinguish between over-the-counter and prescription drugs.		X
GLE RA4A1a	Identify substances that pollute the air and harm your lungs		X
GLE RA4A1b	Recognize the effects of noise pollution on the body (e.g., loud music, headsets)		X

OBJECTIVE # 1	Identify behaviors that prevent and reduce chances of illness (e.g., drinking plenty of water, immunizations, sleep, eating healthy foods).	
REFERENCES/STANDARDS GLE	<ul style="list-style-type: none"> GLE RA1B1 	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Properly taking care of our on body can reduce the chances of illness and can help aid in the treatment of illness. We must use preventative skills (such as covering our mouths when we cough or sneeze, and washing our hands) to keep ourselves and others healthy. 	<ul style="list-style-type: none"> Vocabulary- germ, illness, hygiene 	<ul style="list-style-type: none"> Tell how to help stop the spread of germs Tell how hydration, nutrition, sleep and suggested immunizations help you body defend against illness.
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Discuss with students how behaviors can help keep you healthy Instructional video Create a movement activity or game to kinesthetically learn concept 	<ul style="list-style-type: none"> Participate in games that have this component of health Create organizers or drawings 	1,2,3,4
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Grade Level Health Common Assessment 	Both	1,2,3,4
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?		
<i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Review and reteach 	<ul style="list-style-type: none"> Additional participation/practice. 	1,2,3,4
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?		
<i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Enrichment activities 	<ul style="list-style-type: none"> Create-a-game activities 	1,2,3,4

OBJECTIVE # 2	Identify alcohol, tobacco, and medicines as drugs.		
REFERENCES/STANDARDS GLE	<ul style="list-style-type: none"> GLE RA3A1 		
WHAT SHOULD STUDENTS...			
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>	
<ul style="list-style-type: none"> Medicines used to prevent or treat certain health problems should be taken under adult supervision. Tobacco, alcohol, drugs, and household chemicals are dangerous to our bodies. 	<ul style="list-style-type: none"> Vocabulary- medicine, tobacco, drugs, chemicals, toxins 	<ul style="list-style-type: none"> Distinguish between products/substances that are safe to take under adult supervision, and those that are not safe. 	
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING			
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Discuss with students the importance of refusing to take unsafe products Instructional video Create a movement activity or game to kinesthetically learn concept 	<ul style="list-style-type: none"> Participate in games that have this component of health. Create organizers or drawings 	1,2,3,4	
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?			
ASSESSMENT DESCRIPTION		FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Grade Level Health Common Assessment 		Both	1,2,3,4
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>			
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Review and reteach 	<ul style="list-style-type: none"> Additional participation/practice. 	1,2,3,4	
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i>			
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Enrichment activities 	<ul style="list-style-type: none"> Create-a-game activities 	1,2,3,4	



<p>CONTENT AREA: Health</p> <p>COURSE: First Grade</p>	<p>UNIT TITLE: Injury Prevention and Safety</p> <p>UNIT DURATION: 1 Week</p>
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<p>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</p> <ul style="list-style-type: none"> • Various instructional websites and videos. • District created mini lessons and games. 	<p>BIG IDEA(S):</p> <ul style="list-style-type: none"> • Use skills and health literacy necessary to make informed decisions.
<p>ENDURING UNDERSTANDINGS:</p> <ul style="list-style-type: none"> • Students will understand how to demonstrate safe practices to prevent injury to self and others. 	<p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> • How can I prevent injury to myself when participating in a sport or activity? • What do I do if someone gets hurt? • Why is it important to my health and well-being to follow safety rules?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
GLE RA2A1a	Identify ways to stay safe in bad weather (e.g., tornado, electric storms)	X	
GLE RA2A1c	Identify potential hazards in and around the home (e.g., kitchen, bathroom, yard, evacuation plan)	X	
GLE RA2D1	Demonstrate specific safe practices and procedures in and around water (e.g., life jackets, buddy system, inclement weather)		X
GLE RA2A1b	Identify safety rules for being around strangers and using the internet.		X
GLE RA2B1	Identify individuals who can properly assist with first aid procedures (e.g., school nurse, lifeguard, teacher, parent, babysitter)		X
GLE RA2C1	Match safety equipment to the activity or sport		X

OBJECTIVE # 1	Identify ways to stay safe in bad weather (e.g., tornado, electric storms)		
REFERENCES/STANDARDS GLE	<ul style="list-style-type: none"> GLE RA2A1a 		
WHAT SHOULD STUDENTS...			
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>	
<ul style="list-style-type: none"> Following weather alerts and preparing for inclement weather can help you stay safe. 	<ul style="list-style-type: none"> Vocabulary- emergency, 911, tornado, weather advisory, emergency alerts 	<ul style="list-style-type: none"> Create a plan for what to do in the event of bad weather in a variety of scenarios (at home, in a store, in a car). 	
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING			
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Instructional video Create a movement activity or game to kinesthetically learn concept 	<ul style="list-style-type: none"> Participate in games that have this component of health Create organizers or drawings Have students create an emergency plan for bad weather 	1,2,3,4	
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?			
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Grade Level Health Common Assessment 	Both	1,2,3,4	
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?			
<i>Possible Interventions</i>			
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Review and reteach 	<ul style="list-style-type: none"> Additional participation/practice. 	1,2,3,4	
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?			
<i>Possible Extensions/Enrichments</i>			
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Enrichment activities 	<ul style="list-style-type: none"> Create-a-game activities 	1,2,3,4	

OBJECTIVE # 2	Identify potential hazards in and around the home (e.g., kitchen, bathroom, yard, evacuation plan).	
REFERENCES/STANDARDS GLE	<ul style="list-style-type: none"> GLE RA2A1c 	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Accidents can happen inside and around the home. 	<ul style="list-style-type: none"> Vocabulary- hazards, accidents, prevention, electricity, fire, drowning, injury 	<ul style="list-style-type: none"> Find potential hazards within own home (tall furniture, appliances near sinks or tubs, pools/ponds, underground cables/wires, fire sources) and be able to discuss with a parent how to prevent an accident occurring with each hazard.
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Discuss with students the importance of assessing the risks of potential hazards Instructional video Create a movement activity or game to kinesthetically learn concept 	<ul style="list-style-type: none"> Participate in games that have this component of health Create organizers or drawings 	1,2,3,4
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Grade Level Health Common Assessment 	Both	1,2,3,4
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?		
<i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Review and reteach 	<ul style="list-style-type: none"> Additional participation/practice. 	1,2,3,4
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?		
<i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Enrichment activities 	<ul style="list-style-type: none"> Create-a-game activities 	1,2,3,4



<p>CONTENT AREA: Health</p> <p>COURSE: First Grade</p>	<p>UNIT TITLE: Nutrition Principles and Practices</p> <p>UNIT DURATION: 1 Week</p>
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<p>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</p> <ul style="list-style-type: none"> • Various instructional websites and videos. • District created mini lessons and games. • https://www.fns.usda.gov/tn/myplate 	<p>BIG IDEA(S):</p> <ul style="list-style-type: none"> • Use skills and health literacy necessary to make informed decisions.
<p>ENDURING UNDERSTANDINGS:</p> <ul style="list-style-type: none"> • Students will understand purpose of nutrition to our bodies, and how to properly handle and consume food. 	<p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> • What foods should I eat? • How much of a food should I eat? • How does food become energy?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
GLE HM2A1b	Recognize that food fits into different groups and that different amounts are need from each food group for healthy eating (i.e., grains, fruits, vegetables, dairy, beans, meats).	X	
GLE HM2E1	Recognize that food provides the body with fuel (energy) (e.g., importance of eating breakfast).	X	
GLE HM2A1a	Recognize that foods come from plant and animal sources and provide the body with fuel (energy).		X
GLE HM2C1	Recognize that packaged food products contain labels.		X
GLE HM2D1	Illustrate proper food safety procedures (e.g., washing hands, not touching others' food, double dipping).		X

OBJECTIVE # 1	Recognize that food fits into different groups and that different amounts are need from each food group for healthy eating (i.e., grains, fruits, vegetables, dairy, beans, meats).		
REFERENCES/STANDARDS GLE	<ul style="list-style-type: none"> GLE HM2A1b 		
WHAT SHOULD STUDENTS...			
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>	
<ul style="list-style-type: none"> There are different food groups based on their nutritional benefits. Eating foods from each of the food groups ensures that our bodies get a variety of vitamins and minerals. Each food group has different recommendations of how much of those foods to eat daily. 	<ul style="list-style-type: none"> Vocabulary- fruit, vegetable, grain, dairy, protein, MyPlate, portion 	<ul style="list-style-type: none"> Provide several examples of foods in each food group. Show how much of each food group should be consumed within a day by determining if a given amount is “too little” or “too much”. 	
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING			
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Discuss the amounts to consume of each food group Instructional video Create a movement activity or game to kinesthetically learn concept 	<ul style="list-style-type: none"> Participate in games that have this component of health Create organizers or drawings Have students create a MyPlate for each meal/snack of the day labeling the amount of servings of each group for that meal 	1,2,3,4	
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?			
ASSESSMENT DESCRIPTION		FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Grade Level Health Common Assessment 		Both	1,2,3,4
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>			
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Review and reteach 	<ul style="list-style-type: none"> Additional participation/practice. 	1,2,3,4	
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i>			
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Enrichment activities 	<ul style="list-style-type: none"> Create-a-game activities 	1,2,3,4	

OBJECTIVE # 2	Recognize that food provides the body with fuel (energy) (e.g., importance of eating breakfast)	
REFERENCES/STANDARDS GLE	<ul style="list-style-type: none"> GLE HM2E1 	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Food and beverages give us the energy we need to work and play. 	<ul style="list-style-type: none"> Vocabulary- calories, intake, expend, grains, fruits, vegetables, protein, dairy, moderation, portions, serving sizes 	<ul style="list-style-type: none"> Understand the role of calories in giving us energy. Give reasons why a person may need more calories over another person.
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Discuss with students that food is broken down into energy Instructional video Create a movement activity or game to kinesthetically learn concept 	<ul style="list-style-type: none"> Participate in games that have this component of health Create organizers or drawings 	1,2,3,4
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Grade Level Health Common Assessment 	Both	1,2,3,4
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?		
<i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Review and reteach 	<ul style="list-style-type: none"> Additional participation/practice. 	1,2,3,4
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?		
<i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Enrichment activities 	<ul style="list-style-type: none"> Create-a-game activities 	1,2,3,4



CONTENT AREA: Health

COURSE: First Grade

UNIT TITLE: Personal and Family Health

UNIT DURATION: 1 Week

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT: <ul style="list-style-type: none"> • Various instructional websites and videos. • District created mini lessons and games. 		BIG IDEA(S): <ul style="list-style-type: none"> • Use skills and health literacy necessary to make informed decisions. 	
ENDURING UNDERSTANDINGS: <ul style="list-style-type: none"> • Students will understand health related fitness and other behaviors that lead to general wellness. 		ESSENTIAL QUESTIONS: <ul style="list-style-type: none"> • How does physical activity enhance my personal health? • What behaviors help me to be healthy? • How does my body grow and change throughout my life? 	
WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?			
Standards, Concepts, Content, Skills, Products, Vocabulary			
REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
GLE HM1D1	Recognize that physical activity increases heart and respiratory rate.	X	
GLE HM1A1	Show the cause and effect of healthy behaviors (e.g., physical activity, sleep, good nutrition, clothing, hygiene).	X	
GLE HM1B1	Identify preventive health care (e.g., immunizations, regular health and dental check-ups).		X

OBJECTIVE # 1	Recognize that physical activity increases heart and respiratory rate.		
REFERENCES/STANDARDS GLE	<ul style="list-style-type: none"> GLE HM1D1 		
WHAT SHOULD STUDENTS...			
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>	
<ul style="list-style-type: none"> Being active is a key component for overall wellness A pulse can be found on the neck and on the wrist If you're fit, your body works well, feels good, and can do all the things you want to do, like run around with your friends 	<ul style="list-style-type: none"> Vocabulary- muscular strength, muscular endurance, cardiorespiratory (cardiovascular), flexibility, body composition, heart rate 	<ul style="list-style-type: none"> Locate a pulse in two different places Describe the differences in heart rate at rest and during exercise 	
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING			
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Discuss the benefits of exercise Ask students to reflect on how they feel when they haven't exercised, and again how they feel after exercise Instructional video Create a movement activity or game to kinesthetically learn concept 	<ul style="list-style-type: none"> Participate in games that have this component of health Create organizers or drawings Reflect on changes on the body after exercise, and discuss what that means for overall health (I'm sweating and my heart rate is high; I'm maintaining my cardiorespiratory functioning) 	1,2,3,4	
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?			
ASSESSMENT DESCRIPTION		FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Grade Level Health Common Assessment 		Both	1,2,3,4
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?			
<i>Possible Interventions</i>			
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Review and reteach 	<ul style="list-style-type: none"> Additional participation/practice. 	1,2,3,4	
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?			
<i>Possible Extensions/Enrichments</i>			
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Enrichment activities 	<ul style="list-style-type: none"> Create-a-game activities 	1,2,3,4	

OBJECTIVE # 2	Show the cause and effect of healthy behaviors (e.g., physical activity, sleep, good nutrition, clothing, hygiene)		
REFERENCES/STANDARDS GLE	<ul style="list-style-type: none"> GLE HM1A1 		
WHAT SHOULD STUDENTS...			
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>	
<ul style="list-style-type: none"> I have a responsibility to take care of my body. 	<ul style="list-style-type: none"> Vocabulary- hygiene, growth, sleep 	<ul style="list-style-type: none"> Describe the positive effects of healthy behaviors, and the negative effects of neglecting those behaviors. 	
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING			
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Discuss the importance of good hygiene, sleeping, eating and exercising Instructional video Create a movement activity or game to kinesthetically learn concept 	<ul style="list-style-type: none"> Participate in games that have this component of health Create organizers or drawings 	1,2,3,4	
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?			
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Grade Level Health Common Assessment 	Both	1,2,3,4	
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>			
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Review and reteach 	<ul style="list-style-type: none"> Additional participation/practice. 	1,2,3,4	
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i>			
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Enrichment activities 	<ul style="list-style-type: none"> Create-a-game activities 	1,2,3,4	



CONTENT AREA: Health

COURSE: First Grade

UNIT TITLE: Social, Emotional and Mental Health

UNIT DURATION: 1 Week

<p>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</p> <ul style="list-style-type: none"> • Various instructional websites and videos. • District created mini lessons and games. 	<p>BIG IDEA(S):</p> <ul style="list-style-type: none"> • Use skills and health literacy necessary to make informed decisions.
<p>ENDURING UNDERSTANDINGS:</p> <ul style="list-style-type: none"> • Students will understand that communication is part of creating and building relationships with others. 	<p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> • How can I be a good friend? • In what ways do I contribute to my family and/or community? • What are my emotions and how can I express them safely?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
GLE HM4D1	Recognize what stress is and how it affects the body.	X	
GLE FS2C1	Identify a variety of feelings and situations that may require adult assistance.	X	
GLE FS2A1	Identify responsibilities within a family and describe characteristics needed to be a responsible family member.		X
GLE FS2B1	Recognize how each person has a unique contribution (e.g., physical, mental, cultural, ethnicity) to their community (e.g., classroom, school, neighborhood).		X
GLE HM4C1	Demonstrate how goal-setting can help a person make a difference in their health or fitness.		X
GLE HM4E1a	Identify a trusted adult.		X
GLE HM4E1b	Identify acceptable and unacceptable behavior toward others and list positive ways to deal with those behaviors.		X
GLE HM4A1	Recognize that decisions have consequences.		X
GLE HM4B1	Describe what causes disagreements/fights and how to avoid them.		X

OBJECTIVE # 1	Recognize what stress is and how it affects the body.	
REFERENCES/STANDARDS GLE	<ul style="list-style-type: none"> GLE HM4D1 	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Stress is a natural physical and mental reaction to both good and bad experiences that can be beneficial to your health and safety. Stress can affect all systems of the body. 	<ul style="list-style-type: none"> Vocabulary- stress, symptoms, chronic 	<ul style="list-style-type: none"> Define stress. List possible effects of stress on the body (rapid breathing, poor sleep, pounding heart, headache).
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Provide examples of stress Instructional video Create a movement activity or game to kinesthetically learn concept 	<ul style="list-style-type: none"> Participate in games that have this component of health Create organizers or drawings Small group discussion about recalling real-life scenarios that were thought to be stressful, identifying the effects 	1,2,3,4
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Grade Level Health Common Assessment 	Both	1,2,3,4
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?		
<i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Review and reteach 	<ul style="list-style-type: none"> Additional participation/practice. 	1,2,3,4
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?		
<i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Enrichment activities 	<ul style="list-style-type: none"> Create-a-game activities 	1,2,3,4

OBJECTIVE # 2	Identify a variety of feelings and situations that may require adult assistance.	
REFERENCES/STANDARDS GLE	<ul style="list-style-type: none"> GLE FS2C1 	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Some problems need to be handled by a trusted adult. 	<ul style="list-style-type: none"> Vocabulary- predator, trust 	<ul style="list-style-type: none"> Determine whether a social skills story should require the help of a trusted adult, or can be handle by a young individual.
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Discuss the importance of adult guidance in various situations Instructional video Create a movement activity or game to kinesthetically learn concept 	<ul style="list-style-type: none"> Participate in games that have this component of health Create organizers or drawings Role play 	1,2,3,4
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Grade Level Health Common Assessment 	Both	1,2,3,4
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Review and reteach 	<ul style="list-style-type: none"> Additional participation/practice. 	1,2,3,4
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Enrichment activities 	<ul style="list-style-type: none"> Create-a-game activities 	1,2,3,4

Second Grade



CONTENT AREA: Health	UNIT TITLE: Anatomy and Physiology
COURSE: Second Grade	UNIT DURATION: 1 Week

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT: <ul style="list-style-type: none"> • Various instructional websites and videos. • District created mini lessons and games. 	BIG IDEA(S): <ul style="list-style-type: none"> • Build an understanding of the concepts of the human body systems and disorders that affect them.
ENDURING UNDERSTANDINGS: <ul style="list-style-type: none"> • Students will understand structures and functions of the body. 	ESSENTIAL QUESTIONS: <ul style="list-style-type: none"> • What are the parts of my body, and how do they work together to help me in my day?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
GLE FS1D2	Describe the function of the skin (e.g., protectant).	X	
GLE FS1B2	Describe the functions of the muscular systems and provide examples (e.g., muscles pull on bones to move the joints, move food through the body).	X	
GLE FS1C2	Describe the functions of the skeletal system (e.g., protects body parts, supports the framework, works with muscles).	X	
GLE FS1E2b	Name the major functions of the cardio-respiratory system.	X	
GLE FS1E2a	Identify the major components (e.g., blood vessels, heart) and functions (e.g., transport blood throughout the body) of the cardio-respiratory system.		X
GLE FS1F2	Identify additional components of the respiratory systems (e.g., trachea, bronchial tubes, diaphragm, alveoli).		X

OBJECTIVE # 1	Describe the function of the skin (e.g., protectant).	
REFERENCES/STANDARDS GLE	<ul style="list-style-type: none"> GLE FS1D2 	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Skin covers and protects everything inside of our bodies. Skin also protects our bodies, helps regulate our body's temperature and allows us to have a sense of touch. 	<ul style="list-style-type: none"> Vocabulary- skin, dermis, epidermis, sweat 	<ul style="list-style-type: none"> Give 3 examples of how the skin helps our bodies.
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Discuss with students the functions and basic components of the skin Instructional video Create a movement activity or game to kinesthetically learn concept 	<ul style="list-style-type: none"> Participate in games that have this component of health Create organizers or drawings 	1,2,3,4
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Grade Level Health Common Assessment 	Both	1,2,3,4
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Review and reteach 	<ul style="list-style-type: none"> Additional participation/practice. 	1,2,3,4
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Enrichment activities 	<ul style="list-style-type: none"> Create-a-game activities 	1,2,3,4

OBJECTIVE # 2	Describe the functions of the muscular system and the skeletal system.	
REFERENCES/STANDARDS GLE	<ul style="list-style-type: none"> GLE FS1B2, GLE FS1C2 	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> The skeletal system and muscular systems work together give structure to and move our bodies. The skeletal system protects our major internal organs and provides structure for our body. Some muscles pull on bones to help our bodies move. Other muscles help move blood or food through our bodies. 	<ul style="list-style-type: none"> Vocabulary- bones, muscles, joints, voluntary muscles, involuntary muscles 	<ul style="list-style-type: none"> Provide 2 examples of how the skeletal system helps our bodies function. Provide 2 examples of how the muscular system helps our bodies function.
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Discuss with students the basic functions of the muscular and skeletal systems Instructional video Create a movement activity or game to kinesthetically learn concept 	<ul style="list-style-type: none"> Participate in games that have this component of health Create organizers or drawings 	1,2,3,4
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Grade Level Health Common Assessment 	Both	1,2,3,4
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Review and reteach 	<ul style="list-style-type: none"> Additional participation/practice. 	1,2,3,4
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Enrichment activities 	<ul style="list-style-type: none"> Create-a-game activities 	1,2,3,4

OBJECTIVE # 3	Name the major functions of the cardiorespiratory system		
REFERENCES/STANDARDS GLE	<ul style="list-style-type: none"> GLE FS1E2b 		
WHAT SHOULD STUDENTS...			
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>	
<ul style="list-style-type: none"> The heart and blood vessels work with the lungs and airways to carry oxygen to other parts of the body. 	<ul style="list-style-type: none"> Vocabulary- heart, blood vessels, lungs, oxygen, blood 	<ul style="list-style-type: none"> Explain the parts of the body that work together in the cardiorespiratory system. 	
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING			
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Discuss with students how the circulatory system and respiratory systems work together to transport oxygen (and remove waste) Instructional video Create a movement activity or game to kinesthetically learn concept 	<ul style="list-style-type: none"> Participate in games that have this component of health Create organizers or drawings 	1,2,3,4	
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?			
ASSESSMENT DESCRIPTION		FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Grade Level Health Common Assessment 		Both	1,2,3,4
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>			
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Review and reteach 	<ul style="list-style-type: none"> Additional participation/practice. 	1,2,3,4	
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i>			
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Enrichment activities 	<ul style="list-style-type: none"> Create-a-game activities 	1,2,3,4	



CONTENT AREA: Health COURSE: Second Grade	UNIT TITLE: Disease Prevention and Control UNIT DURATION: 1 Week
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MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT: <ul style="list-style-type: none"> • Various instructional websites and videos. • District created mini lessons and games. 	BIG IDEA(S): <ul style="list-style-type: none"> • Use skills and health literacy necessary to make informed decisions.
ENDURING UNDERSTANDINGS: <ul style="list-style-type: none"> • Students will understand environmental hazards and diseases, and how to control or prevent them from having a negative impact on their health. 	ESSENTIAL QUESTIONS: <ul style="list-style-type: none"> • What are risk factors to my health? • How can I prevent or reduce my chances of illness?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
GLE RA1E2	Identify safe practice for reducing a person's risk for disease (e.g., syringes and needles, sneezing, coughing, hand washing)	X	
GLE RA3C2	Describe the effects of TAOD on the body (e.g., lungs, brain, liver)	X	
GLE RA1A2a	Define communicable and noncommunicable diseases.		X
GLE RA1A2b	Identify how germs are spread and apply practices which help reduce germs in our community (e.g., cover mouth when sneezing, wash hands).		X
GLE RA3A2a	Identify various types of drugs (e.g., nicotine, alcohol and street drugs)		X
GLE RA3A2b	Explain what constitutes a drug free and safe community		X
GLE RA3B2	Recognize importance of safely storing medicine in its proper place		X
GLE RA4B2a	Recognize the harmful effects of poor air quality or extreme temperature to the body (e.g., asthma, allergies, hypothermia)		X
GLE RA4B2b	Recognize that littering is against the law and promotes the spreading of pathogens.		X

OBJECTIVE # 1	Identify safe practice for reducing a person's risk for disease.	
REFERENCES/STANDARDS GLE	<ul style="list-style-type: none"> GLE RA1E2 	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Properly taking care of our on body can reduce the chances of illness and can help aid in the treatment of illness. We must use preventative skills (such as covering our mouths when we cough or sneeze, and washing our hands) to keep ourselves and others healthy. 	<ul style="list-style-type: none"> Vocabulary- germ, illness, hygiene 	<ul style="list-style-type: none"> Give examples of how to help stop the spread of germs. Tell how hydration, nutrition, sleep and suggested immunizations help you body defend against illness.
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Discuss with students how behaviors can help keep you healthy Instructional video Create a movement activity or game to kinesthetically learn concept 	<ul style="list-style-type: none"> Participate in games that have this component of health Create organizers or drawings 	1,2,3,4
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Grade Level Health Common Assessment 	Both	1,2,3,4
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Review and reteach 	<ul style="list-style-type: none"> Additional participation/practice. 	1,2,3,4
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Enrichment activities 	<ul style="list-style-type: none"> Create-a-game activities 	1,2,3,4

OBJECTIVE # 2	Describe the effects of TAOD on the body (e.g., lungs,brain, liver).	
REFERENCES/STANDARDSGL E	<ul style="list-style-type: none"> GLE RA3C2 	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Tobacco, alcohol and other drugs can hurt your brain, heart, and other organs. Even too much of a medicine can make you sick. 	<ul style="list-style-type: none"> Vocabulary- medicine, tobacco, drugs, chemicals, toxins 	<ul style="list-style-type: none"> Describe the effects of TAOD on one major organ.
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Discuss with students the importance of refusing to take unsafe products Instructional video Create a movement activity or game to kinesthetically learn concept 	<ul style="list-style-type: none"> Participate in games that have this component of health Create organizers or drawings 	1,2,3,4
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Grade Level Health Common Assessment 	Both	1,2,3,4
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Review and reteach 	<ul style="list-style-type: none"> Additional participation/practice. 	1,2,3,4
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Enrichment activities 	<ul style="list-style-type: none"> Create-a-game activities 	1,2,3,4



CONTENT AREA: Health COURSE: Second Grade	UNIT TITLE: Injury Prevention and Safety UNIT DURATION: 1 Week
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MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT: <ul style="list-style-type: none"> • Various instructional websites and videos. • District created mini lessons and games. 	BIG IDEA(S): <ul style="list-style-type: none"> • Use skills and health literacy necessary to make informed decisions.
ENDURING UNDERSTANDINGS: <ul style="list-style-type: none"> • Students will understand how to demonstrate safe practices to prevent injury to self and others. 	ESSENTIAL QUESTIONS: <ul style="list-style-type: none"> • How can I prevent injury to myself when participating in a sport or activity? • What do I do if someone gets hurt? • Why is it important to my health and well-being to follow safety rules?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
GLE RA2A2a	Describe common safety rules and laws (e.g., playground, bicycle, pedestrian, vehicle)	X	
GLE RA2B2	Recognize what to do for minor injuries under adult supervision (e.g., scrape, cut, nosebleed)	X	
GLE RA2A2b	List common emergencies and steps to take in each situation.		X
GLE RA2C2	Explain the use and purpose of safety equipment		X

OBJECTIVE # 1	Describe common safety rules and laws (e.g., playground, bicycle, pedestrian, vehicle)		
REFERENCES/STANDARDS GLE	<ul style="list-style-type: none"> GLE RA2A2a 		
WHAT SHOULD STUDENTS...			
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>	
<ul style="list-style-type: none"> Following rules and laws help keep everyone safe. 	<ul style="list-style-type: none"> Vocabulary- crosswalk, bicycle lane, right-of-way, age restrictions 	<ul style="list-style-type: none"> List a safety rule for different areas of the community, and describe why that rule is important. 	
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING			
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Instructional video Create a movement activity or game to kinesthetically learn concept 	<ul style="list-style-type: none"> Participate in games that have this component of health Create organizers or drawings 	1,2,3,4	
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?			
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Grade Level Health Common Assessment 	Both	1,2,3,4	
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>			
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Review and reteach 	<ul style="list-style-type: none"> Additional participation/practice 	1,2,3,4	
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i>			
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Enrichment activities 	<ul style="list-style-type: none"> Create-a-game activities 	1,2,3,4	

OBJECTIVE # 2	Recognize what to do for minor injuries under adult supervision (e.g., scrape, cut, nosebleed)		
REFERENCES/STANDARDS GLE	<ul style="list-style-type: none"> GLE RA2B2 		
WHAT SHOULD STUDENTS...			
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>	
<ul style="list-style-type: none"> Even minor injuries need need to be cared for appropriately. 	<ul style="list-style-type: none"> Vocabulary- cut, scrape, bandage, sanitary precautions 	<ul style="list-style-type: none"> Explain how to ask an adult for help to treat a minor injury. 	
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING			
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Discuss with students how to safely care for a minor injury Instructional video Create a movement activity or game to kinesthetically learn concept 	<ul style="list-style-type: none"> Participate in games that have this component of health Create organizers or drawings 	1,2,3,4	
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?			
ASSESSMENT DESCRIPTION		FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Grade Level Health Common Assessment 		Both	1,2,3,4
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>			
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Review and reteach 	<ul style="list-style-type: none"> Additional participation/practice. 	1,2,3,4	
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i>			
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Enrichment activities 	<ul style="list-style-type: none"> Create-a-game activities 	1,2,3,4	



CONTENT AREA: Health

COURSE: Second Grade

UNIT TITLE: Nutrition Principles and Practices

UNIT DURATION: 1 Week

<p>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</p> <ul style="list-style-type: none"> • Various instructional websites and videos. • District created mini lessons and games. • https://www.fns.usda.gov/tn/myplate 	<p>BIG IDEA(S):</p> <ul style="list-style-type: none"> • Use skills and health literacy necessary to make informed decisions.
<p>ENDURING UNDERSTANDINGS:</p> <ul style="list-style-type: none"> • Students will understand purpose of nutrition to our bodies, and how to properly handle and consume food. 	<p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> • What foods should I eat? • How much of a food should I eat? • How does food become energy?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
GLE HM2A2b	Compare and contrast the effects of nutrient-dense and empty-calorie foods on the body (e.g., soda/skim milk, chips/apple, cookies/carrots).	X	
GLE HM2C2	Identify the basic parts of the Nutrition Facts label (e.g., serving size, fat, sugar, ingredients).	X	
GLE HM2A2a	Identify healthy food choices in each of the five food groups (sorting play for or pictures into groups).		X
GLE HM2B2a	Identify a healthy snack from each food group.		X
GLE HM2B2b	Recognize that eating and being active will help maintain a healthy body composition.		X
GLE HM2D2	Recognize the four basic rules of food handling (i.e., clean, cook, chill, separate).		X
GLE HM2E2	Select foods that are nutrient-dense to provide the body with long-lasting energy for thinking and physical activity (e.g., eating fruits/vegetables versus candy/chips).		X
GLE HM3A2	Identify advertising techniques that target children (e.g., toys in cereal, fast food meals, cartoon characters).		X

OBJECTIVE # 1	Compare and contrast the effects of nutrient-dense and empty-calorie foods on the body (e.g., soda/skim milk, chips/apple, cookies/carrots)		
REFERENCES/STANDARDS GLE	<ul style="list-style-type: none"> GLE HM2A2b 		
WHAT SHOULD STUDENTS...			
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>	
<ul style="list-style-type: none"> Eating nutrient-dense foods from each of the food groups ensures that our bodies get a variety of vitamins and minerals. Some foods have been prepared in a way that depletes them of their nutrients. “Sometimes” foods are okay some of the time, but do not give our bodies what we need to function. 	<ul style="list-style-type: none"> Vocabulary- fruit, vegetable, grain, dairy, protein, MyPlate, portion 	<ul style="list-style-type: none"> Provide several examples of snacks that contain nutrients, and snacks that do not. Give a healthy alternative to a food that is an empty-calorie food (“Instead of potato chips, I can snack on...”). 	
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING			
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Discuss the healthier snack options to help fuel the body Instructional video Create a movement activity or game to kinesthetically learn concept 	<ul style="list-style-type: none"> Participate in games that have this component of health Create organizers or drawings Create a “This or That” graph of snack to eat and not eat daily 	1,2,3,4	
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?			
ASSESSMENT DESCRIPTION		FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Grade Level Health Common Assessment 		Both	1,2,3,4
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>			
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Review and reteach 	<ul style="list-style-type: none"> Additional participation/practice. 	1,2,3,4	
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i>			
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Enrichment activities 	<ul style="list-style-type: none"> Create-a-game activities 	1,2,3,4	

OBJECTIVE # 2	Identify the basic parts of the Nutrition Facts label (e.g., serving size, fat, sugar, ingredients).	
REFERENCES/STANDARDS GLE	<ul style="list-style-type: none"> GLE HM2C2 	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Food Nutrition Label on foods, tell us what is in the food. Knowing the parts of the label can help us eat a healthy diet. 	<ul style="list-style-type: none"> Vocabulary- calories, fat, serving size, servings per container, % Daily Value (DV), protein, sugar, fiber, cholesterol, sodium, vitamins, other ingredients 	<ul style="list-style-type: none"> Label major parts of a nutritional label. Recognize some “red flags” on nutritional labels (1 bottle of sport drink contains 3 servings, amount of sodium is very high).
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Discuss with students the parts of a label to look at when trying to choose good food Instructional video Create a movement activity or game to kinesthetically learn concept 	<ul style="list-style-type: none"> Participate in games that have this component of health Create organizers or drawings Bring in a food label from a package (cereal box, bag of potato chips, soda can) and identify the parts of the label 	1,2,3,4
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Grade Level Health Common Assessment 	Both	1,2,3,4
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Review and reteach 	<ul style="list-style-type: none"> Additional participation/practice. 	1,2,3,4
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Enrichment activities 	<ul style="list-style-type: none"> Create-a-game activities 	1,2,3,4



CONTENT AREA: Health

COURSE: Second Grade

UNIT TITLE: Personal and Family Health

UNIT DURATION: 1 Week

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:		BIG IDEA(S):	
<ul style="list-style-type: none"> • Various instructional websites and videos. • District created mini lessons and games. 		<ul style="list-style-type: none"> • Use skills and health literacy necessary to make informed decisions. 	
ENDURING UNDERSTANDINGS:		ESSENTIAL QUESTIONS:	
<ul style="list-style-type: none"> • Students will understand health related fitness and other behaviors that lead to general wellness. 		<ul style="list-style-type: none"> • How does physical activity enhance my personal health? • What behaviors help me to be healthy? • How does my body grow and change throughout my life? 	
WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?			
Standards, Concepts, Content, Skills, Products, Vocabulary			
REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
GLE HM1D2	Describe how physical activity makes a person's body stronger (e.g., develop strength, endurance, flexibility, and body composition).	X	
GLE HM1C2	Describe how people grow and change throughout life (physically, mentally, emotionally, and socially).	X	
GLE HM1A2	Identify and show good oral hygiene (e.g., brushing, flossing, dental exams).		X

OBJECTIVE # 1	Describe how physical activity makes a person's body stronger (e.g., develop strength, endurance, flexibility, and body composition).		
REFERENCES/STANDARDS GLE	<ul style="list-style-type: none"> GLE HM1D2 		
WHAT SHOULD STUDENTS...			
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>	
<ul style="list-style-type: none"> If you're fit, your body works well, feels good, and can do all the things you want to do, like run around with your friends. 	<ul style="list-style-type: none"> Vocabulary- muscular strength, muscular endurance, cardiorespiratory (cardiovascular), flexibility, body composition, heart rate 	<ul style="list-style-type: none"> Give an example of an activity that contributes to each component of fitness. 	
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING			
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Discuss the benefits of exercise Participate in a variety activities, and ask the students to explain which of the fitness components they affect Instructional video Create a movement activity or game to kinesthetically learn concept 	<ul style="list-style-type: none"> Participate in games that have each component of health Create organizers or drawings Reflect on the exercises (I had to use the power in my legs to squat; I was using muscular strength) 	1,2,3,4	
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?			
ASSESSMENT DESCRIPTION		FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Grade Level Health Common Assessment 		Both	1,2,3,4
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?			
<i>Possible Interventions</i>			
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Review and reteach 	<ul style="list-style-type: none"> Additional participation/practice. 	1,2,3,4	
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?			
<i>Possible Extensions/Enrichments</i>			
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Enrichment activities 	<ul style="list-style-type: none"> Create-a-game activities 	1,2,3,4	

OBJECTIVE # 2	Describe how people grow and change throughout life (physically, mentally, emotionally, and socially).	
REFERENCES/STANDARDS GLE	<ul style="list-style-type: none"> GLE HM1C2 	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> My height and weight are some of the physical changes that happen to my body throughout my life. Growth isn't the same for everyone. We go through processes that help us learn how to interact with others and how to understand our feelings. 	<ul style="list-style-type: none"> Vocabulary- growth, sleep, spurts, development 	<ul style="list-style-type: none"> List simple changes that people go through as they grow.
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Instructional video Create a movement activity or game to kinesthetically learn concept 	<ul style="list-style-type: none"> Participate in games that have this component of health Create organizers or drawings 	1,2,3,4
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Grade Level Health Common Assessment 	Both	1,2,3,4
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Review and reteach 	<ul style="list-style-type: none"> Additional participation/practice. 	1,2,3,4
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Enrichment activities 	<ul style="list-style-type: none"> Create-a-game activities 	1,2,3,4



<p>CONTENT AREA: Health</p> <p>COURSE: Second Grade</p>	<p>UNIT TITLE: Social, Emotional and Mental Health</p> <p>UNIT DURATION: 1 week</p>
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<p>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</p> <ul style="list-style-type: none"> • Various instructional websites and videos. • District created mini lessons and games. 	<p>BIG IDEA(S):</p> <ul style="list-style-type: none"> • Use skills and health literacy necessary to make informed decisions.
<p>ENDURING UNDERSTANDINGS:</p> <ul style="list-style-type: none"> • Students will understand that communication is part of creating and building relationships with others. 	<p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> • How can I be a good friend? • In what ways do I contribute to my family and/or community? • What are my emotions and how can I express them safely?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
GLE HM4D2	Identify healthy activities that can relieve uncomfortable feelings and emotions.	X	
GLE FS2C2	Identify appropriate ways to express needs, wants, and feelings (e.g., dealing with anger, model attentive listening skills).	X	
GLE HM4A2	Identify positive ways to solve or prevent problems (e.g., verbal communication skills, non-verbal, and “I” messages).		X
GLE HM4C2	Identify positive influences in a person’s life (e.g., school, community, family).		X
GLE HM4E2	Identify resources in the community that can provide safety (e.g., police, safe houses, school, counselor, mall security).		X
GLE FS2A2	Recognize the influences peers have on people (shared interest, goals and values).		X
GLE FS2B2	Identify the cause and effect of one’s actions on others.		X

OBJECTIVE # 1	Identify healthy activities that can relieve uncomfortable feelings and emotions.	
REFERENCES/STANDARDS GLE	<ul style="list-style-type: none"> GLE HM4D2 	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Stress is a natural physical and mental reaction to both good and bad experiences that can be beneficial to your health and safety. Everyone has their own way of dealing with stress. 	<ul style="list-style-type: none"> Vocabulary- stress, symptoms, chronic, relieve 	<ul style="list-style-type: none"> List 3 activities or behaviors that help manage stress (sing, take a walk, care for a pet, relaxation methods).
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Model different activities to relieve stress Instructional video Create a movement activity or game to kinesthetically learn concept 	<ul style="list-style-type: none"> Participate in games that have this component of health Create organizers or drawings Use a stress log 	1,2,3,4
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Grade Level Health Common Assessment 	Both	1,2,3,4
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Review and reteach 	<ul style="list-style-type: none"> Additional participation/practice. 	1,2,3,4
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Enrichment activities 	<ul style="list-style-type: none"> Create-a-game activities 	1,2,3,4

OBJECTIVE # 2	Identify appropriate ways to express needs, wants, and feelings (e.g., dealing with anger, model attentive listening skills).	
REFERENCES/STANDARDS GLE	<ul style="list-style-type: none"> GLE FS2C2 	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> It takes strategies and practice to appropriately communicate needs, wants or feelings. 	<ul style="list-style-type: none"> Vocabulary- strategy, technique 	<ul style="list-style-type: none"> Give an example of how to appropriately handle a variety of social skills stories.
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Teach new strategies to use when feeling emotions that may be expressed inappropriately (e.g., taking a deep breath when frustrated, asking for a hug when sad) Instructional video Create a movement activity or game to kinesthetically learn concept 	<ul style="list-style-type: none"> Participate in games that have this component of health Create organizers or drawings Role play 	1,2,3,4
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Grade Level Health Common Assessment 	Both	1,2,3,4
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Review and reteach 	<ul style="list-style-type: none"> Additional participation/practice. 	1,2,3,4
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Enrichment activities 	<ul style="list-style-type: none"> Create-a-game activities 	1,2,3,4

Third Grade



CONTENT AREA: Health

COURSE: Third Grade

UNIT TITLE: Anatomy and Physiology

UNIT DURATION: 1 Week

<p>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</p> <ul style="list-style-type: none"> • Various instructional websites and videos. • District created mini lessons and games. 	<p>BIG IDEA(S):</p> <ul style="list-style-type: none"> • Build an understanding of the concepts of the human body systems and disorders that affect them.
<p>ENDURING UNDERSTANDINGS:</p> <ul style="list-style-type: none"> • Students will understand structures and functions of the body. 	<p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> • What are the parts of my body, and how do they work together to help me in my day?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
GLE FS1G3	Identify the major components and functions of the nervous system (e.g., brain, spinal cord, nerves).	X	
GLE FS1B3	Recognize the major muscles of the muscular system (e.g., deltoid, tricep, abdominal, quadricep).	X	
GLE FS1C3	Categorize and label different bones by body parts (e.g., leg-tibia, arms-humerus, head-skull, torso-spine).	X	
GLE FS1A3a	Classify the five sense organs and their parts (e.g., iris, ear canal, olfactory bulb, taste buds, nasal cavity) and explain how the five senses are used in personal and social environment (e.g., gathering information, making observations, drawing conclusions).		X
GLE FS1A3b	Name the major parts, functions and disorders of the sensory organs (e.g., near-sightedness, far-sightedness, hearing loss).		X
GLE FS1D3	Identify the major components and functions of the integumentary system (e.g., Skin, hair, nails).		X
GLE FS1E3a	Identify the cause and effect of lifestyle choices (e.g., activity, diet, tobacco use) on the cardiorespiratory system.		X
GLE FS1E3b	Identify the cause and effect of an active vs. inactive lifestyle on the cardiorespiratory system (e.g., healthy vs. unhealthy heart and lungs).		X
GLE FS1F3a	Identify common problems, symptoms and treatments of breathing disorders (e.g., asthma, bronchitis).		X
GLE FS1F3b	Identify the cause and effect of lifestyle choices on the respiratory system (e.g., inactivity, tobacco).		X
GLE FS1H3	Identify the major components (e.g., mouth, esophagus, stomach, intestines) and functions of the digestive system.		X

OBJECTIVE # 1	Identify the major components and functions of the nervous system (e.g., brain, spinal cord, nerves)		
REFERENCES/STANDARDS GLE	<ul style="list-style-type: none"> GLE FS1G3 		
WHAT SHOULD STUDENTS...			
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>	
<ul style="list-style-type: none"> The nervous system is the highway along which your brain sends and receives information about what is happening in the body and around it. The nervous system's major components are the brain, spinal cord and nerves. 	<ul style="list-style-type: none"> Vocabulary- brain, spinal cord, nerves, processing, receptors 	<ul style="list-style-type: none"> Students will be able to label the brain, spinal cord and nerves on a picture of the nervous system. Students will be able to explain the basic process of information go to and from the brain. 	
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING			
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Discuss with students the components and function of the nervous system Instructional video Create a movement activity or game to kinesthetically learn concept 	<ul style="list-style-type: none"> Participate in games that have this component of health Create organizers or drawings 	1,2,3,4	
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?			
ASSESSMENT DESCRIPTION		FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Grade Level Health Common Assessment 		Both	1,2,3,4
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>			
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Review and reteach 	<ul style="list-style-type: none"> Additional participation/practice. 	1,2,3,4	
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i>			
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Enrichment activities 	<ul style="list-style-type: none"> Create-a-game activities 	1,2,3,4	

OBJECTIVE # 2	Identify and label major muscles and bones.	
REFERENCES/STANDARDS GLE	<ul style="list-style-type: none"> GLE FS1B3, GLE FS1C3 	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> The skeletal system and muscular systems work together give structure to and move our bodies. The skeletal system protects our major internal organs and provides structure for our body. Some muscles pull on bones to help our bodies move. Other muscles help move blood or food through our bodies. 	<ul style="list-style-type: none"> Vocabulary- bones, muscles, joints, voluntary muscles, involuntary muscles, femur, tibia, fibula, patella, humerus, ulna, radius, vertebrae, spine, skull, clavicle, scapula, sternum, metatarsals, metacarpals, phalanges, deltoids, triceps, biceps, quadriceps, hamstrings, calves, abdominals 	<ul style="list-style-type: none"> Identify major bones and their location in the body. Group muscles by the part of the body they are located, identifying the major muscles.
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Discuss with students the names of various bones and muscles Instructional video Create a movement activity or game to kinesthetically learn concept 	<ul style="list-style-type: none"> Participate in games that have this component of health Create organizers or drawings 	1,2,3,4
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Grade Level Health Common Assessment 	Both	1,2,3,4
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Review and reteach 	<ul style="list-style-type: none"> Additional participation/practice 	1,2,3,4
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Enrichment activities 	<ul style="list-style-type: none"> Create-a-game activities 	1,2,3,4



CONTENT AREA: Health

COURSE: Third Grade

UNIT TITLE: Disease Prevention and Control

UNIT DURATION: 1 Week

<p>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</p> <ul style="list-style-type: none"> • Various instructional websites and videos. • District created mini lessons and games. 	<p>BIG IDEA(S):</p> <ul style="list-style-type: none"> • Use skills and health literacy necessary to make informed decisions.
<p>ENDURING UNDERSTANDINGS:</p> <ul style="list-style-type: none"> • Students will understand environmental hazards and diseases, and how to control or prevent them from having a negative impact on their health. 	<p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> • What are risk factors to my health? • How can I prevent or reduce my chances of illness?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
GLE RA4A3	Recognize different types of pollution and how they affect one's health (noise, water, air, land)	X	
GLE RA3C3	Recognize the factors (e.g., media, peers, self-concept) that influence decisions to use or abuse substances.	X	
GLE RA1A3	Classify communicable and non-communicable diseases into the appropriate category.		X
GLE RA1B3	Identify the body's basic lines of defense (e.g., skin, hair in nasal passages, white blood cells)		X
GLE RA1C3	Define pathogen and identify three major types (i.e., bacteria, virus, fungus)		X
GLE RA1E3	Define HIV/AIDS and recognize that HIV is transmitted through blood and other bodily fluids.		X
GLE RA3B3	Recognize the role of medication in treating an illness.		X
GLE RA3C3a	Describe how TOAD affects the way a person thinks, feels, and acts.		X
GLE RA3C3c	Identify healthy alternatives instead of using or abusing substances (e.g., clubs, physical activity, sports)		X
GLE RA4B3a	Describe what an individual can do to help preserve the environment and promote environmental health (e.g., recycle, reduce, reuse)		X
GLE RA4B3b	Recognize that there are laws and regulations designed to promote and protect community and environmental health (e.g., littering, illegal dumping, noise ordinances).		X

OBJECTIVE # 1	Recognize different types of pollution and how they affect one's health (noise, water, air, land)	
REFERENCES/STANDARDS GLE	<ul style="list-style-type: none"> GLE RA4A3 	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Body systems weaken when foreign substances in pollution are inhaled or ingested. Excessive exposure to noise can lead to hearing loss/impairment which can disrupt the quality of life. 	<ul style="list-style-type: none"> Vocabulary- pollution, illness, hygiene, toxins, noise frequency, noise intensity 	<ul style="list-style-type: none"> Identify the different types of pollution and give examples of how to prevent them.
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Discuss with students how behaviors can have an effect on the health of others in our community Instructional video Create a movement activity or game to kinesthetically learn concept 	<ul style="list-style-type: none"> Participate in games that have this component of health Create organizers or drawings 	1,2,3,4
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Grade Level Health Common Assessment 	Both	1,2,3,4
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?		
<i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Review and reteach 	<ul style="list-style-type: none"> Additional participation/practice. 	1,2,3,4
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?		
<i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Enrichment activities 	<ul style="list-style-type: none"> Create-a-game activities 	1,2,3,4

OBJECTIVE # 2	Recognize the factors (e.g., media, peers, self-concept) that influence decisions to use or abuse substances.	
REFERENCES/STANDARDS GLE	<ul style="list-style-type: none"> GLE RA3C3 	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Tobacco, alcohol, drugs, and household chemicals are dangerous to our bodies. 	<ul style="list-style-type: none"> Vocabulary- medicine, tobacco, drugs, chemicals, toxins, advertisement, media, role models 	<ul style="list-style-type: none"> Understand that there are negative influences on our decisions to use or not use TAOD. Give reasons why you should listen to your own refusal skills and not be influenced by others. Distinguish between products/substances that are safe to take under adult supervision, and those that are not safe.
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Discuss with students the importance of refusing to take unsafe products Instructional video Create a movement activity or game to kinesthetically learn concept 	<ul style="list-style-type: none"> Participate in games that have this component of health Create organizers or drawings 	1,2,3,4
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Grade Level Health Common Assessment 	Both	1,2,3,4
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?		
<i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Review and reteach 	<ul style="list-style-type: none"> Additional participation/practice. 	1,2,3,4
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?		
<i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Enrichment activities 	<ul style="list-style-type: none"> Create-a-game activities 	1,2,3,4



CONTENT AREA: Health

COURSE: Third Grade

UNIT TITLE: Injury Prevention and Safety

UNIT DURATION: 1 Week

<p>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</p> <ul style="list-style-type: none"> • Various instructional websites and videos. • District created mini lessons and games. 	<p>BIG IDEA(S):</p> <ul style="list-style-type: none"> • Use skills and health literacy necessary to make informed decisions.
<p>ENDURING UNDERSTANDINGS:</p> <ul style="list-style-type: none"> • Students will understand how to demonstrate safe practices to prevent injury to self and others. 	<p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> • How can I prevent injury to myself when participating in a sport or activity? • What do I do if someone gets hurt? • Why is it important to my health and well-being to follow safety rules?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
GLE RA2A3	Construct a plan of what to do when home alone (e.g., emergency phone list, not answering door, not using stove)	X	
GLE RA2B3	Create a plan that recognizes an emergency or non-emergency situation and how to respond (should I call 911)	X	
GLE RA2D3	Apply safe practices and procedures in and around water.		X

OBJECTIVE # 1	Construct a plan of what to do when home alone (e.g., emergency phone list, not answering door, not using stove).	
REFERENCES/STANDARDS GLE	<ul style="list-style-type: none"> GLE RA2A3 	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Having a plan for potential emergency situations can help me make the best decisions in a timely manner. 	<ul style="list-style-type: none"> Vocabulary- stranger, hazards 	<ul style="list-style-type: none"> Know what to do when home alone, and who to contact if help is needed.
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Instructional video Create a movement activity or game to kinesthetically learn concept 	<ul style="list-style-type: none"> Participate in games that have this component of health Create organizers or drawings Create a plan that with teacher and parental guidance 	1,2,3,4
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Grade Level Health Common Assessment 	Both	1,2,3,4
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Review and reteach 	<ul style="list-style-type: none"> Additional participation/practice. 	1,2,3,4
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Enrichment activities 	<ul style="list-style-type: none"> Create-a-game activities 	1,2,3,4

OBJECTIVE # 2	Create a plan that recognizes an emergency or non-emergency situation and how to respond (should I call 911).	
REFERENCES/STANDARDS GLE	<ul style="list-style-type: none"> GLE RA2B3 	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Some situations require help from a trusting and able adult. Others require help from first-responders. 	<ul style="list-style-type: none"> Vocabulary- emergency, life threatening 	<ul style="list-style-type: none"> Identify whether different situations are an emergency or non-emergency, and list the people who should be contacted for each.
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Discuss with students how to determine whether a situation is an emergency Instructional video Create a movement activity or game to kinesthetically learn concept 	<ul style="list-style-type: none"> Participate in games that have this component of health Create organizers or drawings Create a plan for various situations 	1,2,3,4
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Grade Level Health Common Assessment 	Both	1,2,3,4
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Review and reteach 	<ul style="list-style-type: none"> Additional participation/practice. 	1,2,3,4
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Enrichment activities 	<ul style="list-style-type: none"> Create-a-game activities 	1,2,3,4



CONTENT AREA: Health

COURSE: Third Grade

UNIT TITLE: Nutrition Principles and Practices

UNIT DURATION: 1 Week

<p>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</p> <ul style="list-style-type: none"> • Various instructional websites and videos. • District created mini lessons and games. • https://www.fns.usda.gov/tn/myplate 	<p>BIG IDEA(S):</p> <ul style="list-style-type: none"> • Use skills and health literacy necessary to make informed decisions.
<p>ENDURING UNDERSTANDINGS:</p> <ul style="list-style-type: none"> • Students will understand purpose of nutrition to our bodies, and how to properly handle and consume food. 	<p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> • What foods should I eat? • How much of a food should I eat? • How does food become energy?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
GLE HM2A3	Identify the six essential nutrients and their functions (carbohydrates, protein, fats, vitamins, minerals, water).	X	
GLE HM2C3	Explain the importance of nutrition facts on food labels in making healthy selections (e.g., serving size, calories, nutrients, ingredients).	X	
GLE HM2E3	Recognize that essential nutrients provide different amounts of energy (e.g., carbohydrates, protein, fats).		X
GLE HM2B3	Compare and contrast the relationship between body image and personal health (e.g., self-esteem, disease prevention).		X

OBJECTIVE # 1	Identify the six essential nutrients and their functions (carbohydrates, protein, fats, vitamins, minerals, water)	
REFERENCES/STANDARDS GLE	<ul style="list-style-type: none"> GLE HM2A3 	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Eating nutrient-dense foods from each of the food groups ensures that our bodies get a variety of vitamins and minerals. A healthy diet needs to include the six essential nutrients, as our bodies do not produce them or do not produce them in sufficient quantities. Carbohydrates are the body's main source of energy. Fats are used by the body to store energy. Proteins are building blocks for the body for growth and repair. Vitamins are substances needed in small amounts to help regulate body functions. Minerals are needed in small amounts to help control important chemical reactions in the body. Water is necessary for survival and helps move foods and nutrients through our bodies. 	<ul style="list-style-type: none"> Vocabulary- carbohydrates, protein, fats, vitamins, minerals, water, nutrients, portion, %DV 	<ul style="list-style-type: none"> Provide several examples of foods that contain a lot of an essential nutrient. Match the nutrient to its main function to the body.
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Provide examples of foods that contain sufficient amounts of a nutrient Instructional video Create a movement activity or game to kinesthetically learn concept 	<ul style="list-style-type: none"> Participate in games that have this component of health Create organizers or drawings 	1,2,3,4
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)

• Grade Level Health Common Assessment	Both	1,2,3,4
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?		
<i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Review and reteach	• Additional participation/practice.	1,2,3,4
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?		
<i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
• Enrichment activities	• Create-a-game activities	1,2,3,4

OBJECTIVE # 2	Explain the importance of nutrition facts on food labels in making healthy selections (e.g., serving size, calories, nutrients, ingredients).		
REFERENCES/STANDARDGLE	<ul style="list-style-type: none"> GLE HM2C3 		
WHAT SHOULD STUDENTS...			
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>	
<ul style="list-style-type: none"> Food Nutrition Label on foods, tell us what is in the food. Knowing the parts of the label can help us eat a healthy diet. Ingredients are listed in descending order by weight (The ingredient that weighs the most is listed first, and the ingredient that weighs the least is listed last). 	<ul style="list-style-type: none"> Vocabulary- calories, fat, serving size, servings per container, % Daily Value (DV), protein, sugar, fiber, cholesterol, sodium, vitamins, other ingredients 	<ul style="list-style-type: none"> Label major parts of a nutritional label. Recognize some “red flags” on nutritional labels (1 bottle of sport drink contains 3 servings, amount of sodium is very high). 	
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING			
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Discuss with students the parts of a label to look at when trying to choose good food Instructional video Create a movement activity or game to kinesthetically learn concept 	<ul style="list-style-type: none"> Participate in games that have this component of health Create organizers or drawings Bring in a food label from a package (cereal box, bag of potato chips, soda can) and identify the parts of the label 	1,2,3,4	
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?			
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Grade Level Health Common Assessment 	Both	1,2,3,4	
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>			
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Review and reteach 	<ul style="list-style-type: none"> Additional participation/practice. 	1,2,3,4	
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i>			
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Enrichment activities 	<ul style="list-style-type: none"> Create-a-game activities 	1,2,3,4	



CONTENT AREA: Health

COURSE: Third Grade

UNIT TITLE: Personal and Family Health

UNIT DURATION: 1 Week

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT: <ul style="list-style-type: none"> • Various instructional websites and videos. • District created mini lessons and games. 		BIG IDEA(S): <ul style="list-style-type: none"> • Use skills and health literacy necessary to make informed decisions. 	
ENDURING UNDERSTANDINGS: <ul style="list-style-type: none"> • Students will understand health related fitness and other behaviors that lead to general wellness. 		ESSENTIAL QUESTIONS: <ul style="list-style-type: none"> • How does physical activity enhance my personal health? • What behaviors help me to be healthy? • How does my body grow and change throughout my life? 	
WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?			
Standards, Concepts, Content, Skills, Products, Vocabulary			
REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
GLE HM1D3	Identify components of health related fitness.	X	
GLE HM1A3	Describe how personal health is enhanced by behaviors (include care of skin, teeth, gums, hair, eyes, nose, ears, nails).	X	
GLE HM1B3	Summarize how preventive health care enhances one's health (e.g., immunizations, regular health and dental care).		X
GLE HM1C3	Sequence the stages of the human life cycle (e.g., infant, toddler, preschool, school-age).		X

OBJECTIVE # 1	Identify components of health related fitness.		
REFERENCES/STANDARDS GLE	<ul style="list-style-type: none"> GLE HM1D3 		
WHAT SHOULD STUDENTS...			
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>	
<ul style="list-style-type: none"> If you're fit, your body works well, feels good, and can do all the things you want to do, like run around with your friends. 	<ul style="list-style-type: none"> Vocabulary- muscular strength, muscular endurance, cardiorespiratory (cardiovascular), flexibility, body composition, heart rate 	<ul style="list-style-type: none"> Give an example of an activity that contributes to each component of fitness. 	
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING			
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Discuss the benefits of exercise Participate in a variety activities, and ask the students to explain which of the fitness components they affect Instructional video Create a movement activity or game to kinesthetically learn concept 	<ul style="list-style-type: none"> Participate in games that have each component of health Create organizers or drawings Reflect on the exercises (I had to use the power in my legs to squat; I was using muscular strength) 	1,2,3,4	
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?			
ASSESSMENT DESCRIPTION		FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Grade Level Health Common Assessment 		Both	1,2,3,4
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?			
<i>Possible Interventions</i>			
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Review and reteach 	<ul style="list-style-type: none"> Additional participation/practice. 	1,2,3,4	
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?			
<i>Possible Extensions/Enrichments</i>			
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Enrichment activities 	<ul style="list-style-type: none"> Create-a-game activities 	1,2,3,4	

OBJECTIVE # 2	Describe how personal health is enhanced by behaviors (include care of skin, teeth, gums, hair, eyes, nose, ears, nails).	
REFERENCES/STANDARDS GLE	<ul style="list-style-type: none"> GLE HM1A3 	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Keeping your body clean is an important part of keeping you healthy and helping you to feel good about yourself. 	<ul style="list-style-type: none"> Vocabulary- hygiene 	<ul style="list-style-type: none"> Students will be able to list 3 positive personal health behaviors and tell how the behaviors can change the way they feel and/or the way others may view them.
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Instructional video Create a movement activity or game to kinesthetically learn concept 	<ul style="list-style-type: none"> Participate in games that have this component of health Create organizers or drawings 	1,2,3,4
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Grade Level Health Common Assessment 	Both	1,2,3,4
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Review and reteach 	<ul style="list-style-type: none"> Additional participation/practice. 	1,2,3,4
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Enrichment activities 	<ul style="list-style-type: none"> Create-a-game activities 	1,2,3,4



CONTENT AREA: Health

COURSE: Third Grade

UNIT TITLE: Social, Emotional and Mental Health

UNIT DURATION: 1 Week

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT: <ul style="list-style-type: none"> • Various instructional websites and videos. • District created mini lessons and games. 		BIG IDEA(S): <ul style="list-style-type: none"> • Use skills and health literacy necessary to make informed decisions. 	
ENDURING UNDERSTANDINGS: <ul style="list-style-type: none"> • Students will understand that communication is part of creating and building relationships with others. 		ESSENTIAL QUESTIONS: <ul style="list-style-type: none"> • How can I be a good friend? • In what ways do I contribute to my family and/or community? • What are my emotions and how can I express them safely? 	
WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?			
Standards, Concepts, Content, Skills, Products, Vocabulary			
REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
GLE FS2C3	Evaluate the importance of effective listening skills in building and maintaining relationships.	X	
GLE HM4D3b	Differentiate positive and negative stress and how they can affect a person.	X	
GLE FS2B3	Analyze the duties and responsibilities needed to be a contributing member of a social community (e.g., school, church, neighborhood, Girl/Boy Scouts, service).		X
GLE HM4A3	Identify the five steps of the decision making process.		X
GLE HM4B3	Define refusal skill (strategies that help you say no) and assertive skills (skills that allow you to behave with confidence).		X
GLE HM4D3a	Describe healthy activities and coping strategies to deal with uncomfortable feelings and emotions (e.g., ask a trusted adult, make a plan of action, exercise, speak up).		X
GLE HM4E3a	Define bullying and harassment and list acts of each (e.g., excluding from group, teasing, inflicting physical harm).		X
GLE HM4E3b	Define violence and identify the causes (e.g., anger, prejudice, child abuse, socio-economic status).		X

OBJECTIVE # 1	Evaluate the importance of effective listening skills in building and maintaining relationships.		
REFERENCES/STANDARDS GLE	<ul style="list-style-type: none"> GLE FS2C3 		
WHAT SHOULD STUDENTS...			
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>	
<ul style="list-style-type: none"> Actively listening to someone lets them know you care, and shows that you can be a good friend. 	<ul style="list-style-type: none"> Vocabulary- self-control, I-message 	<ul style="list-style-type: none"> Use an I-message to appropriately express your feelings. Repeat an I-message back to a friend. 	
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING			
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Model using an I-message Instructional video Create a movement activity or game to kinesthetically learn concept 	<ul style="list-style-type: none"> Participate in games that have this component of health Create organizers or drawings Take turns sharing a personal experience with a classmate to practice giving and receiving an I-message 	1,2,3,4	
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?			
ASSESSMENT DESCRIPTION		FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Grade Level Health Common Assessment 		Both	1,2,3,4
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?			
<i>Possible Interventions</i>			
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Review and reteach 	<ul style="list-style-type: none"> Additional participation/practice. 	1,2,3,4	
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?			
<i>Possible Extensions/Enrichments</i>			
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Enrichment activities 	<ul style="list-style-type: none"> Create-a-game activities 	1,2,3,4	

OBJECTIVE # 2	Differentiate positive and negative stress and how they can affect a person.	
REFERENCES/STANDARDS GLE	<ul style="list-style-type: none"> GLE HM4D3b 	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Stress can be positive when it triggers helpful changes in the body. Stress is negative if it harms health or causes you to perform poorly. 	<ul style="list-style-type: none"> Vocabulary - stress, stressor, healthful stress, harmful stress 	<ul style="list-style-type: none"> Explain the effects stressors have on your body for both positive and negative stress. Discuss positive stress for one person may be negative stress for another.
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Discuss the relationship between stress and a stressor Instructional video Create a movement activity or game to kinesthetically learn concept 	<ul style="list-style-type: none"> Participate in games that have this component of health Create organizers or drawings Role play Highlight and label parts of the body that can change due to stress 	1,2,3,4
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Grade Level Health Common Assessment 	Both	1,2,3,4
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?		
<i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Review and reteach 	<ul style="list-style-type: none"> Additional participation/practice. 	1,2,3,4
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?		
<i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Enrichment activities 	<ul style="list-style-type: none"> Create-a-game activities 	1,2,3,4

Fourth Grade



CONTENT AREA: Health

COURSE: Fourth Grade

UNIT TITLE: Anatomy and Physiology

UNIT DURATION: 1 Week

<p>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</p> <ul style="list-style-type: none"> • Various instructional websites and videos. • District created mini lessons and games. 	<p>BIG IDEA(S):</p> <ul style="list-style-type: none"> • Build an understanding of the concepts of the human body systems and disorders that affect them.
<p>ENDURING UNDERSTANDINGS:</p> <ul style="list-style-type: none"> • Students will understand structures and functions of the body. 	<p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> • What are the parts of my body, and how do they work together to help me in my day?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
GLE FS1B4	Describe how muscles affect overall health (burning calories, good posture, healthy heart).	X	
GLE FS1F4	Describe the function of the respiratory system (e.g., exchange of carbon dioxide and oxygen) between air sacs and capillaries.	X	
GLE FS1H4	Describe the processes of the digestive system (e.g., how the teeth, tongue, and saliva begin the digestive process) and how they are affected by lifestyle choices (e.g., diet, activity level, dental care).	X	
GLE FS1C4	Identify the different types of bones (e.g., long, flat, wide, short, and curved) and their functions (mineral storage, calcium, red blood cells, growth plates).		X
GLE FS1D4	Determine the cause/effect of healthy lifestyle choices as they relate to the three layers of skin (nutrition, hydration, exercise).		X
GLE FS1E4	Show the effects of lifestyle choices (e.g., high fat diet, physical activity) on the cardiorespiratory system and relate how the cardiorespiratory system affects quality of life.		X
GLE FS1G4	Define and distinguish between short-term and long-term memory.		X
GLE FS1I4	Label the major components (e.g., Kidneys, ureters, bladder, urethra) and functions of the urinary/excretory system (e.g., removes liquid waste from the body).		X
GLE FS1J4	Identify and describe the basic structure and functions of the endocrine system including growth (pituitary), reproduction (ovaries, testes), fight or flight responses (adrenal), energy, metabolism (thyroid).		X
GLE FS1K4	Identify and describe the basic structure and function of the male and female reproductive system (e.g., menstrual cycle, nocturnal emissions).		X
GLE FS1L4	Describe how to keep the immune system healthy and explain the principles of vaccination and immunization).		X

OBJECTIVE # 1	Describe how muscles affect overall health.	
REFERENCES/STANDARDS GLE	<ul style="list-style-type: none"> GLE FS1B4 	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Muscle strength and endurance can improve overall health by helping to fend off dangerous illnesses, helping to maintain a normal weight and helping avoid accidents that are likely with weak muscles. 	<ul style="list-style-type: none"> Vocabulary- muscular system, muscles, endurance 	<ul style="list-style-type: none"> Provide two examples of the body benefits from healthy muscles (other than fitness strength and endurance).
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Discuss with students the components and function of the muscular system and its connection to other systems Instructional video Create a movement activity or game to kinesthetically learn concept 	<ul style="list-style-type: none"> Participate in games that have this component of health Create organizers or drawings 	1,2,3,4
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Grade Level Health Common Assessment 	Both	1,2,3,4
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?		
<i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Review and reteach 	<ul style="list-style-type: none"> Additional participation/practice. 	1,2,3,4
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?		
<i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Enrichment activities 	<ul style="list-style-type: none"> Create-a-game activities 	1,2,3,4

OBJECTIVE # 2	Describe the function of the respiratory system (e.g., exchange of carbon dioxide and oxygen) between air sacs and capillaries.		
REFERENCES/STANDARDS GLE	<ul style="list-style-type: none"> GLE FS1F4 		
WHAT SHOULD STUDENTS...			
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>	
<ul style="list-style-type: none"> The respiratory system brings oxygen into the body, to the lungs and then into the blood. The respiratory system removes carbon dioxide from the blood, to the lungs and then leaves the body. 	<ul style="list-style-type: none"> Vocabulary- respiratory system, trachea, bronchi, bronchioles, alveoli, capillaries, lungs, blood, oxygen, carbon dioxide 	<ul style="list-style-type: none"> Trace the flow of air into and out of the body. Identify major parts of the respiratory system. 	
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING			
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Discuss with students the pathway of air into and exiting the body Instructional video Create a movement activity or game to kinesthetically learn concept 	<ul style="list-style-type: none"> Participate in games that have this component of health Create organizers or drawings 	1,2,3,4	
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?			
ASSESSMENT DESCRIPTION		FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Grade Level Health Common Assessment 		Both	1,2,3,4
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?			
<i>Possible Interventions</i>			
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Review and reteach 	<ul style="list-style-type: none"> Additional participation/practice. 	1,2,3,4	
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?			
<i>Possible Extensions/Enrichments</i>			
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Enrichment activities 	<ul style="list-style-type: none"> Create-a-game activities 	1,2,3,4	

OBJECTIVE # 3	Describe the processes of the digestive system (e.g., how the teeth, tongue, and saliva begin the digestive process) and how they are affected by lifestyle choices (e.g., diet, activity level, dental care).		
REFERENCES/STANDARDS	<ul style="list-style-type: none"> GLE FS1H4 		
WHAT SHOULD STUDENTS...			
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>	
<ul style="list-style-type: none"> The teeth, tongue and saliva begin the process of breaking down food. Your digestive system works hard to give your body energy from the food you eat. 	<ul style="list-style-type: none"> Vocabulary- digestive system, mouth, saliva, esophagus, stomach, small intestine, large intestine 	<ul style="list-style-type: none"> Explore the path food takes through the body. Identify and label the major parts of the digestive system. 	
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING			
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Discuss with students the pathway of food through the body Instructional video Create a movement activity or game to kinesthetically learn concept 	<ul style="list-style-type: none"> Participate in games that have this component of health Create organizers or drawings 	1,2,3,4	
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?			
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Grade Level Health Common Assessment 	Both	1,2,3,4	
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>			
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Review and reteach 	<ul style="list-style-type: none"> Additional participation/practice. 	1,2,3,4	
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i>			
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Enrichment activities 	<ul style="list-style-type: none"> Create-a-game activities 	1,2,3,4	



CONTENT AREA: Health

COURSE: Fourth Grade

UNIT TITLE: Disease Prevention and Control

UNIT DURATION: 1 Week

<p>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</p> <ul style="list-style-type: none"> • Various instructional websites and videos. • District created mini lessons and games. 	<p>BIG IDEA(S):</p> <ul style="list-style-type: none"> • Use skills and health literacy necessary to make informed decisions.
<p>ENDURING UNDERSTANDINGS:</p> <ul style="list-style-type: none"> • Students will understand environmental hazards and diseases, and how to control or prevent them from having a negative impact on their health. 	<p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> • What are risk factors to my health? • How can I prevent or reduce my chances of illness?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
GLE RA1B4	Explain how healthy behaviors enhance the body's basic line of defense (e.g., sleep, physical activity, healthy food choices)	X	
GLE RA4B4	Identify actual or potential risk factors and reduction methods within the environment that can affect one's health (e.g., wearing sunscreen, having parent change furnace filter)	X	
GLE RA1A4	Identify and describe basic causes, symptoms, treatments, and management of common communicable diseases and health problems.		X
GLE RA1C4	Identify that there are certain conditions and lifestyle behaviors that enhance both the growth and spread of pathogens (e.g., person-to-person, food, water, not washing hands, improper refrigeration, lack of purification)		X
GLE RA1E4	Describe how HIV affects the immune system		X
GLE RA3A4	Classify substances in the home according to proper and improper usage (e.g., bleach is for cleaning and not for ingesting; vitamins are one a day and not several a day)		X
GLE RA3B4	Identify the purposes of prescriptions, OTC drugs, and other natural substances (herbs) and how they can be used safely (e.g., treat illness, prevent health problems)		X
GLE RA3C4a	Describe how TAOD can affect the body systems (e.g., circulatory, respiratory, nervous)		X
GLE RA3C4b	Analyze the effects of choosing healthy alternatives rather than using or abusing substances.		X
GLE RA4A4	Compare the air quality between the smoking and non-smoking area of a restaurant and identify harmful effects of secondhand smoke.		X

OBJECTIVE # 1	Explain how healthy behaviors enhance the body's basic line of defense (e.g., sleep, physical activity, healthy food choices)		
REFERENCES/STANDARDS GLE	<ul style="list-style-type: none"> GLE RA1B4 		
WHAT SHOULD STUDENTS...			
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>	
<ul style="list-style-type: none"> Properly taking care of our on body can reduce the chances of illness and can help aid in the treatment of illness. 	<ul style="list-style-type: none"> Vocabulary- hygiene, nutrition 	<ul style="list-style-type: none"> Describe how proper sleep, physical activity, and healthy food choices help the body fight illness. 	
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING			
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Discuss with students how behaviors can have an effect on our own health Instructional video Create a movement activity or game to kinesthetically learn concept 	<ul style="list-style-type: none"> Participate in games that have this component of health Create organizers or drawings 	1,2,3,4	
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?			
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Grade Level Health Common Assessment 	Both	1,2,3,4	
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>			
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Review and reteach 	<ul style="list-style-type: none"> Additional participation/practice 	1,2,3,4	
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i>			
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Enrichment activities 	<ul style="list-style-type: none"> Create-a-game activities 	1,2,3,4	

OBJECTIVE # 2	Identify actual or potential risk factors and reduction methods within the environment that can affect one's health (e.g., wearing sunscreen, having parent change furnace filter).		
REFERENCES/STANDARDS GLE	<ul style="list-style-type: none"> GLE RA4B4 		
WHAT SHOULD STUDENTS...			
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>	
<ul style="list-style-type: none"> Preventative methods can reduce the impact that environmental risks can have on my body. 	<ul style="list-style-type: none"> Vocabulary- Air pollution, air quality, purification, safe food handling, UV Rays 	<ul style="list-style-type: none"> Give examples of how you can protect yourself and others from environmental factors. 	
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING			
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Discuss with students the importance of preventative methods Instructional video Create a movement activity or game to kinesthetically learn concept 	<ul style="list-style-type: none"> Participate in games that have this component of health Create organizers or drawings 	1,2,3,4	
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?			
ASSESSMENT DESCRIPTION		FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Grade Level Health Common Assessment 		Both	1,2,3,4
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>			
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Review and reteach 	<ul style="list-style-type: none"> Additional participation/practice. 	1,2,3,4	
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i>			
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Enrichment activities 	<ul style="list-style-type: none"> Create-a-game activities 	1,2,3,4	



CONTENT AREA: Health

COURSE: Fourth Grade

UNIT TITLE: Injury Prevention and Safety

UNIT DURATION: 1 Week

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT: <ul style="list-style-type: none"> • Various instructional websites and videos. • District created mini lessons and games. 		BIG IDEA(S): <ul style="list-style-type: none"> • Use skills and health literacy necessary to make informed decisions. 	
ENDURING UNDERSTANDINGS: <ul style="list-style-type: none"> • Students will understand how to demonstrate safe practices to prevent injury to self and others. 		ESSENTIAL QUESTIONS: <ul style="list-style-type: none"> • How can I prevent injury to myself when participating in a sport or activity? • What do I do if someone gets hurt? • Why is it important to my health and well-being to follow safety rules? 	
WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?			
Standards, Concepts, Content, Skills, Products, Vocabulary			
REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
GLE RA2A4	Assess personal environment and recognize the potential for danger in everyday situations (e.g., not wearing seatbelt, too many plugs in one outlet, telling a caller parents are out)	X	
GLE RA2C4	Predict the outcome when safety equipment is used/not used in physical activity.	X	
GLE RA2B4	Demonstrate basic first aid procedures for handling weather-related emergencies (e.g., hypothermia, frostbite, and heat exhaustion)		X
GLE RA2D4	Apply safe practices and procedures in and around water		X

OBJECTIVE # 1	Assess personal environment and recognize the potential for danger in everyday situations (e.g., not wearing seatbelt, too many plugs in one outlet, telling a caller parents are out)		
REFERENCES/STANDARDS GLE	<ul style="list-style-type: none"> GLE RA2A4 		
WHAT SHOULD STUDENTS...			
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>	
<ul style="list-style-type: none"> Being aware of my surroundings will help me assess the potential for danger in a situation. 	<ul style="list-style-type: none"> Vocabulary- hazards, risk factors 	<ul style="list-style-type: none"> Predict what may occur if the risk for danger is mis-assessed. (If I do not wear my seatbelt, I may be ejected from the vehicle.) 	
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING			
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Instructional video Create a movement activity or game to kinesthetically learn concept 	<ul style="list-style-type: none"> Participate in games that have this component of health Create organizers or drawings 	1,2,3,4	
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?			
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Grade Level Health Common Assessment 	Both	1,2,3,4	
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>			
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Review and reteach 	<ul style="list-style-type: none"> Additional participation/practice. 	1,2,3,4	
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i>			
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Enrichment activities 	<ul style="list-style-type: none"> Create-a-game activities 	1,2,3,4	

OBJECTIVE # 2	Predict the outcome when safety equipment is used/not used in physical activity.		
REFERENCES/STANDARDS GLE	<ul style="list-style-type: none"> GLE RA2C4 		
WHAT SHOULD STUDENTS...			
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>	
<ul style="list-style-type: none"> Protective gear is recommended to keep my body safe while participating in a sport or physical activity. 	<ul style="list-style-type: none"> Vocabulary- helmet, pads, guards, goggles 	<ul style="list-style-type: none"> Describe what can happen if protective gear is not used. Describe how to correctly wear protective gear. 	
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING			
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Discuss with students why protective gear is necessary Instructional video Create a movement activity or game to kinesthetically learn concept 	<ul style="list-style-type: none"> Participate in games that have this component of health Create organizers or drawings 	1,2,3,4	
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?			
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Grade Level Health Common Assessment 	Both	1,2,3,4	
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?			
<i>Possible Interventions</i>			
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Review and reteach 	<ul style="list-style-type: none"> Additional participation/practice. 	1,2,3,4	
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?			
<i>Possible Extensions/Enrichments</i>			
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Enrichment activities 	<ul style="list-style-type: none"> Create-a-game activities 	1,2,3,4	



CONTENT AREA: Health

COURSE: Fourth Grade

UNIT TITLE: Nutrition Principles and Practices

UNIT DURATION: 1 Week

<p>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</p> <ul style="list-style-type: none"> • Various instructional websites and videos. • District created mini lessons and games. • https://www.fns.usda.gov/tn/myplate 	<p>BIG IDEA(S):</p> <ul style="list-style-type: none"> • Use skills and health literacy necessary to make informed decisions.
<p>ENDURING UNDERSTANDINGS:</p> <ul style="list-style-type: none"> • Students will understand purpose of nutrition to our bodies, and how to properly handle and consume food. 	<p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> • What foods should I eat? • How much of a food should I eat? • How does food become energy?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
GLE HM2B4	Make decisions regarding food choices based on balance (e.g., food log, meal planning, grocery shopping) moderation and variety.	X	
GLE HM2D4	Describe proper food guidelines and storage (e.g., expiration date, refrigerated vs. non-refrigerated food)	X	
GLE HM2A4a	Identify the sources and basic functions of the six essential nutrients including fiber, and locate five essential nutrients (carbohydrates, fats, proteins, vitamins, minerals) on food labels and recognize that this information helps one make healthy food choices.		X
GLE HM2A4b	Describe the relationship between food intake and energy.		X

OBJECTIVE # 1	Make decisions regarding food choices based on balance (e.g., food log, meal planning, grocery shopping) moderation and variety.		
REFERENCES/STANDARDS GLE	<ul style="list-style-type: none"> GLE HM2B4 		
WHAT SHOULD STUDENTS...			
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>	
<ul style="list-style-type: none"> Meal planning helps prepare us to make the healthiest choices when purchasing groceries or consuming food. Keeping a log of foods we eat helps us be mindful of what we put in our bodies, and helps us to see gaps in our nutrition. 	<ul style="list-style-type: none"> Vocabulary- carbohydrates, protein, fats, vitamins, minerals, water, nutrients, portion, %DV, balance 	<ul style="list-style-type: none"> Design a menu and list the groceries that are needed to create the meal. Evaluate a food log. 	
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING			
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Demonstrate meal planning, and keeping a food log Instructional video Create a movement activity or game to kinesthetically learn concept 	<ul style="list-style-type: none"> Participate in games that have this component of health Create organizers or drawings Create a grocery list Keep a weekly food log 	1,2,3,4	
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?			
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Grade Level Health Common Assessment 	Both	1,2,3,4	
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?			
<i>Possible Interventions</i>			
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Review and reteach 	<ul style="list-style-type: none"> Additional participation/practice. 	1,2,3,4	
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?			
<i>Possible Extensions/Enrichments</i>			
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Enrichment activities 	<ul style="list-style-type: none"> Create-a-game activities 	1,2,3,4	

OBJECTIVE # 2	Describe proper food guidelines and storage (e.g., expiration date, refrigerated vs. non-refrigerated food)	
REFERENCES/STANDARDS GLE	<ul style="list-style-type: none"> GLE HM2D4 	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Following the CORE FOUR practices when handling food helps prevent foodborne illness. (Clean, Separate, Cook, Chill). 	<ul style="list-style-type: none"> Vocabulary- clean, separate, cook, chill, cross-contaminate, temperature, perishables, defrost, thaw, raw, expiration 	<ul style="list-style-type: none"> Give one example of each of the CORE FOUR practices (e.g., Clean-Wash hands; Separate-Never place cooked food on a plate that previously had raw meat; Cook-Cook eggs until yolk and whites are firm; Chill-Never defrost food at room temperature).
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Discuss with students the basics of food handling Instructional video Create a movement activity or game to kinesthetically learn concept 	<ul style="list-style-type: none"> Participate in games that have this component of health Create organizers or drawings Identify food dangers in different scenarios 	1,2,3,4
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Grade Level Health Common Assessment 	Both	1,2,3,4
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?		
<i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Review and reteach 	<ul style="list-style-type: none"> Additional participation/practice. 	1,2,3,4
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?		
<i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Enrichment activities 	<ul style="list-style-type: none"> Create-a-game activities 	1,2,3,4



<p>CONTENT AREA: Health</p> <p>COURSE: Fourth Grade</p>	<p>UNIT TITLE: Personal and Family Health</p> <p>UNIT DURATION: 1 Week</p>
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<p>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</p> <ul style="list-style-type: none"> • Various instructional websites and videos. • District created mini lessons and games. 		<p>BIG IDEA(S):</p> <ul style="list-style-type: none"> • Use skills and health literacy necessary to make informed decisions. 	
<p>ENDURING UNDERSTANDINGS:</p> <ul style="list-style-type: none"> • Students will understand health related fitness and other behaviors that lead to general wellness. 		<p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> • How does physical activity enhance my personal health? • What behaviors help me to be healthy? • How does my body grow and change throughout my life? 	
<p>WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?</p>			
<p>Standards, Concepts, Content, Skills, Products, Vocabulary</p>			
REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
GLE HM1A4	Classify activities as they relate to the health related fitness components and identify behaviors, that if performed regularly, can contribute to a healthy lifestyle (eating breakfast daily, not smoking, adequate sleep, maintain normal weight, regular physical activity, avoiding alcohol, healthy snacking)	X	

OBJECTIVE # 1	Classify activities as they relate to the health related fitness components and identify behaviors, that if performed regularly, can contribute to a healthy lifestyle.	
REFERENCES/STANDARDS GLE	<ul style="list-style-type: none"> GLE HM1A4 	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> If you're fit, your body works well, feels good, and can do all the things you want to do, like run around with your friends. If you eat, sleep and keep your body clean, your body works well and feels good. When your body feels good, you may have a positive self-image. 	<ul style="list-style-type: none"> Vocabulary- muscular strength, muscular endurance, cardiorespiratory (cardiovascular), flexibility, body composition, heart rate, hygiene, sleep, nutrition 	<ul style="list-style-type: none"> Give an example of an activity that contributes to each component of fitness. List other habits that contribute to wellness.
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Discuss the benefits of exercise Participate in a variety activities, and ask the students to explain which of the fitness components they affect Instructional video Create a movement activity or game to kinesthetically learn concept 	<ul style="list-style-type: none"> Participate in games that have each component of health Create organizers or drawings Reflect on the exercises (I had to use the power in my legs to squat; I was using muscular strength) Reflect on healthy behaviors that were performed in a given day, and how you would feel if you forgot to perform them 	1,2,3,4
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Grade Level Health Common Assessment 	Both	1,2,3,4
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Review and reteach 	<ul style="list-style-type: none"> Additional participation/practice. 	1,2,3,4
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Enrichment activities 	<ul style="list-style-type: none"> Create-a-game activities 	1,2,3,4



<p>CONTENT AREA: Health</p> <p>COURSE: Fourth Grade</p>	<p>UNIT TITLE: Social, Emotional and Mental Health</p> <p>UNIT DURATION: 1 Week</p>
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<p>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</p> <ul style="list-style-type: none"> • Various instructional websites and videos. • District created mini lessons and games. 	<p>BIG IDEA(S):</p> <ul style="list-style-type: none"> • Use skills and health literacy necessary to make informed decisions.
<p>ENDURING UNDERSTANDINGS:</p> <ul style="list-style-type: none"> • Students will understand that communication is part of creating and building relationships with others. 	<p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> • How can I be a good friend? • In what ways do I contribute to my family and/or community? • What are my emotions and how can I express them safely?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
GLE HM4C4	Assess situations that may require coping strategies (e.g., loneliness, boredom, grief, anger, shyness and list assets that would help address these situations).	X	
GLE HM4A4	Explain and cite examples where the decision making process may be used (e.g., choosing sports, snacks, friends).	X	
GLE HM4B4	Identify steps of conflict resolution 1) identify the conflict; 2) agree to disagree; 3) listen to each other; 4) negotiate; 5) compromise on a solution.		X
GLE HM4D4	Identify personal stressors in daily living (e.g., large groups, tests, family pressures, too busy, language barriers) and describe strategies to deal with these stressors (coping, time management, decision-making).		X
GLE HM4E4a	Describe strategies to prevent bullying (e.g., avoid being alone, stay away from people who fight, ignore insults).		X
GLE HM4E4b	Describe strategies to prevent violence (e.g., count to 10 before acting, talk to a trusted adult about feelings, physical activity, channel energy into worthwhile activity).		X
GLE FS2B4	Relate the effects of human actions towards people with diverse backgrounds and demonstrate ways to effectively communicate with them.		

OBJECTIVE # 1	Assess situations that may require coping strategies (e.g., loneliness, boredom, grief, anger, shyness and list assets that would help address these situations).		
REFERENCES/STANDARDS GLE	<ul style="list-style-type: none"> GLE HM4C4 		
WHAT SHOULD STUDENTS...			
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>	
<ul style="list-style-type: none"> Coping skills are brain habits. Learning coping skills can prepare me for emotional changes and challenges, and give me confidence to get over everyday upsets. 	<ul style="list-style-type: none"> Vocabulary- coping skills 	<ul style="list-style-type: none"> List 3 situations that may require a coping strategy, and provide a coping strategy for each. 	
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Discuss common emotionally upsetting experiences Provide various coping strategies Instructional video Create a movement activity or game to kinesthetically learn concept 	<ul style="list-style-type: none"> Participate in games that have this component of health Create organizers or drawings Take turns sharing a personal experience with a classmate, and brainstorm effective coping strategies used 	1,2,3,4	
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?			
ASSESSMENT DESCRIPTION		FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Grade Level Health Common Assessment 		Both	1,2,3,4
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>			
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Review and reteach 	<ul style="list-style-type: none"> Additional participation/practice. 	1,2,3,4	
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i>			
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Enrichment activities 	<ul style="list-style-type: none"> Create-a-game activities 	1,2,3,4	

OBJECTIVE # 2	Explain and cite examples where the decision making process may be used (e.g., choosing sports, snacks, friends).	
REFERENCES/STANDARDS GLE	<ul style="list-style-type: none"> GLE HM4A4 	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> We make many decisions everyday. Some decisions are easy, and some are not. Making responsible decisions means knowing what to do in difficult. 	<ul style="list-style-type: none"> Vocabulary- responsible decisions, resistance skill 	<ul style="list-style-type: none"> Identify situations when you might need health facts, products or services to make a responsible decisions.
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Discuss the <i>Guidelines for Making Responsible Decisions™</i> Instructional video Create a movement activity or game to kinesthetically learn concept 	<ul style="list-style-type: none"> Participate in games that have this component of health Create organizers or drawings Role play Evaluate scenarios where a decision should be made. Use the 4-step process to make the responsible decision 	1,2,3,4
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Grade Level Health Common Assessment 	Both	1,2,3,4
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Review and reteach 	<ul style="list-style-type: none"> Additional participation/practice. 	1,2,3,4
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Enrichment activities 	<ul style="list-style-type: none"> Create-a-game activities 	1,2,3,4

HEALTH EDUCATION GRADE-LEVEL EXPECTATIONS

**Missouri Department of Elementary and Secondary Education
May, 2007**

HEALTH EDUCATION GRADE LEVEL EXPECTATIONS

The Health Education Grade Level Expectations (GLEs) represent content that Missouri students are expected to know at each grade level. The GLEs are not a curriculum. They are, however, the learner outcomes that should be assessed at the local level to appraise student achievement. The GLEs should not be taught in isolation. Rather, they should be bundled together where possible into well-planned, sequential, and targeted lessons to accomplish district objectives to meet the Show-Me Standards.

Alignment to the Missouri Show-Me Content standards is found in the row titled "State Standards." The row titled "National Standards" refers to standards from the *National Health Education Standards, Second Edition*, published by The American Cancer Society (2007).

The following coding system should be used to reference the Health Education GLEs:

STRANDS:

FS = Functions and Interrelationships of Systems

ME = Health Maintenance and Enhancement

RA = Risk Assessment and Reduction

BIG IDEAS:

Use the numeral preceding the Big Idea

CONCEPTS:

Use the capital letter designation

EX: The GLE "recognize the four basic rules of food handling" can be found in the *Physical Health Maintenance and Enhancement* strand (ME), under the second Big Idea – *Nutrition (2)*, in the concept *Food Handling and Safety (D)* in grade 2. Therefore, the code for that particular GLE is: **ME2D2**. Generally avoid the use of periods or dashes in the coding.

1. Structure and Functions of the Body

A.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
Sensory System	Identify the five senses	Illustrate the functions of the five senses (e.g., eyes to see)		<p>Classify the five sense organs and their parts (e.g., iris, ear canal, olfactory bulb, taste buds, nasal cavity) and explain how the five senses are used in personal and social environment (e.g., gathering information, making observations, drawing conclusions)</p> <p>Name the major parts, functions and disorders of the sensory organs (e.g., near-sightedness, far-sightedness, hearing loss)</p>						Investigate disorders, their treatments, and prevention techniques to maintain a healthy sensory system (e.g., hearing loss, glaucoma, near and far-sightedness, halitosis, numbness, tingling)
State Standards	HPE 1	HPE 1		HPE 1						HPE 1, HPE 3
National Standards	NH 1	NH 1		NH 1						NH 3

1. Structure and Functions of the Body										
B.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
Muscular System	Tell why people have muscles	Identify a muscle in each region of the body (e.g., arms, torso, legs)	Describe the functions of the muscular systems and provide examples (e.g., muscles pull on bones to move the joints, move food through the body)	Recognize the major muscles of the muscular system (e.g., deltoid, tricep, abdominal, quadricep)	Describe how muscles affect overall health (e.g., burning calories, good posture, healthy heart)	Explain ways in which the muscular and other body systems work together	Classify the three different types of muscle tissue (smooth, cardiac, skeletal) and differentiate between voluntary and involuntary muscle movement	Explain how muscles work in pairs for movement to occur and provide examples (e.g., flexors and extensors, bicep contracts and tricep extends to flex your elbow bringing hand to shoulder)		Investigate disorders, their treatment, and prevention techniques to maintain a healthy muscular system (e.g., muscular dystrophy, muscle cramps, tendonitis, muscle strains)
	State Standards	HPE 1	HPE 1	HPE1	HPE 1	HPE 1	HPE 1	HPE 1		HPE 1, HPE 3
	National Standards	NH 1	NH 1	NH 1	NH 1	NH 1	NH 1	NH 1		NH 3
Skeletal System	Tell why people have bones	Identify a bone in each region of the body (i.e., head, arms, torso, and legs)	Describe the functions of the skeletal system (e.g., protects body parts, supports the framework, works with muscles)	Categorize and label different bones by body parts (e.g., leg-tibia, arms-humerus, head-skull, torso-spine)	Identify the different types of bones (i.e., long, flat, wide, short, and curved) and their functions (mineral storage, calcium, red blood cells, growth plates)		Differentiate among the types of joints in the skeletal system (e.g., ball and socket, hinge, gliding, pivot, moveable, and immovable)	Explain how the skeletal system supports and protects other body systems (e.g., circulatory, muscular, nervous)		Investigate disorders, their treatment, and prevention techniques to maintain a healthy skeletal system (e.g., osteoporosis, arthritis, sprain, scoliosis)
	State Standards	HPE 1	HPE 1	HPE 1	HPE 1	HPE 1		HPE 1	HPE 1	HPE 1, HPE 3
	National Standards	NH 1	NH 1	NH 1	NH 1	NH 1		NH 1	NH 1	NH 3

1. Structure and Functions of the Body

D.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
Integumentary System (skin)			Describe the function of the skin (e.g., protection)	Identify the major components and functions of the integumentary system (i.e., skin, hair, nails)	Determine the cause/effect of healthy lifestyle choices as they relate to the three layers of skin (nutrition, hydration, exercise)	<p>Formulate ways to protect skin from environmental damage</p> <p>Explain ways in which the integumentary system works with the sensory organs</p> <p>Recognize the importance of self and regular check-ups for skin abnormalities</p>				
State Standards			HPE 1	HPE 1	HPE 1	HPE 1				
National Standards			NH 1	NH 1	NH 5	NH 5, NH 7				

1. Structure and Functions of the Body											
E.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12	
Cardio-respiratory/Circulatory System	Show the location of the heart	Predict what happens to your heart rate during physical activity	Identify the major components (i.e., blood vessels, heart) and functions (e.g., transport blood throughout the body) of the cardio-respiratory system Name the major functions of the cardio-respiratory system	Identify the cause and effect of lifestyles choices (e.g., activity, diet, tobacco use) on the cardio-respiratory system (e.g., healthy heart vs. unhealthy heart, blocked blood vessels, lung capacity) Identify the cause and effect of an active vs. inactive lifestyle on the cardio-respiratory system (e.g., healthy vs. unhealthy heart and lungs)	Show the effects of lifestyle choices (e.g., high fat diet, physical activity) on the cardio-respiratory system and relate how the cardio-respiratory system affects quality of life	Identify the types of blood vessels (i.e., arteries, veins, capillaries) Identify the chambers of the heart (i.e., atrium, ventricle) Identify types of blood cells (i.e., red, white, platelets) Explain ways in which the cardio-respiratory system interacts with other systems		Analyze how aerobic exercise impacts an individual physically, mentally, and emotionally		Investigate disorders, their treatments, and prevention techniques to maintain a healthy cardio-respiratory system (e.g., high blood pressure, anemia, hemophilia, sickle cell, asthma, allergies, bronchitis, pneumonia)	
	State Standards	HPE 1	HPE 1	HPE 1	HPE 1	HPE 1	HPE 1		HPE 1		HPE 1, HPE 3
	National Standards	NH 1	NH 1	NH 1	NH 1	NH 5	NH 1		NH 1		NH 3

1. Structure and Functions of the Body										
F.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
Respiratory System		Identify the basic components of the respiratory system (e.g., nose, mouth, lungs)	Identify additional components of the respiratory system (e.g., trachea, bronchial tubes, diaphragm, alveoli)	Identify common problems, symptoms, and treatment of breathing disorders (e.g., asthma, bronchitis) Identify the cause and effect of lifestyle choices on the respiratory system (e.g., inactivity, tobacco)	Describe the function of the respiratory system (e.g., exchange of carbon dioxide and oxygen) between air sacs and capillaries		Illustrate air flow through the respiratory system and it's relationship to the circulatory system	Measure respiratory rates during inactivity and activity		
State Standards		HPE 1	HPE 1	HPE 1	HPE 1		HPE 1	HPE 1		HPE 1, HPE 3
National Standards		NH 1	NH 1	NH 1	NH 1		NH 1	NH 1		NH 3

1. Structure and Functions of the Body										
G.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
Nervous System				Identify the major components and functions of the nervous system (i.e., brain, spinal cord, nerves)	Define and distinguish between short-term and long-term memory	Summarize the functions of the nervous system (e.g., sending and receiving messages, regulating body functions), serving as the body's control center for five senses (emotions, speech, coordination, balance, and learning)	Investigate how environment affects learning Distinguish between the CNS and PNS (Central Nervous System and Peripheral Nervous System)	Describe how healthy lifestyle choices (e.g., exercise, diet, sleep) affect the functioning of the central nervous system and peripheral nervous system (e.g., exercise increases endorphins, stress relief, mental alertness)	Analyze how learning is influenced by the brain's short term and long term memory, environmental learning styles and learning strategies (e.g., multiple intelligences, cooperative learning, hypothesis, inquiry)	Investigate disorders, their treatment, and prevention techniques to maintain a healthy nervous system (e.g., mental disorders, spinal cord injuries, cerebral palsy, meningitis, chemical imbalances, hives, shingles, multiple sclerosis, Parkinson's, epilepsy)
	State Standards			HPE1	HPE 1	HPE 1	HPE 1	HPE 1, HPE 2	HPE 1	HPE 1, HPE 3
	National Standards			NH 1	NH 1	NH 1	NH 1, NH 3	NH 1	NH 1	NH 3

1. Structure and Functions of the Body

H.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
Digestive System				Identify the major components (e.g., mouth, esophagus, stomach, small intestine, large intestine) and functions of the digestive system	Describe the processes of the digestive system (e.g., how the teeth, tongue, and saliva begin the digestive process) and how they are affected by lifestyle choices (e.g., diet, activity level, dental care)	Explain ways in which the digestive and other body systems work together	Identify the function of each organ in the digestive system (e.g., stomach-digestive juices, pancreas-insulin, gall bladder-storage of bile, liver-removes toxins, small intestines-absorbs nutrients, large intestines-removes solid waste) as it relates to overall health			List the most common disorders, describe how to treat them and prevention techniques to maintain a healthy digestive system (e.g., ulcers, irritable bowel syndrome, Crohn's Disease, diarrhea, constipation, gall stones, colon cancer)
State Standards				HPE 1	HPE 1	HPE 1	HPE 1			HPE 1, HPE 3
National Standards				NH 1	NH 1	NH 1	NH 1			NH 1

1. Structure and Functions of the Body										
I.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
Urinary/Excretory System					Label the major components (i.e., kidneys, ureters, bladder, urethra) and functions of the urinary/excretory system (e.g., removes liquid waste from the body)	Explain ways in which the urinary/excretory works with other body systems		Relate how health behaviors affect the urinary/excretory system		Investigate disorders, their treatment, and prevention techniques to maintain a healthy urinary/excretory system (e.g., kidney stones, urinary tract infections, nephritis)
	State Standards				HPE 1	HPE 1		HPE 1, HPE 2		HPE 1, HPE 3
	National Standards				NH 1	NH 1		NH 1		NH 3

1. Structure and Functions of the Body										
J.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
Endocrine System					Identify and describe the basic structure and functions of the endocrine system including growth (pituitary), reproduction (ovaries, testes), fight or flight responses (adrenal), energy, metabolism (thyroid)	Explain ways in which the endocrine and nervous systems work together	Describe how the endocrine system affects all other body systems		Relate a function of each endocrine gland (e.g., thyroid-metabolism; pituitary-master hormonal gland and height; adrenal-fight or flight; pancreas-insulin; ovaries-eggs; testes-sperm) and how it is impacted by lifestyle choices	Investigate disorders, their treatments, and prevention techniques to maintain a healthy endocrine system (e.g., thyroid cancer, type II diabetes, chemical imbalances) List the causes of type II diabetes and describe management procedures and prevention techniques
State Standards					HPE 1	HPE 1	HPE 1		HPE 1, HPE2	HPE 1, HPE 3
National Standards					NH 1	NH 1	NH 1		NH 1	NH 1, NH 3

1. Structure and Functions of the Body

K.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
Reproductive System					Identify and describe the basic structure and function of the male and female reproductive system (e.g., menstrual cycle, nocturnal emissions)	Research and analyze the physical, emotional, social, and intellectual changes occurring during puberty	Describe how hormones are responsible for the development of secondary sex characteristics and for the production and release of reproductive cells, allowing the opportunity for fertilization	Distinguish between dominant and recessive traits	Describe the impact heredity and lifestyle choices have on the reproductive system functions and disease formation Explain how to maintain a healthy reproductive system Identify cancer signs and symptoms and explain the importance of monthly self-examinations	Recognize normal vs. abnormal conditions of the reproductive system Explain how the following affect the functioning of the reproductive system: ovarian cysts, HPV/cervical cancer, premenstrual syndrome, infertility, ovarian cancer, testicular cancer, and prostate cancer Discuss the importance of routine physical examinations and tests (e.g., pap smears, mammograms, prostate examination) to reduce the risks of problems related to cancer and other chronic diseases
State Standards					HPE 1	HPE 1	HPE 1	HPE 1	HPE 1	HPE 1, HPE 2, HPE 3
National Standards					NH 1	NH 3	NH 1	NH 1	NH 1	NH 1

1. Structure and Functions of the Body

L.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
Lymphatic-Immune System					Describe how to keep the immune system healthy and explain the principles of vaccination and immunization		Label the major components (i.e., lymph nodes, lymph vessels, tonsils, thymus, spleen) and identify the functions of the lymphatic system (e.g., recognizes and destroys invading pathogens, immunity)			Investigate disorders, their treatments, and prevention techniques to maintain a healthy lymphatic/immune system (e.g., common cold, influenza, tonsillitis, strep throat)
State Standards					HPE 1		HPE 1			HPE 1, HPE 2, HPE 3
National Standards					NH 1		NH 1			NH 3

2. Social, Emotional and Mental Health										
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
A.	State qualities of a good friend	Identify responsibilities within a family and describe characteristics needed to be a responsible family member	Recognize the influence peers have on people (shared interest, goals, and values)			Identify how family, friends, and culture can influence personal health practices and decisions	Differentiate between negative and positive peer pressure and discuss reversal techniques			Cite evidence that supports the rights both individuals and the communities have when making social health decisions
	Influence of Family and Peers	Recognize similarities and differences of families					Evaluate ideas and perspectives regarding the influence that family, friends, and culture have on health choices and behaviors during adolescence			Describe patterns of physical, social, and mental/emotional health that promote healthy long-term relationships (e.g., dating, work environment, friendship, and marriage)
State Standards	HPE 2	HPE 2	HPE 2			HPE 2	HPE 5			HPE 2
National Standards	NH 2	NH 2	NH 2			NH 2	NH 2			NH 2, NH 8
B.		Recognize how each person has a unique contribution (e.g., physical, mental, cultural, ethnicity) to their community (e.g., classroom, school, neighborhood)	Identify the cause and effect of one's actions on others	Analyze the duties and responsibilities needed to be a contributing member of a social community (e.g., school, church, neighborhood, Girl/Boy Scouts, service)	Relate the effects of human actions towards people with diverse backgrounds and demonstrate ways to effectively communicate with them	Recognize situations where the perspective of others may differ from your own				Develop a list of attributes needed to live effectively with others
	Responsibilities in Society									
State Standards		HPE 2	HPE 2	HPE 2	HPE 2	HPE 2				HPE 2
National Standards		NH 2	NH 2	NH 8	NH 2, NH 4	NH 2				NH 2

2. Social, Emotional and Mental Health										
C.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
Communication Skills	Recognize different emotions	Identify a variety of feelings and situations that may require adult assistance	Identify appropriate ways to express needs, wants, and feelings (e.g., dealing with anger, model attentive listening skills)	Evaluate the importance of effective listening skills in building and maintaining relationships		Define defense mechanisms (constructive or destructive) as a means for handling emotions (e.g., talking it out vs. shutting down)	Describe how to constructively manage feelings caused by disappointment, stress, separation or loss Model healthy communication skills through exchange of information, questions, and ideas while recognizing the perspective of others	Formulate scenarios that will illustrate potential problems or difficult situations	Analyze ways individuals can respond to the various needs and characteristics of diverse people including those with different abilities, chronic diseases, different ethnic and cultural backgrounds	Compare and contrast constructive versus destructive defense mechanisms as a means for handling one's emotions Predict how the dynamics of relationships with family, groups, and community change as the individual matures
	Identify appropriate ways of expressing feelings and recognize verbal and nonverbal cues associated with each (e.g., happy, sad, mad, and afraid)									
	State Standards	HPE 2	HPE 2	HPE 2	HPE 2		HPE 2	HPE 2	HPE 2	HPE 2
National Standards	NH 4	NH 4	NH 4	NH 4		NH 4	NH 4	NH 4	NH 4	NH 4

1. Personal and Family Health

		Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
A.	Personal Health	Identify behaviors that keep a person healthy (e.g., physical activity, sleep, good nutrition, clothing, hygiene)	Show the cause and effect of healthy behaviors (e.g., physical activity, sleep, good nutrition, clothing, hygiene)	Identify and show good oral hygiene (e.g., brushing, flossing, dental exams)	Describe how personal health is enhanced by behaviors (include care of skin, teeth, gums, hair, eyes, nose, ears, nails)	Classify activities as they relate to the health related fitness components and identify behaviors, that if performed regularly, can contribute to a healthy lifestyle (eating breakfast daily, not smoking, adequate sleep, maintain normal weight, regular physical activity, avoiding alcohol, healthy snacking)	Create a personal health plan that includes balanced nutrition, physical activity, hygiene, adequate sleep, no alcohol, healthy snacking	Identify body changes during puberty and proper hygiene practices (e.g., acne)	Critique personal behaviors and their cause and effect that relate to the following choices: eating breakfast daily; refraining from the use of tobacco and alcohol; sleeping six to eight hours a night; maintaining a healthy weight; daily moderate to vigorous physical activities; making healthy food choices (fruits, vegetables, whole grains, portion sizes)	Analyze how social, emotional, physical, and mental health affect wellness	Show the steps used in the problem solving model to examine system functions and disease formation encountered in daily living situations (e.g., lead poisoning, second-hand smoke)
		State Standards	HPE 2	HPE 2	HPE 2	HPE 2	HPE 2, HPE 5	HPE 2	HPE 2	HPE 2, HPE 5	HPE 2
	National Standards	NH 1	NH 1	NH 1	NH 1	NH 1	NH 1	NH 1	NH 1	NH 1	NH 1

1. Personal and Family Health

1. Personal and Family Health										
B.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
Preventive Care		Identify preventive health care (e.g., immunizations, regular health and dental check-ups)		Summarize how preventive health care enhances one's health (e.g., immunizations, regular health and dental care)			Identify various health needs during adolescence (e.g., mental, emotional, social, and physical, hygiene)	Predict problems that may occur due to insufficient or lack of preventive care for health needs	Assess personal health needs during adolescence and apply strategies to address those needs or problems	Discuss the concept of preventive care and its importance in maintaining and improving health
	State Standards		HPE 3		HPE 3		HPE 5	HPE 3	HPE 5	HPE 3
	National Standards		NH 1		NH 1		NH 1	NH 1	NH 5	NH 1

1. Personal and Family Health

1. Personal and Family Health										
C.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
Growth and Development			Describe how people grow and change throughout life (physically, mentally, emotionally, and socially)	Sequence the stages of the human life cycle (e.g., infant, toddler, preschool, school-age)		Recognize the rapid changes in adolescent development (e.g., social, emotional, physical, intellectual growth)	Compare and contrast factors that can affect growth and development which one can alter, enhance, or adapt (e.g., heredity, family, environment, physical activity, hormones, disease)	Sequence the process and events of the human life cycle including fertilization, fetal development and birth		
State Standards			HPE 1	HPE 1		HPE 1, HPE 2	HPE 2	HPE 1		
National Standards			NH 1	NH 1		NH 1	NH 1	NH 1		

1. Personal and Family Health

1. Personal and Family Health										
D.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
Health and Skill Related Fitness	Recognize that active play makes people strong and healthy	Recognize that physical activity increases heart and respiratory rate	Describe how physical activity makes a person's body stronger (e.g., helps develop strength, endurance, flexibility, and body composition)	Identify components of health related fitness		Distinguish individual strengths and weaknesses in health-related fitness		Distinguish the differences between health and skill related fitness		Analyze factors (e.g., time, cost, accessibility) and benefits (physical and psychological) related to regular participation in physical activity Analyze present fitness levels to create a personal fitness plan which meets current and future needs necessary for the maintenance of total fitness
	State Standards	HPE 4	HPE 4	HPE 4		HPE 4		HPE 4		HPE 4
	National Standards	NH 1	NH 1	NH 1		NH 1		NH 1		NH 1

2. Nutrition										
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
A. Essential Nutrients and Food Groupings		<p>Recognize that foods come from plant and animal sources and provide the body with fuel (energy)</p> <p>Recognize that food fits into different groups and that different amounts are needed from each food group for healthy eating (i.e., grains, fruits, vegetables, dairy, beans, meats)</p>	<p>Identify healthy food choices (see MyPyramid.gov) in each of the five food groups (sorting play food or pictures into food groups)</p> <p>Compare and contrast the effects of nutrient-dense and empty-calorie foods on the body (e.g., soda/skim milk, chips/apple; cookies/carrots)</p>	<p>Identify the six essential nutrients and their functions (carbohydrates, protein, fats, vitamins, minerals, water)</p>	<p>Identify the sources and basic functions of the six essential nutrients including fiber, and locate five essential nutrients (carbohydrates, fats, proteins, vitamins, minerals) on food labels and recognize that this information helps one make healthy food choices</p> <p>Describe the relationship between food intake and energy</p>	<p>Identify sources and functions of specific vitamins and minerals that are critical for youth (e.g., calcium, folate, vitamins A,C and D)</p> <p>Recognize the MyPyramid.gov food slogans (e.g., go lean with meat, vary your vegetables, focus on fruits, get your calcium rich foods, make the most of your whole grains)</p>	<p>Describe and differentiate the contribution specific nutrients make towards growth repair, and cellular needs of the body: fats provide the body with a stored form of energy, warmth and insulation for body organs; carbohydrates provides the body with an immediate source of energy; proteins help the body grow, make muscles strong and repair body tissues; vitamins and minerals help to release energy and help the body fight infections making strong bones and teeth</p>	<p>Apply nutrition knowledge to compare the nutrient contribution of a food to its energy contribution</p>	<p>Justify food sources that supply each of the essential nutrients</p>	<p>Assess key nutrients and their specific functions and influences on body processes (e.g., disease prevention)</p> <p>Assess how nutritional needs change throughout the life cycle</p>
	State Standards		HPE 2	HPE 2	HPE 2	HPE 2	HPE 2	HPE 2	HPE 2	HPE 2
National Standards		NH 1	NH 1, NH 5	NH 1	NH 1	NH 1	NH 1	NH 5	NH 1	NH 1

2. Nutrition										
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
B.	Recognize we need a variety of foods each day		Identify a healthy snack from each food group (see MyPyramid.gov)	Compare and contrast the relationship between body image and personal health (e.g., self-esteem, disease prevention)	Make decisions regarding food choices based on balance (e.g., food log, meal planning, grocery shopping), moderation and variety	Use the MyPyramid.gov website to construct a balanced menu	Discuss the misconceptions projected by society in regard to body image	Evaluate factors that influence food choices (e.g., culture, family, emotions, peers, media) and their impact on nutrition and health.	Create a meal plan (s) through the selection of appropriate food based on energy needs, food preferences and nutrient requirements as represented in "My Pyramid"	Prove how a well-balanced diet that is low in fat, high in fiber, vitamins and minerals can reduce the risk of certain disease
	Balance, Variety and Moderation		Recognize that eating healthy and being active will help maintain a healthy body composition			Describe and assess the relationship of family preferences and culture to food choices		Recognize the symptoms of various eating disorders and proper referral sources		Investigate and analyze the factors that influence dietary choices (e.g., lifestyle, ethnicity, family, media, and advertising) Analyze food choices and discuss how it should be used to develop a proper diet
State Standards	HPE 2	HPE 2	HPE 2	HPE 2	HPE 2	HPE 2	HPE 2	HPE 2, HPE 6	HPE 2	HPE 2
National Standards	NH 1	NH 1	NH 1	NH 1	NH 5	NH 1, NH 2	NH 2	NH 2	NH 1	NH 1, NH 2

2. Nutrition										
C.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
Food Labels		Recognize that packaged food products contain labels	Identify the basic parts of the Nutrition Facts label (e.g., serving size, fat, sugar, ingredients)	Explain the importance of nutrition facts on food labels in making healthy selections (e.g., serving size, calories, nutrients, ingredients)		Examine food labels to determine calories and nutrients in a product (e.g., compare nutritional value and ingredients of two product labels)	Identify allergy information on food labels	Analyze and critique food labeling information to determine calories, nutrients, serving size, types of ingredients and nutritional value in a product		Apply concepts using food labels to meet the dietary needs of individuals for a healthy lifestyle (e.g., diabetes, lactose intolerance, food allergies)
State Standards		HPE 2	HPE 2	HPE 2		HPE 2	HPE 2	HPE 2		HPE 2, HPE 6
National Standards		NH 3	NH 3	NH 5		NH 3	NH 1	NH 1, NH 2		NH 1
Food Handling and Safety	Recognize how germs are spread and apply practices to reduce germs in our community (e.g., hand washing, not eating food off, floor, not touching others' food, wash fruits and vegetables)	Illustrate proper food safety procedures (e.g., washing hands, not touching other's food, double dipping)	Recognize the four basic rules of food handling (i.e., clean, cook, chill, separate)		Describe proper food guidelines and storage (e.g., expiration date, refrigerated vs. non-refrigerated food)			Apply the four basic rules of food handling (e.g., clean, chill, cook, separate) to different food preparation situations		Discuss the cause and effect relationships that influence a safe food supply (e.g., regulatory agencies, food handling and production, food storage techniques, pesticides, additives, bioterrorism)
State Standards	HPE 2	HPE 2	HPE 2		HPE 2			HPE 2		HPE 2, HPE 6
National Standards	NH 7	NH 7	NH 7		NH 7			NH 7		NH 7

2. Nutrition										
F.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
Food Energy and Physical Activity		Recognize that food provides the body with fuel (energy) (e.g., importance of eating breakfast)	Select foods that are nutrient-dense to provide the body with long-lasting energy for thinking and physical activity (e.g., eating fruits/vegetables versus candy/chips)	Recognize that essential nutrients provide different amounts of energy (e.g., carbohydrates, protein, fats)		Summarize the relationship between food intake and physical activity		Apply nutrition knowledge to compare the nutrient contribution of a food to its energy contribution		Design a nutritional plan and fitness program based on the relationship between food intake and activity level with regard to weight management and healthy living (e.g., caloric intake, calorie expenditure, weight gain, weight maintenance, and safe weight loss)
	State Standards	HPE 2	HPE2	HPE 2		HPE 2		HPE 2		HPE 2
	National Standards	NH 1	NH 5	NH 1		NH 1		NH 1		NH 5

3. Consumer Health and Safety										
A.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
Media Influence on Health Habits and Decisions			Identify advertising techniques that target children (e.g., toys in cereal, fast food meals, cartoon characters)		Collect and display examples of how the media can influence a consumer decision regarding health practices and products (e.g., magazine, newspaper, commercial)		Recognize that fads, quackery, and advertising can influence health behaviors and practices		Analyze marketing and advertising techniques that influence consumer decisions (e.g., bandwagon, beautiful people, good times, status symbols/well known characters)	Evaluate the role the media can play in influencing young adults' self concept by idealizing body image and elite performance levels of famous people Analyze the health claims that the media make and their impact on physical, mental/emotional, and social health.
	State Standards		HPE 6		HPE 6		HPE 6		HPE 6	HPE 6
	National Standards		NH 2		NH 2		NH 2		NH 2	NH 2

3. Consumer Health and Safety										
B.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
Consumer Rights and Issues						<p>List five rights that consumers have to protect themselves from false health claims: (1) right to safety (2) right to be informed (3) right to be heard, (4) right to have problems corrected, (5) right to consumer education</p> <p>Identify consumer health problems in your community</p>			<p>Identify and select appropriate consumer protection agencies that address various specific consumer issues</p> <p>Identify and analyze consumer health issues and products to make wise decisions</p>	<p>Analyze the reliability of health care information, services and products that could affect consumer decision-making (e.g., finding specialists such as CDC, county health departments, extension centers; insurance carriers, clinics, hospitals, OB/GYN, and emergency rooms)</p>
State Standards						HPE 6			HPE 6	HPE 6
National Standards						NH 8			NH 8	NH 8

3. Consumer Health and Safety										
C.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
Community Services/Careers	Identify community helpers and health professionals (e.g., fire, police, nurse, doctor, dentist, pediatrician, pharmacist, safety patrol)	Describe the responsibilities of various community helpers			Compare and contrast community helpers and agencies who can provide assistance for specific health issues or problems (e.g., firemen, policemen, paramedics, American Heart Association)		Recognize how the collaboration efforts of individuals, communities, and government affect the health of a community (e.g., recycling effort, pollution centers) Identify and explore health-related careers	Connect the appropriate resource in the community to determine their role in prevention and treatment of health related problems (e.g., American Cancer Society, March of Dimes, American Health Association) Examine the different types of health care systems (e.g., HMOs – employer-provided health insurance)	Examine the viewpoints and efforts of individuals, communities, and government regarding societal health issues in order to make decisions that are informed and responsible: managing waste, conserving energy and water, pollution control, tobacco free facilities Analyze how the Department of Health and Senior Services, the Center for Disease Control and Prevention, and other public health agencies are responsible for disease reduction and control prevention, research, education, and enforcement of laws (e.g., food inspection, safe food storage and handling, distributing flu vaccines, and no smoking ordinances) Identify career opportunities in health-related professions and how these roles meet the needs of the health consumer (e.g., exercise physiologist, sports therapist, dietician, tertiary care)	Develop a list of individual and/or governmental agencies and explain their responsibility for providing assistance to people for their health needs (e.g., Al-anon for drug abuse or dermatologist for acne)
	State Standards	HPE 6	HPE 6				HPE 6	HPE 6	HPE 6	HPE 6
	National Standards	NH 3	NH 3					NH 3	NH 3	NH 3

4. Life Management Skills										
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
A.	Recognize that people have disagreements and choices on how to resolve them	Recognize that decisions have consequences	Identify positive ways to solve or prevent problems (e.g., verbal communication skills, non-verbal, and "I" messages)	Identify the five steps of the decision making process: 1. What is the problem? 2. What are my choices? 3. What are the pros and cons of each choice? 4. How important are the consequences of each choice? 5. Which is the best choice?	Explain and cite examples where the decision making process may be used (e.g., choosing sports, snacks, friends)	Apply strategies to solve or prevent problems (e.g., listen attentively, clam down, find a compromise)	Recognize that life management skills (e.g., stress management, goal setting, decision making, assertive behavior, resisting peer pressure, and conflict resolution) can be applied to personal situations that adolescents encounter	Analyze and evaluate how the decision making process can help an individual in life situations	Distinguish between problems that can be solved independently and those that need the help of a peer, adult, or professional	Apply practices that preserve and enhance the safety and health of others (e.g., conflict resolution, peer mediation, seeking adult or professional consultation, stress management, goal setting, decision-making, assertive behavior, resisting peer pressure, asset development)
State Standards	HPE 2	HPE 2	HPE 2	HPE 2	HPE 2	HPE 2	HPE 2	HPE 2	HPE 2	HPE 2
National Standards	NH 2	NH 5	NH 5	NH 5	NH 5	NH 5	NH 5	NH 5	NH 5	NH 5

4. Life Management Skills										
B.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
Refusal/Assertive Skills and Conflict Resolution	Recognize and practice saying "no" to unhealthy actions and behaviors toward them (e.g., stop, get away, and tell an adult or No, Go, and Tell)	Describe what causes disagreements/fights and how to avoid them		Define refusal skills (strategies that help you say no) and assertive skills (skills that allow you to behave with confidence)	Identify steps of conflict resolution: (1) identify the conflict; (2) agree to disagree; (3) listen to each other; (4) negotiate; (5) compromise on a solution		Apply and assess conflict/mediation strategies to a variety of conflict situations	Examine the impact that peer pressure refusal skills have on self-perception and the perception of others		
	State Standards	HPE 2, HPE 5	HPE 2, HPE 5		HPE 2, HPE 5	HPE 2, HPE 5		HPE 2, HPE 5	HPE 2, HPE 5	
	National Standards	NH 4	NH 4		NH 4	NH 4		NH 4	NH 4	

4. Life Management Skills										
C.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
Goal Setting and Asset Development		demonstrate how goal-setting can help a person make a difference in their health or fitness	Identify positive influences in a person's life (e.g., school, community, family)		Assess situations that may require coping strategies (e.g., loneliness, boredom, grief, anger, shyness) and list assets that would help address these situations	Establish short and long term goals for a specific health issue	Evaluate current assets (positive influences in one's life) and determine ways to enhance those qualities			
	State Standards	HPE 2	HPE 2		HPE 2	HPE 2	HPE 2			
	National Standards		NH 6	NH 6		NH 6	NH 6	NH 6		
Stress Management and Coping Skills		Recognize what stress is and how it affects the body	Identify healthy activities that can relieve uncomfortable feelings and emotions	Describe healthy activities and coping strategies to deal with uncomfortable feelings and emotions(e.g., ask a trusted adult, make a plan of action, exercise, speak up) Differentiate positive and negative stress and how they can affect a person		Identify personal stressors in daily living (e.g., large groups, tests, family pressures, too busy, language barriers) and describe strategies to deal with these stressors (coping, time management, decision-making)	Describe the short and long term effects of stress on the body	Describe positive stress management skills to reduce stress related problems	Analyze various techniques designed to enhance coping abilities and manage stress (e.g., stay healthy, relax, positive outlook, physically active, talk it out)	Create a plan using life management skills to address personal and social concerns that are a part of daily living (e.g., learning to manage time and stress, setting goals, dealing with conflicts, working collaboratively)
	State Standards		HPE 2	HPE 2	HPE 2	HPE 2	HPE 2	HPE 2	HPE 2	HPE 2
	National Standards		NH 1	NH 1	NH 1	NH 1	NH 1	NH 1	NH 1	

4. Life Management Skills										
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
F.	Define "private parts" (e.g., what is covered by a swimming suit) and distinguish between "safe" and "unsafe" touch	Identify a trusted adult	Identify resources in the community that can provide safety (e.g., police, safe houses, school, counselor, mall security)	Define bullying and harassment and list acts of each (e.g., excluding from group, teasing, inflicting physical harm)	Describe strategies to prevent bullying (e.g., avoid being alone, stay away from people who fight, ignore insults)	Devise a plan to reduce the risk of becoming a victim of violence, include violence prevention strategies (e.g., learn to protect yourself, avoid violent situations, choose friends wisely, don't talk to strangers)	Formulate a personal and school-wide plan(s) to address and reduce bullying	Discuss sexual harassment issues and create a plan to address these issues	Demonstrate strategies to prevent, manage, or report social problems related to abuse, exploitation, harassment, or bullying	Develop a list of intervention skills that can be used to prevent violence and describe when and how to use these skills
	Harassment/Bullying and Violence Prevention	Identify acceptable and unacceptable behavior toward others and list positive ways to deal with those behaviors		Define violence and identify the causes (e.g., anger, prejudice, child abuse, socio-economic status)	Describe strategies to prevent violence (e.g., count to 10 before acting, talk to a trusted adult about feelings, physical activity, channel energy into worthwhile activity)				Investigate resources available to cope with social problems related to abuse, exploitation, harassment, or bullying (e.g., school, police, peers, hotlines, counselors)	
State Standards	HPE2, HPE5	HPE2, HPE5	HPE2, HPE5	HPE 2, HPE 5	HPE 2, HPE 5	HPE 2, HPE 5	HPE 2, HPE 5	HPE 2, HPE 5	HPE 2, HPE 5	HPE 2, HPE 5
National Standards	NH 1	NH 2	NH 3	NH 1	NH 1	NH 1	NH 5	NH 1, NH 5	NH 1	NH 1

1. Disease Prevention and Control										
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
A.	Recognize that germs cause illness.	Identify signs of illness and list ways to help you recover	Define communicable and non-communicable diseases	Classify communicable and non-communicable diseases into the appropriate category	Identify and describe basic causes, symptoms, treatments, and management of common communicable diseases and health problems	Determine cause and effect relationships between non-communicable diseases (e.g., Type I diabetes vs. Type II diabetes) and lifestyle behaviors			Connect causative factors, symptoms, treatment and preventive measures to their appropriate non-communicable diseases	Describe the effects of positive lifestyles behaviors on the occurrence of disease (e.g., sunscreen, physical activity, diet, sleep, stress management)
Communicable vs. Non-Communicable Diseases		Define germs, where they are found, and what harm they cause to the body	Identify how germs are spread and apply practices which help reduce germs in our community (e.g., cover mouth when sneezing, wash hands)						Explain how risk behaviors can contribute to the development of chronic disease (e.g., relationships between smoking and emphysema or alcohol consumption and cirrhosis)	Conduct research to answer questions regarding epidemiological studies and cite evidence about the management and prevention of communicable and non-communicable diseases (e.g., local health department statistics, youth risk behavior survey (YRBS), Centers for Disease Control (CDC), National Institute of Health (NIH)) Analyze past problems related to chronic diseases to develop strategies to predict, prevent, solve or manage present or future disease-related problems (e.g., ethnic, cultural and family histories)
State Standards	HPE 3	HPE 3	HPE 3	HPE 3	HPE 3	HPE 3			HPE 3	HPE 3
National Standards	NH 1	NH 1	NH 1	NH 1	NH 1	NH 1			NH 1	NH 1, NH 3

1. Disease Prevention and Control

1. Disease Prevention and Control										
B.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
Body Defenses and Recovery	Model proper hand washing and hygiene	Identify behaviors that prevent and reduce chances of illness (e.g., drinking plenty of water, immunizations, sleep, eating healthy foods)		Identify the body's basic lines of defense (e.g., skin, hair in nasal passages, white blood cells)	Explain how healthy behaviors enhance the body's basic lines of defense (e.g., sleep, physical activity, healthy food choices)		Identify the stages of disease progression (e.g., incubation)		Describe the body's lines of defense and the stages of disease progression (e.g., incubation)	Describe the primary and secondary defenses for prevention of disease and discuss how they help to maintain or improve them
	State Standards	HPE 2, HPE 3	HPE 2, HPE 3		HPE 1	HPE 2, HPE 3		HPE 3		HPE 3
	National Standards	NH 1	NH 1		NH 1	NH 1		NH 1		NH 1

1. Disease Prevention and Control										
C.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
Types of Pathogens and Transmission				Define pathogen and identify three major types (i.e., bacteria, virus, fungi)	Identify that there are certain conditions and lifestyle behaviors that enhance both the growth and spread of pathogens (e.g., person-to-person, food, water, not washing hands, improper refrigeration, lack of purification)		Analyze information about the transmission and prevention of communicable diseases		Hypothesize optimal conditions for growth and transmission of pathogens	Formulate and support an interpretation regarding the reoccurrence of resistant strains of pathogens (e.g., strep, herpes, mononucleosis, gonorrhea, Chlamydia, HIV, Staff Infection) Use the scientific process of laboratory investigation to test hypotheses on pathogen transmission (e.g., hand sanitizers, Germglow, disinfectants)
	State Standards			HPE 3	HPE 3		HPE 3		HPE 3, HPE 5	HPE 3, HPE 5
	National Standards			NH 1	NH 1, NH 7		NH 1		NH 1	NH 1, NH 3

1. Disease Prevention and Control										
D.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
Adolescent Health Issues and Sexually Transmitted Infections							<p>Locate , select, and organize information about non-communicable diseases that may impact adolescents such as diabetes, asthma, joint disease, cancer, mental disorder)</p>	<p>Recognize the importance of regular check-ups for various types of cancer (e.g., breast, testicular, skin)</p> <p>Name and discuss common STIs (sexually transmitted infections)</p> <p>Describe the patterns of transmission, treatments, and prevention of sexually transmitted infections</p>	<p>Analyze the impact non-communicable diseases such as diabetes and asthma, could have on adolescents physical, social, and emotional development</p> <p>Recognize adolescent health issues and select appropriate strategies to solve or prevent problems (e.g., Anorexia, bulimia, acne, scoliosis) including knowing symptoms and causes, early diagnosis and treatment, self-care and management</p>	<p>Compare signs and symptoms of common sexually transmitted infections</p> <p>Explain how sexually transmitted infections can affect an individual's physical, social, mental/emotional, intellectual, professional, and economic well-being (e.g., HIV/AIDS sterility, Kaposi Sarcoma, pneumonia, PCP, stress, oral thrush, yeast infections)</p>
	State Standards						HPE 3, HPE 5	HPE 3, HPE 5	HPE 3, HPE 5	HPE 3, HPE 5
National Standards							NH 1	NH 1	NH 1, NH 5	NH 1

1. Disease Prevention and Control

		Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
F.	HIV/AIDS Prevention Education	Identify bodily fluids (e.g., blood, saliva, urine, tears, sweat, mucous)	Recognize that bodily fluids can carry harmful diseases and that some diseases are easily transmitted while others are not	Identify safe practices for reducing a person's risk for disease (e.g., syringes and needles, sneezing, coughing, hand washing)	Define HIV/AIDS and recognize that HIV is transmitted through blood and other bodily fluids	Describe how HIV affects the immune system	List behaviors that could enhance HIV transmission (e.g., tattoo, piercing, sex, syringe use, pregnancy) and strategies to prevent infection	Explain and discuss the relationship between HIV and AIDS	Compare and contrast signs and symptoms or HIV/AIDS	Explain the patterns of transmission, treatment (past and present), and prevention of HIV/AIDS	
		Identify how gloves protect us from bodily fluids									
<div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: 80%;"> The Missouri School Improvement Program (MSIP 1.1, 1.2, 1.3) requires that developmentally appropriate HIV/AIDS prevention education occur at EVERY grade level, including primary grades. </div>											
State Standards		HPE 3	HPE 3	HPE 3	HPE 3	HPE 3	HPE 3	HPE 3	HPE 3	HPE 3	
National Standards		NH 7	NH 7	NH 7	NH 1	NH 1	NH 7	NH 1	NH 1	NH 1	

1. Disease Prevention and Control										
F.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
Abstinence, Prevention Behaviors, and Teen Pregnancy								Describe how to protect self and others from STI (sexually transmitted infections) and explain the role of abstinence for prevention (**Section 170.015 Revised Statutes of Missouri: Requires the student be presented "with the latest medically factual regarding both the possible side effects and health benefits of all forms of contraception, including the success and failure rates for the prevention of pregnancy and sexually transmitted diseases.")		Analyze and evaluate how teen pregnancy and parenting can impact personal, family and societal perspectives (e.g., dropout, low self-esteem, abandonment, and economics) Investigate and analyze the cause and effect relationship between obtaining prenatal care and the health of the mother and baby. (e.g., nutrition, alcohol and tobacco consumption, physical activity, age, other drug use) and it's effects on the unborn child (e.g., leg deformities, retardation, learning disabilities, addiction, low birth weight) Evaluate the progression of reliability of various contraceptive methods from most reliable to least reliable (e.g., abstinence, barrier methods, oral methods, surgical methods, injectable methods, implants) (*Follow district curriculum policy when addressing methods of contraception)
	State Standards							HPE 3		HPE 3
	National Standards								NH 1	

2. Injury Prevention and Safety										
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
A.	Identify safe and unsafe practices and conditions at home, school, and in the community	Identify ways to stay safe in bad weather (e.g., tornado, electric storms)	Describe common safety rules and laws (e.g., playground, bicycle, pedestrian, vehicle)	Construct a plan of what to do when home alone (e.g., emergency phone list, not answering door, not using stove)	Assess personal environment and recognize the potential for danger in everyday situations (e.g., not wearing seatbelt, too many plugs in one outlet, telling caller parents are out)	Discuss problems in daily living that may contribute to self-destructive behaviors and strategies to cope with these behaviors		Assess home and school environments for potential unsafe situations and recommend corrective action	Recognize problems in daily living that may contribute to self-destructive behaviors and apply strategies to reduce the risks of harm to self and others	Describe and analyze methods that can be effective in preventing societal problems affecting teens (e.g., rape, assault, homicide, and other personal safety risks, gangs)
	Safety for Home, School, and Communities	Recognize warning labels that identify harmful items and substances (e.g., cleaning products, "Mr. Yuk" symbol, plastic bags)	Identify safety rules for being around strangers and using the internet Identify potential hazards in and around the home (e.g., kitchen, bathroom, yard, evacuation plan)	List common emergencies and steps to take in each situation					Identify societal problems (assault, homicide, rape, robbery, gangs, personal safety risks)	
State Standards	HPE 5	HPE5, HPE 7	HPE5, HPE 7	HPE5, HPE 7	HPE 5	HPE 5		HPE 5	HPE 5	HPE 5
National Standards	NH 5	NH 5	NH 5	NH 5	NH 5	NH 5		NH 5	NH 5	NH 5
B.	Tell what first aid is and give an example	Identify individuals who can properly assist with first aid procedures (e.g., school nurse, lifeguard, teacher, parent, babysitter)	Recognize what to do for minor injuries under adult supervision (e.g., scrape, cut, nosebleed)	Create a plan that recognizes an emergency or non-emergency situation and how to respond (should I call 911?)	Demonstrate basic first aid procedures for handling weather-related emergencies (e.g., hypothermia, frostbite, and heat exhaustion)	Explain how basic aid techniques can help to save lives (e.g., abdominal thrusts and rescue breathing)	Recognize basic aid techniques that help save lives, reduce the severity of an injury and enhance recovery	Demonstrate basic first aid procedures such as the abdominal thrust, rescue breathing and CPR, poisoning, burns, control bleeds, RICE	Prioritize and demonstrate the steps involved in assessing an emergency situation including 911 format, check, call, care	Identify, from a given list, those situations that are life threatening and perform basic life saving maneuvers (e.g., CPR, abdominal thrust, bleeding control, shock, burns, asthma, bee stings, snake bites, poisoning)
	First Aid Procedures	Explain how to make emergency phone calls							Analyze why the processes are used in sequential order (i.e., ABC of emergencies)	
State Standards	HPE 2, HPE 7	HPE 2, HPE 7	HPE 2, HPE 7	HPE 2, HPE 7	HPE 2, HPE 7	HPE 2, HPE 7	HPE 2, HPE 7	HPE 2, HPE 7	HPE 2, HPE 7	HPE 2, HPE 7
National Standards	NH 7	NH 7	NH 7	NH 7	NH 7	NH 7	NH 7	NH 7	NH 7	NH 7

2. Injury Prevention and Safety										
C.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
Activity Related Injuries and Environmental Conditions	Recognize that safety equipment is necessary to protect the body during participation in sports and recreational activities (e.g., helmet, mouth piece, shin guards, eye protection)	Match safety equipment to the activity or sport	Explain the use and purpose of safety equipment		Predict the outcome when safety equipment is used/not used in physical activity		Apply concepts about weather safety (recognize and attend to changing conditions), exercise precautions during activities, and follow appropriate safety rules and use of equipment	Make informed decisions to reduce the risk of injuries during exercise, sports and other activities		Recognize activity-related conditions (e.g., bleeding, shock, asthma, low blood sugar, diabetes, dehydration) and perform appropriate first aid procedures and practices for each Recognize weather-related emergencies (e.g., dehydration, asthma, heat exhaustion, heat stroke, hypothermia, frostbite) and perform appropriate first aid procedures and practices
State Standards	HPE 2, HPE 7	HPE 2, HPE 7	HPE 2, HPE 7		HPE 2, HPE 4		HPE 5	HPE 5		HPE 5
National Standards	NH 7	NH 7	NH 7		N H7		NH 7	NH 7		NH 7

2. Injury Prevention and Safety										
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
D.	Recognize the importance of safety rules in and around water	Demonstrate specific safe practices and procedures in and around water (e.g., life jackets, buddy system, inclement weather)		Apply safe practices and procedures in and around water	Explain the cause and effect of following water safety rules		Investigate the community agencies that provide water safety courses			List the common water-related emergencies and describe prevention and treatment techniques
Water-Related Emergencies	Identify specific safe practices in and around water (e.g., life jackets, buddy system, inclement weather)									
State Standards	HPE 5	HPE 5		HPE 5	HPE 5		HPE 5			HPE 5
National Standards	NH 7	NH 7		NH 7	NH 7		NH 7			NH 7

3. Substance Education										
A.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
Safe and Unsafe Substances	Recognize that there are safe and unsafe substances that can be taken into the body	Identify alcohol, tobacco, and medicines as drugs	Identify various types of drugs (e.g., nicotine, alcohol and street drugs)		Classify substances in the home according to proper and improper usage (e.g., bleach is for cleaning and not for ingesting; vitamins are one a day and not several a day)		Describe the short and long-term effects of performance enhancing drugs			Assess the short and long-term effects that performance enhancing aids have on the body processes (e.g., liver damage, heart failure, brain aneurysm, anger, "road rage," acne, violence, memory loss, hepatitis, HIV) and on individuals and society (e.g., body image, obsession with winning, violent behavior, black market/illegal purchases)
	Identify ways to stay away from dangerous substances	Differentiate what is and what is not medicine and it's proper and improper use (e.g., vitamins)	Explain what constitutes a drug free and safe community							
	State Standards	HPE 5	HPE 5	HPE 5		HPE 5		HPE 5		HPE 5
National Standards	NH 1, NH 3	NH 1, NH 3	NH 1, NH 3		NH 1, NH 3		NH 1, NH 3			NH 1, NH 3

3. Substance Education										
B.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
Purpose and Guidelines for Prescription, OTC Drugs and Natural Substances	Recognize that medicine is used to prevent or treat certain health problems, taken under adult supervision	Distinguish between over-the-counter and prescription drugs	Recognize importance of safely storing medicine in its proper place	Recognize the role of medication in treating an illness	Identify the purposes of prescriptions, OTC drugs, and other natural substances (herbs) and how they can be used safely (e.g., treat illness, prevent health problems)	Explain the guidelines and precautions needed when using OTC and prescription drugs (e.g., take with trusted adult, follow the label directions, only take your own, check safety seal)	Differentiate between over the counter (OTC) and prescription drugs, their purpose, precautions and guidelines for use			Explain why individuals need to follow label guidelines for all substances (e.g., compatibility of ingested substances)
	State Standards	HPE 5	HPE 5	HPE 5	HPE 5	HPE 5	HPE 5			HPE 5
	National Standards	NH 1, NH 3	NH 1, NH 3	NH 1, NH 3	NH 1, NH 3	NH 1, NH 3	NH 1, NH 3	NH 1, NH 3		

3. Substance Education											
C.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12	
Substance Use vs. Non-Use	Recognize that TAOD (tobacco, alcohol, and other drugs) can have dangerous effects on the body		Describe the effects of TAOD on the body (e.g., lungs, brain, liver)	Describe how TAOD affects the way a person thinks, feels, and acts Recognize the factors (e.g., media, peers, self-concept) that influence decisions to use or abuse substances Identify healthy alternatives instead of using or abusing substances (e.g., clubs, physical activity, sports)	Describe how TAOD can affect the body systems (e.g., circulatory, respiratory, nervous) Analyze the effects of choosing healthy alternatives rather than using or abusing substances	Discuss the issues relative to a smoke-free environment (e.g., financial, health risks, emotional) and demonstrate strategies for refusing TAOD	Classify drugs based on their effect on the body (e.g., stimulant, depressant, hallucinogen, narcotic) Differentiate among various types of drugs and their effect upon the body including the following: how the drug enters the body; how the drug interacts with body chemistry Present different opinions and arguments about the effects of TAOD on individuals, family, and society	Compare peer pressure to peer support and evaluate how each influences the making of informed and reasoned decisions regarding TAOD use	Determine a cause and effect relationship regarding body system functions (i.e., muscular, excretory, nervous, digestive, circulatory, respiratory) and the use of TAOD (e.g., alcohol and marijuana and short term memory loss, smoking and low birth weight babies) Develop an informed decision regarding the use of smoked and smokeless tobacco based on knowledge of short and long-term effects on the body, individual, and society Determine the cause and effect relationship between the use of alcohol, tobacco, and other substances and emergency situations (e.g., motor vehicle accidents, overdose, accidental death, binge drinking)	Evaluate the short and long term effects of alcohol, tobacco, and other substances on the body (e.g., changes in mood, thought processes, mental ability, coordination, reaction time) and draw conclusions on the impact of these substances on personal, social, and economic threats to society Review healthy alternatives to substance use and investigate effective strategies to promote individual, family, and community health Assess the risk of chemical dependency and locate available help if alcohol, tobacco, and other substance use becomes a problem Evaluate personal risks for chemical dependency based upon personal, family, and environmental factors	
	State Standards	HPE 5		HPE 5	HPE 5	HPE 5	HPE 5	HPE 5	HPE 5	HPE 5	HPE 5
	National Standards	NH 1		NH 3	N 3	NH 3	NH 3	NH 3	NH 5	NH 1, NH 3	NH 1, NH 3

4. Environmental Health										
A.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
Effects of Pollution on Health	Recognize how the environment affects a person's health	Identify substances that pollute the air and harm your lungs Recognize the effects of noise pollution on the body (e.g., loud music, headsets)		Recognize different types of pollution and how they affect one's health (noise, water, air, land)	Compare the air quality between the smoking and non-smoking area of a restaurant and identify harmful effects of second hand smoke				Describe ways in which the environment and ecosystems can be damaged and disrupted such as overpopulation, overuse of resources, and pollution	Define global warming and its effects on the health of individuals worldwide Compare present environmental health problems to past environment health problems and develop strategies to reduce or correct these problems for the future (e.g., destruction of the ozone layer, asbestos, second-hand smoke, nuclear disasters, carpooling)
	State Standards	SC4, HPE 2	SC4, HPE 2		SC 4, HPE 2	HPE 2			HPE 2	HPE 2
	National Standards	NH 1, NH 7	NH 1, NH 7		NH 1, NH 7	NH 1, NH 7			NH 1, NH 7	NH 1, NH 7

4. Environmental Health										
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
B.	Identify ways to protect the body from the environment (e.g., sunscreen, insect repellent, sunglasses, goggles, hats)		Recognize the harmful effects of poor air quality or extreme temperature to the body (e.g., asthma, allergies, hypothermia)	Describe what an individual can do to help preserve the environment and promote environmental health (e.g., recycle, reduce, reuse)	Identify actual or potential risks factors and reduction methods within the environment that can affect one's health (e.g., wearing sunscreen, having parent change furnace filter)	Develop ways to promote recycling, reducing waste, and reusing items to prevent pollution that damages the environment, disrupts ecosystems, and affects one's personal health			Evaluate potential results of an environmental solution considering aesthetics, ethics, societal responsibility	Compare ways that individuals, communities, state and federal government can cooperate to promote environmental health (e.g., recycling, adopt-a-highway programs, river clean-up, land preservation, community beautification, advocacy)
			Recognize that littering is against the law and promotes the spreading of pathogens	Recognize that there are laws and regulations designed to promote and protect community and environmental health (e.g., littering, illegal dumping, noise ordinances)					Examine existing and potential environmental health problems within their community and create solutions to address them	
State Standards	HPE 2		HPE 2, SC8	SC 4	HPE 2, SC 4	HPE 2, SC 4			HPE 2	HPE 2
National Standards	NH 1, NH 7		NH 1, NH 7	NH 1, NH 7	NH 1, NH 7	NH 1			NH 1	NH 8