

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Health

Curriculum Writing Committee:
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Grade Level: 1

Date of Board Approval: 2021

Course Weighting

Participation	60%
Classwork / Homework	20%
Projects / Quizzes / Tests	20%
Total	100%

Curriculum Map

Overview:

The curriculum will introduce and reinforce concepts that will lead the student toward a better understanding and appreciation of their body. The student will recognize how healthy choices and personal responsibility will help them gain and maintain an active and healthy lifestyle.

Goals:

1. Unit One –Personal Health, Wellness, and Safety

Overview with time range in days: 32

Understanding of:

- Tobacco, Alcohol, and other drugs
- Physical Activity and Fitness
- Nutrition
- Illness Prevention
- Anatomy
- Family Health
- Mental and emotional health
- Decision Making
- Peer Pressure
- Technological impact

2. Unit Two –Community Health

Overview with time range in days: 13

Understanding of:

- Community Health
- Environmental health
- Personal and consumer health
- Bullying
- Self-respect/empathy

Big Ideas:

- Health concepts are essential for wellness and a health-enhancing lifestyle.
- Participation in physical activity impacts wellness throughout a lifetime.
- Safety Impacts Individual and community well-being.
- Community well-being is dependent on a balance of personal and social responsibility.

Textbook and Supplemental Resources:

Mendez Foundation, *Too Good for Drugs Grade 3*, CE Mendez Foundation, Inc. 2019

www.healthteacher.org

www.kidshealth.org

www.healthiergeneration.org

www.empowerme.org

www.aahperd.org

www.naspe.org

American Heart Association

Curriculum Plan

Unit: Personal Health, Wellness, and Safety

Time Range in Days: 32 lessons

Standards Addressed:

PA Academic Standards: 10.1.3B, 10.1.3C, 10.1.3D, 10.1.3E, 10.2.3A, 10.2.3B, 10.2.3D, 10.3.3A, 10.3.3D

SHAPE America's National Standards: 1,2,3,4,5,7

Eligible Content:

- Identify the steps of the decision making process.
- Implement the steps of the decision making process to make healthy choices.
- Identify and know the location and function of the major body organs and systems.
- Explain the role of my plate food guide in helping people eat a healthy diet.
- Know age appropriate drug information. (definition of drugs, effects of drugs, proper use of medicine, healthy/unhealthy risk-taking (e.g. inhalant use, smoking), skills to avoid drugs.
- Identify types and causes of common health problems of children.
- Identify personal hygiene practices and community helpers that promote health and prevent the spread of disease.
- Identify health-related information. (signs and symbols, terminology, products and services)
- Recognize safe/unsafe practices in the home, school and community. Identify and use safe practices in physical activity settings.

Objectives:

- Students will apply the decision making steps in multiple situations. (DOK 1)
- Students will distinguish the consequences of both positive and negative decisions and how health may be impacted. (DOK 2)
- Students will recall the concepts of "safe" and "dangerous". (DOK 1)
- Students will categorize items that may be dangerous. (DOK 2)
- Students will define medicine. (DOK 1)
- Students will distinguish people who are appropriate to help with the safe use of medicines. (DOK 2)
- Students will assess ways in which they are similar and different. (DOK 3)
- Students will identify positive aspects of diversity. (DOK 1)

- Students will identify trusted adults as resources. (DOK 1)
- Students will analyze what makes a good role model. (DOK 4)
- Students will classify characteristics of a good role model. (DOK 2)
- Students will identify uncomfortable feelings. (DOK 1)
- Students will formulate ways to deal with uncomfortable feelings. (DOK 3)
- Students will compare how friends influence them. (DOK 2)
- Students will analyze conflicts. (DOK 4)
- Students will demonstrate conflict resolution techniques. (DOK 2)
- Students will identify good hygiene habits to use with food. (DOK 1)
- Students will use cause and effect to demonstrate the effect of germs in the body. (DOK 2)
- Students will list different food groups. (DOK 1)
- Students will recall what the location of food groups on my plate. (DOK 1)
- Students will formulate goals for eating more of the foods that their bodies need to grow. (DOK 3)
- Students will analyze ways to reach their goals. (DOK 4)
- Students will analyze how food packaging influences their eating decisions. (DOK 4)
- Students will compare influences on food choices. (DOK 3)
- Students will illustrate three types of physical activities that promote health. (DOK 1)
- Students will recall that physical activity helps make the heart muscle strong. (DOK 1)
- Students will draw conclusions about activities that make the heart muscle strong. (DOK 3)
- Students will recall that movement builds endurance, muscle strength, and flexibility. (DOK 1)
- Students will identify unsafe situations that may lead to injury during physical activity. (DOK 1)
- The students will hypothesize safety precautions for physical activity. (DOK 3)
- The students will describe the proper way to brush their teeth. (DOK 1)
- The students will identify how teeth change. (DOK 1)
- Students will recall the importance of skin protection. (DOK 1)
- Students will recognize ways to protect their skin. (DOK 1)
- The students will critique skills for saying "no" to the use of tobacco. (DOK 4)
- The students will recall why they are not to touch things that are on the ground unless their parents or teachers say that it is okay. (DOK 1)
- The students will hypothesize how to deal with negative peer pressure. (DOK 3)
- The students will recognize a diagram of a human heart. (DOK 1)

- The students will recall that the heart is approximately the size of a fist. (DOK 1)
- The students will identify location of the heart. (DOK 1)
- The students will analyze the function of the heart. (DOK 4)
- The students will analyze ways to keep the heart healthy. (DOK 4)
- Students will identify the five senses and the body parts associated with each of the five senses. (DOK 1)
- The students will relate the five senses to the brain. (DOK 2)
- Students will hypothesize healthy behaviors that keep the senses working properly. (DOK 3)
- Students will recall that muscles that allow the body to move. (DOK 1)
- Students will develop a logical argument about why muscles need exercise to grow and work properly. (DOK 3).
- Students will recognize that muscles need the proper foods and rest to keep healthy. (DOK 1)
- Students will classify the parts of the digestive system. (DOK 2)
- Students will graph the path of food through the digestive system. (DOK 2)
- Students will recognize that healthy eating is necessary for good digestive health. (DOK 1)
- Students will illustrate that bones are needed to give the body shape. (DOK 1)
- Students will identify the function of bones in the human body. (DOK 1)
- Students will hypothesize ways to keep the bones healthy. (DOK 3)
- Students will identify the location of the lungs. (DOK 1)
- Students will recognize that the ribs protect the lungs. (DOK 1)
- Students will assess the function of the lungs during respiration. (DOK 3)
- Students will analyze ways to keep their lungs healthy. (DOK 4)
- Students will recognize that it is natural for families to change. (DOK 1)
- Students will identify people they can turn to when they need help coping with changes in their families. (DOK 1)
- The students will assess why good manners are important. (DOK 3)
- The students will critique good manners. (DOK 4)
- The students will illustrate a family job. (DOK 1)

Core Activities and Corresponding Instructional Methods:

- Define a goal.
- Identify action steps needed to reach a goal.
- Set a personal goal.

- Discuss the benefits of stopping to think before making a decision.
- Demonstrate the skill of anticipating consequences of choices.
- Discuss personal responsibility for making positive choices.
- Identify harmful substances in and around the home including nicotine and tobacco.
- Describe the harmful effects these substances can have on the body.
- Comprehend health and a healthy body.
- Identify the benefits of making healthy choices related to food, rest, and exercise.
- Discuss the ramifications of discrimination and potential damage to self-esteem.
- Discuss the kinds of conditions which medicines are used treat.
- Differentiate the safe and unsafe use of prescription and over the counter medication.
- Review rules for taking medicines: (adults such as parents, nurses, and doctors; never take another person's medicine; always follow directions for taking medicine).
- Discuss how things can be both safe and dangerous.
- Identify dangers from which young children need to be protected.
- Identify safe and dangerous items.
- Reflect, summarize, and discuss what is safe.
- Discuss same and different.
- Make a graph showing student's different favorite activities.
- Brainstorm ways that people are unique.
- Learn about self-image.
- Learn about self-esteem.
- Learn about uniqueness.
- Identify qualities that are admirable.
- Discuss role models.
- Identify different kinds of role models.
- Brainstorm feelings.
- Discuss uncomfortable feelings.
- Differentiate positive and negative reactions to disappointment.
- Demonstrate positive reactions to disappointment.
- Discuss ways to deal with uncomfortable feelings.
- Discuss friendship.
- Identify ways friends influence each other.
- Identify and apply ways to handle peer pressure.
- Discuss listening.
- Identify the body language of an active listener.

- Practice verbal and nonverbal communication.
- Discuss how listening shows respect.
- Role-play good listening.
- Demonstrate assertive communication to refuse peer pressure.
- Discuss the process of resolving conflicts.
- Role-play conflict resolution.
- Comprehend feelings as natural responses that are neither right nor wrong
- Demonstrate using an I message and other healthy ways to express emotions.
- Discuss the importance of keeping foods clean.
- Simulate preparing snacks.
- Identify different types of foods.
- Discuss the shape/size of the food groups on my plate.
- Discuss the food groups depicted on my plate.
- Discuss the need for energy from food.
- Demonstrate how they use energy.
- Discuss foods that are good sources of energy.
- Identify attractive food packaging.
- Analyze attractive food packaging.
- Discuss the importance of eating from a variety of food groups.
- Plan a snack party.
- Identify influences on snack choices.
- Discuss what physical activity is.
- Practice physical activity.
- Create activity journals.
- Demonstrate how physical activity affects the heart.
- Participate in cardio-respiratory strengthening activities.
- Discuss activities students enjoy.
- Draw pictures of favorite activities.
- Discuss the importance of movement.
- Explore different movements.
- Learn that movement can build endurance, muscle strength, and flexibility.
- Discuss the importance of staying safe during physical activity.
- Discuss protective sports equipment.
- Identify things you can do to help get you better.
- Discuss why flossing teeth is important.

- Simulate flossing.
- Discuss the importance of brushing teeth and proper brushing techniques.
- Discuss baby teeth and permanent teeth.
- Graph lost baby teeth.
- Conduct an experiment on the effects of the sun.
- Discuss steps to an experiment (make predictions and observations).
- Discuss how friends treat each other.
- Discuss how the lungs work.
- Discuss how to protect the lungs.
- Practice saying no to dangerous behaviors and yes to healthy behaviors.
- Discuss the safety of objects found on the street.
- Demonstrate safe behavior with unknown objects.
- Discuss ways to say no.
- Determine the location of the heart.
- Identify the shape and size of the heart.
- Use a balloon and a squeeze bottle to simulate the pumping of the heart in an experiment.
- Discuss the functions of muscles and what muscles need to grow and stay healthy.
- Discuss what happens to the food we eat, where digestion begins and how food is broken down.
- Discuss why it is important to protect our heart, lungs, brain, all vital organs.
- Brainstorm the function of bones.
- Discuss why it is important to maintain good bone health.
- Discuss that lungs are an important part of the breathing process, location, job of the ribs, how many lungs we have, inhaling, exhaling.
- Participate in a vigorous activity to make the lungs work harder, discuss what happened to their breathing while exercising, is exercise good for our lungs.
- Discuss personal change.
- Discuss family change.
- Identify types of family changes.
- Identify people with whom to talk.
- Role-play manners and respect.
- Discuss how behaviors influences the way people treat each other.

- Discuss classroom helper jobs.
- Discuss family roles.
- Act our family roles.

Assessments:

Diagnostic:

- Think Pair Share
- Check Recheck
- Question and Answer
- Class discussion/participation

Formative:

- Have student complete the "Caring for our Skin" page and discuss ways to protect their skin.
- Have student complete the "Let's Brush Our Teeth" page and discuss why each step is important.
- Have students act out what to say or do if someone offered them a cigarette or if they found one on the playground. Ask them to explain why their action is healthy.
- Homework assessment
- Classroom work

Summative:

- Written assessment
- Age appropriate worksheets
- Project assessment

Unit: Community Health

Time Range in Days: 13 lessons

Standards Addressed:

PA Academic Standards: 10.2.3A, 10.2.3B, 10.2.3C, 10.2.3E, 10.3.3A, 10.3.3B, 10.3.3C, 10.3.3D

National Standards:1,2,3,4,5,6,7

Eligible Content:

- Identify personal hygiene practices and community helpers that promote health and prevent the spread of disease.
- Identify health-related information. (signs and symbols, terminology, products and services)
- Identify media sources that influence health and safety.
- Identify environmental factors that affect health.
- Recognize safe/unsafe practices in the home, school and community.
- Recognize emergency situations and explain appropriate responses.
- Recognize conflict situations and identify strategies to avoid or resolve. □ Identify and use safe practices in physical activity settings.

Objectives:

- Students will identify the components of their community. (DOK 1)
- Students will create a list of a variety of community helpers and services. (DOK 4)
- Students will recall how to call 9-1-1 in an emergency. (DOK 1)
- Students will assess the importance of immunizations. (DOK 3)
- Students will identify the importance of covering sneezes and coughs. (DOK 1)
- Students will analyze the importance of hand washing. (DOK 4)
- Students will demonstrate how to wash their hands to avoid spreading germs. (DOK 1)
- Students will recall the safety rules for handling blood. (DOK 1)
- Students will show cause and effect of safe blood handling procedures and HIV. (DOK 2)
- Students will hypothesize ways to get better when feeling ill. (DOK 3)
- Students will hypothesize examples of common bullying behaviors. (DOK 3)
- Students will state that bullying is wrong and that no one has to accept it. (DOK 1)
- Students will critique positive (and negative) ways to deal with bullying behaviors. (DOK 4)
- Students will recall what to do when a friend is being bullied. (DOK 1)
- Students will identify "I" messages and when to use them. (DOK 1)

- The students will synthesize bullying situations and how to deal with them. (DOK 4)
- The students will illustrate anti-bullying tactics for themselves and for their classroom. (DOK 1)
- The students will demonstrate assertiveness skills. (DOK 1)
- The students will demonstrate respect for others. (DOK 1)
- The students will differentiate bullying situations where it is appropriate to request help from an adult. (DOK 3)
- The students will define cyber bullying. (DOK 1)
- The students will classify what is safe to use on the internet and what is not. (DOK 2)

Core Activities and Corresponding Instructional Methods:

- Discuss the importance of EMT's.
- Discuss the local emergency number. Practice calling 9-1-1 on a toy phone.
- Explore the community and who works there. (fire fighters, police, crossing guards, doctors, dentists, teachers, store clerks) (parks, police station, grocery store, fire station)
- Discuss the meaning of community.
- Make a "My Community" book.
- Discuss immunizations. (use stories such as the Bernstein Bears Go to the Doctor)
- Discuss germs.
- Brainstorm ways germs spread.
- Demonstrate how germs may travel.
- Discuss ways to avoid spreading germs.
- Practice effective hand washing.
- Demonstrate spread of germs.
- Using the posters or Smart Board, students will read the words aloud. Define any words that the student may not know.
- Discuss images to ensure that students understand what is portrayed.
- After the video, students will use the story cards to make a phrase about what they have learned in the video.
- Participate in various role plays, sequencing games, guessing games. How I feel discussions.
- Story starters, and Bully Buster Activities.

Assessments:**Diagnostic:**

- Think Pair Share
- Check Recheck
- Question and Answer
- Class discussion

Formative:

- Individual/group projects
- Homework assessment
- Age appropriate worksheets
- Classroom work

Summative:

- Have students explain the picture they drew for the cover of the community book.
- Student page: "Call 9-1-1". Students are to take page home to complete. Bring back the completed page. Suggest different types of medical emergencies and ask students what they would do.
- Written Assessment
- Project Assessment

