

September

Content	Skills	Learning Targets	Standards	Assessment	Resources & Technology
<p>CEQ:</p> <ul style="list-style-type: none"> • HOW CAN WE IMPROVE OR ENHANCE OUR LIFELONG PERSONAL HEALTH? • HOW DOES THE ENVIRONMENT AFFECT OUR PERSONAL HEALTH? • HOW ARE WE RESPONSIBLE FOR OUR PERSONAL SAFETY AND OUR PERSONAL HEALTH? <p>UEQ:</p> <ul style="list-style-type: none"> • <i>How can we be safe on and off the school bus.</i> <p>Bus Safety</p> <ol style="list-style-type: none"> 1. Safety Rules 2. Danger Zone 3. Emergency Situations 	<p>Bus Safety</p> <ol style="list-style-type: none"> 1. Identify bus safety rules. 2. Identify the danger zone. 3. Walk through the steps to evacuate a bus in an emergency situation. 	<p>Bus Safety</p> <p>(LT1) I can name safety rules for the bus and the bus stop.</p> <p>(LT2) I can describe the danger zone.</p> <p>(LT3) I can get off the bus safely.</p>	<p>Bus Safety</p> <p><u>Standard 3.5.1</u> Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p><u>Standard 3.7.1</u> Students will demonstrate the ability to practice health-enhancing behaviors and avoid health risks.</p>	<p>Bus Safety CSA=Best Safety Test</p> <p>CFA= Danger Zone Coloring WS Crossword puzzle</p>	<p>Bus Safety</p> <p>Textbook: Harcourt Health and Fitness 2007 page 109</p> <p>See Shared Folder for Other Bus Safety Ideas/activities/packet.</p> <p>Key Vocabulary: Danger Zone Evacuate Emergency</p>

October

Content	Skills	Learning Targets	Standards	Assessment	Resources & Technology
<p>UEQ: How can we stay safe in our home and surroundings? B.Safety B1: Strangers B2: Fire B3: Emergencies / First Aid</p>	<p>B. Safety B1: Discuss stranger danger. B2: Design an escape route from your bedroom.</p>	<p>(T1) I can design an escape route from my bedroom, in case of an emergency. (T2) I will know what to do in case of an emergency. (T3) I can describe how to stay safe around strangers and bullies.</p>	<p>Safety <u>Standard 3.5.1</u> Students will demonstrate the ability to use decision-making skills to enhance health. <u>Standard 3.7.1</u> Students will demonstrate the ability to practice health-enhancing behaviors and avoid health risks. <u>Standard 3.8.1</u> Students will demonstrate the ability to advocate for personal, family, and community health.</p>	<p>Formative Assessments: Fire escape route Emergency Safety Info. WS Summative Assessment Crossword puzzle</p>	<p>B1: Textbook pgs. 112 - 113 B2: Textbook pgs. 126 - 127 School escape route as an example. B1- B3 "Home Alone" video B3: Textbooks pgs. 132 - 133 Nurse comes to class to discuss first-aid. B3: Mock first aid experience: Partner up and one partner is the responder and the other is wounded with paint. Responder enters the room and walks through first-aid steps.</p>

November

Content	Skills	Learning Targets	Standards	Assessment	Resources & Technology
<p>UEQ:</p> <ul style="list-style-type: none"> <i>How do we cope with unpleasant emotions?</i> <p>Emotions</p> <ol style="list-style-type: none"> 1. Emotions 1a. Stress 1b. Fear 1c. Anger 1d. Grief 	<p>Emotions</p> <p>A1. Identify effective strategies that deal with stress.</p> <p>A2. Identify effective strategies that deal with fear.</p> <p>A3. Identify effective strategies that deal with anger.</p> <p>A4. Identify effective strategies that deal with grief.</p>	<p>Emotions</p> <p>LT1. I can identify emotions.</p> <p>LT2. I can describe ways to cope with unpleasant emotions.</p>	<p>Emotions</p> <p><u>Standard 3.4.1</u> Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p><u>Standard 3.5.1</u> Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p><u>Standard 3.2.1</u> Students will analyze the influence of family, peers, culture, media, technology, and other factors on health Behaviors.</p>	<p>Emotions</p> <p>Formative Assessment: Classroom discussion Jeopardy Emotion Posters</p> <p>Summative Assessment</p>	<p>Emotions</p> <p>See Shared Folder for</p> <ol style="list-style-type: none"> 1. Scenarios to Act Out 2. Posters on how to manage emotions 3. Scavenger Hunt of the Health Book <p>Introduce Character Counts to be incorporated throughout the year.</p> <p>Readers Theatre for emotions. **See Shared Health Folder</p> <p>A1-A4 Unit 10 -pages 222 - 227</p>

			<p><u>Standard 3.4.1</u> Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p><u>Standard 3.7.1</u> Students will demonstrate the ability to practice health-enhancing behaviors and avoid health risks.</p>		
--	--	--	--	--	--

January

Content	Skills	Learning Targets	Standards	Assessment	Resources & Technology
<p>UEQ: How does the body function.</p> <p>E. Body Systems E1: Skeletal System E2: Muscular System E3: Nervous System E4: Respiratory System E5: Digestive System</p>	<p>E1: Identify major bones and their function. (protection, standing, moving)</p> <p>E2: Identify the functions of the muscular system. (movements)</p> <p>E3: Demonstrate how the brain sends messages through the spinal cord.</p> <p>E4: Identify the major parts of the respiratory system.</p> <p>E5: Sequence the path that your food travels as it is digesting.</p>	<p>(T1) I know the difference between the five body systems. (Skeletal, muscular, nervous, respiratory, digestive)</p>	<p>Body Systems</p> <p>Standard 3.1.1 Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p>	<p>FA: Packets for each body system.</p> <p>Common Assessment <input type="checkbox"/></p>	<p>E1: pg. 4 SMART File: Skeletal System E2: pg. 5 E3: pgs. 6-7 E4: pgs. 8-9 E5: pgs. 10-11 (Math activity: pg.10: Measuring the intestines with yarn) pgs. 12-13 All systems reviewed.</p> <p>Write a paragraph explaining how the brain sends messages.</p> <p>Review Worksheet for Body System <input type="checkbox"/></p> <p>SEE SHARED HEALTH FOLDER For Additional SMART Resources</p>

February

Content	Skills	Learning Targets	Standards	Assessment	Resources & Technology
Disclaimer: February is I Love to Read Month! Continue Working on the Body Systems or other units needing additional time. :)					

March

Content	Skills	Learning Targets	Standards	Assessment	Resources & Technology
UEQ: How can we reduce the risk of diseases? F. Disease F1: Types of Diseases F2: Preventing disease	F1: Discriminate between the differences of communicable diseases from non-communicable diseases. F2: List the ways to prevent communicable diseases. (pg. 152 post-it note)	(T1) I know the difference between communicable and non-communicable diseases. (T2) I can name ways to prevent communicable diseases.	Diseases <u>Standard 3.1.1</u> Students will comprehend concepts related to health promotion and disease prevention to enhance health. <u>Standard 3.7.1</u>	FA: Jeopardy Game Common Assessment: Quiz	F1: pgs. 146-151, 158-162 F2: pgs. 152-155 Use glitter to represent pathogens (germs). Shake hands with each other to pass the glitter from one student to another.

			<p>Students will demonstrate the ability to practice health-enhancing behaviors and avoid health risks.</p> <p><u>Standard</u> <u>3.5.1</u> Students will demonstrate the ability to use decision-making skills to enhance health.</p>		<p>Have the nurse come in to demonstrate proper handwashing.</p> <p>Create reminder posters on how to prevent disease.</p> <p>Example: One group could make a poster on a reminder of when to wash hands.</p> <p>Another on covering your mouth when coughing or sneezing</p> <p>Students will choose a disease to research and put into pamphlet form to share with the class. (Use Publisher Software or Handwritten) ----Describe what the disease is and important facts about that disease. If the disease is communicable or noncommunicable.</p>
--	--	--	--	--	---

April

Content	Skills	Learning Targets	Standards	Assessment	Resources & Technology
Disclaimer: MCA Testing In Progress :) Happy Test Scores! Use this month to catch up or keep going!					

May (Optional)

Content	Skills	Learning Targets	Standards	Assessment	Resources & Technology
UEQ: What are the effects of tobacco and alcohol on the body. G. Tobacco and Alcohol G1: Tobacco G2: Alcohol G3: Refusal Strategies	G1: List the effects that tobacco has on the body. G2: Explain how alcohol affects our behavior. G3: Utilize the refusal strategies given a certain situation.	This standard is hit with other units...this unit is optional for those who need some end of the year units.	Alcohol and Tobacco <u>Standard 3.1.1</u> Students will comprehend concepts related to health promotion and disease prevention to enhance health.	Common Assessment for Alcohol and Tobacco	G1: pgs. 196-200 G2: 202-205 (pg. 202 1. Motivate Walk the line) G3: 206-210 (In a team) Make a skit demonstrating how to use the refusal strategies successfully.

			<p>Standard 3.3.1 Students will demonstrate the ability to access valid information and products and services to enhance health.</p>		
--	--	--	---	--	--