

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 1. Safety Rules 2. Danger Zone 3. Emergency Situations</p>	<p>Bus Safety 1. Identify bus safety rules. 2. Identify the danger zone. 3. Walk through the steps to evacuate a bus in an emergency situation.</p>	<p>Bus Safety (LT1) I can name safety rules for the bus and the bus stop. (LT2) I can describe the danger zone. (LT3) I can get off the bus safely.</p>	<p>Bus Safety 3.7.1</p>	<p>Bus Safety CSA=Bus Safety Test CFA= Danger Zone Coloring WS Crossword puzzle</p>	<p>Bus Safety Textbook: Harcourt Health and Fitness 2007 page 109 See Shared Folder for Other Bus Safety Ideas/activities/packet. Key Vocabulary: Danger Zone Evacuate Emergency</p>

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<p>UEQ:</p> <ul style="list-style-type: none"> <i>How do we cope with unpleasant emotions?</i> <p>Emotions</p> <p>1. Emotions</p> <p>1a. Stress</p> <p>1b. Fear</p> <p>1c. Anger</p> <p>1d. Grief</p>	<p>Emotions</p> <p>1a. Identify effective strategies that deal with stress.</p> <p>1b. Identify effective strategies that deal with fear.</p> <p>1c. Identify effective strategies that deal with anger.</p> <p>1d. 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>3.4.1</p>	<p>Emotions</p> <p>CSA=Emotions Test</p> <p>CFA=Classroom discussion Jeopardy Emotion Posters</p>	<p>Emotions</p> <p>See Shared Folder for</p> <p>1. Scenarios to Act Out</p> <p>2. Posters on how to manage emotions</p> <p>Introduce Character Counts to be incorporated throughout the year.</p> <p>Readers Theatre for emotions.</p> <p>**See Shared Health Folder</p> <p>Textbook: Harcourt Health and Fitness 2007 Unit 10 -pages 222 - 227</p> <p>Key Vocabulary:</p> <p>Emotions</p> <p>Grief</p> <p>Stress</p> <p>Fear</p> <p>Anger</p>

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<p>UEQ:</p> <ul style="list-style-type: none"> How can we stay safe in our home and surroundings? <p>Safety</p> <ol style="list-style-type: none"> Strangers Fire Emergencies / First Aid 	<p>Safety</p> <ol style="list-style-type: none"> Discuss stranger danger. Design an escape route from your bedroom in case of a fire. Recognize situations in which first aid is needed. 	<p>Safety</p> <p>LT1 I can design an escape route from my bedroom, in case of an emergency.</p> <p>LT2 I will know what to do in case of an emergency.</p> <p>LT3 I can describe how to stay safe around strangers and bullies.</p>	<p>Safety</p> <p>3.4.1</p>	<p>Safety</p> <p>CSA=Safety Test</p> <p>CFA:</p> <p>Fire escape route</p> <p>Emergency Safety Info.</p> <p>WS</p>	<p>Safety</p> <p>Textbook: Harcourt Health and Fitness 2007 Textbook pgs. 112 - 113 pgs. 126 - 127 School escape route as an example. First Aid: Textbooks pgs. 132 - 133 Nurse comes to class to discuss first-aid.</p> <p>"Home Alone" video https://app.discoveryeducation.com/learn/player/9f0f986c-4f6e-476c-ac82-a9a18d55248a</p> <p>Key Vocabulary: Stranger Danger Trusted Adult Bully Emergency First Aid</p>

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<p>UEQ:</p> <ul style="list-style-type: none"> <i>How does the body function.</i> <p>Body Systems</p> <ol style="list-style-type: none"> Skeletal System Muscular System Nervous System Respiratory System Digestive System Circulatory System 	<p>Body Systems</p> <p>1: Identify major bones and their function. (protection, standing, moving)</p> <p>2: Identify the functions of the muscular system. (movements)</p> <p>3: Demonstrate how the brain sends messages through the spinal cord.</p> <p>4: Identify the major parts of the respiratory system.</p> <p>5: Label the path that your food travels as it digests.</p>	<p>Body Systems</p> <p>LT1. I know the difference between the five body systems. (Skeletal, muscular, nervous, respiratory, digestive)</p>	<p>Body Systems</p> <p>3.7.2</p>	<p>Body Systems</p> <p>CSA=Body Systems Quiz</p> <p>CFA: Packets for each body systems.</p>	<p>Body Systems</p> <p>Textbook: Harcourt Health and Fitness 2007 Textbook pgs. 1-13:</p> <p>(Math activity: pg.10: Measuring the intestines with yarn)</p> <p>SEE SHARED HEALTH FOLDER For Additional SMART Resources</p> <p>Key Vocabulary: Skeletal Muscular Nervous Respiratory Digestive</p>

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<p>UEQ:</p> <ul style="list-style-type: none"> <i>How can we reduce the risk of diseases.</i> <p>Diseases</p> <p>1. Types of Diseases</p> <p>2. Preventing disease</p>	<p>Diseases</p> <p>1: Discriminate between the differences of communicable diseases from non-communicable diseases.</p> <p>2: List the ways to prevent communicable diseases. (pg. 152 post-it note)</p>	<p>Diseases</p> <p>LT1. I know the difference between communicable and noncommunicable diseases.</p> <p>LT2. I can name ways to prevent communicable diseases.</p>	<p>Diseases</p> <p>3.1.1</p>	<p>Diseases</p> <p>CSA=Disease Quiz</p> <p>CFA=Disease Jeopardy</p>	<p>Diseases</p> <p>Textbook: Harcourt Health and Fitness 2007</p> <p>1: pgs. 146-151, 158-162</p> <p>2: pgs. 152-155</p> <p>Use glitter to represent pathogens (germs). Shake hands with each other to pass the glitter from one student to another.</p> <p>Create reminder posters on how to prevent disease.</p> <p>Students will choose a disease to research and put into pamphlet form to share with the class. (Use Publisher Software or Handwritten)</p> <p>Key Vocabulary: Communicable Noncommunicable</p>