

K Health (Master)

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September 2020


Content	Skills	Learning Targets	Standards	Assessment	Resources & Technology
<p>CEQ:</p> <ul style="list-style-type: none"> ● WHAT IS BUS SAFETY? ● WHAT IS FIRE SAFETY? ● WHAT IS THE DIFFERENCE BETWEEN NEEDS AND WANTS? ● HOW CAN YOU MAKE GOOD FOOD CHOICES? ● HOW DO YOU TAKE CARE OF YOUR TEETH? ● HOW DO YOU WASH YOUR HANDS CORRECTLY? 	<p>Bus Safety</p> <ol style="list-style-type: none"> 1. Model rules 2. Identify the danger zone 3. Demonstrate proper bus evacuation 	<p>Bus Safety</p> <p>LT1. I can follow bus rules.</p> <p>LT2. I can identify the danger zone.</p> <p>LT3. I can name different ways to exit the bus.</p>	<p>Bus Safety K.8.1</p>	<p>Bus Safety</p> <p>CSA = Teacher observation while using the rubric</p> <p>CFA = Teacher observation of evacuation</p>	<p>Bus Safety</p> <p>Don's Bus Albertville, MN</p> <p>Pooh's Great School Bus Adventure</p> <p>Harcourt Health and Fitness 2007 Chapter 6: Lesson 6 Pages 84- 85</p>

<p>UEQ: <i>What are the bus safety rules?</i></p> <p><i>What is the importance of a danger zone?</i></p> <p><i>What would one do if his/her school bus was in an accident?</i></p> <p>Bus Safety</p> <ol style="list-style-type: none">1. Rules2. Danger Zone3. Evacuation					
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October 2020

Content	Skills	Learning Targets	Standards	Assessment	Resources & Technology
<p>UEQ:</p> <p><i>What would you do if your clothes or skin catch on fire?</i></p> <p><i>What would you do if the building you are in catches on fire?</i></p> <p><i>How do you prevent fires?</i></p> <p>Fire Safety</p> <p>1. Stop, Drop, and Roll</p> <p>2. Fire Safety Plan</p> <p>3. Prevention of a Fire</p>	<p>Fire Safety</p> <p>1. Demonstrate stop, drop, and roll technique.</p> <p>2. Practice appropriate behavior during fire drills.</p> <p>3. Recognize how fires start and identify how to prevent fires.</p>	<p>Fire Safety</p> <p>LT1. I can show you how to stop, drop, and roll.</p> <p>LT2. I can walk safely outside in a timely manner.</p> <p>LT3. I can tell you what items I should not touch in my house that could start a fire.</p>	K.8.1	<p>Fire Safety</p> <p>CSA=Teacher Observation while having class discussion.</p> <p>CFA= Observation through student role play.</p> <p>CFA= Student fire drills.</p>	<p>Fire Safety</p> <p>Harcourt Health and Fitness 2007 Chapter 6: Lesson 4 Pages 80-81</p> <p>Harcourt Health and Fitness 2007 Chapter 6: Lesson 3 Pages 78-79</p> <p>Brainpop Jr. Fire Safety</p>

November 2020

Content	Skills	Learning Targets	Standards	Assessment	Resources & Technology
<p>UEQ:</p> <p><i>WHAT IS THE DIFFERENCE BETWEEN NEEDS AND WANTS?</i></p> <p>Needs and Wants </p>	<p>Needs and Wants</p> <p>1. Describe the difference between needs and wants.</p>	<p>Needs and Wants</p> <p>LT1. I can identify items that I need to survive verses items I just want.</p>	<p>K.4.1</p>	<p>Needs and Wants</p> <p>CSA= Needs vs. Wants worksheet.</p>	<p>Needs and Wants</p> <p>Harcourt Health and Fitness 2007 Chapter 11, Lesson 3</p> <p>Social Studies Curriculum Needs vs. Wants worksheet (Covered in FLEX)</p> <p>Brainpop Jr. Needs and Wants, Saving and Spending</p>

December 2020

Content	Skills	Learning Targets	Standards	Assessment	Resources & Technology
<p>UEQ:</p> <p><i>What are the food groups?</i></p> <p><i>What is Choose MyPlate?</i></p> <p><i>How can you be responsible in making healthy food choices?</i></p> <p>Choose MyPlate </p> <p>1. Groups on Choose MyPlate</p> <p>Responsibility</p> <p>1. Healthy Food</p>	<p>Choose MyPlate</p> <p>1. Identify food groups on Choose MyPlate.</p> <p>Responsibility</p> <p>1. Identify healthful food.</p>	<p>Choose MyPlate</p> <p>LT1. I can name the five food groups.</p> <p>Responsibility</p> <p>LT1. I can identify healthy versus unhealthy foods.</p>	<p>K.1.1</p>	<p>Choose MyPlate CSA = Teacher observation.</p> <p>CSA= Shop Healthy and Healthful Food/Junk Food Worksheets.</p>	<p>Choose MyPlate</p> <p>Harcourt Health and Fitness 2007 Chapter 4: Lesson 2 Pages 50-51.</p> <p>Choosemyplate.gov</p> <p>Brainpop Jr. Food Groups</p> <p>Responsibility</p> <p>Harcourt Health and Fitness 2007 Chapter 4: Lesson 3 Pages 52-53</p>

February 2021

Content	Skills	Learning Targets	Standards	Assessment	Resources & Technology
<p>UEQ: <i>How do we care for our teeth?</i></p> <p>Care For Your Teeth</p> <ol style="list-style-type: none"> 1. Personal Hygiene 2. Floss and Brush Teeth 3. Regular Dental Care 	<p>Care For Your Teeth</p> <ol style="list-style-type: none"> 1. Practice good personal hygiene. 2. Tell how often we should floss and brush our teeth. 3. Explain the importance of regular dental care. 	<p>Care For Your Teeth</p> <p>LT1. I can wash my hands the correct way.</p> <p>LT2. I can name ways to take care of my teeth.</p>	K.7.1	<p>Care For Your Teeth</p> <p>CSA = Teacher Observation</p>	<p>Care For Your Teeth</p> <p>Harcourt Health and Fitness 2007 Chapter 3, Lesson 1-3.</p> <p>Brush Demonstration Kit</p> <p>Brainpop Jr. Caring for Teeth, Going to the dentist, and Losing a Tooth</p> <p>Dental Hygienists Presentation</p>
<p>Staying Well</p> <ol style="list-style-type: none"> 1. Personal Hygiene 2. Healthy Behavior 	<p>Staying Well</p> <ol style="list-style-type: none"> 1. Learn and demonstrate good personal hygiene. 2. Participate in promoting healthy behavior. 	<p>Staying Well</p> <p>LT1. I can wash my hands the correct way.</p>		<p>Staying Well</p> <p>CSA = Handwashing Assessment</p>	<p>B. Staying Well</p> <p>Harcourt Health and Fitness 2007 Chapter 8, Lesson 1</p> <p>Harcourt Health and Fitness 2007 Chapter 8, Lesson 2 and 4</p>

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