

CURRICULUM MAP

SUBJECT: Health GRADE: K

MONTH Teaching Responsibility	ESSENTIAL QUESTION	CONTENT (CHAPTER/UNIT DESCRIPTION/ACTIVITIES)	SKILLS (STANDARDS/LEARNING OUTCOMES)	MATERIALS/ RESOURCES	ASSESSMENT (Objective/Subjective)
September  Classroom Teacher	1. Who is my family?  2. What are ways that families change?  3. How do family members help each other?	Unit #2 Family and Social Health  Lessons 7 and 8  Teacher prep pp. 49-52, 57-60  Activities pp. 53-54, 61-62  “All About Families”	Students will gain knowledge about the significance of the family as individuals and in society. Also will learn skills to support the family, balance work and family life, be an effective family member and how parents nurture their development.	Text: <u>Totally Awesome Health!</u> McGraw-Hill  Unit 2 pp. 49-56	1. Students describe what they have learned. 2. Students share how their families are different and alike. 3. Family changes handout. Lesson 8 in transparency book.

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October  Classroom Teacher	How do I take care of my health?	Understanding their growth and development.  Lesson 10 – Teacher prep pp. 73-79	Students will learn the basic characteristics of oral hygiene including care of teeth and prevention of disease.  Children will understand dental products and the dentist’s role in their own care.	Text: <u>Totally Awesome Health!</u> McGraw-Hill  pp. 73-80	4. Students will learn what to do to keep their teeth healthy. 5. Brushine Teeth handout for parents. 6. Parent sheet to go home with family. Re: Brushine Teeth pp. 77 and 79.

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December <i>Classroom Teacher</i>	<p>How will I stay neat and clean?</p> <p>Include in this hand washing for prevention of disease.</p>	<p>Personal Health</p> <p>Teacher prep pp. 121-124</p> <p>Student worksheets pp. 125-127</p>	<p>Students will learn disease prevention and control through personal hygiene.</p>	<p>Text: <u>Totally Awesome Health!</u> McGraw-Hill</p> <p>Unit 5 Worksheets pp. 125-127</p> <p>Teacher prep pp. 121-124</p>	<p>Students will role-play appropriate skills for personal hygiene.</p> <p>Send home pg. 127 for parents.</p>



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May  <i>Classroom Teacher</i>	How can I protect myself from spreading and acquiring germs?	Unit 7 Lesson 23  Communicable and Chronic Disease  Teacher prep pp. 177-180  Worksheets pp. 182-183	Students will learn about germs as they relate to disease.	Text: <u>Totally Awesome Health!</u> McGraw-Hill  Unit 7 Lesson 23	Pg. 183 – Assessment sheet “Cold Product or Not?”  Role-play: How to cover for sneezes and coughing.

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<p>June</p> <p><i>Classroom Teacher/Wellness Teacher</i></p>	<p>How do I follow safety rules in play, home, and school activities?</p>	<p>Unit 10 Lesson 31</p> <p>Injury Prevention and Safety</p> <p>Teacher prep pp. 237-240</p> <p>Worksheets pp. 241-242</p>	<p>Safety and injury prevention includes information to promote knowledge and skills for personal safety and prevention of intentional or unintentional injury.</p>	<p>Text: <u>Totally Awesome Health!</u> McGraw-Hill</p> <p>Unit 10 Lesson 31</p>	<p>Color the Lights pg. 243</p> <p>Play “Simon Says” to indicate safe walking and observe safety rules.</p> <p>Correct erroneous thinking.</p>

CURRICULUM MAP

SUBJECT: Health Maintenance

GRADE: 1

MONTH Teaching Responsibility	ESSENTIAL QUESTION	CONTENT (CHAPTER/UNIT DESCRIPTION/ACTIVITIES	SKILLS (STANDARDS/LEARNING OUTCOMES)	MATERIALS/ RESOURCES	ASSESSMENT (Objective/Subjective)
October  Classroom Teacher (daily practice)	<p>How do people get sick?</p> <p>What are germs?</p> <p>How can I prevent becoming ill?</p>	<p>Identify signs of illness.</p> <p>Define germs and discover how they are spread.</p> <p>What can you do if you are sick</p> <p>Hand washing and preventing spread of illness.</p>	<p>Prevention; Identify common symptoms of illness and recognize that being responsible for individual health means alerting caretakers to any symptoms of illness.</p> <p>Health Maintenance: Apply skills to prevent and control the spread of illness including those that help promote cleanliness ( hand washing, regular bathing and clean clothing).</p>	<p>GBS Lesson1-4 Red series</p> <p>Student bulletin</p> <p>Critical thinking poster</p> <p>Activity sheets</p>	<p>Performance assessment sheet</p> <p>Classroom response</p> <p>Homework.</p>

CURRICULUM MAP

SUBJECT: Oral Health Care

GRADE: 1

MONTH Teaching Responsibility	ESSENTIAL QUESTION	CONTENT (CHAPTER/UNIT DESCRIPTION/ACTIVITIES	SKILLS (STANDARDS/LEARNING OUTCOMES)	MATERIALS/ RESOURCES	ASSESSMENT (Objective/Subjective)
Feb  Dental Clinic (Dental visit)	<p>What’s in a tooth?</p> <p>What is the proper way to brush our teeth?</p> <p>How do dentists help keep our teeth healthy?</p>	<p>Introduction to tooth facts: Enamel Important for chewing, speech and appearance. Different types of teeth: incisors, cuspids, bicuspid, molars. Primary and secondary teeth.  Demonstrate proper brushing techniques and help students understand their responsibilities in caring for teeth.  Explain the role of the dentist in keeping our teeth clean and healthy.</p>	<p>Identify tooth functions and causes tooth health and decay.</p> <p>Apply proper dental health skills such as choosing healthy snacks, brushing and flossing.</p> <p>List the jobs carried out by people at school and the community that support health and success in school.</p>	<p>Crest Dental Program Includes Toothbrushes / paste.</p> <p>Lesson and activity sheets</p>	<p>Student responses and application of what is learned in the program.</p>

CURRICULUM MAP

SUBJECT: Nutrition

GRADE: 1

Students will gain the knowledge and skills to select a diet that supports health and reduces the risk of illness.

MONTH Teaching Responsibility	ESSENTIAL QUESTION	CONTENT (CHAPTER/UNIT DESCRIPTION/ACTIVITIES	SKILLS (STANDARDS/LEARNING OUTCOMES)	MATERIALS/ RESOURCES	ASSESSMENT (Objective/Subjective)
Feb  Classroom Teacher (Big Book <u>Food Alphabet</u> )	<p>Why do we eat?</p> <p>How does food move through our bodies?</p> <p>What is healthful food?</p> <p>How do we Choose our foods.</p>	<p>Explain the words fuel, food and energy.</p> <p>Trace the path in which food travels through our bodies.</p> <p>Explain why it is important to eat healthful food.</p> <p>List a variety of healthful and less healthful foods and their effects on the body.</p>	<p>Identify key words related to nutrition.</p> <p>Use the USDA Food guide pyramid and its major concepts of balance, variety and moderation towards choosing healthy foods.</p>	<p>GBS Lessons 1-4 Why do we eat?</p> <p>GBS newsletter</p> <p>Activity sheets provided by GBS</p>	<p>Homework and classroom worksheets.</p> <p>Classroom response and actions.</p>

CURRICULUM MAP

SUBJECT Improving Nutrition

GRADE: 2

MONTH Teacher Responsibility	ESSENTIAL QUESTION	CONTENT (CHAPTER/UNIT DESCRIPTION/ACTIVITIES	SKILLS (STANDARDS/LEARNING OUTCOMES)	MATERIALS/ RESOURCES	ASSESSMENT (Objective/Subjective)
Health Educator/2 lessons Prelesson Computer Lab	How do I choose foods for a healthy diet?	<p>My Pyramid basis skills: Navigation and interpretation of new pyramid format.</p> <p>Hands on selection of healthy meals, snacks, through games, exercises, diary.</p> <p>USDA guidelines for good diet choices. “Empowered Kidz”</p>	<p>3.1 Identify key nutrients that support healthy body systems.</p> <p>3.2 Food pyramid as related to healthy meals and snacks.</p>	<p>Mypyramid.gov</p> <p>Mypyramid: lessons for grade1-2 Handouts, games, journals</p> <p>“How to teach Nutrition to Kids” ch.4 p.41-61.</p> <p>“Empowered Kidz” The power of healthy eating.</p>	<p>“Blast Off” game. Requires good food choices to successfully complete game.</p> <p>“Nutrition café” My pyramid.gov “A vivist to the café will test choices”</p> <p>kidnetic.com games, recipes, healthy snack and meal tips for kids.</p>

CURRICULUM MAP

SUBJECT: Alcohol, Tobacco, Effects on the Body GRADE: 2

MONTH Teaching Responsibility	ESSENTIAL QUESTION	CONTENT (CHAPTER/UNIT DESCRIPTION/ACTIVITIES	SKILLS (STANDARDS/LEARNING OUTCOMES)	MATERIALS/ RESOURCES	ASSESSMENT (Objective/Subjective)
<p>Taught in Gr. 5 by the Health Educator</p>	<p>How can alcohol damage health</p>	<p>Demonstrates: -how alcohol harms health -physical changes caused by alcohol use -how to make healthy choices</p>	<p>10.4 Identify whom to seek help from for a possible poisoning of overdose.</p>	<p>TAH Unit 6 Lesson 24 p.166-170 -health content sheet” How Alcohol Harms Health” worksheet “My Choice is...” Assessment sheet.</p>	<p>Tell others about ways alcohol will harm them.  Share information with family members about alcohol abuse.  Lesson test</p>
	<p>Describe the harmful effects of smoking tobacco products</p>	<p>Demonstrates: -dangerous effects of tobacco/second hand smoke on the body. -how to access important health promoting information -practice of health-enhancing behaviors.</p>	<p>10.3 Describe how tobacco and prolonged exposure affects the body.</p>	<p>TAH Unit 6 Lesson 25 171-178 -Health content sheet” How Tobacco harms health” -student worksheet - assessment</p>	<p>Discuss hoe tobacco/second hand smoke harms health.  Create drug free pledge for classroom.  Posters, t-shirts with personal message about tobacco use.</p>

CURRICULUM MAP

SUBJECT: Hygiene, Disease Prevention GRADE:   2  

MONTH Teaching Responsibility	ESSENTIAL QUESTION	CONTENT (CHAPTER/UNIT DESCRIPTION/ACTIVITIES	SKILLS (STANDARDS/LEARNING OUTCOMES)	MATERIALS/ RESOURCES	ASSESSMENT (Objective/Subjective)
Covered by K and First Grade Teachers	<p>How does my body fight germs and disease?</p> <p>Describe how I can protect against disease causing germs</p> <p>Describe the importance of good dental hygiene.</p>	<p>Discussion: -what are germs -where are they found -how do they spread</p> <p>Define: Antibodies, Medicine, Immunizations role in disease and prevention.</p> <p>Discussion of disease prevention skills; -hand washing techniques -personal hygiene -dental hygiene</p>	<p>8.1 Describe how the body fights germs and disease naturally and with medicine and immunization.</p> <p>8.3 Apply skills to prevent and control the spread of disease ( i.e hand washing, bathing, washing clothes).</p> <p>8.4 Identify proper dental health skills (i.e. choosing healthy tooth snacks, brushing, flossing, check-ups).</p>	<p>GBS <u>Germs Make You Sick</u> Lesson 3 “Body battles” p.23</p> <p>TAH Unit 7 <u>Keep Germs Away</u> Lesson 27 p.187-192 Health Content sheet “GLO GERM” exercise in hand washing</p>	<p>Explain how immunizations and medicine fight disease.</p> <p>Review and list rules for taking medicine, and do’s and don’ts to follow when you are sick.</p> <p>Assessment sheet Lesson test</p> <p>Evaluate effectiveness of hand washing technique after exercise.</p>



CURRICULUM MAP

Health

Grade 3

MONTH Teaching Responsibility	ESSENTIAL QUESTION	CONTENT (CHAPTER/UNIT DESCRIPTION/ACTIVITIES)	SKILLS (STANDARDS/LEARNING OUTCOMES)	MATERIALS/ RESOURCES	ASSESSMENT (Objective/Subjective)
Sept.  Classroom teacher “Second Steps”	How do we keep our minds healthy?	*Introduction to health *Mental and emotional health -responsible decisions -good character -soak up stress	<b>5.1</b> Identify the various feelings that most people experience and describe the physical and emotional reactions of the body to intense positive and negative feelings. <b>5.3</b> Define character traits such as honesty, trustworthiness, self-discipline, respectfulness, and kindness and describe their contribution to identity, self-concept, decision-making, and interpersonal relationships. <b>5.5</b> Explain and practice a model for decision-making that includes gathering information, predicting outcomes, listing advantages and disadvantages, identifying moral implications, and evaluating decisions. <b>9.5</b> Demonstrate the use of assertive behavior, refusal skills, and actions intended for personal safety.	-overhead -transparency -screen -box -wrapping paper -tape -comb -soap -book -puzzle -greeting card -family photo -index cards -totally awesome health binder	Worksheets: Shields of resistance Wanted: One Good Hero Bank on healthful stress Health behavior contract
Oct.  Classroom Teacher “Second Steps”	How are our relationships with others important in our lives?	*Family health -reach out to family *Social health -respect for all -patch up disagreements -true friends	<b>6.3</b> Identify whom to talk with about family problems and successes. <b>7.3</b> Describe the concept of friendship and contrast the qualities that strengthen or weaken a friendship, including the importance of sound character in interacting with others. <b>7.4</b> Describe the concepts of prejudice and discrimination.	-crayons -paper -sponge -water -bowl -rainbow poster -help wanted advertisement -totally awesome health binder	Worksheets: Check your self respect Patch it up Chain of friends Reach out to family

CURRICULUM MAP

SUBJECT: Health

GRADE: 3

MONTH Teaching Responsibility	ESSENTIAL QUESTION	CONTENT (CHAPTER/UNIT DESCRIPTION/ACTIVITIES)	SKILLS (STANDARDS/LEARNING OUTCOMES)	MATERIALS/ RESOURCES	ASSESSMENT (Objective/Subjective)
Nov.  Health Educator 4- Lessons	How does our lifestyle impact the health of our body systems?	*Growth and Development -body systems	<b>1.1</b> Name the external and internal parts of the body and the body systems. <b>1.2</b> Identify behaviors and environmental factors that influence functioning of body systems.	-T.V -VCR -overhead projector -body system videos and transparencies of nervous, skeletal, respiratory, circulatory, muscular, and digestive systems	Body systems quiz sheets
Dec.  Covered by Gr. 2 Teachers	Why do we need a variety of foods in our diet?	*Nutrition -nutrition in action -my pyramid -hunt for healthful foods	<b>3.1</b> Identify the key nutrients in food that support healthy body systems and recognize that the amount of food needed changes as the body grows. <b>3.2</b> Use the USDA Food Choice Pyramid and its three major concepts of balance, variety, and moderation to plan healthy meals and snacks. <b>3.3</b> Recognize hunger and satiety cues and how to make food decisions based upon these cues. <b>3.4</b> Identify heredity, diet, and physical activity as key factors in body shape and size. <b>3.7</b> Describe how food choices are influenced by availability, individual and family preferences, media.	-food pyramid poster -computer lab -mypyramid.gov -totally awesome health binder	My pyramid blast off game  Choose healthful snacks quiz

CURRICULUM MAP

Health

Grade 3

MONTH Teaching Responsibility	ESSENTIAL QUESTION	CONTENT (CHAPTER/UNIT DESCRIPTION/ACTIVITIES)	SKILLS (STANDARDS/LEARNING OUTCOMES)	MATERIALS/ RESOURCES	ASSESSMENT (Objective/Subjective)
Jan.  Wellness/P.E.	How can you make sure you keep physically active?	*Physical Activity -get a good workout -fitness plan	<b>2.4</b> Identify physical and psychological changes that result from participation in a variety of physical activities. <b>2.5</b> Explain the benefits of physical fitness to good health and increased active lifestyle. <b>2.6</b> Identify the major behaviors that contribute to wellness. <b>2.7</b> Demonstrate responsible personal and social conduct used in physical activity settings.	-overhead projector -popsicle sticks -elastic band -totally awesome health binder	Fitness plan
Feb.  Health Educator Covered int 5 <sup>th</sup> grade	Why should you never start smoking?	*Tobacco and other drugs -safe use of medicines -say no to tobacco	<b>10.2</b> Describe the purpose of medicines and how they can be used or misused in the treatment of common medical problems. <b>10.3</b> Describe how tobacco and prolonged exposure to cigarette smoke affects the body.	-empty bottle of OTC medicine -empty bottle of prescription medicine -magazines -scissors -construction paper -tape -glue -totally awesome health binder -poster paper	Drug detective worksheet  No smoking poster

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<p>March</p> <p>Classroom teachers – covered in K and 1.</p>	<p>How can you keep from getting sick from germs?</p>	<p>*Disease prevention and control</p> <ul style="list-style-type: none"> <li>-disease defenders</li> <li>-catching germs</li> <li>-being well groomed</li> </ul>	<p><b>3.6</b> Describe personal hygiene and safety measures used in preparing foods. <b>8.1</b> Describe how the body fights germs and diseases naturally and with medicines and immunization. <b>8.2</b> Identify the common symptoms of illness and recognize that being responsible for individual health means alerting caretakers to and symptoms of illness. <b>8.3</b> Apply skills to prevent and control the spread of disease, including those who help promote cleanliness.</p>	<ul style="list-style-type: none"> <li>-overhead projector</li> <li>-totally awesome health binder</li> <li>-red marker</li> <li>-two items of clothing</li> <li>-two bars of soap</li> <li>-two bottles of sun screen</li> <li>-two green vegetables</li> <li>-two nail brushes</li> <li>-two nail clippers</li> <li>-two bottles of shampoo</li> <li>-two bottles of conditioner</li> <li>-two hair ties</li> <li>-two hats</li> <li>-two bottles of nail polish</li> </ul>	<p>Worksheet: Germ free Fred</p> <p>Grooming relay game</p>
<p>April</p> <p>Classroom teacher (Science Curriculum) Earth Science</p>	<p>How can taking care of the environment help your health?</p>	<p>*Environmental health</p> <ul style="list-style-type: none"> <li>-clean up crew</li> <li>-keep the noise down</li> <li>-it's a waste</li> </ul>	<p><b>13.1</b> Describe types of natural resources and their connection with health.</p>	<ul style="list-style-type: none"> <li>-construction paper</li> <li>-markers</li> <li>-yardstick</li> <li>-string</li> <li>-magnet</li> <li>-tape</li> <li>-paperclips</li> <li>-glue</li> <li>-scissors</li> </ul>	<p>Get well cards</p> <p>Sounds of noise worksheet</p> <p>Pre recycle or recycle worksheet</p>

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May  Fire Prevention Program  Bus evacuation Program	How can we keep our bodies safe injuries?	*Safety and injury prevention -sporting safety -safe at school, home, and play -safe on the go -safe around people -safe from weapons -guide to first aid -sun safety	9.1 List rules for fire safety, weapons safety, bus safety, and seatbelt use were applicable such as at home, school, community, and play and explain why the rules are important. 9.2 Name persons and community helpers who can be contacted to help with health, safety, and injury prevention and describe the appropriate procedures for contacting healthcare personnel in an emergency. 9.3 Describe personal responsibility for reducing hazards and avoiding accidents. 9.4 Distinguish among safe, unsafe, and inappropriate touch. 9.7 Apply appropriate first aid for cuts and bruises, including observing universal precautions.	-overhead projector -oversized boots -poster board -markers -cardboard box -totally awesome health binder	Worksheets: Safety equipment Safe on the go Phone patrol First aid crossword  Family fire escape plan  Sun safety worksheet
June  Classroom teacher “Stranger Danger”  Wellness/PE	How can you promote healthy relationships, a healthy mind, and a healthy body for the rest of your lives?	*Review			Group project healthy lifestyle

CURRICULUM MAP

SUBJECT: Alcohol, tobacco and other drugs

GRADE: 4

MONTH Teaching Responsibility	ESSENTIAL QUESTION	CONTENT (CHAPTER/UNIT DESCRIPTION/ACTIVITIES	SKILLS (STANDARDS/LEARNING OUTCOMES)	MATERIALS/ RESOURCES	ASSESSMENT (Objective/Subjective)
November  Health Educator – Gr. 5	<p>Why are smoking, alcohol and taking drugs bad for you?</p> <p>What are the physical and psychological effects of smoking, drugs and alcohol?</p> <p>What is addiction?</p>	<p>Discuss how alcohol affects physical, social and mental health,</p> <p>Discuss how smoking affects physical health.</p> <p>Discuss dependency on drugs and how to get help.</p>	<p>Identify and distinguish between substances that are safe and unsafe to be taken by mouth, and describe the purpose for medicines and how they can be used and misused in treating medical problems.</p> <p>Describe how these substances affect social, mental, physical and family life.</p> <p>Explain harmful affects drugs; smoking and alcohol have on the body.</p> <p>Reasons to say no to drugs Call for help for poisoning or overdose.</p>	<p>Great Body Shop “How Smoking Harms the Body”</p> <p>Student Newsletter</p> <p>Activity sheet</p>	<p>Classroom response</p> <p>Performance assessment sheet</p>

CURRICULUM MAP

SUBJECT: Wellness

GRADE: 4

MONTH Teaching Responsibility	ESSENTIAL QUESTION	CONTENT (CHAPTER/UNIT DESCRIPTION/ACTIVITIES	SKILLS (STANDARDS/LEARNING OUTCOMES)	MATERIALS/ RESOURCES	ASSESSMENT (Objective/Subjective)
NOV  Health Educator (1 lesson)	<p>What action does one take in a dangerous situation?</p> <p>What does it mean to be a responsible person?</p> <p>What are refusal skills?</p>	<p>Students with identify five things or situation that could cause them harm.</p> <p>Compare and contrast a dangerous situation with a harmless situation and reach a healthful conclusion.</p> <p>Review and model decision making steps to take action in a dangerous situation.</p>	<p><b>Wellness</b> Recognize that diet, exercise, rest, and avoidance of risk behaviors such as smoking, drinking, and other substance use contribute to one’s health.</p> <p>Explain the benefits of making positive health decisions and monitor progress towards personal wellness.</p>	<p>Great Body Shop Lesson 1 “Taking care of your body” and Lesson 1 “No Smoking”</p> <p>Decision Making Poster</p>	<p>Classroom discussion and activities</p> <p>Homework</p> <p>Role Play the Saying “No” steps</p>

CURRICULUM MAP

SUBJECT: Health /Nutrition

GRADE: 4

MONTH <i>Teaching Responsibility</i>	ESSENTIAL QUESTION	CONTENT (CHAPTER/UNIT DESCRIPTION/ACTIVITIES)	SKILLS (STANDARDS/LEARNING OUTCOMES)	MATERIALS/ RESOURCES	ASSESSMENT (Objective/Subjective)
November  <i>Classroom teachers cover this in Gr. 1 and 2.</i>	<p>What is the food guide pyramid?</p> <p>Why is nutrition so important?</p> <p>How do we stay healthy by eating the right foods?</p> <p>What does a food label tell us?</p>	<p>Children will construct a food guide pyramid.</p> <p>Students will learn about nutrients in foods and their importance for growth and repair of tissues.</p> <p>Children will discuss reasons for a healthy breakfast, and learn how to choose healthful meals. Discuss advertising for foods.</p>	<p>Students will attempt to eat the correct number of servings from the food pyramid.</p> <p>Identify key nutrients and vitamins and how they support healthy body systems.</p> <p>Students will comprehend concepts related to health promotion and disease prevention.</p> <p>Students will understand why food labels are important and follow dietary guidelines using the information obtained in the food label.</p>	<p>Totally Awesome Health</p> <p>Video</p> <p>Internet resources ; Nutrition Explorations; Dole 5 A Day; New England dairy council</p>	<p>Students will name a favorite food in each of the categories in the food guide pyramid.</p> <p>Students will identify foods that contain key nutrients and vitamins and what body system they keep healthy.</p> <p>Students will choose healthful foods over unhealthful foods for meals and snacks.</p> <p>Students will name the six parts of a food label and apply it to the food pyramid.</p>

CURRICULUM MAP

SUBJECT: Growth and development

GRADE: 4

MONTH Teaching Responsibility	ESSENTIAL QUESTION	CONTENT (CHAPTER/UNIT DESCRIPTION/ACTIVITIES	SKILLS (STANDARDS/LEARNING OUTCOMES)	MATERIALS/ RESOURCES	ASSESSMENT (Objective/Subjective)
Health Educator -3 lessons – muscular Skeletal digestive	<p>How does the body grow and change?</p> <p>How do hormones affect body function?</p> <p>What is personal hygiene?</p>	<p>Discuss growth and development and the role of hormones in growing and aging.</p> <p>Discuss habits that maintain and protect body systems i.e., keep bones strong, prevent sunburn, keep muscles strong/flexible, breathe easier and fight illnesses.</p> <p>Review personal hygiene responsibilities.</p>	<p><b>Body Systems</b> Describe the influence of health habits on growth and development.</p> <p><b>Health Maintenance</b> Students will comprehend concepts related to health promotion and disease prevention.</p> <p>Students will apply skills to prevent and control the spread of disease, including those that help promote cleanliness.</p>	<p>Great Body Shop: Lesson 1-4.</p> <p>“Be Cool Keep Clean” newsletter</p>	<p>Lesson Activities</p> <ol style="list-style-type: none"> <li>1. Self care and responsibility chart</li> <li>2. Student responses and whole class analysis</li> <li>3. End of unit quiz</li> </ol> <p>Homework</p>

CURRICULUM MAP

SUBJECT: Health GRADE: 5

MONTH Teaching Responsibility	ESSENTIAL QUESTION	CONTENT (CHAPTER/UNIT DESCRIPTION/ACTIVITIES	SKILLS (STANDARDS/LEARNING OUTCOMES)	MATERIALS/ RESOURCES	ASSESSMENT (Objective/Subjective)
Health Educator – 2 Lessons	What are the risks associated with the use of tobacco, alcohol, and drugs?	<u>Tobacco, Alcohol, &amp; Other Substance Use/Abuse</u> <ul style="list-style-type: none"> <li>• <u>Effects of use, misuse, and abuse of drugs</u></li> <li>• <u>Drug abuse and the family</u></li> <li>• <u>Drugs and advertising</u></li> <li>• <u>Choose to be drug-free</u></li> </ul>	<p><b><i>Effects on the Body</i></b>            10.1 Identify and distinguish between substances that are safe and unsafe to be taken by mouth.            10.2 Describe the purpose of medicines (prescription and over-the-counter) and how they can be used or misused in the treatment of common medical problems.            10.3 Describe how tobacco and prolonged exposure to cigarette smoke affects the body.</p> <p><b><i>Healthy Decisions</i></b>            10.4 Identify whom to seek help from for a possible poisoning or overdose.</p>	<p>Text:  <u>Totally Awesome Health!</u>            Unit 6</p> <p>The Great Body Shop – The Truth About Drugs</p>	<p>Written assessments</p> <p>Compare/Contrast – Use vs. Abuse</p>



			individual and family preferences, media, and background, and identify healthy foods within various social groups.		
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CURRICULUM MAP

SUBJECT: Health GRADE: 5

MONTH Teaching Responsibility	ESSENTIAL QUESTION	CONTENT (CHAPTER/UNIT DESCRIPTION/ACTIVITIES	SKILLS (STANDARDS/LEARNING OUTCOMES)	MATERIALS/ RESOURCES	ASSESSMENT (Objective/Subjective)
Nurse (Puberty Lesson)	How and why am I changing?	Reproduction/Sexuality <ul style="list-style-type: none"> <li>• Hormones and Your Body</li> <li>• Growing Up Male and Female</li> <li>• Good Hygiene and Positive Self-Image</li> </ul>	<b>Development</b> 4.1 Identify the components, functions, and processes of the reproductive system. 4.2 Identify the physical changes as related to the reproductive system during puberty. 4.3 Define sexual orientation using the correct terminology (such as heterosexual, and gay and lesbian). <b>Wellness</b> 4.4 Recognize that diet, exercise, rest, and avoidance of risk behaviors such as smoking, drinking, and other substance use contribute to the health of a mother and fetus.	<u>The Great Body Shop – Growing Up</u>  Video – Just Around the Corner	Research – Endocrine System  Written assessments  Discussion  Worksheets  Vocabulary review