

COURSE	HEALTH	GRADE:	1 ST GRADE
STATE STANDARD:	10.1.3 CONCEPTS OF HEALTH	TIME FRAME:	4 LESSONS

STANDARD STATEMENT	CONTENT WORDS	ESSENTIAL QUESTIONS	KNOWLEDGE AND/OR SKILL	TOPIC	ASSESSMENT
<p>A. IDENTIFY AND DESCRIBE THE STAGES OF GROWTH AND DEVELOPMENT</p> <ul style="list-style-type: none"> • INFANCY • CHILDHOOD • ADOLESCENCE • ADULTHOOD • LATE ADULTHOOD 	<ul style="list-style-type: none"> ▪ INFANCY ▪ CHILDHOOD ▪ PHYSICAL ▪ EMOTIONAL ▪ SOCIAL 	<ul style="list-style-type: none"> ▪ IDENTIFY AND DESCRIBE THE STAGES OF GROWTH AND DEVELOPMENT? ▪ WHAT ARE EMOTIONS? ▪ WHAT ARE THE CHANGES THAT OCCUR DURING DEVELOPMENT? 	<p>CORE CONCEPTS</p> <ul style="list-style-type: none"> ▪ INFANCY ▪ CHILDHOOD ▪ EMOTIONS/FEELINGS <ul style="list-style-type: none"> ○ HAPPY ○ ANGRY ▪ SAD ▪ SOCIAL ▪ EMOTIONAL ▪ PHYSICAL ▪ INTELLECTUAL 	<ul style="list-style-type: none"> ▪ GROWTH AND DEVELOPMENT BENCHMARK 	<p>QUIZZES, TESTS, ASSESSMENTS OF VARIOUS PROJECTS (INDIVIDUAL, GROUP, PARTNER)</p> <p>TEACHER DESIGNED ASSESSMENTS</p> <p>TEACHER OBSERVATION</p>
<p>B. IDENTIFY AND KNOW THE LOCATION AND FUNCTION OF THE MAJOR BODY ORGANS AND SYSTEMS.</p> <ul style="list-style-type: none"> • CIRCULATORY • RESPIRATORY • MUSCULAR • SKELETAL • DIGESTIVE 		<ul style="list-style-type: none"> ▪ WHAT DOES YOUR (MAJOR ORGAN) DO? <ul style="list-style-type: none"> ○ FUNCTION 	<p>CORE CONCEPTS</p> <ul style="list-style-type: none"> ▪ FUNCTION ▪ MAJOR ORGANS ▪ LOCATION AND/OR FUNCTION ▪ HEART ▪ LUNGS ▪ BRAIN ▪ STOMACH 	<ul style="list-style-type: none"> ▪ GROWTH AND DEVELOPMENT 	
<p>C. EXPLAIN THE ROLE OF MYPLATE IN HELPING PEOPLE EAT A HEALTHY DIET.</p> <ul style="list-style-type: none"> • FOOD GROUPS • NUMBER OF SERVINGS • VARIETY OF FOOD • NUTRIENTS 		<ul style="list-style-type: none"> ▪ WHY DOES OUR BODY NEED A VARIETY OF HEALTHY FOODS? 	<ul style="list-style-type: none"> ▪ GROWTH AND DEVELOPMENT ▪ FUEL/ENERGY ▪ FREE FROM ILLNESS ▪ CORE CONCEPTS 	<ul style="list-style-type: none"> • NUTRITION 	

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STATE STANDARD:	10.1.3 CONCEPTS OF HEALTH			TIME FRAME:	4 LESSONS
STANDARD STATEMENT	CONTENT WORDS	ESSENTIAL QUESTIONS	KNOWLEDGE AND/OR SKILL	TOPIC	ASSESSMENT
<p>D. KNOW AGE APPROPRIATE DRUG INFORMATION</p> <ul style="list-style-type: none"> • DEFINITION OF DRUGS • EFFECTS OF DRUGS • PROPER USE OF MEDICINE • HEALTHY/UNHEALTHY RISK-TAKING (E.G. INHALANT USE, SMOKING) <p>E. IDENTIFY TYPES AND CAUSES OF COMMON HEALTH PROBLEMS OF CHILDREN</p> <ul style="list-style-type: none"> • INFECTIOUS DISEASES (E.G., COLDS, FLU, CHICKENPOX) • NON-INFECTIOUS DISEASES (E.G., ASTHMA, HAY FEVER, ALLERGIES, LYME DISEASE) • GERMS • PATHOGENS • HEREDITY 		<ul style="list-style-type: none"> ▪ <i>WHAT IS A DRUG?</i> ▪ <i>WHAT ARE HELPFUL AND HARMFUL DRUGS?</i> ▪ <i>WHAT IS A GERM?</i> ▪ <i>WHAT IS A DISEASE?</i> ▪ <i>HOW DO WE PREVENT SPREADING GERMS?</i> 	<ul style="list-style-type: none"> ▪ DEFINE DRUGS ▪ EXAMPLES OF HELPFUL/HARMFUL DRUGS ▪ POISONS ▪ HARM: <ul style="list-style-type: none"> ○ TOBACCO ○ ALCOHOL ▪ HELP: <ul style="list-style-type: none"> ○ MEDICINES ▪ CORE CONCEPTS/SELF-MANAGEMENT ▪ DEFINE GERMS AND DISEASES ▪ PREVENTION METHODS <ul style="list-style-type: none"> ○ HAND WASHING ○ HAND SANITIZER ○ SNEEZE INTO ELBOW ○ COUGH INTO ELBOW 	<ul style="list-style-type: none"> ▪ ALCOHOL, TOBACCO AND OTHER DRUGS ▪ PERSONAL AND COMMUNITY HEALTH 	
ENRICHMENT:	JOURNAL WRITING, RELATED READING ACTIVITIES, PEER ASSISTED ACTIVITIES, INDEPENDENT PROJECTS, RESEARCH USING THE LIBRARY, INTERNET, ETC.				
REMEDATION:	SMALL GROUPS, PEER ASSISTANCE, ADDITIONAL INDIVIDUALIZED ASSISTANCE, VARIATION OF ACTIVITIES/ASSIGNMENTS, MODIFICATIONS AND ACCOMODATIONS.				
RESOURCES:	WWW.HEALTHTEACHER.COM , WWW.CDC.ORG , COMPREHENSIVE SCHOOL HEALTH EDUCATION/MEEKS HEIT , HTTP://KIDSHEALTH.ORG/KID/ VARIETY OF INTERNET SOURCES AND REFERENCE BOOKS, PA STANDARDS ALIGNED SYSTEM, NATIONAL & STATE HEALTH EDUCATION STANDARDS AND SKILLS, POCONO MOUNTAIN CURRICULUM				

COURSE	HEALTH			GRADE:	1 ST GRADE
STATE STANDARD:	10.2.3 HEALTHFUL LIVING			TIME FRAME:	2 LESSONS
STANDARD STATEMENT	CONTENT WORDS	ESSENTIAL QUESTIONS	KNOWLEDGE AND/OR SKILL	TOPIC	ASSESSMENT
<p>A. IDENTIFY HEALTH-RELATED INFORMATION.</p> <ul style="list-style-type: none"> • SIGNS AND SYMBOLS • TERMINOLOGY • PRODUCTS AND SERVICES 	<ul style="list-style-type: none"> ▪ SIGNS ▪ SYMBOLS ▪ POISONS 	<ul style="list-style-type: none"> ▪ <i>WHAT TYPES OF SIGNS AND SYMBOLS CAN HELP KEEP US SAFE?</i> 	<p>CORE CONCEPTS</p> <ul style="list-style-type: none"> ▪ COMMON SIGNS/SYMBOLS THAT WARN US OF DANGER: <ul style="list-style-type: none"> ○ STOP SIGN ○ CROSS WALKS ○ RAILROAD CROSSINGS ○ SKULL AND CROSSBONES ○ CIRCLE WITH LINE THROUGH IT ○ ETC. 	<ul style="list-style-type: none"> ▪ INJURY AND PREVENTION AND SAFETY BENCHMARK 	<p>QUIZZES, TESTS, ASSESSMENTS OF VARIOUS PROJECTS (INDIVIDUAL, GROUP, PARTNER)</p> <p>TEACHER DESIGNED ASSESSMENTS</p> <p>TEACHER OBSERVATION</p>
<p>B. IDENTIFY MEDIA SOURCES THAT INFLUENCE HEALTH AND SAFETY.</p>	<ul style="list-style-type: none"> ▪ MEDIA 	<ul style="list-style-type: none"> ▪ <i>HOW CAN THE MEDIA INFLUENCE HEALTH BEHAVIORS?</i> 	<p>CORE CONCEPTS</p> <ul style="list-style-type: none"> ▪ MEDIA: ADVERTISEMENTS, COMMERCIALS, BOOKS, TV, MOVIES AND BOOKLETS. 	<ul style="list-style-type: none"> ▪ NUTRITION 	
<p>C. IDENTIFY THE STEPS IN A DECISION-MAKING PROCESS.</p>	<ul style="list-style-type: none"> ▪ DECISIONS 	<ul style="list-style-type: none"> ▪ <i>HOW CAN WE MAKE GOOD DECISIONS?</i> 	<p>CORE CONCEPTS/SELF-MANAGEMENT</p> <ul style="list-style-type: none"> ▪ DECISIONS: <ul style="list-style-type: none"> ○ CHOICES WE MAKE IN ORDER TO SOLVE PROBLEMS ▪ DECISION MAKING PROCESS <ul style="list-style-type: none"> ○ IDENTIFY CHOICES ○ CHOOSE ○ EVALUATE ▪ TALK WITH PARENTS, TEACHERS AND TRUSTED ADULTS 	<ul style="list-style-type: none"> ▪ PERSONAL AND COMMUNITY HEALTH 	
ENRICHMENT:	JOURNAL WRITING, RELATED READING ACTIVITIES, PEER ASSISTED ACTIVITIES, INDEPENDENT PROJECTS, RESEARCH USING THE LIBRARY, INTERNET, ETC.				
REMEDATION:	SMALL GROUPS, PEER ASSISTANCE, ADDITIONAL INDIVIDUALIZED ASSISTANCE, VARIATION OF ACTIVITIES/ASSIGNMENTS, MODIFICATIONS AND ACCOMODATIONS.				
RESOURCES:	WWW.HEALTHTEACHER.COM , WWW.CDC.ORG , COMPREHENSIVE SCHOOL HEALTH EDUCATION/MEEKS HEIT , HTTP://KIDSHEALTH.ORG/KID/ , VARIETY OF INTERNET SOURCES AND REFERENCE BOOKS.				

COURSE		HEALTH		GRADE:	1 ST GRADE
STATE STANDARD:		10.3.3 SAFETY AND INJURY PREVENTION		TIME FRAME:	3 LESSONS
STANDARD STATEMENT	CONTENT WORDS	ESSENTIAL QUESTIONS	KNOWLEDGE AND/OR SKILL	TOPIC	ASSESSMENT
<p>A. RECOGNIZE SAFE/UNSAFE PRACTICES IN THE HOME, SCHOOL AND COMMUNITY.</p> <ul style="list-style-type: none"> GENERAL (E.G., FIRE, ELECTRICAL, ANIMALS). MODES OF TRANSPORTATION (E.G., PEDESTRIAN, BICYCLE, VEHICULAR) OUTDOOR (E.G., SAFE/UNSAFE TOUCH, ABUSE, STRANGE, BULLY). 	<ul style="list-style-type: none"> SAFE/UNSAFE PRACTICES STRANGERS GOOD TOUCH VS BAD TOUCH <p>BULLY VICTIM BYSTANDER</p>	<ul style="list-style-type: none"> WHAT ARE SOME BASIC SAFETY PRACTICES TO BE AWARE OF AT HOME, SCHOOL AND COMMUNITY RELATING TO STRANGERS? <p>WHAT IS A BULLY? WHO IS THE VICTIM AND WHAT SHOULD THEY DO IF THEY ARE BULLIED? WHAT IS A BYSTANDER? WHAT IS THE BYSTANDERS ROLE WHEN SOMEONE IS BULLIED?</p>	<p>CORE CONCEPTS/SELF-MANAGEMENT</p> <ul style="list-style-type: none"> STRANGER: A PERSON WE DO NOT KNOW SAFE PRACTICES RELATING TO STRANGERS <p>DEFINE BULLY, VICTIM, BYSTANDER.</p> <ul style="list-style-type: none"> TYPES OF BULLYING HOW TO DEAL WITH A BULLY I MESSAGES 	<ul style="list-style-type: none"> INJURY PREVENTION AND SAFETY PERSONAL AND COMMUNITY HEALTH <p>BENCHMARK</p> <ul style="list-style-type: none"> INJURY PREVENTION AND SAFETY PERSONAL AND COMMUNITY HEALTH <p>INTRODUCE</p>	<p>QUIZZES, TESTS, ASSESSMENTS OF VARIOUS PROJECTS (INDIVIDUAL, GROUP, PARTNER)</p> <p>TEACHER DESIGNED ASSESSMENTS</p> <p>TEACHER OBSERVATION</p>
<p>B. RECOGNIZE EMERGENCY SITUATIONS AND EXPLAIN APPROPRIATE RESPONSES.</p> <ul style="list-style-type: none"> IMPORTANCE OF REMAINING CALM HOW TO CALL FOR HELP SIMPLE ASSISTANCE PROCEDURES HOW TO PROTECT SELF 	<p>EMERGENCY 911</p>	<p>WHAT IS AN EMERGENCY? WHO DO YOU GO TO DURING AN EMERGENCY? HOW DO YOU PROTECT YOURSELF DURING AN EMERGENCY?</p>	<p>DEFINE EMERGENCY REVIEW 911 PROCEDURE</p>	<ul style="list-style-type: none"> INJURY PREVENTION AND SAFETY PERSONAL AND COMMUNITY HEALTH 	
ENRICHMENT:	JOURNAL WRITING, RELATED READING ACTIVITIES, PEER ASSISTED ACTIVITIES, INDEPENDENT PROJECTS, RESEARCH USING THE LIBRARY, INTERNET, ETC.				
REMEDATION:	SMALL GROUPS, PEER ASSISTANCE, ADDITIONAL INDIVIDUALIZED ASSISTANCE, VARIATION OF ACTIVITIES/ASSIGNMENTS, MODIFICATIONS AND ACCOMODATIONS.				
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