COURSE	Health			GRADE:	Kindergarten
STATE STANDARD:	10.1.3 CONCEPTS OF HEA	LTH		TIME FRAME:	3 LESSONS
			1		
STANDARD STATEMENT A. IDENTIFY AND DESCRIBE THE STAGES OF GROWTH AND DEVELOPMENT. INFANCY CHILDHOOD ADOLESCENCE ADULTHOOD LATE ADULTHOOD	CONTENT WORDS     GROWTH	ESSENTIAL QUESTIONS     HOW DOES YOUR BODY     GROW?	KNOWLEDGE AND/OR SKILL CORE CONCEPTS GROWTH: TO BECOME BIGGER, AS WE GROW BOTH BODY AND MIND CHANGE BONES GROW PERMENANT TEETH SMALL MUSCLE CONTROL BIGGER/STRONGER INCREASE PROBLEM SOLVING	GROWTH AND DEVELOPMEN	
<ul> <li>B. IDENTIFY AND KNOW THE LOCATION AND FUNCTION OF THE MAJOR BODY ORGANS AND SYSTEMS.</li> <li>CIRCULATORY</li> <li>RESPIRATORY</li> <li>MUSCULAR</li> <li>SKELETAL</li> <li>DIGESTIVE</li> </ul>	DF BODY HEART MUSCLES STOMACH LUNGS BONES	<ul> <li>WHAT ARE SOME OF YOUR BODY PARTS?</li> <li>WHAT DO YOUR BODY PARTS DO FOR YOU?</li> </ul>	CORE CONCEPTS: BODY: CONSISTS OF ORGANS AND SYSTEMS THAT WORK TOGETHER TO ENSURE GOOD HEALTH HEART: MUSCLE IN OUT CHEST THAT PUMPS BLOOD THROUGH THE BODY MUSCLES: ARE THICK LIKE ROPES THAT ATTACH TO OUR BONES TO HELP US MOVE STOMACH: PLACE WHERE FOOD GOES TO DIGEST LUNGS: TWO LARGE ORGANS, LIKE BALLOONS, LOCATED IN THE CHEST TO HELP US BREATH. BONES: HOLD UP THE BODY AND PROTECT ORGANS INSIDE	GROWTH AND DEVELOPMENT	

COURSE	Health			GRADE:	Kinderga	RTEN
STATE STANDARD:	10.1.3 Concepts of Hea	TH		TIME FRAME: 3 LESSON		
STANDARD STATEMENT	CONTENT WORDS	ESSENTIAL QUESTIONS	KNOWLEDGE AND/OR SKILL	TOPIC		ASSSESSMENT
EXPLAIN THE ROLE OF THE MYPLATE.GOV IN HELPING PEOPLE EAT A HEALTHY DIET. • FOOD GROUPS • NUMBER OF SERVINGS • VARIETY OF FOOD • NUTRIENTS	VARIETY OF     FOODS	What are healthy foods?	CORE CONCEPTS EAT A VARIETY OF FOODS FOOD GROUPS FRUITS VEGETABLES GRAINS PROTEINS DAIRY	<ul> <li>NUTRITION</li> </ul>		
<ul> <li>C. KNOW AGE APPROPRIATE DRUG INFORMATION.</li> <li>DEFINITION OF DRUGS</li> <li>EFFECTS OF DRUGS</li> <li>PROPER USE OF MEDICIN</li> <li>HEALTHY/UNHEALTHY RIS TAKING (E.G. INHALANT USE, SMOKING).</li> </ul>		<ul> <li>ARE DRUGS GOOD/BAD?</li> <li>WHO SHOULD GIVE YOU MEDICINE?</li> </ul>	CORE CONCEPTS  DRUG:  ANY SUBSTANCE WHICH IS NOT FOOD THAT CHANGES THE WAY THE MIND AND BODY WORKS.  MEDICINE:  A DRUG USED TO TREAT DISEASE OF THE MIND OR BODY OR TO RELIEVE PAIN.  TRUSTED ADULT:  S SOMEONE WHO YOU CAN TALK ABOUT DECISIONS OR ASK FOR HELP.	AND SAFETY		
ENRICHMENT:		USING THE LIBRARY, INTERNET,				DJECTS, RESEARCH
REMEDIATION:		SMALL GROUPS, PEER ASSISTANCE, ADDITIONAL INDIVIDUALIZED ASSISTANCE, VARIATION OF ACTIVITIES/ASSIGNMENTS, MODIFICATIONS AND ACCOMODATIONS.				
RESOURCES:		<u>WWW.HEALTHTEACHER.COM</u> , <u>WWW.CDC.ORG</u> , COMPREHENSIVE SCHOOL HEALTH EDUCATION/MEEKS HEIT, <u>WWW.KIDSHEALTH.ORG/KIDS/FOOD_FITNESS/</u> , <u>WWW.NUTRITION.GOV</u> , <u>WWW.NUTRITIONEXPLORATIONS.ORG/KIDS.PHP</u>				
DIFFERENTIATION: TEACHER DIRECTED DIFFERENTIATED INSTRUCTIONAL PROJECTS AND ACTIVITIES ARE ONGOING AND BAS STUDENT NEED.					S AND BASE ON	

STATE STANDARD:     10.2.3 HEALTHRUL LUVING     TIME FRAME:     3 LESSONS       STANDARD STATEMENT     CONTENT WORDS     ESSENTIAL QUESTIONS     KNOWLEDGE AND/OR SKILL     • OPIC     ASSESSMENT       A. IDENTY FRECORA REGISHER     - GEM     • GEM     • HOW DO YOU KEP     • SELF-MANAGEMENT     • PERSINA AND     COMUNITY HEATH       HENDENTY FREINT IN BENFRAD OF     - GEM     • HOW DO YOU KEP     • SELF-MANAGEMENT     • PROJECTSINA AND     COMUNITY HEATH       DISEASE.     • MOR DEVENTION     • GEM     • HOW DO YOU KEP     • SELF-MANAGEMENT     • PROJECTSINA AND     COMUNITY HEATH       DISEASE.     • GEM     • GEM     • HOW DO YOU KEP     • SELF-MANAGEMENT     • PROJECTSINA AND     COMUNITY HEATH       DISEASE.     • GEM     • GEM     • GEM     • MOR DO YOU KEP     • SELF-MANAGEMENT     • PROJECTSINA AND     COMUNITY HEATH       DISEASE.     • GEM     • GEM     • GEM     • AVOID TOUCHING DISTY     • FROJECTSINA AND     COMUNDUAL, CROUP, PROJECTSINA AND     • AVOID TOUCHING DISTY     • AVOID TOUCHING SITY     • AVOID S	COURSE HE	ALTH			GRADE:	Kinde	RGARTEN
A. IDENTIFY PERSONAL HYGIENE PRACTICES AND COMMUNITY HELPERS INAL ART PROMOUS HEALTH AND PREVENT THE SPREAD OF DISEASE.       • GERM       • HOW DO YOU KEEP YOUR BODY CLEAN?       • SELF-MANAGEMENT • HAND WASHING • HAND WASHING • HAND WASHING • BRUSHING TECTH • SNEEZE OR COUCH IN ELBOW • AVOID TOUCHING DIRTY • OBJECTS       • PERSONAL AND COMMUNITY HEALTH COMMUNITY HEALTH COMMUNITY HEALTH COMMUNITY HEALTH COMMUNITY HEALTH CREALUST, VARIOUS ASSESSMENTS OF PROJECTS/INVIDUAL, GROUP, PARTNER)         E. IDENTIFY ENVIRONMENTAL FACTORS THAT AFFECT HEALTH • POLUTION (E.G., AIR, WATE, NOISE, SOIL) • WAST DESTOR • INSECTS SAND • INSECTS SAND • INSECTS AND COMMUNITY HEALTH COMMUNITY HEALTH • PERSONAL AND OUTSIDE THAT COULD HARM US?       • WHAT ARE THINGS • CORE CONCEPT • GERM-TINY UVING THINGS THAT CAN MAKE YOU SICK • OUTSIDE THAT COULD HARM US. • ANIMALS • INSECTS ANIMALS       • INJURY PREVENTION AND SAFETY       • INJURY PREVENTION AND SAFETY	STATE STANDARD: 10	.2.3 Healthful Living			TIME FRAME:		
A. IDENTIFY PERSONAL HYGIENE PRACTICES AND COMMUNITY HELPERS INAL ART PROMOUS HEALTH AND PREVENT THE SPREAD OF DISEASE.       • GERM       • HOW DO YOU KEEP YOUR BODY CLEAN?       • SELF-MANAGEMENT • HAND WASHING • HAND WASHING • HAND WASHING • BRUSHING TECTH • SNEEZE OR COUCH IN ELBOW • AVOID TOUCHING DIRTY • OBJECTS       • PERSONAL AND COMMUNITY HEALTH COMMUNITY HEALTH COMMUNITY HEALTH COMMUNITY HEALTH COMMUNITY HEALTH CREALUST, VARIOUS ASSESSMENTS OF PROJECTS/INVIDUAL, GROUP, PARTNER)         E. IDENTIFY ENVIRONMENTAL FACTORS THAT AFFECT HEALTH • POLUTION (E.G., AIR, WATE, NOISE, SOIL) • WAST DESTOR • INSECTS SAND • INSECTS SAND • INSECTS AND COMMUNITY HEALTH COMMUNITY HEALTH • PERSONAL AND OUTSIDE THAT COULD HARM US?       • WHAT ARE THINGS • CORE CONCEPT • GERM-TINY UVING THINGS THAT CAN MAKE YOU SICK • OUTSIDE THAT COULD HARM US. • ANIMALS • INSECTS ANIMALS       • INJURY PREVENTION AND SAFETY       • INJURY PREVENTION AND SAFETY							
PRACTICES AND COMMUNITY HELPERS THAT PROMOTE HEALTH AND PREVENT THE SPEEAD OF DISEASE. LINE DENTIFY ENVIRONMENTAL FACTORS THAT AFFECT HEALTH • POLLUTION (E.G., AR, WATER, NOISE, SOIL) • WASTER DISPOSAL • INSECTS SALE DISPOSAL • INSECTS SALE DISPOSAL • INSECTS AND ADD AT A SALE THINGS • CORE CONCEPT • POLLUTION • POLLUTION • POLLUTION • POLLUTION • POLLUTION • POLLUTION • POLLUTION • INSECTS AND ADD AT A SALE THAT AFFECT HEALTH • POLLUTION • POLLUTION • POLLUTION • POLLUTION • POLLUTION • POLLUTION • POLLUTION • POLLUTION • INSECTS AND ADD AFFETY • POLLUTION • POLLUTION	STANDARD STATEMEN	NT CONTENT WORDS		KNOWLEDGE AND/OR SKILL			
FACTORS THAT AFFECT HEALTHOUTSIDE THAT COULD HARM US?• GERM- TINY LIVING THINGS THAT CAN MAKE YOU SICK • OUTSIDE THINGS THAT COULD HARM US.AND SAFETY• WASTE DISPOSAL • TEMPERATURE EXTREMES • INSECTS/ANIMALS• GERM- TINY LIVING THINGS • OUTSIDE THINGS THAT COULD HARM US.• OUTSIDE THINGS THAT COULD HARM US.• OUTSIDE THINGS THAT COULD HARM US.• INSECTS/ANIMALS• POLLUTION • DIRTY OBJECTS• OUTSIDE THINGS THAT COULD HARM US.• OUTSIDE THINGS THAT COULD HARM US.	PRACTICES AND COMMU HELPERS THAT PROMOTE F AND PREVENT THE SPREAD	NITY HEALTH		<ul> <li>HAND WASHING</li> <li>HAIR AND BODY WASHING</li> <li>BRUSHING TEETH</li> <li>SNEEZE OR COUGH IN ELBOW</li> <li>AVOID TOUCHING DIRTY</li> </ul>			Observation Checklist, various Assessments of Projects (individual, Group, partner) Rubrics Performance tasks Teacher designed Assessments Teacher
	<ul> <li>FACTORS THAT AFFECT HE</li> <li>POLLUTION (E.G., AIF WATER, NOISE, SOIL)</li> <li>WASTE DISPOSAL</li> <li>TEMPERATURE EXTREM</li> </ul>	ALTH R,	OUTSIDE THAT COULD	<ul> <li>GERM- TINY LIVING THINGS THAT CAN MAKE YOU SICK</li> <li>OUTSIDE THINGS THAT COULD HARM US.         <ul> <li>ANIMALS</li> <li>POLLUTION</li> <li>DIRTY OBJECTS</li> </ul> </li> </ul>		ITION	

COURSE	HEALTH				GRADE:	Kindergarten		
STATE STANDARD:	10.2.3 H	ealthful Living	3 lessons					
					TOPIC	ACCECCAAENT		
STANDARD STATEMENT		CONTENT WORDS	ESSENTIAL QUESTIONS	KNOWLEDGE AND/OR SKILL	TOPIC	ASSSESSMENT		
				R ASSISTED ACTIVITIES, INDEPENDE				
ENRICHMENT:		LIBRARY,INTERNET, ETC.		IN ASSISTED ACTIVITIES, INDEPENDE	INI EROJECIS, RESE			
REMEDIATION:		SMALL GROUPS, PEER ASSISTANCE, ADDITIONAL INDIVIDUALIZED ASSISTANCE, VARIATION OF ACTIVITIES/ASSIGNMENTS, MODIFICATIONS						
RESOURCES:		WWW.HEALTHTEACHER.COM, WWW.CDC.ORG, COMPREHENSIVE SCHOOL HEALTH EDUCATION/MEEKS HEIT, WWW.KIDSHEALTH.ORG www.cyh.com/HealthTopics						

COURSE	Health				GRADE:	KINDERG	ARTEN
STATE STANDARD:	10.3.3 Safe	ty and Injury Preve	NTION		TIME FRAME:	3 LESSON	
STANDARD STATEMENTCA. RECOGNIZE SAFE/UNSAFE PRACTICES IN THE HOME, SCHOOL AND COMMUNITY.•• GENERAL (E.G., FIRE, ELECTRICAL, ANIMALS).•• MODES OF TRANSPORTATION (E.G., PEDESTRIAN, BICYCLE, VEHICULAR)•• OUTDOOR (E.G., SAFE/UNSAFE TOUCH, ABUSE, STRANGE, BULLY).•		••• ··· <u> </u>	ESSENTIAL QUESTIONS     WHAT DOES IT MEAN TO BE     SAFE?     WHAT DOES IT MEAN TO BE	KNOWLEDGE AND/OR SKI CORE CONCEPTS SAFE:	<ul> <li>SAFETY A PREVENTI</li> </ul>	ND INJURY	ASSSESSMENT
			<ul> <li>What does it mean to be unsafe?</li> </ul>	<ul> <li>SECURE FROM DANGER HARM, OR EVIL AND FRE FROM RISK</li> <li>UNSAFE:         <ul> <li>NOT SECURE, INVOLVING OR CAUSING DANGER, LIABLE TO HURT OR CAU INJURY</li> </ul> </li> <li>HOME         <ul> <li>DO NOT TOUCH HOT ITE</li> <li>LOCK YOUR WINDOWS AND DOORS</li> </ul> </li> <li>SCHOOL         <ul> <li>FOLLOW DIRECTIONS AN RULES</li> <li>BE CAREFUL WITH SHARF OBJECTS</li> <li>PUT MATERIALS AWAY</li> </ul> </li> </ul>	ie G JSE MS		
<ul> <li>B. RECOGNIZE EMERGE SITUATIONS AND EXPL APPROPRIATE RESPON</li> <li>IMPORTANCE ON CALM</li> <li>HOW TO CALL FO SIMPLE ASSISTAN PROCEDURES</li> <li>HOW TO PROTECT</li> </ul>	LAIN NSES. <sup>=</sup> REMAINING OR HELP CE	EMERGENCY	<ul> <li>What is an emergency?</li> <li>What do you do in an emergency?</li> </ul>	CORE CONCEPTS • EMERGENCY: • SERIOUS SITUATION THAT OCCURS WITHOUT WARNING AND CALLS F QUICK ACTION. • ACTIONS TO TAKE • AVOIDANCE • EMERGENCY DRILLS • GETTING ADULT HELP	PREVENTI	ND INJURY ON	

COURSE	Health				GRADE:	Kinderg	ARTEN	
STATE STANDARD:	10.3.3 SAFE	TY AND INJURY PREVENTION			TIME FRAME:		3 lessons	
		1			1			
STANDARD STAT	TEMENT	CONTENT WORDS	ESSENTIAL QUESTIONS	KNOWLEDGE AND/OR SKI			ASSSESSMENT	
D. IDENTIFY AND USE SA IN PHYSICAL ACTIVIT (E.G., PROPER EQUIF KNOWLEDGE OF RUL SAFETY, GUIDELINES ( WARM-UP, COOL-DO	Y SETTINGS PMENT, ES, SUN OF SAFE PLAY,	• SAFETY	How do you stay safe on the playground?	SELF-MANAGEMENT SAFETY: BEING PROTECTED FROM INJURIES PLAYGROUND DO NOT CLIMB UP SLIDE WAIT YOUR TURN ONE AT A TIME DO NOT JUMP OFF DO NOT WALK IN FROM SWING OR OTHER OBJE	T OF		Benchmark Students will be presented with an emergency Scenario and identify what is not safe and what they should do in that emergency situation	
ENRICHMENT:		JOURNAL WRITING, R LIBRARY,INTERNET, ETG		eer assisted activities, indepe	NDENT PROJECTS,	RESEARCH	USING THE	
REMEDIATION:			ASSISTANCE, ADDITIONAL INI	DIVIDUALIZED ASSISTANCE, VARI	ATION OF ACTIVITIE	s/assignm	ENTS,	
RESOURCES:		WWW.HEALTHTEACHER.COM, WWW.CDC.ORG, COMPREHENSIVE SCHOOL HEALTH EDUCATION/MEEKS HEIT, WWW.KIDSHEALTH.ORG						
DIFFERENTIATION:		TEACHER DIRECTED D	IFFERENTIATED INSTRUCTIONA	l projects and activities are	ONGOING AND B	ase on stu	DENT NEED.	