

Scope & Sequence Strand: Functions and Interrelationships of Systems

Content Standard 1: Structure and Functions of the Body

A. Sensory System

1. Students will be able to illustrate the functions of the five senses (e.g., eyes to see).
 - a. Sample Teaching strategy
 1. Have the students draw a picture for each of the senses. (e.g., “Something I like to see...Something I like to hear...)
 - b. Resources:
 1. My Five Senses by Margaret Miller
 2. You Touch With Your Fingers by Melvin and Gilda Berger (Scholastic, Inc.)
 3. You Taste With Your Tongue by Melvin and Gilda Berger (Scholastic, Inc.)
 4. You Smell With Your Nose by Melvin and Gilda Berger (Scholastic, Inc.)
 5. You Hear With Your Ears by Melvin and Gilda Berger (Scholastic, Inc.)
 6. You See With Your Eyes by Melvin and Gilda Berger (Scholastic, Inc.)

B. Muscular System

1. Students will be able to identify a muscle in each region of the body (e.g., arms, torso, legs).
 - a. Sample Teaching Strategy
 1. Discuss with students that without muscles, various body parts would not be able to move.
 - b. Resources
 1. Your Muscles by Melvin and Gilda Berger

C. Skeletal System

1. Students will be able to state that the purpose of the skeleton is to hold you up. They will be able to identify arm bones, hip bones, leg bones, the skull and spine.
 - a. Sample Teaching Strategy
 1. Discuss with students that without the support of the skeleton, the body’s soft tissues would not be strong enough to move, stand or walk.
 - b. Resources
 1. Your Bones by Melvin and Gilda Berger

D. Circulatory/Cardiovascular System

1. Students will be able to describe the function of the circulatory system and identify the heart and blood vessels.

- a. Sample Teaching Strategy
 - 1. Discuss with students what happens to your heart rate during physical activity.
 - b. Resources
 - 1. Your Heart by Melvin and Gilda Berger
- E. Respiratory System
- 1. Students will be able to describe the function of the respiratory system and identify the basic components of the respiratory system (e.g., nose, mouth, lungs).
 - a. Sample Teaching Strategy
 - 1. Discuss that breathing is necessary for life. Without oxygen our bodies cease to function.
 - 2. Discuss how the mouth, nose and lungs work together. Watch your chest and stomach muscles as you take a breath and let it out. Describe what happens. Count how many breaths you take in 1 minute.
 - b. Resources
 - 1. Kids Health at www.kidshealth.org.

Scope & Sequence Strand: Health Maintenance and Enhancement

Content Standard 1: Personal and Family Health

- A. Personal Health & Hygiene
- 1. Students will be able to describe the cause and effect of healthy behaviors (e.g., physical activity, sleep, good nutrition, clothing, hygiene).
 - a. Sample Teaching Strategy
 - 1. Explain to the students that sleep helps the body restore itself and renews the body's energy.
 - 2. Have students tell about times when they did not get enough sleep and how they felt.
 - 3. Take a five-minute rest after a tiring physical education class. Then discuss how students feel better after resting.
 - b. Resources
 - 1. Sleep is for Everyone by Paul Showers
- B. Preventive Care
- 1. Students will be able to identify preventive health care (e.g., immunizations, regular health and dental check-ups).
 - a. Sample Teaching Strategy
 - 1. Discuss the importance of keeping teeth clean to maintain dental health (prevent cavities, to have fresh breath, to have

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a clean-feeling mouth, to protect permanent teeth growing below primary teeth, to have a nice smile).

2. Schedule a visit to a dental office or have a dentist visit the classroom.

b. Resources

1. Crest School Program
2. My Tooth Is About To Fall Out by Grace Maccarone (Scholastic Inc., 1981)
3. I Know Why I Brush My Teeth by Kate Rowan

C. Growth and Development

1. Students will be able to recognize that all people grow and change from babies to adults.

a. Sample Teaching Strategy

1. Discuss the changes in the students as they grow (last year's clothing is too small, primary teeth are falling out, they are able to do more for themselves, etc.)
2. Have students make A Book About Me. Have them include baby pictures, toddler pictures, etc.
3. Recount the life of Jesus: birth, twelve year old at the temple, as an adult.

b. Resources

1. Pig Pig Grows Up by David McPhail (Scholastic, 1980)
2. I am Growing by Mandy Suhr (Carolrhoda Books, ISBN 0-87614-734-1)
3. I'm Growing! by Aliko (HarperCollins, ISBN 0-06-020244-0)
4. You'll Soon Grow into Them, Titch by Pat Hutchins (Greenwillow, ISBN 000-688-01770-3)
5. Leo the Late Bloomer by Robert Kraus (HarperCollins, ISBN 0-06-443348-X)
6. Growing and Changing, Houghton Mifflin, 1999 (reading curriculum)

D. Health and Skill Related Fitness

1. Students will be able to recognize that physical activity promotes a healthy heart.

a. Sample Teaching Strategy

1. Demonstrate that the heart is the size of a fist and works as a pump. It beats all the time but at different rates. Discuss that the purpose of the heart is to pump the blood and the purpose of the blood vessels is to carry the blood.
2. Find the pulse in the wrist and/or neck. In pairs, check pulse before and after 1 minute of exercise and record findings. Use stethoscopes to listen to the heartbeat and to count the number of heartbeats in 10 seconds.

3. Explain to students that exercise can make the heart strong. Students can play and exercise at the same time. Playing tag, riding a bike, dancing, etc. Makes the heart strong.
- b. Resources
 1. Kids Health at www.kidshealth.com

Content Standard 2: Nutrition

A. Food Pyramid

1. Students will be able to name the basic food groups (e.g., grains, fruits, vegetables, dairy, meat/fish/poultry, fats).
 - a. Sample Teaching Strategy
 1. Make a class chart for each of the basic food groups. Have students tell you the names of foods to list in each group.
 2. Label five areas of the classroom for the five food groups. Distribute pictures of food items to teams who place items at the proper location.
 - b. Resources
 1. My Pyramid at www.mypyramid.gov

B. Essential Nutrients Throughout Life Cycle

1. Students will be able to recognize that balanced nutrition contributes to health maintenance and enhancement.
 - a. Sample Teaching Strategy
 1. Discuss how food groups relate to the development of a healthy body:
 - a. Dairy products help build strong bones and teeth.
 - b. Meats and proteins help build strong muscles and red blood cells.
 - c. Grains and breads help provide body with energy and help body organs to work together.
 - d. Fruits and vegetables provide vitamins for disease prevention.
 2. Define malnutrition as a health problem that occurs when humans do not have enough to eat or when limited choices are made from one or more food groups.
 - b. Resources
 1. Food Time: An Integrated Approach to Teaching Nutrition. Scholastic, Inc. 1997

C. Balance, Variety and Moderation

1. Students will be able to identify proper serving size and the number of servings needed for a healthy diet.
 - a. Sample Teaching Strategy

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1. Have students plan and draw a healthy meal, with four food choices, and tell how two of the choices aid in the development of a healthy body.

b. Resources

1. St. Louis Dairy Council at www.stldairyCouncil.org to download the My Pyramid Worksheet in pdf form.

D. Food Labels

1. Students will be able to find and read the nutrition contents listed on packaged food.

a. Sample Teaching Strategy

1. Having a variety of healthy foods and snacks foods available, discuss the location of the nutrition information. Have students find serving size, fat and calorie information on package.
2. Measure a single serving of 2 different snacks. Using the nutrition information, students compare calories and fat content of each snack.

b. Resources

1. St. Louis Dairy Council at www.stldairyCouncil.org

E. Food Safety

1. Students will be able to illustrate proper food safety procedures (e.g., washing hands, not touching other's food).

a. Sample Teaching Strategy

1. Bring in a sample student lunch bag and talk about potential problems and how to avoid them (eating with dirty hands, having others touch your sandwich, etc).
2. Emphasize that food spoilage may be caused by lack of refrigeration, improper handling and storage and passage of time.

F. Food Energy and Physical Activity

1. Students will be able to name healthy foods and tell the benefits to the body.

a. Sample Teaching Strategy

1. Students discuss the importance of eating breakfast to energize the body for work, growth and performing daily routines.
2. Students name three healthy breakfast foods and how they help the body function.

2. Students will be able to recognize that food provides the body with fuel (energy).

a. Sample Teaching Strategy

1. Discuss: What is energy? What do you think can happen if your body does not get the food it needs? What do you think can happen if your body does not get the exercise it needs?

2. Students discuss how they feel right before lunch (tired, grumpy, tasks are hard to complete) and how they feel after lunch and noon recess.

Scope & Sequence Strand: Social Responsibilities

Content Standard 1: Building Healthy Relationships

A. Communication Skills

1. Students will be able to identify a variety of feelings and the importance of expressing them (examples: happy, sad, mad, afraid, excited).

- a. Sample Teaching Strategy

1. Have students work with a partner and role play different feelings. Have the other partner guess the feeling that is being acted out.
2. Make a “feeling” collage.
3. Discuss the importance of expressing your emotions/feelings (releases tension, is an important step in solving problems).

B. Family Relationships

1. Students will be able to recognize significant people in their lives and their positive influences on students’ well-being (mom, dad, step-parents, brothers, sisters, grandparents, uncles, aunts, babysitter, teachers, coaches).

- a. Sample Teaching Strategy

1. Discuss the people in students’ lives who have a direct influence on them.
2. Have students tell a story about a time they were happy, sad, scared, and mad and were helped by a significant person.

- b. Resources

1. *A Chair for My Mother* by Vera Williams (HarperCollins ISBN 13=9780688040741)
2. Junior Achievement: Families

C. Peer Relationships

1. Students will be able to recognize the influence peers have on people (positive and negative peer pressure).

- a. Sample Teaching Strategy

1. Have students think of one of their friends. What are some of the things the friend says and does that makes the student want to be with him/her? Have student write “I like to be with my friend because she/he says... Because she/he likes to...”

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2. Using puppets, role play a friend wanting you to do something you know is wrong. What will you say? What will you do? Is doing the right thing easy or hard?
 - b. Resources
 1. Comtrea Counseling Services
- D. Conflict Resolution
1. Students will be able to describe what causes disagreements/fights and how to avoid them.
 - a. Sample Teaching Strategy
 1. Discuss that a conflict is a disagreement. Conflicts can be stopped when people practice getting along.
 2. Discuss that we feel good about ourselves when we use productive ways to handle our disagreements.
 3. Explain how to work out conflicts:
 - a. Stop
 - b. Agree that there is a problem
 - c. Think of ways to work together
 - d. Make the best choice
 4. Have students identify the steps for resolving conflicts and role play them in a situation provided by the teacher.

Content Standard 2: Life Management Skills

- A. Decision Making
1. Students will be able to recognize that decisions have consequences.
 - a. Sample Teaching Strategy
 1. Discuss that a decision is something that somebody chooses or makes up his/her mind about, after considering it and other possible choices. Decisions can be big or small such as:
 - a. Choosing what game to play on the playground
 - b. Choosing who is going to play with you
 - c. Choosing how you are going to play with the people around you
- B. Problem Solving
1. Students will be able to recognize that problems have solutions.
 - a. Sample Teaching Strategy
 1. Discuss that a problem is a difficult situation that needs to be solved. Problems can be big or small such as:
 - a. You have no pencil and it's time to begin the math paper.
 - b. One of your friends wants you to play a game and another friend wants you to play a different game.

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- c. The person you stand next to in line is always pushing and bumping you.
2. Explain that sometimes you can solve the problems all by yourself and sometimes you need help.
3. Discuss acceptable and unacceptable ways to solve problems.

C. Goal Setting

1. Students will be able to tell the purpose of having goals.
 - a. Sample Teaching Strategy
 1. Discuss that a goal is something someone wants to achieve. Goals can be big or small such as:
 - a. Being able to ride a two wheel bike
 - b. Sitting nicely next to your brother/sister in the car all the way to grandma's house
 - c. Getting a paper finished so you can go out to recess on time
 2. Discuss how accomplishing your goal makes you feel.
 3. Have students list on paper one small goal and one big goal they think they can accomplish during the day. Check at the end of the day to see if the goals were accomplished.

D. Stress Management

1. Students will be able to recognize what stress is and how it affects the body.
 - a. Sample Teaching Strategy
 1. Define stress as being a physical response to strong feelings. Symptoms can be a fast heartbeat, faster breathing, upset stomach, being dizzy.
 2. Discuss ways to manage stress. Some examples are:
 - a. Talk with parent, teacher, or counselor
 - b. Get plenty of rest and sleep
 - c. Spend time with a friend
 - d. Play with a pet
 - e. Exercise
 3. Discuss stress factors in every day situations such as:
 - a. Getting ready for school in the morning
 - b. Taking a report card home
 - c. Preparing for a test

E. Violence Prevention/Intervention

1. Students will be able to identify acceptable and unacceptable behavior towards others.
 - a. Sample Teaching Strategy
 1. Have students name acceptable and unacceptable responses to certain situations such as:
 - a. At lunch you want the ketchup which is at the far end of the table away from you.

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- b. Your classmate's coat falls off the hook next to yours while you are getting your coat.
- c. A classmate pushes his/her way in front of you when it's time to line up.

F. Harassment/Bullying & Cultural Influences

- 1. Students will be able to explain that all people, though similar, are unique.
 - a. Sample Teaching Strategy
 - 1. Discuss that all people, although similar, are different (hair color, eyes, skin, ways of thinking and acting).
 - 2. Have students draw two pictures of a family, one to show differences and another to show likenesses (hobbies, taste in food, talents, etc.).
 - 3. Collect pictures of children from magazines to show differences in people.
 - 4. Discuss ways that birth defects, illness or accidents have caused some people to have physical or mental disabilities.
 - 5. Discuss that people have all kinds of talents that make them special. People may not do well in one area, but perhaps can do well in another.
- 2. Students will be able to recognize what it means to be special and identify ways people are special.
 - a. Sample Teaching Strategy
 - 1. Discuss what it means to be special. Discuss various groups to which students belong: class, family, scouts, clubs, teams. Discuss feelings associated with being a member of these groups and that people feel special when they join with others.
 - 2. Have the students sit in a circle and tell the rest of the class something they can do well.
 - 3. Students will each be given one colored counting cube. The students will connect with others that have the same colored cube (make certain to give out some color cubes to only one student). The students that could not find someone to connect to will describe how it felt to be left out. Students will then be given the opportunity to connect with any color cube that they want to. It will be concluded that everyone wants to be connected to someone and that everyone wants to feel like they belong.

Scope & Sequence Strand: Risk Assessment and Reduction

Content Standard 1: Disease Prevention and Control

A. Communicable vs. Non-Communicable Diseases

1. Students will be able to define germs, where they are found, and what harm they can do.
 - a. Sample Teaching Strategy
 1. Identify germs as a cause of disease and the ways diseases are spread.
 2. Explain that germs spread in one way by being on hands and hands touching objects. Look for areas in the classroom that have become soiled because of dirty hands (desks, doorknob, light switch plate). Point out that germs are spread in those places. Put white paper around the light switch plate, edge of door, etc. and watch how it gets dirty from hands being placed on it. Emphasize that it is important to wash hands to get rid of germs.
 3. Invite cafeteria and janitorial personnel to the classroom to discuss the importance of sanitizing public areas and keeping them clean.
2. Students will be able to identify communicable and non-communicable diseases.
 - a. Sample Teaching Strategy
 1. Explain that a communicable disease is one that is easily spread from person to person (colds, chicken pox, flu). Non-communicable disease is not passed from person to person (cancer, heart disease).
 2. Explain that people must be careful not to spread communicable diseases. Discuss and list ways to prevent spread of diseases such as:
 - a. Wash your hands before eating and after using toilet.
 - b. Keep your mouth off of drinking fountain.
 - c. Cover coughs and sneezes.
 - d. Carry and use clean tissue.
 - e. Do not drink from another's glass or cup.
 - f. Stay home from school when you're sick.
 - g. See a doctor if necessary.

B. Body Defenses and Recovery

1. Students will be able to identify behaviors that prevent and reduce chances of illness (e.g. drinking plenty of water, immunizations, sleep, eating healthy foods).
 - a. Sample Teaching Strategy

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1. Discuss that vaccines are used to prevent diseases, and sometimes come in the form of shots.
 2. Discuss childhood diseases common in the past and how they are avoided through vaccinations.
 3. Have students take turns telling their own stories of a visit to the doctor that included receiving a shot/vaccination.
- C. HIV/AIDS Prevention Education
1. Students will be able to recognize that blood can carry harmful diseases.
 - a. Sample Teaching Strategy
 1. Explain how blood can carry harmful diseases and that grownups wear special gloves and used special sprays when dealing with blood clean-up (bloody noses, bloody scrapes and cuts, loose teeth). Students should stay away from bloody situations and get a grownup as soon as possible.

Content Standard 2: Injury Prevention and Safety

- A. Safety Conditions at Home, School and Community
1. Students will be able to distinguish between careful and careless behavior.
 - a. Sample Teaching Strategy
 1. Discuss the importance of wearing a seat belt and having good manners in the car.
 - b. Resources
 1. Buckle Bear Program at www.drivesmart-c.org/bucklebearProgram.htm
 2. Students will be able to identify ways to stay safe in bad weather (e.g., tornado, electric storms).
 - a. Sample Teaching Strategy
 1. Discuss and practice the following emergency procedures in cases of tornadoes, earthquakes, intruders, bomb threats:
 - a. Safe places of protection
 - b. Safe body position
 - c. Drill procedures
 3. Students will be able to identify ways to stay safe in case of a fire.
 - a. Sample Teaching Strategy
 1. Discuss and practice:
 - a. “Stop, Drop and Roll”
 - b. Crawling out of a building below the smoke level
 - c. Fire drills at home and at school
 - b. Resources
 1. Community Fire Department-Safe House
 2. NFPA Fire Safety
 3. Barnes Hospital Burn Prevention

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4. Let's Learn to be Fire Wise, Scholastic News Pilot, 1992
 4. Students will be able to identify safety rules for being around strangers and using the internet.
 - a. Sample Teaching Strategy
 1. Discuss the proper way to answer phone or door at home.
 2. Discuss the importance of not telling a caller that parents are not home.
 3. Discuss the importance of having a grownup monitor what games and activities you use on the computer.
 - b. Resources
 1. Never Talk to Strangers by Irma Joyce
 5. Students will be able identify potential hazards in and around the home (e.g. kitchen, bathroom, yard).
 - a. Sample Teaching Strategy
 1. Discuss the importance of staying away from electrical outlets.
 2. Discuss the importance of making your yard a safe play area. List ways to keep yard safe such as:
 - a. Picking up trash (aluminum cans, big rocks)
 - b. Putting away play equipment when not in use
- B. First Aid Procedures
1. Students will be able identify adult helpers and how to obtain help in an emergency.
 - a. Sample Teaching Strategy
 1. Identify community helpers and other adults/students who may assist in an emergency. Discuss how to get their assistance.
 2. Discuss 911 and the appropriate way to use it. Practice writing and reciting home address and telephone numbers.
 3. Using a "play" phone, have students practice dialing 911, giving the operator their name, telephone number and address.
- C. Activity-Related Injuries and Conditions
1. Students will be able to demonstrate knowledge of playground rules.
 - a. Sample Teaching Strategy
 1. Tour playground and discuss courteous and safe ways to use equipment and playground area.
 2. Model proper use of equipment.
 3. List safety rules on a chart.

Content Standard 3: Substance Education

A. Safe and Unsafe Substances

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1. Students will be able to identify the harmful effects of alcohol and tobacco on the body.
 - a. Sample Teaching Strategy
 1. Explain that tobacco contains a drug that can hurt the body.
 - a. It speeds up the body.
 - b. It makes the heart beat faster.
 - c. It can cause lung disease.
 - d. It can cause cancer.
 2. Have students design a “No Smoking” sign.
 3. Explain that alcohol is a common drug that can hurt the body.
 - a. It stops or slows down breathing.
 - b. It can damage the heart or the liver.
 - c. It can cause slurred speech, clumsiness, nausea and loss of memory.
 4. To help children understand the effects of alcohol on one’s dexterity, obtain a pair of winter gloves. Have students try to open a Hershey Kiss with the gloves and without gloves. Discuss how alcohol effects sensory impairment.
 - b. Resources
 1. Red Ribbon Week Activities
- B. Purposes and Guidelines for Prescription, OTC Drugs and Other Natural Substances
 1. Students will be able to explain what medicines are and when they should be given.
 - a. Sample Teaching Strategy
 1. Explain that medicine is a drug taken when a person is ill, or hurt or to keep a person from getting ill.
 2. Discuss times when children are given medicine. People should take or use medicine only when a trusted adult directs them to.
 3. Discuss types of medicines found in stores.
 4. Explain that children should never take medicine by themselves and never take medicine from another child.
 5. Discuss where medicines should be stored and the use of safety caps. Emphasize that they should never play with medicine.
 6. Explain that a health care worker or trusted adult (i.e., nurse, doctor, parent, someone parent has designated) should give them medicine.
 - b. Resources
 1. Red Ribbon Week activities

Content Standard 4: Environmental Health

A. Effects of Pollution on Health

1. Students will be able to identify environmental problems and how air, land and water pollution relates to health.
 - a. Sample Teaching Strategy
 1. Explain that pollutants cause harm to an area of our natural environment (air, soil, water, etc.). Discuss how harming our environment can also harm our health.
 2. Have students list pollution examples they have found in their community.
 - b. Resources
 1. Missouri Department of Natural Resources
 2. Illinois Department of Natural Resources
 3. Stream Team

B. Promotion, Protection and Individual Responsibility

1. Students will be able to describe how excessive exposure to the sun is harmful and identify ways to limit exposure to the sun.
 - a. Sample Teaching Strategy
 1. Discuss how prolonged exposure to sun can cause skin problems such as:
 - a. Sunburn
 - b. Skin cancers
 2. Discuss importance of the use of sun screen that contains SPF (sun protection factor).
 3. Display or discuss proper clothing to be worn when exposed to the sun (hats, umbrella, sun glasses, long sleeved shirt, etc.).
 4. Make sun hats or visors.
 2. Students will be able to discuss reasons to conserve energy and water.
 - a. Sample Teaching Strategy
 1. Discuss the importance of using our resources wisely. List ways to keep the world around us beautiful and useful for everyone.
 - b. Resources
 1. Be a Friend to Trees by Patricia Lauber. Scholastic, Inc.
 2. Recycle Every Day by Nancy Elizabeth Wallace, Scholastic, Inc.