

Scope & Sequence Strand: Functions and Interrelationships of Systems

Content Standard 1: Structure and Functions of the Body

A. Muscular System

1. Students will show how muscles work (e.g., muscles pull on bones to move at joints).
 - a. Sample Teaching strategy
 1. During P.E. teacher discusses muscles used while doing exercises and physical activity.
 - b. Resources
 1. My Body, Trend Bulletin Board materials
 2. Human Body Systems, Creative Teacher materials

B. Skeletal System

1. Students will be able to identify a bone in each region of the body (head, arms, torso, legs).
 - a. Sample Teaching Strategy
 1. Construct a model of a skeleton using a template.
 2. Students conduct a survey of their classmates to find out how many have had broken bones and how long it took for their bones to heal.
 - b. Resources
 1. My Body, Trend Bulletin Board materials

C. Integumentary System (Skin)

1. Students will tell why people have skin.
 - a. Sample Teaching Strategy
 1. Students will examine an apple and discuss why the apple has a skin. Lead a class discussion of how the apple skin protects the fruit inside. Lead into a discussion of humans and their skin.

D. Circulatory/Cardiovascular System

1. Students will identify the cause and effect of a physically active lifestyle vs. a physically inactive lifestyle on the cardiovascular system (e.g. healthy heart vs. unhealthy heart).
 - a. Sample Teaching Strategy
 1. During P.E. check heart rate while resting and heart rate during exercise.
 2. P.E. game—Heart Attack. It is a tag game. Each time the student is tagged, he must yell a cause of heart attack—no exercise, too much eating, smoking. He will continue with the tag game, but must hold a part of his body after each time he is tagged—an arm, neck, etc. After 3 times, the

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student will have a “heart attack”. Another student may rescue the student by tagging him and saying, “I can do CPR.”

- b. Resources
 - 1. Feeling Good Aerobics Program

Scope & Sequence Strand: Health Maintenance and Enhancement

Content Standard 1: Personal and Family Health

A. Personal Health & Hygiene

- 1. Students will identify and show good oral hygiene (e.g., brushing, flossing, dental exams).
 - a. Sample Teaching Strategy
 - 1. Visit the Dental Health Theatre.
 - 2. Activity to show how healthy eating helps our teeth—Put a knife into marshmallow crème and wipe the knife, keeping some of the marshmallow crème on the knife. Then slice the apple with the knife. Notice how the knife comes out clean.
 - 3. Draw a sequence of pictures to show what decay does to healthy teeth.
 - 4. Students will give a demonstration speech to show good dental health.
 - b. Resources
 - 1. Crest Toothpaste Kit
- 2. Students will identify the purposes and practices of good hand washing.
 - a. Sample Teaching Strategy
 - 1. Students will be instructed in proper hand washing.

B. Growth and Development

- 1. Students will describe how people grow and change throughout life (physically, mentally, emotionally, and socially).
 - a. Sample Teaching Strategy
 - 1. Students will bring in baby pictures and compare it to their school pictures. Discuss changes.
 - 2. Students will bring in pictures of their parents and compare to how the parents look now.

C. Health and Skill Related Fitness

- 1. Students will describe how exercise makes a person’s body stronger (e.g., helps develop strength, endurance, and flexibility).
 - a. Sample Teaching Strategy

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1. During P.E. check pulse and compare a resting pulse and a pulse after running for one minute.
2. Keep an exercise journal for a month.

Content Standard 2: Nutrition

A. Food Pyramid

1. Students will classify foods into food groupings (sorting play food or pictures into food groups).
 - a. Sample Teaching Strategy
 1. Create a chart of food eaten at school lunch.
 2. Create a food pyramid with pictures from magazines or drawings.
 - b. Resources
 1. National Dairy Council
 2. Gregory the Terrible Eater, Scholastic
2. Students will distinguish between healthy and unhealthy foods.
 - a. Sample Teaching Strategy
 1. Make a poster that shows healthy and unhealthy foods.
 2. Create a healthy snack recipe book.
 3. Read Cloudy With a Chance of Meatballs by Judy Barrett. List the healthy and unhealthy foods.

B. Balance, Variety and Moderation

1. Students will create a balanced meal with foods from each food group.
 - a. Sample Teaching Strategy
 1. Students will create a chart tracking the foods they eat from each food group for five days.
 2. Plan a breakfast, lunch and dinner menu that meets all the required servings from each food group
2. Students will explain the concepts of balance, variety and moderation.
 - a. Sample Teaching Strategy
 1. Mystery Tasting Party—Students are provided with unfamiliar foods to taste (kiwi, pomegranate, cucumber).
 2. Students will alphabetize a list of fruits to introduce them to the different fruit words.
 3. Write a class ABC book of different foods.

C. Healthy Body Image

1. Students will be able to recognize that eating healthy and being active will help maintain a healthy body.
 - a. Sample Teaching Strategy
 1. Students discuss the importance of physical activity for health and well-being.

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2. Students identify how the body feels while performing physical activities.
3. Students write a plan for a personal trainer to encourage healthy eating and exercise for a client.
4. Invite a health care professional speak to the students about good health and physical activities.

D. Food Labels

1. Students will identify the basic parts of the Nutrition Facts Label (e.g., serving size, fat, sugar, ingredients).
 - a. Sample Teaching Strategy
 1. Students will bring in cereal boxes and compare the Nutrition Facts Labels.

E. Food Energy and Physical Activity

1. Students will select foods that are nutrient-dense to provide the body with long-lasting energy for thinking and physical activity (e.g., eating fruits/vegetables versus candy/chips).
 - a. Sample Teaching Strategy
 1. Invite a health care professional speak to the students about how different foods affect good health and physical activities.

Scope & Sequence Strand: Social Responsibilities

Content Standard 1: Building Healthy Relationships

A. Communication Skills

1. Students will identify appropriate ways to express needs, wants, and feelings (e.g., dealing with anger, model attentive listening skills).
 - a. Sample Teaching Strategy
 1. Role playing different emotions and practice appropriate language in expressing emotions

B. Family Relationships

1. Students will describe characteristics needed to be a responsible family member.
 - a. Sample Teaching Strategy
 1. Students will create a responsibility chart showing each family member's individual responsibility in the family.

Content Standard 2: Life Management Skills

A. Decision Making

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1. Students will recognize that there are steps to help a person make decisions.
 - a. Sample Teaching Strategy
 1. Sequence cards that will outline the process of good decision making
- B. Problem Solving
 1. Students will identify the positive ways to solve or prevent problems.
 - a. Sample Teaching Strategy
 1. Use picture books to discuss problem solving techniques.
 2. Teach “I” messages to communicate feelings.
- C. Coping Skills
 1. Students will list healthy activities that can relieve uncomfortable feelings and emotions.
 - a. Sample Teaching Strategy
 1. In small groups, students role play problems and solutions on the playground, bathroom, lunchroom, etc.
- D. Violence Prevention/Intervention
 1. Students will list positive ways to deal with unacceptable behaviors.
 - a. Sample Teaching Strategy
 1. Use puppets to give students an opportunity to act out negative and positive methods of dealing with unacceptable behaviors (hitting vs. talking it out).
 - b. Resources
 1. Peacemakers: A Violence Prevention Program
- E. Harassment/Bullying & Cultural Influences
 1. Students will identify resources in the community that can provide safety (e.g., police, safe houses, school, counselor, mall security).
 - a. Sample Teaching Strategy
 1. Police visit to classroom
 2. Help students be aware that the principal is someone who they can talk to.
 - b. Resources
 1. Peacemakers: A Violence Prevention Program

Content Standard 3: Consumer Health and Safety

- A. Media Influence and Health Habits and Decisions
 1. Students will observe advertising techniques that target children (e.g., toys in cereals, fast food meals, cartoon characters).
 - a. Sample Teaching Strategy
 1. Bring in advertisements that demonstrate techniques that target children.

Scope & Sequence Strand: Risk Assessment and Reduction

Content Standard 1: Disease Prevention and Control

- A. Communicable vs. Non-Communicable Diseases
 - 1. Students will define communicable and non-communicable diseases.
 - a. Sample Teaching Strategy
 - 1. Create stations in your room, using pictures and descriptions of different diseases. Have students go on a scavenger hunt to find communicable or non-communicable diseases.
 - 2. Create a chart to show the difference between the diseases.
 - 2. Students will identify how germs are spread and apply practices which help keep our community germ-free (e.g., cover mouth when sneezing, wash hands).
 - a. Sample Teaching Strategy
 - 1. Graph the places in the classroom that have been touched by students to determine which places have had the most contact.
 - 2. Write a story from a germ's point of view.
 - 3. Make posters to encourage healthy practices.
 - 4. Identify the five most important times to wash hands.
 - 5. Each student demonstrates the proper technique of washing hands.
- B. HIV/AIDS Prevention Education
 - 1. Students will identify safe practices for reducing a person's risk for disease.
 - a. Sample Teaching Strategy
 - 1. Discuss how to be helpful, but also healthy, when helping someone who has cut himself, lost a tooth, etc.
 - 2. Write a story of how to help friends on the playground.

Content Standard 2: Injury Prevention and Safety

- A. Safety Conditions at Home, School and Community
 - 1. Students will describe safe and unsafe behaviors and conditions in the environment away from home (e.g., pedestrian, pool, bicycle, outdoors).
 - a. Sample Teaching Strategy
 - 1. Invite a lifeguard to discuss pool safety.
 - 2. Invite a police officer to discuss bicycle safety.
 - 3. Role play crossing the street by creating a mock intersection.

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2. Students will describe common safety rules and laws (e.g., playground, bicycle, pedestrian, vehicle).
 - a. Sample Teaching Strategy
 1. Create posters to show safety rules on the playground.
 2. Create classroom playground rules, incorporating the school playground rules.
 3. Discuss driving laws with students, especially before field trips in cars.
 3. Students will list common emergencies and steps to take in each situation.
 - a. Sample Teaching Strategy
 1. Role playing calling 911 and describing the problem.
 2. Practice fire drills and correct behavior during a fire drill.
- B. First Aid Procedures**
1. Students will identify individuals who can properly assist with first aid procedures (e.g. school nurse, lifeguard, teacher, parent, babysitter).
 - a. Sample Teaching Strategy
 1. Invite school nurse, or other health professional, to come to classroom to talk about first aid procedures on the playground.
 - b. Resources
- C. Activity-Related Injuries and Conditions**
1. Students will explain the use and purpose of safety equipment.
 - a. Sample Teaching Strategy
 1. Invite fire fighter to visit classroom and demonstrate use of his/her protective gear.

Content Standard 3: Substance Education
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- A. Safe and Unsafe Substances**
1. Students will identify various types of drugs including nicotine, alcohol and street drugs.
 - a. Sample Teaching Strategy
 1. Students discuss and list various tobacco uses (cigarettes, pipe, chewing, etc.).
 2. Students determine what is and is not medicine.
 - a. Sample Teaching Strategy
 1. Students discuss what makes a drug helpful or harmful.
 2. Invite a pharmacist to explain how prescriptions are filled by the pharmacist and why following the directions is important.
- B. Purposes and Guidelines for Prescription, OTC Drugs and Other Natural Substances**

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1. Students will recognize that importance of safely storing medicine in its proper place.
 - a. Sample Teaching Strategy
 1. Identify safe ways to store harmful solutions.
 2. Discuss how children should not consume anything without parents' supervision.
- C. Effects on the Body
 1. Students will describe the effects of tobacco and alcohol on the body (e.g., lungs, brain, liver).
 - a. Sample Teaching Strategy
 1. Make a chart to show how tobacco and alcohol affect the body.

Content Standard 4: Environmental Health

- A. Effects of Pollution on Health
 1. Students will compare the air quality between the smoking and non-smoking area of a restaurant and harmful effects of second-hand smoke.
 - a. Sample Teaching Strategy
 1. Students draw a picture to show a smoke-free restaurant and a smoking area of a restaurant.
 2. Students write a story that tells how the lungs feel in a smoking environment.
- B. Promotion, Protection and Individual Responsibility
 1. Students will recognize that littering is against the law and promotes the spreading of pathogens.
 - a. Sample Teaching Strategy
 1. Students clean the playground, using plastic gloves for safety and reporting to adult when finding sharp objects.
 2. Students create posters to encourage no littering.
 2. Students will recognize the harmful effects of poor air quality or extreme temperature to the body (e.g., asthma, allergies, hypothermia).
 - a. Sample Teaching Strategy
 1. Students discuss frostbite, what causes it, and how to prevent it.
 2. Students discuss the weather terms green quality, yellow quality and red quality days and how that impacts outdoor activities.
 3. Students will name ways to prevent land, noise and air pollution.
 - a. Sample Teaching Strategy
 1. Students discuss various methods of recycling that is being used in the school (aluminum cans, newspaper, cartridge, etc.).