

## Scope & Sequence Strand: Functions and Interrelationships of Systems

### Content Standard 1: Structure and Functions of the Body

#### A. Sensory System

1. Students will classify the five sense organs and their parts (e.g., iris, ear canal, olfactory bulb, taste buds, nasal cavity).
2. Students will name the major functions of the sense organs.

##### a. Sample Teaching Strategy

1. Label, discuss and define the five sense organs by using different diagrams for each sense organ.
2. Sight- Use a mirror to observe the inverse effect of how one perceives an image.
3. Sound- Play a game of bingo using a tape of recorded sounds.
4. Smell- Use two different scents, (i.e. vanilla and peppermint) to help student to realize that the same odor will be able to no longer be detected after a certain length of time but a new scent introduced will be detected.
5. Taste – Using carbonated non-diet soda and chocolate, students will first take a swallow of soda and then immediately eat a piece of chocolate. The effect should confuse the brain and the student will not be able to differentiate the taste.
6. Feel –
  - a. Fill a large box with a variety of different items. Have the students feel the item (without looking) and guess the item.
  - b. Put on a work glove and touch a piece of dry ice, to illustrate that cold can actually burn (MUST BE A WORK GLOVE).

#### B. Integumentary System (Skin)

1. Students will identify the major components of the integumentary system (e.g., skin, hair, nails).
2. Students will describe the function of the skin (e.g., protection).

##### a. Sample Teaching Strategy

1. Have each student cover his/her finger with a band-aid. Leave the band-aid on overnight. Compare the skin that was covered and uncovered.
2. To discover the tensile strength of hair, each student will tie a piece of his/her hair and tie a paperclip to one end and tape the other end to a table. Add paperclips to the other

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paperclip until the hair breaks. Count the number of paperclips and compare the results with the rest of the class.

3. Discuss nail care, cleaning, cutting and cuticle care.

C. Digestive System

1. Students will identify the major components of the digestive system (e.g., mouth, esophagus, liver, stomach, small intestine, large intestine).
2. Students will name the major functions of the digestive system (e.g., process of digestion).
3. Students will describe the structure of the digestive system (e.g., how do the teeth, tongue and saliva begin the digestive process).
  - a. Sample Teaching Strategy
    1. Label diagrams of the digestive system.
    2. Compare different types of teeth (Carnivores and Herbivores).
    3. Distribute crackers to each student having them first bite off a piece of the cracker with the front teeth and grind it with the back teeth.
    4. Use a marble and a piece of flexible rubber tubing to demonstrate how food is pushed through the esophagus to the stomach.
    5. Spray a can of Silly String (outside) to demonstrate the length of the intestines.
    6. Use carbonated water (what was drunk or eaten) and an antacid tablet (digestive juices) to demonstrate how digestive juices can neutralize in the stomach.
    7. Show a cow liver to the class and discuss its function.

D. Reproductive System

1. Students will understand the basics of reproduction.
  - a. Sample Teaching Strategy
    1. Focus on animal life cycles (e.g., frog, butterfly, etc.)

## Scope & Sequence Strand: Health Maintenance and Enhancement

<b>Content Standard 1: Personal and Family Health</b>
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A. Personal Health & Hygiene

1. Students will describe that personal health is enhanced by behaviors that include care of skin, teeth, gums, hair, eyes, nose, ears and nails.
  - a. Sample Teaching Strategy

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1. Create a chart describing desirable grooming habits and have the students fill out a chart for a week demonstrating how they implemented these habits.
2. Construct a flytrap, collect flies and observe their grooming habits. Once this is completed, students compare and contrast the fly's grooming habits with their own.

B. Preventive Care

1. Students will summarize how preventive health care (e.g., immunizations, regular health, dental care) enhances one's health.
  - a. Sample Teaching Strategy
    1. Have a dentist come in a talk about dental care.
    2. Have a health care professional come in and discuss regular health.
    3. Compare the immunizations the student has received with the vaccination schedule for children.

C. Growth and Development

1. Students will sequence the stages of the human life cycle (e.g., infant, toddler, preschool, school-age).
  - a. Sample Teaching Strategy
    1. Each child will create a photo album showing the stages of development for every year of their life. The student will label each photo.

D. Health and Skill Related Fitness

1. Students will identify and define components of health related fitness.
  - a. Sample Teaching Strategy
    1. Reinforce the fitness tests from the physical education classes.

<b>Content Standard 2: Nutrition</b>
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A. Food Pyramid

1. Students will categorize foods into the appropriate group on the "My Pyramid" chart based on primary nutrient content (e.g., carbohydrates, proteins, fats).
  - a. Sample Teaching Strategy
    1. Cut out pictures from magazines to recreate the food pyramid.
    2. Create three meals that have at least three of the five food groups.
    3. Identify foods within each food group to draw or paint and create a food mural.

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B. Balance, Variety and Moderation

1. Students will recognize factors that influence food choices (e.g., availability, family preference, culture, media).
  - a. Sample Teaching Strategy
    1. Create goals and action plans to improve your nutritional choices (i.e., I could trade a soda for milk at dinner).
    2. Students will watch a specified amount of television each day (i.e., 30 minutes). During that time they will record the number of food related commercials and product type presented.

C. Healthy Body Image

1. Students will define body image in relationship to health.
  - a. Sample Teaching Strategy
    1. Use BMI (body mass index) chart showing examples of the proper weight and stature of girls and boys by age.
      - a. Example: CDC US Growth Charts

D. Food Labels

1. Students will explain the importance of nutrition facts on food labels in making healthful selections (e.g., serving size, calories, nutrients, ingredients).
  - a. Sample Teaching Strategy
    1. Compare information on cereal nutrition facts labels. Construct graphs based on information provided on food labels. Explain what nutrients are provided in cereals that are necessary for good health.
    2. Evaluate and graph the fat content of favorite snack foods. Analyze the food labels on the snack foods and graph the calories from fat.

## Scope & Sequence Strand: Social Responsibilities

<b>Content Standard 1: Life Management Skills</b>
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A. Decision Making

1. Students will identify the five steps of the decision making process (what is the problem, what are my choices, what are the pros and cons of each choice, how important are the consequences of each choice, which is the best choice).
  - a. Sample Teaching Strategy
    1. Discuss the five- step process of decision-making. Role-play different situations, which require the process.

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B. Character Education

1. Students will understand and exhibit behaviors that demonstrate positive character.
  - a. Sample Teaching Strategy
    1. Choose one of the character traits and focus on ways to enhance that trait each month.
    2. Choose and define one character trait each month. Have the students write what that character trait means to them or give good examples of that specific trait. Fill a bulletin board with these ideas.

C. Violence Prevention/Intervention

1. Students will define violence and provide examples.
2. Students will identify causes of violence (e.g., anger, prejudice, child abuse, socio-economic status).
  - a. Sample Teaching Strategy
    1. Brainstorms ways to deal with anger without fighting.
    2. Role-play conflict situations with the object being to resolve it peacefully.
    3. Define what constitutes violence.
    4. Students will write a story from the view point of a shoe. They tell where they have been and where they are going as well as feeling they have experienced.
    5. Watch videos on Dr. Martin Luther King Jr., Rosa Parks, etc.

D. Harassment/Bullying & Cultural Influences

1. Students will define bullying.
2. Students will list acts of bullying (e.g., being excluded from group, teasing, inflicting physical harm).
  - a. Sample Teaching Strategy
    1. Students will create their own dictionary pages using vocabulary words associated with bullying.
    2. Students design posters of positive classroom behaviors.
    3. Create a class constitution for acceptable classroom behavior.

<b>Content Standard 2: Consumer Health and Safety</b>
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A. Community Services

1. Students will describe community helpers and agencies who can provide assistance for specific health issues or problems (e.g., fireman, policeman, paramedics, American Heart Association).
  - a. Teaching Strategy
    1. List and define community helpers in the area.

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2. Create a phonebook listing the names, numbers and profession of local community helpers.
3. Visit local fire and police stations.

## Scope & Sequence Strand: Risk Assessment and Reduction

### Content Standard 1: Injury Prevention and Safety

- A. Safety Conditions at Home, School and Community
1. Students will assess home, school and community environment for safe and unsafe conditions.
  2. Construct a plan of what to do when home alone (e.g., emergency phone list, not answering door, not using stove).
    - a. Sample Teaching Strategy
      1. Create a safety mobile to promote safety in home and classrooms.
      2. Make a list of the safety hazards around their homes/schools and tell their parents/teachers why they are hazards and ways to correct them.

### Content Standard 2: Environmental Health

- A. Effects of Pollution on Health
1. Students will graph different types of pollution and how they affect one's health (noise, water, air, land).
  2. Students will list several ways to prevent pollution that damages environment, disrupts ecosystems and affects one's personal health.
    - a. Sample Teaching Strategy
      1. Take cooking oil and water and mix it in a container. Add "oil absorb" (obtain from any heating oil company, usually for free) and this will absorb the oil out of the water.
      2. Put Vaseline on index cards and distribute them to various areas of the school. Leave them for one week, collect them to examine the dust. Graph your results and discuss ways of prevent dust particles getting into these areas.
      3. Read Dr. Seuss' book The Lorax, relate it to our environment today.
- B. Promotion, Protection and Individual Responsibility
1. Students will list laws and regulations that are designed to promote and protect community and environmental health (e.g., littering, illegal dumping, noise ordinances).

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2. Students will examine a common environmental problem, then discuss the effort made by individual agencies or government to reduce or prevent the problem.
3. Students will create new laws that would assist agencies to promote and protect community and environmental health.
  - a. Sample Teaching Strategy
    1. With gloves students will pick litter up off of the playground and discuss how each item affects our environment.