

Scope & Sequence Strand: Functions and Interrelationships of Systems

Content Standard 1: Structure and Functions of the Body

A. Muscular System

1. Students will describe the difference between voluntary and involuntary muscles (e.g., voluntary, person can control; involuntary, person cannot control).
 - a. Sample Teaching Strategy
 1. Students will learn the basic muscle groups by movement and association by stepping on polypots with each muscle group labeled. Students will demonstrate the movement of the muscle and the muscles function.
 - b. Resources
 1. <http://www.pecentral.com>

B. Skeletal System

1. Students will identify the different types of bones (e.g., long, flat, wide, short, and curved).
2. Students will describe the functions of the skeletal system (e.g., protects body parts, supports the framework, works with muscles).
 - a. Sample Teaching Strategy
 1. Label, discuss and review all major bones and locations by medical and common terms.

C. Circulatory/Cardiovascular System

1. Students will identify the types of blood vessels (e.g., arteries, veins, capillaries).
2. Students will identify the chambers of the heart (e.g., atrium, ventricle).
3. Students will identify the types of blood cells (red blood cell, white blood cell, platelets).
4. Students will explain pulmonary circulation (heart, lungs, heart, body)
 - a. Sample Teaching Strategy
 1. Discuss the cardiovascular system and define each part's function.
 2. Have students set up their own personal health evaluation.
 3. Create a flowchart to show how the blood travels through the heart and veins.
 4. Use an outline of each student's body. Define and label all the parts of the cardiovascular system.
 - b. Resources
 1. <http://www.pecentral.com>

D. Respiratory System

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1. Students will describe the structure of the respiratory system (e.g., lungs, lung lobes, air sacs).
 2. Students will describe the function of the respiratory system (e.g., exchange of carbon dioxide and oxygen).
 - a. Sample Teaching Strategy
 1. Using a body, students outline the five parts of the respiratory system and tell their function.
 2. Explain how the respiratory system gets oxygen from the air which we breathe.
- E. Reproductive System
1. Students will identify and describe the basic structure and function of the male and female reproductive system.
 - a. Sample Teaching Strategy
 1. Familiarize students with appropriate terms for the reproductive anatomy.
 2. Discuss body changes that occur with the onset of puberty.
 - b. Resources
 1. CPH Sex Education Series (book and videos)

Scope & Sequence Strand: Health Maintenance and Enhancement

Content Standard 1: Personal and Family Health

- A. Personal Health & Hygiene
1. Students will create a personal health plan (e.g., include balanced nutrition, exercise, hygiene, adequate sleep).
 - a. Sample Teaching Strategy
 1. Have students list infectious and non-infectious diseases on a graph. Label ways to manage, prevent and reduce the risk of disease.
 2. Have students survey 10 people and find out their healthy lifestyle choices.
 3. Have students report on eating disorders.
 4. Identify ways in which a person can remain healthy. Then students make a goal chart to increase healthy lifestyle trends.
 - b. Resources
 1. <http://www.teach-nology.com>; <http://www.pbskids.org>
- B. Health and Skill Related Fitness
1. Students will classify activities as they relate to the health related fitness components.

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- a. Sample Teaching Strategy
 - 1. Have students discuss the benefits of warm-up exercises as they relate to keeping your body healthy.

Content Standard 2: Nutrition

- A. Essential Nutrients Throughout Life Cycle
 - 1. Students will identify the sources and basic functions of the six essential nutrients (carbohydrates, protein, fats, vitamins, minerals, water).
 - a. Sample Teaching Strategy
 - 1. Have students bring in several different food containers of items they eat regularly at home. Categorize them according to the amount of the above listed nutrients. Discuss the importance of balancing the nutrients and why each nutrient is necessary to a healthy body.
- B. Food Pyramid
 - 1. Students will justify the need for a balanced diet according to the “My Pyramid” chart.
 - a. Sample Teaching Strategy
 - 1. Students will design a sample menu for a week in which they must meet all of the food requirements.
 - b. Resources
 - 1. <http://mypyramid.gov/kids/index.html>
- C. Balance, Variety and Moderation
 - 1. Students will make informal decisions regarding food choices based on knowledge of balance, moderation and variety (e.g., food log, meal planning, grocery shopping).
 - a. Sample Teaching Strategy
 - 1. Take a field trip to the grocery store. Shop for healthy foods within a specific budget.
- D. Health Body Image
 - 1. Students will discuss the misconceptions projected by society in regards to body image.
 - a. Sample Teaching Strategy
 - 1. Provide magazines for students to cut out pictures of people they would like to look like. Have students discuss why they want to look like that person. Discuss average height and weight charts for children their age. Refer to the Bible to discuss how God has created us to be unique individuals.
 - b. Resources
 - 1. http://kidshealth.org/teen/food_fitness/dieting/weight_height.html
- E. Food Safety

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1. Students will recognize the four basic rules of food handling (e.g., clean, cook, chill, separate).
 2. Students will identify proper food guidelines and storage (e.g., expiration date, refrigerated vs. non-refrigerated).
 - a. Sample Teaching Strategy
 1. Take a field trip to a local restaurant. Observe how food is handled and discuss concerns and precautions with workers.
 2. Bring in a variety of produce and observe over a period of time how the food changes.
- F. Food Energy and Physical Activity
1. Students will describe the relationship between food intake and energy/activity levels.
 - a. Sample Teaching Strategy
 1. Have students keep a journal in which they record what they eat. Calculate their daily calorie intake. Have kids use the “Children’s Energy Needs Calculator” to determine their caloric intake requirements and compare. Extend and discuss how different foods they chose affect their energy levels differently.
 - b. Resources
 1. http://www.kidsnutrition.org/bodycomp/energy/energyneeds_calculator.htm

Scope & Sequence Strand: Social Responsibilities

Content Standard 1: Life Management Skills

- A. Character Education
1. Students will be able to identify characteristics needed to be a responsible family member.
 - a. Sample Teaching Strategy.
 1. Discuss the contributions to the family that each family member makes.
 - b. Resources
 1. Grandma’s Chair by Maggie Smith
 2. A Chair for My Mother by Vera B. Williams
- B. Violence Prevention/Intervention
1. Students will describe strategies to prevent violence (e.g., count to 10 before acting, talk to a trusted adult about feelings, physical activity, channel energy into worthwhile activity).
 2. Students will describe intervention strategies in violent situations (e.g., seek an adult, dial 911).

- a. Sample Teaching Strategy
 - 1. Form groups to come up with anger management techniques. Each group may create a poster, a skit or another type of visual presentation to present their techniques to the class.
- C. Harassment/Bullying & Cultural Influences
 - 1. Students will describe strategies to prevent bullying (e.g., avoid being alone, stay away from people who fight, ignore insults).
 - a. Sample Teaching strategy
 - 1. Watch webisodes on bullying scenarios and discuss the choices and the possible results of their choices.
 - b. Resources
 - 1. <http://www.pacerkidsagainstbullying.org/>
 - 2. <http://www.ncada-stl.org/nindex.html>

Scope & Sequence Strand: Risk Assessment and Reduction

Content Standard 1: Disease Prevention and Control

- A. Communicable vs. Non-Communicable Diseases
 - 1. Students will identify and describe basic causes, symptoms, treatments and management of common communicable diseases and health problems.
 - 2. Students will determine cause and effect relationships between health diseases or illness (e.g., Type I diabetes vs. Type II diabetes).
 - a. Sample Teaching Strategy
 - 1. Assign group of students a specific communicable disease. Students will research the disease and create a poster presentation discussing the disease and its treatments.
 - 2. Design a scavenger hunt worksheet for the students to explore information about diabetes on the website for the American Diabetes Association in the Youth Zone.
 - b. Resources
 - 1. http://www.nslc.wustl.edu/education/courses/edu4741/lessons03/kniepkamp/Publication_2_files/page0004.htm
 - 2. <http://www.diabetes.org/home.jsp>
- B. Body Defenses and Recovery
 - 1. Students will explain how a healthy lifestyle can enhance the body's basic lines of defense (e.g., plenty of rest, physical activity, healthy food choices).
 - a. Sample Teaching Strategy
 - 1. Have students play the "bat relay" game in which they form teams. Each member takes turns running to a bat set a

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specific distance from the group. Student should place his/her forehead on bat and spin (with the other end of the bat on the ground) around 5 times. Then that student “runs” back to the group for the next person to start. Compare the game to how the healthy body is in balance and functions properly and the unhealthy body is off-balance and has difficulty performing normal tasks such as fighting off disease.

C. Types of Pathogens and Transmission

1. Students will identify that there are certain conditions and behaviors that enhance both the growth and spread of germs (e.g., person-to-person, food, water, not washing hands, improper refrigeration, lack of purification).
 - a. Sample Teaching Strategy
 1. Play the “Infection, Detection, Protection” Game.
 2. Have students use Glo Germ on a variety of frequently used items (e.g., doorknobs, drinking fountain, cafeteria tables, desks, pencil sharpener) and on hands before and after washing them to see how many germs there are.
 - b. Resources
 1. <http://www.amnh.org/nationalcenter/infection/>
 2. <http://www.latsa.com>

Content Standard 2: Injury Prevention and Safety

1. Safety Conditions at Home, School and Community
 1. Students will assess their environment and recognize the potential for danger in everyday situations (e.g., not wearing seatbelt, too many plugs in one outlet, telling caller parents are out).
 - a. Sample Teaching Strategy
 1. Set up “dangerous” scenarios in the classroom and allow the students to assess the environment for safety hazards in groups.
 2. Have students create posters showing safe and unsafe examples for the situations above.