

Scope & Sequence Strand: Functions and Interrelationships of Systems

Content Standard 1: Structure and Functions of the Body

A. Sensory System

1. Students will identify the five senses (e.g., hearing, tasting, smelling, touching, seeing).
 - a. Sample Teaching Strategy
 1. Teacher hides a popcorn maker in classroom, pops popcorn and has students “discover the popcorn” via sense of smell and sound, then lets them see it and touch it and taste it.
 2. Have students touch and attempt to identify a “mystery item” concealed in a paper bag.
 3. Discuss with students the idea of glasses for vision correction and hearing aids for correction of hearing.
 4. Have students taste and smell different food samples.
 - b. Resources
 1. Busy Bunnies’ Five Senses by Teddy Slater (Scholastic)
 2. Your Five Senses by Bobbi Katz (Scholastic)
 3. Polar Bear, Polar Bear What Do You Hear? by Bill Martin, Jr.
 4. The Nose Book by Al Perkins
 5. Mice Squeak, We Speak by Tommie dePaola (Scholastic)
 6. You Touch With Your Fingers by Melvin and Gilda Berger (Scholastic)
 7. You Hear With Your Ears by Melvin and Gilda Berger
 8. Your Five Senses by Melvin and Gilda Berger
 9. You Taste With Your Tongue by Melvin and Gilda Berger

B. Muscular System

1. Students will tell why people have muscles.
 - a. Sample Teaching Strategy
 1. During activities involving the use the hands, discuss with students the concept that they are working to develop the muscles in their hands.
 2. Singing song “My God is so Great, so “Strong” and so Mighty”
 3. Large muscles are used in PE play-discuss this with them as they play.
 4. Bible lesson of Samson
 5. Bible lesson of David and Goliath (differences in muscles)
 - b. Resources
 1. Your Muscles by Melvin & Gilda Berger (Scholastic)

LESA
Health Education Curriculum Guide
2006-2007

2. From Head to Toe by Eric Carle

C. Skeletal System

1. Students will tell why people have bones.

a. Sample Teaching Strategy

1. Halloween Skeleton Unit
2. Letter “X” for x-ray-use visuals such as model skeleton, pictures of bones, x-rays to discuss bones

b. Resources

1. The Skeleton Inside You by Philip Balestrino
2. Your Bones by Melvin & Gilda Berger (Scholastic)

D. Circulatory/Cardiovascular System

1. Students will tell why people have a heart and show its location.

a. Sample Teaching Strategy

1. Valentine Heart Unit
2. Jump Rope for Heart Activity
3. Have the school nurse visit and discuss and use stethoscope with them.
4. Have students use a stethoscope to listen to their heart. Then have them exercise and listen to how the heart speeds up.

b. Resources

1. www.americanheart.org
2. Your Heart by Melvin & Gilda Berger
3. Lub-Dub song

E. Respiratory System

1. Students will tell why people have lungs.

a. Sample Teaching Strategy

1. Have students blow out candles.
2. Have students blow on sailboats to make them sail.

b. Resources

1. www.lungusa.org

F. Reproductive System

1. Students will tell that a baby has a mom and a dad.

a. Sample Teaching Strategy

1. Bible lesson of baby Moses who had two moms
2. Bible lesson of baby Jesus and Mary and Joseph
3. Bible lesson of Adam and Eve and Cain and Abel
4. Classroom visits and discussion from pregnant moms of students
5. Sex Education Curriculum from CPH

b. Resources

1. Sex Education Curriculum Concordia Publishing House
2. Make Why Boys and Girls Are Different by Carol Greene (CPH) available to parents.

Scope & Sequence Strand: Health Maintenance and Enhancement

Content Standard 1: Personal and Family Health

A. Personal Health & Hygiene

1. Students will identify behaviors that keep a person healthy (e.g., physical activity, sleep, good nutrition, clothing, hygiene).

- a. Sample Teaching Strategy

1. February –Dental Health Month
2. Halloween Candy-effects of too much
3. Visit with or by local dentist
4. Use toothbrushes to paint white over yellow paper tooth.
5. Visit Dental Health Theatre/Museum
6. Food Unit
7. Discussion of sneezing, coughing, hand washing, and use of hand sanitizer
8. Do art project of hand with tissue going to mouth

- b. Resources

1. Colgate Dental Health Resources
2. Delta Dental Program
3. Local Dentists
4. Dental Health Theatre

B. Preventive Care

1. Students will identify preventative health care (e.g., immunizations at 5 years of age, hand washing).

- a. Sample Teaching Strategy

1. Reminders of hand washing after using restroom and blowing nose
2. Have students administer hand sanitizer to other students before snack time.
3. Dramatic play center: act out being a “doctor” and caring for dolls.

- b. Resources

1. Dolls and doctor kits
2. Your Skin by Melvin and Gilda Berger (Scholastic)
3. Germes Make Me Sick by Melvin and Gilda Berger

C. Growth and Development

1. Students will identify that all people grow and change from babies to adults.

- a. Sample Teaching Strategy

LESA
Health Education Curriculum Guide
2006-2007

1. Discuss the life of Jesus (Baby Jesus, Jesus as boy in the temple, adult Jesus begins ministry).
 2. Discuss the life of Moses (Baby Moses, adult Moses as a leader of God's people).
 3. Celebration of birthdays
 - b. Resources
 1. Your Body by Melvin and Gilda Berger
 2. Voyages Curriculum (CPH)
- D. Health and Skill Related Fitness
1. Students will recognize that active play makes people healthy and strong.
 - a. Sample Teaching Strategy
 1. Encourage them to see that they can do more when they try hard and practice.
 2. Plan a mini Olympics during gym time.
 - b. Resources
 1. Perpetual Motor Development Program

Content Standard 2: Nutrition

- A. Food Pyramid
1. Students will be able to sort food into groups.
 - a. Sample Teaching Strategy
 1. Various sorting and grouping activities using plastic food, pictures from grocery store ads, etc.
 2. Make butter.
 3. Bring favorite fruit to school day
 4. Various cooking activities
 - b. Resources
 1. Eating the Alphabet by Lois Ehlert
 2. Berenstain Bears and Too Much Junk Food by Stan and Jan Berenstain
 3. Lunch by Denise Fleming (Scholastic)
 4. Why Do People Eat? by Osborne
 5. What Happens To Your Food? by Osborne
 6. Food Pyramid www.mypyramid.gov
- B. Balance, Variety and Moderation
1. Students will recognize that we need a variety of food in our diet.
 - a. Sample Teaching Strategy
 1. Various activities using the book, The Very Hungry Caterpillar
 2. Dramatic play center kitchen

LESA
Health Education Curriculum Guide
2006-2007

3. Have students cut out a variety of different food pictures and affix to a paper plate and discuss with them these different foods.
 - b. Resources
 1. Local District Dairy Council
 2. Variety of food pictures
 3. The Very Hungry Caterpillar by Eric Carle
- C. Food Safety
1. Students will recognize proper food handling (e.g., touching other people's food).
 - a. Sample Teaching Strategy
 1. Discuss the importance of snack time manners (no food sharing, no touching others' food, no eating food that has been on the floor, etc.).
 2. Washing hands before cooking
 3. Washing hands before eating snack
 - b. Resources
 1. Field trip to local restaurant (McDonalds, etc.)
 2. Field trip to grocery store

Scope & Sequence Strand: Social Responsibilities

Content Standard 1: Building Healthy Relationships

- A. Communication Skills
1. Students will recognize different emotions.
 - a. Sample Teaching Strategy
 1. Song "If You're Happy and You Know It, Clap Your Hands"- Identify and act out these emotions with songs
 2. Song "Jesus Loves Me When I'm Glad"
 3. Song "If You Feel Happy"
 - b. Resources
 1. Preschool Mailbox Oct/Nov 97 Monster Emotion Unit
 2. Voyages Curriculum by CPH
- B. Family Relationships
1. Students will describe what is a family and recognize similarities and differences of families.
 - a. Sample Teaching Strategy
 1. Have students make a book about their families.
 - b. Resources
 1. You Are Special Little One by Nancy Tafuri (Scholastic)
 2. I Have a New Family Now by Robin Monroe (CPH)
 3. Mom's Pregnant by Darlene Hoffa (CPH)

C. Peer Relationships

1. Students will define a good friend.
 - a. Sample Teaching Strategy
 1. Sing and discuss the song “Jesus is a Friend of Mine”.
 2. Teach Bible lesson of David and Jonathan
 - b. Resources
 1. Berenstain Bears and the Good Deed by Stan and Jan Berenstain
 2. Voyages Curriculum (CPH)

D. Conflict Resolution

1. Students will use words to resolve conflict and avoid using physical aggression.
 - a. Sample Teaching Strategy
 1. During “center times”, students will be encouraged to decide how they can take turns or share.
 2. Students will be taught language to use when conflicts arise.
 3. Students will be instructed and encouraged to come to teacher with problems when conflicts arise.
 - b. Resources
 1. Temper Tantrum Book by Preston (Scholastic)
 2. Voyages Curriculum by CPH

Content Standard 2: Life Management Skills

A. Decision Making

1. Students will recognize that people have disagreements.
 - a. Sample Teaching Strategy
 1. Students will be taught acceptable assertive language when conflicts arise.
 - b. Resources
 1. I Can Do It Myself (Sesame Street)

B. Problem Solving

1. Students will recognize that people have problems.
 - a. Sample Teaching Strategy
 1. Discuss with students that it is OK to ask for help (issues with zippers, buttons, backpacks).
 2. Discuss with students that it is OK to ask for adult help when conflict arises.
 - b. Resources
 1. Share and Take Turns by Miners
 2. Never Talk To Strangers by Joyce (Scholastic)

C. Harassment/Bullying & Cultural Influences

1. Students will be able to use acceptable assertive language when disagreements arise.
 - a. Sample Teaching Strategy
 1. Teach students acceptable assertive language when they are in a situation which makes them uncomfortable or fearful.
 - b. Resources
 1. Being Bullied by Joy Berry (Grollier)
 2. Being a Bad Sport by Joy Berry (Grollier)

Content Standard 3: Consumer Health and Safety

- A. Community Services
 1. Students will identify community helpers and health professionals (e.g., fire, police, nurse, doctor, dentist, pediatrician, pharmacist).
 - a. Sample Teaching Strategy
 1. Celebrate Fire Prevention Month
 2. Celebrate Dental Health Month
 3. Visit from School Nurse
 4. Community helper field trips/classroom visits
 5. Invite parents to visit and tell about their jobs.
 - b. Resources
 1. Police Department
 2. Fire Department
 3. School Nurse
 4. Local Dentist
 5. www.colgate.com

Scope & Sequence Strand: Risk Assessment and Reduction

Content Standard 1: Disease Prevention and Control

- A. Communicable vs. Non-Communicable Diseases
 1. Students will recognize that germs cause sickness
 - a. Sample Teaching Strategy
 1. Covering nose or mouth when cough or sneeze (cough into your sleeve)
 2. Teaching hand washing and use of hand sanitizer
 - b. Resources
 1. Germs Make Me Sick by Melvin and Gilda Berger
- B. Body Defenses and Recovery
 1. Students will model proper hand washing and hygiene.
 - a. Sample Teaching Strategy

LESA
Health Education Curriculum Guide
2006-2007

1. Teach students to wash hands while singing the ABC song to encourage thorough hand washing.
 2. Students will learn to always throw away used tissue and then wash hands or use hand sanitizer.
- b. Resources
1. Mrs. Wiggle-Wiggle's Won't Take A Bath by Betty MacDonald

Content Standard 2: Injury Prevention and Safety

- A. Safety Conditions at Home, School and Community
1. Students will recognize warning labels that identify harmful items and substances (e.g., cleaning products, “Mr. Yuk” symbol, plastic bag dangers).
 - a. Sample Teaching Strategy
 1. Fire safety (school fire drills, home fire drills)
 2. “Safe house” visit by fire department to teach safety in case of fire
 3. Identify different warning labels found on products and how to use caution with all products.
 - b. Resources
 1. Local fire department
 2. Local children’s hospital community resource department for poison control literature
 3. www.chp.edu/mryuk/05a_mryuk.php
- B. Activity-Related Injuries and Conditions
1. Students will recognize that safety equipment is necessary to protect the body during participation in sports and recreational activities (e.g., helmet, mouthpieces, shin guards, eye protection).
 - a. Sample Teaching Strategy
 1. Discuss uniforms and safety equipment used by various athletic teams.
 2. Dramatic play center: include race car helmet, bike helmet, safety pads
 3. Bike Day (kids bring helmets and bikes)
 4. Students draw helmets on figures of children on bikes, etc.
 - b. Resources
 1. Franklin Rides a Bike by Paulette Bourgeois (Scholastic)
 2. St. Jude Trike-a-thon

Content Standard 3: Substance Education

- A. Safe and Unsafe Substances
 - 1. Students will recognize that there are safe and unsafe substances that can be taken into the body.
 - a. Sample Teaching Strategy
 - 1. Red Ribbon Week activities

Content Standard 4: Environmental Health

- A. Effects of Pollution on Health
 - 1. Students will be able to tell what a safe/clean play area looks like.
 - a. Sample Teaching Strategy
 - 1. Conduct clean-up time. After cleaning up look at room together and discuss why clean-up is necessary.
 - 2. Discuss various classroom rules and why they are necessary.
 - b. Resources
 - 1. The Lorax by Dr. Suess
- B. Promotion, Protection and Individual Responsibility
 - 1. Students will be able to tell how they can help keep a safe/clean playground.
 - a. Sample Teaching Strategy
 - 1. Discuss the importance of a clean and safe playground. Discuss picking up litter and the importance of reporting to adults the location of sharp objects (glass, etc.) and the location of faulty playground equipment.
 - 2. Conduct clean-up of playground.