

Contents

Overview	4
Instructional Guide: KINDERGARTEN HEALTH	7
Kindergarten Health: Pacing Guide	8
Kindergarten Quarter 1	8
Kindergarten Quarter 2	10
Kindergarten Quarter 3	12
Kindergarten Quarter 4	14
Kindergarten Health: Course Descriptions and Benchmark Numbers.....	16
Kindergarten Health: Related Glossaries	18
Instructional Guide: Grade 1 Health	19
First Grade Quarter 1	20
First Grade Quarter 2	24
First Grade Quarter 3	26
First Grade Quarter 4	28
Grade 1 Health: Course Descriptions and Benchmark Numbers.....	30
Grade 1 Health: Related Glossaries	32
Instructional Guide: Grade 2 Health	33
Grade 2 Health: Pacing Guide	34
Grade 2 Quarter 1.....	34
Grade 2 Quarter 2.....	37
Grade 2 Quarter 3.....	39

Grade 2 Quarter 4.....	41
Grade 2 Health: Course Descriptions and Benchmark Numbers	43
Grade 2 Health: Related Glossaries	45
Instructional Guide: Grade 3 Health	46
Grade 3 Health: Pacing Guide	47
Grade 3 Quarter 1.....	47
Grade 3 Quarter 2.....	49
Grade 3 Quarter 3.....	51
Grade 3 Quarter 4.....	53
Grade 3 Health: Course Descriptions and Benchmark Numbers	55
Grade 3 Health: Related Glossaries	58
Instructional Guide: Grade 4 Health	60
Grade 4 Quarter 1.....	61
Grade 4 Quarter 2.....	63
Grade 4 Quarter 3.....	65
Grade 4 Quarter 4.....	66
Grade 4 Health: Course Descriptions and Benchmark Numbers	67
Grade 4 Health: Related Glossaries	70
Instructional Guide: Grade 5 Health	71
Grade 5 Health: Pacing Guide	72
Grade 5 Quarter 1.....	72
Grade 5 Quarter 2.....	73
Grade 5 Quarter 3.....	75
Grade 5 Quarter 4.....	76

Grade 5 Health: Related Glossaries 80

A special thanks to Kathy Rampino, Village Oaks Elementary, for her contribution of Organwise! 82

OVERVIEW

The Collier County Public Schools Health Curriculum is an Abstinence- Based Curriculum that addresses, and is taught to, the Next Generation Sunshine State Standards. The Health Curriculum for elementary schools is taught almost exclusively by a classroom teacher. In a very few cases, principals have set up an occasional class to be taught by a certified health teacher to fulfill this requirement. The health curriculum will be taught throughout the entire school year for 50 minutes per week.

The pacing guides are broken down into quarters; however it is up to the individual teacher as to the exact length of time to spend on each topic. All of the standards for that grade level curriculum must be taught.

The curriculum for Health is organized in such a way to make teaching run smoothly.

There are various letters and numbers to guide a person through the Next Generation Sunshine State Standards. Each group of letters and/or numbers is separated by a dot or a period (.).

The letters HE represents Health. The number directly following HE will be a K, 1, 2, 3, 4, or 5. When directly following the HE, the K or number represents the grade level.

For each grade level, three main ideas are addressed. These three ideas, which are derived from the standards, are called “Health Literacy” but are also know as the “Big Idea” or “Body of Knowledge”. These three “Big Ideas” or the “Body of Knowledge” are labeled Concepts, Responsible Behavior and Promotion.

The letter C represents Concepts. The letter B represents Responsible Behavior. The letter P represents Promotion

The numbers next to these letters represent the standard for that particular “Big Idea” or “Body of Knowledge”.

The number 1 directly after C, B or P represents “Standard 1”.

For example, Standard 1 for Concepts is: **Comprehend concepts related to health promotion and disease prevention to enhance health.**

The next number after this Standard represents the course description for that particular standard. The entire group of numbers together is the benchmark code number. At the end of each grade level's pacing guide will be the benchmark code numbers for that grade level and the course description next to the code number. All together, these numbers and course descriptions are the Next Generation Sunshine State Standards for that particular course and level.

The following are Strands and Standards for elementary health classes.

Strand: **Concepts (C)**

Standards:

1. Comprehend concepts related to health promotion and disease prevention to enhance health.
2. Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Strand: **Responsible Behavior (B)**

Standards:

1. Demonstrate the ability to access valid health information, products, and services to enhance health.
2. Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
3. Demonstrate the ability to use decision-making skills to enhance health.
4. Demonstrate the ability to use goal-setting skills to enhance health.

Strand: **Promotions (P)**

Standards:

1. Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.
2. Demonstrate the ability to advocate for individual, peer, school, family, and community health.

INSTRUCTIONAL GUIDE: KINDERGARTEN HEALTH

Course Number: HE-K-TBA

Course Title: Health-Kindergarten

Abbreviated Title: Health-K

Course Length: Year

The purpose of this course is to provide students with the opportunity to gain knowledge and skills necessary to make healthy choices with the overall goal of improving quality of life. Students will recognize personal, family, and community health/safety issues, as well as ways to prevent communicable diseases and injuries. Students will recognize overall physical health including body parts inside and outside the body. Students will identify trusted school and community members to communicate health needs, access health information, and seek a safe environment. Students will recognize healthy practices and behaviors to improve personal, family, and community health.

Kindergarten Health: Pacing Guide

Kindergarten Quarter 1

Subject: Health and Fitness- Health-K			
Quarter and Timeframe (# days/weeks): 50 minutes per week	Unit: Chapters 1-3; Harcourt; Health and Fitness; Organwise		Integration to other areas
<p>Big Ideas: Growing Inside and out; Staying Healthy; Caring for your teeth.</p> <p>Essential Questions/Understandings: How will learning about taking care of my body help me look and feel my best?</p> <p>Indicators: Recognizing healthy and positive behaviors. Recognizes ways to express needs, wants, and feelings.</p>	<p>Next Generation Sunshine State Standards/Benchmarks: HE.K.B.2.1 - Recognize healthy ways to express needs, wants, and feelings. HE.K.C.1.5 - Recognize there are body parts inside and outside of the body. HE.K.P.2.1 - Help others to make positive health choices.</p>		<ul style="list-style-type: none"> • Math: Measure Growth • Language Arts: Write a letter • Reading: Early literacy • Science: Animal growth chart; life size models; senses center • Social Studies: Caring for others
Vocabulary	Activities and Assessments		Resources
<p>Essential Vocabulary: Arms Body Growing Head Legs Trunk Bones Brain Heart Lungs Muscles Skull Spine Stomach Hear See Senses</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Preview Chapter concepts • Demonstrate personal characteristics that contribute to self-confidence and self-esteem. • Develop protective factors that help foster resiliency. • Identify the five senses and their functions. • Name external body parts and their functions. • Describe how a body grows <p>Concepts for using OrganWise:</p> <ul style="list-style-type: none"> • OrganWise Cheering for Health Choices (book/oral lesson) • Feed Your Brain Activity p 13 • Your Hardy Heart Pet Activity p 14 • Pick a Pet and Play Activity p 15 • Cheering for Fruit Activity p16 • Cheering for Veggies Activity p17 • Your Activity Banner Activity p18 • Keeping Your Pets Healthy (book/oral lesson) <p>All follow-up activities for the books will be found in the Heart-to-Start Activity Book. The DVD companion activity sheets can be downloaded at this link:</p>		<p>Teaching Resources Book: School-Home Connection pg. 49 Student Reader pg. 73 – 74 School-Home Student Reader pg. 79-80</p> <p>Teachers: Fun Facts to know about OrganWise...</p> <ul style="list-style-type: none"> • It takes just a few minutes to read and less time to implement. • It builds camaraderie. • It provides quick transition ideas that will motivate and reinforce all academic concepts. <p>Also, Wisercise;</p> <ul style="list-style-type: none"> • Have daily warm-ups and cool-downs (5-8, 57-60). • Teaches the OrganWise Rules, “Low Fat, High-fiber, Lots of Water, Exercise” <p>Sign into ANGEL, open Discovery Education (located under the nugget: CCPS Teacher Links) and this link will open. Or click on the link below. Getting to School Safely is Your Job (13:36)</p> <p>DVD: Gimme Five /Companion Activity Sheet</p>

Smell Taste Touch Care Helpful Kind Nailbrush Skin Soap Sunscreen Brush Comb Head lice Shampoo Check ups Dentist Doctor Hygienist Nurse Stress Bite Brush Chew Floss Gums Teeth Mouth guard Toothpaste Health goal	Click this link: http://www.organwiseguys.com/index.php WISERCISE! Is a year-round tool to be used throughout the school year to increase physical activity in the classroom? OrganWise Gal/Guy and Organ Wise-ology (CD-ROM) are great supplemental items to be used throughout the entire year. They are good to use alongside the books and DVDs suggested. (10)All About Feelings: Lesson 1 You Are Special pg. 138-139 Big Book: pg.39 Activity Book: pg. 48 Lesson 2 You Have Feelings pg.140-141 Big Book: pg.40 Activity Book: pg. 49 Lesson 3 Change Your Feelings pg. 138-139 Big Book: pg. 41 Activity Book: pg. 50 Lesson 4 Life Skills: Resolve Conflicts pg.142-143 Big Book: pg.41 Activity Book: pg. 51 1)Growing Inside and Out: Lesson 1 Growing Inside and Out pg. 8-9 Big Book: pg.1 Activity Book: pg.1 Lesson 3 Use Your Senses pg.12-13 Big Book: pg.3Connection pg. 55 Activity Book: pg. 3	DVD: Calci's Big Race/Companion Activity Sheet Sign into ANGEL, open Discovery Education (located under the nugget: CCPS Teacher Links) and these links will open. Let's Get Along!: Nice Things Kids Can Do (12:37) Let's Get Along!: Making and Keeping Friends (11:05) Let's Get Along!: What You Say is What You Get (14:36) Teaching Resources Book: School-Home Connection pg. 37 Student Reader pg 61-62 Sign into ANGEL, open Discovery Education (located under the nugget: CCPS Teacher Links) and this link will open. Play and Discover with Digger and Splat: Growing Up (16:10) Teachers will find the following valuable lists of Resources in the Teacher Edition of Harcourt Health and Fitness Florida Edition, listed for each chapter. Coordinated School Health Program Books for Students Books for Teachers Media Resources Free and Inexpensive Materials Videos (sample above) Webliography Also, teachers will find more on Curriculum Integration, ESL/ELL Activities, and How to meet individual needs.
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Kindergarten Quarter 2

Subject: Health and Fitness- Health-K		
Quarter and Timeframe (# days/weeks): 50 minutes per week	Unit: Chapters 4-6; Harcourt; Health and Fitness; OrganWise	Integration to other areas
<p>Big Ideas: Food for Health; Being active; Home and Travel safety.</p> <p>Essential Questions/Understandings: Which are good foods for my body? How can I best take care of my body?</p> <p>Indicators: Recognizing healthy and positive behaviors. Recognizes ways to express needs, wants, and feelings.</p>	<p>Next Generation Sunshine State Standards/Benchmarks: HE.K.C.2.1 - Name healthy behaviors that family members should practice HE.K.B.3.2 - Recognize healthy options to health-related issues or problems. HE.K.P.1.1 - Identify healthy practices and behaviors to maintain or improve personal health.</p>	<ul style="list-style-type: none"> • Math: Measure Growth • Language Arts: Vocabulary activities page 7 • Reading: Early literacy, concepts of print • Science: Animal growth chart; life size models; senses center • Social Studies: Stress expert
Vocabulary	Activities and Assessments	Resources
<p>Essential Vocabulary:</p> <p>Breakfast Dinner Energy Lunch Food groups Food guide Pyramid Responsibility Germs Spoil Storage Cool down Stretching Warm up Work out Posture Shoulders Spine Straight Sleep Communicate 911</p>	<p>OrganWise</p> <ul style="list-style-type: none"> • Click on your Sir Rebrum (book/oral lesson) • You Take the Test Activity p 19 • In Search of Breakfast Activity p20 • Click on your Sir Rebrum Activity p. 21 <ul style="list-style-type: none"> • Recognize dangers of poisons. • Practice behaviors that prevent poisonings. • Recognize how fires start and identify how to prevent them. • Describe a fire safety plan. • Practice appropriate behavior during fire drills and other disaster drills. • Demonstrate how to stop, drop, and roll. • Identify health-care workers and safety workers as community helpers. • Identify breakfast, lunch, and dinner as daily meals. • Plan healthful meals. <p>OrganWise</p> <ul style="list-style-type: none"> • What's On Your Plate? (book/oral lesson) • Read All About It Activity p 25 • Your Party Plate Activity p26 <p>OrganWise Party Activity p 27</p> <p>(6)Home And Travel Safety: Big Book: pg.20</p>	<p>Teaching Resources Book: School-Home Connection pg. 57 Student Reader pg. 81-82</p> <p>Sign into ANGEL, open Discovery Education (located under the nugget: CCPS Teacher Links) and this link will open. All About Family(10:00)</p> <p>DVD: Breakfast Skippin' Blues, Companion Activity Sheet</p> <p>Sign into ANGEL, open Discovery Education (located under the nugget: CCPS Teacher Links) and these links will open. Sniffy Escapes Poisoning (06:58) Sound the Alarm: Firefighters at Work (16:00) When I Grow Up I Want to Be a Firefighter (13:27)</p> <p>Teaching Resources Book: School-Home Connection pg. 59 Student Reader pg. 83-84</p>

<p>Poisons Symbol Alarm Fire Prevent Safe Safety Drop Roll Stop Dangerous Unsafe Safety belt</p>	<p>Activity Book: pg. 25 Teaching Resources Book: School-Home Connection pg. 47 Student Reader pg. 71 – 72 Lesson 6 -Home And Travel Safety: Car and Bus Safety pg. 138-139 Big Book: pg.24 Activity Book: pg. 29 (11)Family Life: Lesson 1 ;Your Family pg. 152-153 Big Book: pg.43 Activity Book: pg.53 NOTE: Internet Safety: This is taught in the technology classes. Lesson 2 Stay Away From Poisons pg. 76-77 Lesson 3 Be a Helper pg.156-157 Lesson 3 Know How Fires Start pg. 138-139 Big Book: pg.21 Activity Book: pg. 26 Lesson 4 Stop, Drop, and Roll pg. 80-81 Big Book: pg.22 Activity Book: pg. 27 12)A Healthy Community: Lesson 1 Community Helpers pg. 164-165 Big Book: pg. 46 Big Book: pg.45 Activity Book: pg. 55 Activity Book: pg. 57 4)Food for Health: Lesson 1 Meals Give You Energy pg. 48-49 Big Book: pg. 12 Activity Book: pg. 15 Teaching Resources Book: School-Home Connection pg. 43 Student Reader pg. 67-68</p>	<p>Sign into ANGEL, open Discovery Education (located under the nugget: CCPS Teacher Links) and these links will open.</p> <p>You and Your Hospital (19:00)</p> <p>All About Neighborhoods (10:00)</p> <p>Keeping Your Community Clean (16:00)</p> <p>OrganWise Guys Video: Breakfast Skippin' Blues (16:24)</p> <p>OrganWise Guys Video: Gimme Five (15:23)</p> <p>Five a Day with Jack the Apple (11:19)</p> <p>DVD: Pepto’s Party Portions, Companion Activity Sheet</p> <p>Teachers will find the following valuable lists of Resources in the Teacher Edition of Harcourt Health and Fitness Florida Edition, listed for each chapter. Coordinated School Health Program Books for Students Books for Teachers Media Resources Free and Inexpensive Materials Videos (sample above) Webliography</p> <p>Also, teachers will find more on Curriculum Integration, ESL/ELL Activities, and How to meet individual needs.</p>
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Kindergarten Quarter 3

Subject: Health and Fitness		
Quarter and Timeframe (# days/weeks):	Unit: Chapters 2 & 8 ; Harcourt; Health and Fitness; OrganWise	Integration to other areas
<p>Big Ideas: Safety while playing; Staying well; Medicines help, Drugs hurt.</p> <p>Essential Questions/Understandings: What must I avoid in order to stay healthy and safe?</p> <p>Indicators: Recognizing healthy and positive behaviors. Recognizes ways to express needs, wants, and feelings.</p>	<p>Next Generation Sunshine State Standards/Benchmarks: HE.K.C.1.3 - Recognizes ways to prevent common communicable diseases HE.K.B.2.3 - Identify the appropriate responses to unwanted and threatening situations HE.K.P.1.1 - Identify healthy practices and behaviors to maintain or improve personal health.</p>	<ul style="list-style-type: none"> • Math: water sports graph • Language Arts: Rabbit Skit • Reading: sequence • Science: road conditions test • Social Studies: Internet dangers, rules, take a vote
Vocabulary	Activities	Resources
<p>Essential Vocabulary: Crosswalk Traffic Password Stranger Trusted adult Safe Safety rules Unsafe Dangerous Prevent Fairness Helmet Intersection Safety gear Cough Fever Ill Sneeze Symptoms Germs Immunization Respect</p>	<ul style="list-style-type: none"> • Practice good personal hygiene. • Identify ways to protect and care for the skin. • Identify ways to take care of the hair. • Explain the importance of health information. • Cooperate in regular health-care screenings. • Identify health-care workers. <p>OrganWise Concepts</p> <ul style="list-style-type: none"> • It's A Teethday Party!(book/oral lesson) • Toothbrush Designer Activity p4 • A Teethday Party Activity p5 • All About You Activity p 6 • Practice good personal hygiene. • Practice positive health behaviors to reduce the risk of disease. <p>OrganWise</p> <ul style="list-style-type: none"> • FIBER-iffic Fashion (book/oral lesson) • Colorful Fabric Activity p 22 • Fiber-ific T-Shirt Activity p.23 • Peri's New Design Activity p 24 • Identify and practice personal health habits that help individuals stay healthy. <p>(2)Staying Healthy:</p>	<p>Teaching Resources Book: School-Home Connection pg. 39 Student Reader pg. 63-64</p> <p>Sign into ANGEL, open Discovery Education (located under the nugget: CCPS Teacher Links) and these link will open.</p> <p>Primary Health and Safety: Feeling Good with Good Hygiene (10:00) Primary Health and Safety: Germs and Disease (11:00)</p> <p>DVD: Fiber Fandango, Companion Activity Sheet</p> <p>Teaching Resources Book: School-Home Connection pg. 51 Student Reader pg. 75-76</p> <p>Sign into ANGEL; open Discovery to use these links.</p> <p>Keeping Clean: Hand washing for Health (17:00) Primary Health and Safety: Germs and Disease (11:00) My Only Me (14:55)</p>

<p>Habits Health screening Stay well Medicines Over the counter Pharmacist Prescription Directions Label Safety Storage Alcohol Nicotine Throat Tobacco Tobacco smoke Refuse</p>	<p>Lesson 1 Taking Care of Your Skin pg. 22-23 Big Book: pg.5 Activity Book: pg.6 Lesson 2 Taking Care of Your Hair pg. 24-25 Big Book: pg.6 Activity Book: pg. 7 Lesson 3 Having Regular Checkups pg. 26-27 Big Book: pg.7 Activity Book: pg.8 (8)Staying Well: Lesson 2 Wash Away Germs pg. 112-113 Big Book: pg.32 Activity Book: pg.39 Lesson 4 Stay Well pg. 116-117 Big Book: pg.34 Activity Book: pg. 41</p>	<p>DVD: H2Ohhhhh!, companion sheet Teachers will find the following valuable lists of Resources in the Teacher Edition of Harcourt Health and Fitness Florida Edition, listed for each chapter. Coordinated School Health Program Books for Students Books for Teachers Media Resources Free and Inexpensive Materials Videos (sample above) Webliography</p>
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Kindergarten Quarter 4

Subject: Health and Fitness		
Quarter and Timeframe (# days/weeks):	Unit: Chapters 9, 10,12; Harcourt; Health and Fitness; OrganWise	Integration to other areas
Big Ideas: All about feelings; Family Life; A Healthy Community Essential Questions/Understandings: What is being a good citizen? What is having good character? Why do we help others? Indicators: Recognizing healthy and positive behaviors. Recognizes ways to express needs, wants, and feelings.	Next Generation Sunshine State Standards/Benchmarks: HE.K.C.2.2 - Identify members of the school and community that support personal health practices and behaviors. HE.K.B.2.3 - Identify the appropriate responses to unwanted and threatening situations. HE.K.B.3.1 - Name situations when a health-related decision can be made individually or when assistance is needed.	<ul style="list-style-type: none"> • Music/Art: Happy Box; Mood music • Language Arts: student of the week • Reading: textbook, activity sheets • Science: finger prints; animal homes • Social Studies: friendship, relationships, families, problem solving
Vocabulary	Activities	Resources
Essential Vocabulary: Alike Different Special Feelings Happy Mad Sad Scared Surprised Change Comfortable Stress Resolve conflict Bad touch Family members Good touch Honesty Jobs Needs Wants Community Firefighter	<ul style="list-style-type: none"> • Distinguish between helpful and harmful substances. • Explain the roles of prescription and over-the counter drugs in keeping people healthy. • Take medicines properly under the direction of parents or health-care providers. • Describe how to store medicines safely. • Name the harmful effects of tobacco and alcohol on your body. • Identify and use refusal skills to avoid unsafe behaviors. • Avoid self-destructive behaviors and practice self-control. • Report or obtain assistance when faced with unsafe situations <p>9)Medicines Help – Drugs Hurt: Lesson 1 Medicine pg. 124-125 Big Book: pg.35 Activity Book: pg.43</p> <p>Lesson 2 Take Medicines Safely pg. 126-127 Big Book: pg.36 Activity Book: pg. 44</p> <p>Lesson 3</p>	Sign into ANGEL; open Discovery Education to use theselinks. Life Skills 101: Problems and Choices (15:00) Taking Care of Our Earth (17:00) DVD: Extreme Couch Potato, Companion Activity Sheet DVD: Farmer’s Market Fresh, Companion Activity Sheet All follow-up activities for the books will be found in the Heart-to-Start Activity Book. The DVD companion activity sheets can be downloaded at this link: http://www.organwiseguys.com/ WISERCISE! Is a year-round tool to be used throughout the school year to increase physical activity in the classroom. OrganWise Gal/Guy and Organ Wise-ology (CD-ROM) are great supplemental items to be used throughout the entire year. They are good to use alongside the books and DVDs suggested.

<p>Police office Citizenship Services Environment Neighborhood Pollution Recycle Reduce Reuse</p>	<p>Tobacco and Alcohol Harm You pg. 128-129 Big Book: pg.37 Activity Book: pg. 45</p> <p>Lesson 4 Life Skills: Refuse pg. 130-131 Big Book: pg.38 Activity Book: pg. 46 Teaching Resources Book: School-Home Connection pg. 53 Student Reader pg. 77-78</p> <p>(10)All About Feelings: Lesson 1 You Are Special pg. 138-139 Big Book: pg.39 Activity Book: pg. 48 Lesson 2 You Have Feelings pg.140-141 Big Book: pg.40 Activity Book: pg. 49 Lesson 3 Change Your Feelings pg. 138-139 Big Book: pg. 41 Activity Book: pg. 50 Lesson 4 Life Skills: Resolve Conflicts pg.142-143 Big Book: pg.41 Activity Book: pg. 51</p> <p>12)A Healthy Community: Lesson 3 A Healthful Environment pg. 168-169 Big Book: pg.48 Activity Book: pg. 59</p>	<p>Teachers will find the following valuable lists of Resources in the Teacher Edition of Harcourt Health and Fitness Florida Edition, listed for each chapter. Coordinated School Health Program Books for Students Books for Teachers Media Resources Free and Inexpensive Materials Videos (sample above) Webliography</p> <p>Also, teachers will find more on Curriculum Integration, ESL/ELL Activities, and How to meet individual needs.</p>
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Kindergarten Health: Course Descriptions and Benchmark Numbers

RELATED BENCHMARKS (25) :

Benchmark	Description	DOK Rating
HE.K.B.1.1	Recognize school and community health helpers.	
HE.K.B.1.2	Recognize warning labels and signs on hazardous products and places.	
HE.K.B.1.3	Recognize advertisements for health products.	
HE.K.B.2.1	Recognize healthy ways to express needs, wants, and feelings.	
HE.K.B.2.2	Demonstrate listening skills to enhance health.	
HE.K.B.2.3	Identify the appropriate responses to unwanted and threatening situations.	
HE.K.B.2.4	State ways to tell a trusted adult if threatened or harmed.	
HE.K.B.3.1	Name situations when a health-related decision can be made individually or when assistance is needed.	
HE.K.B.3.2	Recognize healthy options to health-related issues or problems.	
HE.K.B.3.3	Recognize the consequences of not following rules/practices when making healthy and safe decisions.	
HE.K.C.1.1	Recognize healthy behaviors.	
HE.K.C.1.2	Recognize the physical dimension of health.	

HE.K.C.1.3	Recognize ways to prevent common communicable diseases.	
HE.K.C.1.4	Recognize childhood injuries.	
HE.K.C.1.5	Recognize there are body parts inside and outside of the body.	
HE.K.C.2.1	Name healthy behaviors that family members should practice.	
HE.K.C.2.2	Identify members of the school and community that support personal health practices and behaviors.	
HE.K.C.2.3	Explain the importance of rules to maintain health.	
HE.K.C.2.4	Name various types of media and technology that influence health.	
HE.K.P.1.1	Identify healthy practices and behaviors to maintain or improve personal health.	
HE.K.P.2.1	Help others to make positive health choices.	
LA.K.1.6.4	The student will identify and sort common words into basic categories (e.g., colors, shapes, food).	
LA.K.4.2.1	The student will participate in creating a variety of informational/expository forms (e.g., labels, lists, graphs, observations, summaries) through drawing or writing.	
MA.K.G.2.1	Describe, sort and re-sort objects using a variety of attributes such as shape, size, and position.	Moderate
MA.K.G.5.1	Demonstrate an understanding of the concept of time using identifiers such as morning, afternoon, day, week, month, year, before/after, shorter/longer.	Moderate

Kindergarten Health: Related Glossaries

RELATED GLOSSARIES(2)

Attribute	A quality or characteristic, such as color, thickness, size, and shape.
Instantaneous Rate of Change	The rate of change at a particular moment. For a function, the instantaneous rate of change at a point is the same as the slope of the tangent line at that point.

INSTRUCTIONAL GUIDE: GRADE 1 HEALTH

Course Number: HE-1-TBA

Course Title: Health-1

Abbreviated Title: Health-1

Course Length: Year

The purpose of this course is to provide students with the opportunity to gain knowledge and skills necessary to make healthy choices with the overall goal of improving quality of life, as well as identify various health/safety influences, positive or negative, including family, friends, school, community, and media. Students will identify healthy behaviors and rules/practices for the prevention of injuries and communicable diseases. Students will recognize the physical and mental/emotional dimensions of health, and emphasize the correct names of human body parts. Students will identify trusted adults and professionals to express health needs and access valid health information using positive interpersonal communication skills. Students will communicate appropriate responses to threatening situations. Students will demonstrate healthy practices and behaviors to improve personal, family, and community health.

Grade 1 Health: Pacing Guide

First Grade Quarter 1

Subject: Health and Fitness		
Quarter and Timeframe (# days/weeks): 50 minutes per week	Unit: Chapters 10 and 6, Health and Fitness; OrganWise	Integration to other areas
Big Ideas: You are growing; Taking care of your body; Your Teeth. Essential Questions/Understandings: What should I know in order to take care of my body well? Indicators: Healthy rules and practices	Next Generation Sunshine State Standards/Benchmarks: HE.1.B.3.3 - Explain the consequences of not following rules/practices when making healthy and safe decisions. HE.1.P.1.1 - Demonstrate good personal health habits. HE.1.C.1.2 - Recognize the physical and mental/emotional dimensions of health.	<ul style="list-style-type: none"> • Math: Count and graph teeth • Language Arts: Tooth journal; Tooth poems • Reading: Activities sheets • Science: Observe animal teeth, • Social Studies: Talk with a dentist,
Vocabulary	Activities and Assessments	Resources
Essential Vocabulary: Senses Grow Skeleton Muscles Energy Digest Lungs Heart Blood vessels Goal Honest Germs Sunburn Sunscreen Ad Primary teeth Permanent teeth Floss Conflict Dentists Dental hygienists	<ul style="list-style-type: none"> • Safe Environments • Hazards • Identify & Practice Safety Rules • Identify & Describe: bicycle safety, safety equipment & crossing roads • Water Safety *Optional: Pre-test Book page 128-129 & Wrap-Up Review (questions for each lesson) *Assessment Guide: AG 34-36 OrganWise : Book/Oral Lesson <ul style="list-style-type: none"> • My Favorite Drink in the World, p. 15-16 • A Teeth Changing Experience, p. 19-20 • All Hearts Need Love, p. 11-12 • Being Special: Recognize & Identify • Feelings: Identify, communicate & express • Stress Management • Friendship: Recognize & describe • Respect: Recognize, demonstrate & express *Optional: Pre-test Book page 202-203 & Wrap-Up Review (questions for each lesson)	Teachers: Fun Facts to know about OrganWise... <ul style="list-style-type: none"> • It takes just a few minutes to read and less time to implement. • It builds camaraderie. • It provides quick transition ideas that will motivate and reinforce all academic concepts. Also, WiserCise; <ul style="list-style-type: none"> • Has daily warm-ups and cool-downs (5-8, 57-60). • Teaches the OrganWise Rules, “Low Fat, High-fiber, Lots of Water, Exercise” All follow-up activities for the books will be found in the Heart-to-Start Activity Book. The DVD companion activity sheets can be downloaded at this link: : http://www.organwiseguys.com/ WISERCISE! Is a year-round tool to be used throughout the school year to increase physical activity in the classroom. OrganWise Gal/Guy and Organ Wise-ology (CD-ROM) are great supplemental items to be used throughout the entire year. They are good to use alongside the books and DVDs suggested. **All Year Online Activities: ** Learn To Be Healthy

<p>Responsibility</p>	<p>*Assessment Guide: AG 46-48</p> <ul style="list-style-type: none"> • Family: Recognize & Identify ways family members show love • Family Help: communicating, how to get,& how to give help <p>*Optional: Pre-test Book page 218&219 & Wrap-Up Review (questions for each lesson) *Assessment Guide: AG 49-51</p> <ul style="list-style-type: none"> • Food Groups: Identify • Meals: Identify & recognize its importance • Snacks: Identify & recognize its importance • Handling Food: Identify & recognize its importance <p>*Optional: Pre-test Book page 82&83 & Wrap-Up Review (questions for each lesson) *Assessment Guide: AG 28-30</p> <p>OrganWise: Book/Oral Lesson</p> <ul style="list-style-type: none"> • I Think I Forgot Something p. 9-10 • Five A Day Reporter, p. 25-26 • No Smoking Policy, p. 27-28 • Medicines: Identify, recognize why they're given & identify who can give them. • Drugs: Identify, recognize legal vs. illegal, explain effects • Tobacco: explain harmful effects, identify that it's habit forming & cite examples of how media & technology can affect behavior effects, identify ways to avoid it and cite examples of how media & technology can affect behavior • Practice refusal skills & identify ways to avoid dangerous situations <p>You Have Feelings: Chapter 10-1 You Are Special page 186-187 Tree Map Activity: Respect 187 Chapter 10-2</p>	<p>Sign into ANGEL, open Discovery Education and these links will open:</p> <p>I Can Be Safe 13min Getting To School Safely 14min Bike Safety 15min Playground Safety 15min Officer Buckle and Gloria 12min</p> <p>OrganWise: DVD/companion Activity Sheet: "Gimmee Five", "H2Ohhhhhh" WiserCise: Healthy and Proud, p. 53-54</p> <p>Sign into ANGEL, open Discovery Education and these links will open:</p> <p>Life Skills 101: Speaking Your Mind 15min Jimmy the Bully 4.07 min</p> <p>All About Families 10min</p> <p>OrganWise. DVD: book/oral lesson: WiserCise: Windy's Magical Garden p. 43-44</p>
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Showing Your Feelings
Circle Map Activity: Resolve Concepts page 191
Chapter 10-3
You Are a Friend
Multi-Flow Map Activity: Fairness page 195
Chapter 10-4
Respecting Others
Flow Map Activity: Caring & Set Goals page 199
*Building Good Character page 201
Teaching Resources Book: 41&42, 77&78, 92
Activity Book: 26-30
FCAT Practice Book: FCAT 29-32
Online Activities:

*Optional: Pre-test
Book page 182&183
& Wrap-Up Review (questions for each lesson)
*Assessment Guide:
AG 43-47

Being Safe:
Chapter 6-1
Staying Safe at Home & School page 106-109
Bubble Map Activity: Refuse page 108
Chapter 6-3
Staying Safe While Walking & Biking page 114-117
Flow Map Activity: Responsibility page 116
Chapter 6-5
Water Safety page 124-125
Circle Map Activity: Citizenship page 125
*Building Good Character page 127
Teaching Resources Book: 33-34, 69&70,87
Activity Book: 46-50
FCAT Practice Book: FCAT 245-48
Chapter 11-1
Families page 206-207

	<p>Tree Map Activity: Manage Stress page 207</p> <p>Chapter 11-3</p> <p>Families Work Together page 210-213</p> <p>Multi-Flow Map Activity: Set Goals page 211</p> <p>*Building Good Character page 217</p> <p>-Teaching Resources Book: 43-44,79-80,94</p> <p>-Activity Book: 51-55</p> <p>-FCAT Practice Book: FCAT 49-52</p>	
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First Grade Quarter 2

Subject: Health and Fitness		
Quarter and Timeframe (# days/weeks):50 weeks	Unit: Chapters 4&9 in Harcourt Health and Fitness; OrganWise	Integration to other areas
<p>Big Ideas: Wonderful food; Keeping active; Being safe.</p> <p>Essential Questions/Understandings:What are good habits? Why will a routine help me take care of myself responsibly?</p> <p>Indicators: Healthy rules and practices</p>	<p>Next Generation Sunshine State Standards/Benchmarks: HE.1.B.3.2 - Identify healthy options to health-related issues or problems. HE.1.P.1.1 - Demonstrate good personal health habits. HE.1.C.1.5 - Identify health-care providers. HE.1.C.1.6 - Emphasize the correct names of human body parts.</p>	<ul style="list-style-type: none"> • Math: Serving charts; measurements, counting • Language Arts: Verbs and nouns • Reading: activity sheets • Science: Categorize food, • Social Studies: sports , • Art/Music: Collages, sing, stretch and exercise to music
Vocabulary	Activities and Assessments	Resources
<p>Essential Vocabulary: Food guide Pyramid Breakfast Lunch Dinner Snack Posture Physical fitness Exercise Stress Stretch Fairness Emergency Playground Equipment Safety belt Crosswalk responsible</p>	<ul style="list-style-type: none"> • Food Groups: Identify • Meals: Identify & recognize its importance • Snacks: Identify & recognize its importance • Handling Food: Identify & recognize its importance <p>*Optional: Pre-test Book page 82&83 & Wrap-Up Review (questions for each lesson)</p> <p>*Assessment Guide: AG 28-30 OrganWise: Book/Oral Lesson</p> <ul style="list-style-type: none"> • I Think I Forgot Something p. 9-10 • Five A Day Reporter, p. 25-26 • No Smoking Policy, p. 27-28 • Medicines: Identify, recognize why they're given & identify who can give them. • Drugs: Identify, recognize legal vs. illegal, explain effects • Tobacco: explain harmful effects, identify that it's habit forming & cite examples of how media & technology can affect behavior effects, identify ways to avoid it and cite examples of how media & technology can affect behavior • Practice refusal skills & identify ways to avoid dangerous situations <p>*Optional: Pre-test Book page 182&183 & Wrap-Up Review (questions for each lesson)</p>	<p>DVD/Companion Activity Sheet Gimme Five H2Ohhhhh! Online Activities: Sign into ANGEL, open Discovery Education and these links will open:</p> <p>Everybody Needs: Food [19:00] Food Guide pyramid 12min Good Food for Good Health 15:40 minutes</p> <p>About Medicines & Drugs: Lesson 9-1 Using Medicines Safely 164-169 Tree Map Activity: communicate page 168</p> <p>*Building Good Character page 181 -Teaching Resources Book: 39&40,75-75,91 -Activity Book: 36-40 -FCAT Practice Book: FCAT 41-44</p> <p>Online Activities:</p>

	<p>*Assessment Guide: AG 43-47 Wonderful Food: Lesson 4-2 My Pyramid page 66-69 Tree Map (food groups) Activity: Responsibility page 68 WiserCise Moving to My Pyramid p 51-52 Lesson 4-3 Choosing Foods for Meals & Snacks page 70-73 Double Bubble Map (meal vs. snack) Activity: Refuse page 73 Wisercise: OrganWise Nutrition/Healthy Snack Choices, p. 47-48, Lesson 4-4 Food Ads page 76-77 Multi-Flow Map (Ads) Activity: Honesty page 77 Wisercise: A Shopping We Will Go, p.41-2 Lesson 4-5 Handling Food Flow Map Activity: Stale Bread page 78 *Building Good Character page 81 -Teaching Resources Book: 43-44,79-80,94 -Activity Book: 51-55 -FCAT Practice Book: FCAT 49-52 OrganWise Lesson 9-2 Drugs page 170-171 Bridge Map Activity: Responsibility page 171 Lesson 9-3 Tobacco & the Body page 172-173 Multi-Flow Map Activity: Caring page 173 Lesson 9-4 Alcohol & the Body Flow Map Activity: Responsibility page 175 Lesson 9-5 Staying Away From Drugs Flow Map Activity: Honesty page 17</p>	<p>Sign into ANGEL, open Discovery Education and this link will open: Life Skills 101: Dealing With Stress [15:00]</p> <p>Teaching Resources Book: 31-32,67-68,87</p> <p>Teachers will find the following valuable lists of Resources in the Teacher Edition of Harcourt Health and Fitness Florida Edition, listed for each chapter. Coordinated School Health Program Books for Students Books for Teachers Media Resources Free and Inexpensive Materials Videos (sample above) Webliography</p> <p>Also, teachers will find more on Curriculum Integration, ESL/ELL Activities, and How to meet individual needs.</p>
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First Grade Quarter 3

Subject: Health and Fitness		
Quarter and Timeframe (# days/weeks):50 weeks	Unit: Chapters in Harcourt Health and Fitness; OrganWise	Integration to other areas
<p>Big Ideas: Avoiding Danger; Staying Well; About Medicines and Drugs.</p> <p>Essential Questions/Understandings: What is the difference between drugs and medicines? What things will I say no to? How can I let others know what I need, what I want, and how I feel? Who do I tell?</p> <p>Indicators: Healthy rules and practices</p>	<p>Next Generation Sunshine State Standards/Benchmarks: HE.1.B.3.2 - Identify healthy options to health-related issues or problems. HE.1.B.3.1 - Practice ways to tell a trusted adult if threatened or harmed. HE.1.C.2.1 - Identify how children learn health behaviors from family and friends. HE.1.C.1.3 - Describe ways to prevent common communicable diseases.</p>	<ul style="list-style-type: none"> • Math: Drink shop • Language Arts: Ill stick puppets, • Reading: activity sheets, • Science: animal dangers • Social Studies: weapons, Neighborhoods, effects of alcohol • Art/Music: posters, sing along
Vocabulary	Activities and Assessments	Resources
<p>Essential Vocabulary: Stranger Danger Communicate Poison Weapons Citizen Illness Disease Viruses Bacteria Vaccines Allergy Medicines Drugs Legal Caffeine Tobacco Habit Tobacco smoke</p>	<ul style="list-style-type: none"> • Posture: Identify & apply principles of good posture when standing, walking & sitting *Optional: Pre-test Book page 102-103 & Wrap-Up Review (questions for each lesson) *Assessment Guide: AG 31-33 OrganWise: book/oral lesson • Taking a Healthy Break, p 13-14 • An Active Bone Life, p. 21 • Clean Air March, p. 22 • Health-Care Products: Identify & cite examples of how media and technology affect behaviors • Health Information: provided by media, people & family members *Optional: Pre-test Book page 40-41 & Wrap-Up Review (questions for each lesson) *Assessment Guide: AG 22-24 	<p>Online Activities: Sign into ANGEL, open Discovery Education and this link will open. Posture 15min</p> <p>OrganWise: DVD/Companion Activity Sheet Extreme Couch Potato Pepto’s Part Portions</p> <p>-Teaching Resources Book: 25-26,61-62,84 -Activity Book: 6-10 -FCAT Practice Book: FCAT 13-16</p> <p>Online Activities: Sign into ANGEL, open Discovery Education and these links will open: Primary Health & Safety 10min Me Only Me 15min Exercise: It's Good for You! (2nd Edition) 9:52 min Germs and Disease 10min</p>

<p>Alcohol Refuse Respect</p>	<p>Keeping Active Lesson 5-1 Good Posture page 84-87 Brace Map Activity: Respect & Refuse page 87 *Building Good Character page 101 -Activity Book: 21-25 -FCAT Practice Book: FCAT 25-28 Taking Care of Your Body: Lesson 2-2 Health-Care Products & Ads Multi-flow Map Activity: make decisions page 33 Lesson 2-3 People to Ask for Health Information Circle Map Activity: honesty page 35 *Building Good Character page 39 Online Activities: Staying Well: Chapter 8-1 Sometimes You Are Ill page 144-149 Multi-flow Map Activity: caring & managing stress page 149 Lesson 8-2 Preventing Illness Bridge Map Activity: citizenship page 153 *Building Good Character page 161 -Teaching Resources Book: 37-38,73-74,90 -Activity Book: 36-40 -FCAT Practice Book: FCAT 37-40</p> <ul style="list-style-type: none"> • Illness: explain, understand differences & similarities • Germs: Name germs that cause illnesses & explain ways to control germs • Vaccines: Recognize & know their importance <p>*Optional: Pre-test Book page 162-163 & Wrap-Up Review (questions for each lesson) *Assessment Guide: AG 40-42</p>	<p>Teachers will find the following valuable lists of Resources in the Teacher Edition of Harcourt Health and Fitness Florida Edition, listed for each chapter. Coordinated School Health Program Books for Students Books for Teachers Media Resources Free and Inexpensive Materials Videos (sample above) Webliography</p> <p>Also, teachers will find more on Curriculum Integration, ESL/ELL Activities, and How to meet individual needs.</p>
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First Grade Quarter 4

Subject: Health and Fitness		
Quarter and Timeframe (# days/weeks):50 weeks	Unit: Chapters in Harcourt Health and Fitness; OrganWise	Integration to other areas
<p>Big Ideas: You have feelings; Your family; A healthful neighborhood.</p> <p>Essential Questions/Understandings: What makes you happy? (Sad, stressed, angry, etc.) What do you think life would be like if everyone were exactly the same?</p> <p>Indicator: Healthy rules and practices</p>	<p>Next Generation Sunshine State Standards/Benchmarks: HE.1.C.2.1 - Identify how children learn health behaviors from family and friends. HE.1.P.2.1 Encourage others to make positive health choices. HE.1.B.3.1 Describe situations when a health-related decision can be made individually or when assistance is needed.</p>	<ul style="list-style-type: none"> • Math: how many; • Language Arts: Communicating, Invitations • Reading: related books • Science: all living things need; • Social Studies: Needs and wants, stationary, • Art/Music: "Make new friends",
Vocabulary	Activities and Assessments	Resources
<p>Essential Vocabulary: Special Feelings Angry Stress Friend Respect Good touch Polite Care Love Community Nurse Clinic Doctor Environment Pollution Litter Recycle Citizenship</p>	<ul style="list-style-type: none"> • Skeleton: Purpose • Spine & Skull: Identify • Skeleton System & Muscular System: Identify <p>*Optional: Pre-test Book page 22-23 & Wrap-Up Review (questions for each lesson)</p> <p>*Assessment Guide: AG 19-21</p> <ul style="list-style-type: none"> • Pollution: identify that it's a health risk, role of sanitization workers in maintaining public health, describe how people's health may be effected, cite responsible ways to dispose of trash & avoid litter • Recycling: recognize benefits & demonstrate how ordinary objects may be recycled <p>*Optional: Pre-test Book page 236-237 & Wrap-Up Review (questions for each lesson)</p> <p>*Assessment Guide: AG 52-55</p> <p>OrganWise: book/oral lesson</p> <ul style="list-style-type: none"> • School Days Here We Come, p 5-7 • Bone Bank Savings p. 17-18 • A Healthy Victory, p. 23-24 	<p>-Teaching Resources Book: 23-24,59-60,83 -Activity Book: 1-5 -FCAT Practice Book: FCAT 9-12</p> <p>Online Activities: Sign into ANGEL, open Discovery Education and these links will open: All Fit: body design (15:00) Fitness and Body Composition [05:14]</p> <p>A Healthful Neighborhood: Chapter 12-2 Pollution page 226-229 Multi-flow Map Activity: citizenship & communicate page 229 Lesson 12-3 Recycling page 232-233 Tree Map Activity: responsibility page 233 *Building Good Character page 235 -Teaching Resources Book: 45-46,81-82,94 -Activity Book: 56-60 -FCAT Practice Book: FCAT 53-57</p>

	<p>You Are Growing: Chapter 1-3 Your Body Moves Brace Map Activity: responsibility page 11</p> <p>*Building Good Character page 21 NOTE: Internet Safety: This is taught in the technology classes.</p>	<p>Online Activities: Sign into ANGEL, open Discovery Education and these links will open: Taking Care of Our Earth 17min Community Rules and Laws 15min DVD/Companions Activity Sheet "Calci's Big Race" "Farmer's Market Fresh"</p>
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Grade 1 Health: Course Descriptions and Benchmark Numbers

RELATED BENCHMARKS (28) :

Benchmark	Description	DOK Rating
HE.1.B.1.1	Identify trusted adults and professionals who can help promote health.	
HE.1.B.1.2	Determine the meaning of warning labels and signs on hazardous products and places.	
HE.1.B.1.3	Give examples of advertisements for health products.	
HE.1.B.2.1	Identify healthy ways to express needs, wants, and feelings.	
HE.1.B.2.2	Describe good listening skills to enhance health.	
HE.1.B.2.3	Tell about ways to respond when in an unwanted, threatening, or dangerous situation.	
HE.1.B.2.4	Practice ways to tell a trusted adult if threatened or harmed.	
HE.1.B.3.1	Describe situations when a health-related decision can be made individually or when assistance is needed.	
HE.1.B.3.2	Identify healthy options to health-related issues or problems.	
HE.1.B.3.3	Explain the consequences of not following rules/practices when making healthy and safe decisions.	
HE.1.C.1.1	Identify healthy behaviors.	
HE.1.C.1.2	Recognize the physical and mental/emotional dimensions of health.	
HE.1.C.1.3	Describe ways to prevent common communicable diseases.	
HE.1.C.1.4	Identify ways to prevent childhood injuries.	
HE.1.C.1.5	Identify health-care providers.	

HE.1.C.1.6	Emphasize the correct names of human body parts.	
HE.1.C.2.1	Identify how children learn health behaviors from family and friends.	
HE.1.C.2.2	Identify what the school and community does to support personal health practices and behaviors.	
HE.1.C.2.3	Recognize health consequences for not following rules.	
HE.1.C.2.4	Name examples of media messages that relate to health behaviors.	
HE.1.P.1.1	Demonstrate good personal health habits.	
HE.1.P.1.2	Tell about behaviors that avoid or reduce health risks.	
HE.1.P.2.1	Encourage others to make positive health choices.	
LA.1.2.2.1	The student will locate specific information by using organizational features (e.g., directions, graphs, charts, signs, captions) in informational text.	
LA.1.4.2.2	The student will participate in recording information from informational/expository text (e.g., lists, graphs, tables or maps).	
LA.1.4.3.1	The student will draw a picture and use simple text to explain why this item (food, pet, and person) is important to them.	
MA.1.A.2.3	Order counting numbers, compare their relative magnitudes, and represent numbers on a number line.	Moderate
MA.1.A.6.2	Solve routine and non-routine problems by acting them out, using a manipulative, and drawing diagrams.	High

Grade 1 Health: Related Glossaries

RELATED GLOSSARIES(5)

Instantaneous Rate of Change	The rate of change at a particular moment. For a function, the instantaneous rate of change at a point is the same as the slope of the tangent line at that point.
Line	A collection of an infinite number of points in a straight pathway with unlimited length and having no width.
Magnitude	The amount of a quantity. Magnitude is never negative.
Non-routine problem	A problem that can be solved by more than one way, rather than a set procedure, having multiple decision points and multiple steps (grade level dependent).
Whole Number	The numbers in the set $\{0, 1, 2, 3, 4, \dots\}$

INSTRUCTIONAL GUIDE: GRADE 2 HEALTH

Course Number: HE-2-TBA

Course Title: Health-2

Abbreviated Title: Health-2

Course Length: Year

The purpose of this course is to provide students with the opportunity to gain knowledge of healthy ways of living and skills necessary to make healthy choices with the overall goal of improving quality of life, as well as describe personal health and ways that a safe, healthy home environment can promote personal health and prevent injuries. Students will recognize the physical, mental/emotional, and social dimensions of health, in addition to the location and function of major human organs. Students will describe how various health/safety influences, positive or negative, including family, friends, school, community, media, and technology affect health behaviors.

Students will select and communicate with trusted adults and professionals to help promote safe and healthy decisions related to consumer health and threatening environments. Students will demonstrate healthy behaviors to reduce health risks and improve personal health by establishing positive interpersonal communication skills and personal goals.

Grade 2 Health: Pacing Guide

Grade 2 Quarter 1

Subject: Health and Fitness		
Quarter and Timeframe (# days/weeks):50 minutes per week	Unit: Chapters 1 -3; Health and Fitness; OrganWise	Integration to other areas
<p>Big Ideas: Your Growing Body; Caring for your Body; Caring for your Teeth.</p> <p>Essential Questions/Understandings: What kinds of things do people learn as they get older? What should you do if your muscles feel sore after exercising? How does your body take in and digest food? Why does it make sense to stay healthy?</p> <p>Indicators: Healthy rules and practices</p>	<p>Next Generation Sunshine State Standards/Benchmarks: HE.2.B.1.1 Select trusted adults and professionals who can help promote health. HE.2.B.4.2 Identify who can help and how they can assist in achieving a personal health goal. HE.2.C.1.6 Recognize the locations and functions of major human organs. HE.2.P.1.1 Demonstrate health behaviors to maintain or improve personal health.</p>	<ul style="list-style-type: none"> • Math: Number of bones; Amt. of blood in humans, graphs and charts; • Language Arts: plurals, homonyms, write a letter • Reading: Find the main idea • Science: Animal skeletons; • Social Studies: head lice, • Art/Music: posters, illustrations, musical instruments
Vocabulary	Activities and Assessments	Resources
<p>Essential Vocabulary: Growing Skeletal system Skull Spine Muscular system Muscles Digestive system Stomach Respiratory system Lungs Circulatory system Heart Blood vessels Nervous system Brain</p>	<ul style="list-style-type: none"> • Safe Environments • Hazards • OrganWise: Food Safety 101 • OrganWise: High-Fiber Movement <p>Identify & Practice Safety Rules</p> <ul style="list-style-type: none"> • OrganWise: An Active Role Model • OrganWise: Water Lessons from a Kid <p>Being Special: Recognize & Identify</p> <ul style="list-style-type: none"> • Feelings: Identify, communicate, & express • Stress Management • Friendship: Recognize & describe • Respect: Recognize, demonstrate & express <p>Family: Recognize & Identify ways family members show love</p>	<p>Teachers: Fun Facts to know about OrganWise ...</p> <ul style="list-style-type: none"> • It takes just a few minutes to read and less time to implement. • It builds camaraderie. • It provides quick transition ideas that will motivate and reinforce all academic concepts. <p>Also, WiserCise;</p> <ul style="list-style-type: none"> • Has daily warm-ups and cool-downs (5-8, 57-60). • Teaches the OrganWise Rules, “Low Fat, High-fiber, Lots of Water, Exercise” <p>All follow-up activities for the books will be found in the Heart-to-Start Activity Book. The DVD companion activity sheets can be downloaded at this link:</p> <p>http://www.organwiseguys.com/</p> <p>WISERCISE! Is a year-round tool to be used throughout the school year to increase</p>

<p>Goal Caring Sunburn Sunscreen Germs Head lice Communicate Label Ad Respect Primary teeth Permanent teeth Cavity Floss Goals Dental hygienist Honest</p>	<ul style="list-style-type: none"> • Family Help: communicating, how to get, & how to give help • OrganWise: Poetry in Motion • OrganWise: A Family Meal Plan <p>Avoiding Danger: Chapter 6-2 Staying Safe From Weapons Map Activity: p.112-113 Danger Words-Activity Book p.30 Chapter 6-4 Staying Safe Around Strangers Map Activity: p.116-117</p> <p>NOTE: Internet Safety: This is taught in the technology classes.</p> <p>Wisercise: daily Warm Up p 4-Directions (p5-8 for days) p. 11 "Imaginary Jump Rope" Verse 1 (or more), implementing counting or pattern (skip count); (circle, circle, square; circle, circle, square), etc. p. 13, OrganWise Story Problems"</p> <p>Staying Safe: Chapter 7-2 Staying Safe Around Animals Map Activity: Chapters 6 & 7</p> <p>*Building Good Character page #133</p> <p>-Teaching Resources Book: #pp. 106-145 -Activity Book: #pp. 26-33 -FCAT Teacher Planner Wisercise: daily Warm Up p 4-Directions (p5-8 for days) p.35 " Reading on the Move" Your Feelings: Chapter 10-1 People Are Special Map Activity: pp. 190-193</p>	<p>physical activity in the classroom. OrganWise Gal/Guy and Organ Wise-ology (CD-ROM) are great supplemental items to be used throughout the entire year. They are good to use alongside the books and DVDs suggested. OW Activity Book: Smart Grocery Shopping, p. 7-8 OW Activity Book: p. 25-26, High-Fiber Stars</p> <p>Hardback Book: Health from the Inside Out DVD: Fiber Fandango</p> <p>**All Year Online Activities:** Learn To Be Healthy</p> <p>Harcourtschool.com/health</p> <p>Sign into ANGEL, open Discovery Education and these links will open:</p> <p>I Can Be Safe 13min Getting To School Safely 14min Bike Safety 15min Playground Safety 15min Officer Buckle and Gloria 12min</p> <p>OW Activity Book: p 17-18, An Active Role Model DVD: OrganWise guys Shorts 2-3 mins. to read and less than that to do Wisercise: daily Warm Up p 4-Directions (p5-8 for days) p.31 "OrganWise Story Telling" 1st paragraph (or more) p. 34, "Air Brush Writing" OW Activity Book: p 27-28, Water Lessons from a Kid DVD: H2Ohhhhhh!</p> <p>Sign into ANGEL, open Discovery Education and these links will open: Minding Your Manners At School 12min Life Skills 101: Speaking Your Mind 15min Let's Get Along: How Fights Start and Stop 12:07 min</p>
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	<p>Chapter 10-2 Managing Your Feelings Map Activity: pp. 194-197</p> <p>Chapter 10-3 Being Responsible Map Activity: pp.200-201</p> <p>Chapter 10-4 Showing Respect Map Activity: pp. 202-203</p> <p>Chapter 10-5 Being A Friend Map Activity: pp. 204-205 *Building Good Character page # 207 -Teaching Resources Book: #44-49 -Activity Book: # 46-50 -FCAT Practice Book: FCAT # 45-48</p> <p>Your Family: Chapter 11-2 Getting Along with Family Members Map Activity: pp. 214-217</p> <p>Chapter 11-3 Families Change Map Activity: pp. 220-223 Wisercise: daily Warm Up p 4-Directions (p5-8 for days) p.41 "A Shopping We Will Go."</p>	<p>Life Skills 101: Active Listening 15 minutes</p> <p>OW Guys Activity Book p.13-14 Harcourt Be Active: Music for Daily Activity: Hop and Jump and Movin' and Grovin' DVD: Gimme Five Wisercise: daily Warm Up p 4-Directions (p5-8 for days) daily Warm Up p 5-8 p. 59 "Train Your Brain for Success"</p> <p>*Building Good Character page # 219</p> <p>Sign into ANGEL, open Discovery Education and this link will open.</p> <p>All About Families 10min</p> <p>-Teaching Resources Book: # 210A-210B -Activity Book: # 51-55 -FCAT Practice Book: FCAT #49-52 OW Activity Book: 15-16, Planning a Healthy Meal, Grocery Shopping DVD Companion Activity Sheet: Calci's Big Race Pepto's Party Portions</p>
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Grade 2 Quarter 2

Subject: Health and Fitness		
Quarter and Timeframe (# days/weeks): 50 weeks	Unit: Chapters 4 – 6; Health and Fitness; Organ wise	Integration to other areas
<p>Big Ideas: Food for Fitness, Keeping Fit and Active; Avoiding Danger.</p> <p>Essential Questions/Understandings: Why would shoppers want to know what’s in packaged food? What might happen if you made a food choice based on an ad? How does exercise and water affect your brain?</p> <p>Indicators: Healthy rules and practices</p>	<p>Next Generation Sunshine State Standards/Benchmarks: HE.2.B.1.3 - Examine the content of advertisements for healthy, unhealthy, and misleading contents. HE.2.B.2.3 - Demonstrate ways to respond to unwanted, threatening or dangerous situations. HE.2.C.2.4 - Describe how the media and technology can influence health behaviors. HE.2.P.1.1 - Demonstrate health behaviors to maintain or improve personal health.</p>	<ul style="list-style-type: none"> • Math: Servings, purchases, money • Language Arts: Recipes, menus, food ads, cookbooks, • Reading: Making predictions • Science: Water, categorizing and grouping, taste • Social Studies: Ethnic foods • Art/Music: posters, murals, Dance routine, songs about food
Vocabulary	Activities and Assessments	Resources
<p>Essential Vocabulary: Energy MyPyramid Wastes Meal Fat Balanced diet Ingredients Decisions Honesty Exercise Fit Stress Safety Rules Fairness Fire drill 911</p>	<ul style="list-style-type: none"> • Medicines: Identify, recognize why they’re given & identify who can give them. • Drugs: Identify, recognize legal vs. illegal, explain effects • Tobacco: explain harmful effects, identify that it’s habit forming & cite examples of how media & technology can affect behavior effects, identify ways to avoid it and cite examples of how media & technology can affect behavior • Practice refusal skills & identify ways to avoid dangerous situations • OrganWise: Making OrganWise Choices <p>Medicines and Drugs: Chapter 9-1 Using Medicines and Drugs Map Activity: pp. 168-171</p> <p>Chapter 9-2 Drugs Map Activity: pp. 172-173</p> <p>Chapter 9-3 Caffeine Map Activity: pp. 174-175</p>	<p>Sign into ANGEL, open Discovery Education and this link will open. Drug and Alcohol Series 10min</p> <p>OW Activity Book: 9-10 Healthy Choice Sentences, Start Your Day Right DVD: Breakfast Skippin’ Blues DVD: Farmer’s Market Fresh Wisercise: daily Warm Up p 4-Directions (p5-8 for days) p.43, “Windy’s Magical Garden” p. 45 “Nutrition through the Grapevine”</p> <p>Teachers will find the following valuable lists of Resources in the Teacher Edition of Harcourt Health and Fitness Florida Edition, listed for each chapter. Coordinated School Health Program Books for Students Books for Teachers Media Resources Free and Inexpensive Materials</p>

<p>Weapons Poisons Strangers Refuse Responsible</p>	<p>Chapter 9-4 Tobacco and Alcohol Map Activity: pp.176-179 Chapter 9-5 Refusing Drugs Map Activity: pp.180-181 *Building Good Character page #181 -Teaching Resources Book: #166A-166B -Activity Book: #41-44 -FCAT Practice Book: FCAT #41-44</p>	<p>Videos (sample above) Webliography</p> <p>Also, teachers will find more on Curriculum Integration, ESL/ELL Activities, and How to meet individual needs.</p>
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Grade 2 Quarter 3

Subject: Health and Fitness		
Quarter and Timeframe (# days/weeks):50 weeks	Unit: Chapters 7- 9; Health and Fitness; OrganWise	Integration to other areas
<p>Big Ideas: Staying Safe; Staying Well; Medicines and Drugs.</p> <p>Essential Questions/Understandings: Why should you stay away from wild animals? How can I be safe within my environment?</p> <p>Indicators: Healthy rules and practices</p>	<p>Next Generation Sunshine State Standards/Benchmarks: HE.2.C.1.6 - Recognize the locations and functions of major human organs. HE.2.B.3.2 - Name healthy options to health-related issues or problems. HE.2.P.1.1 - Demonstrate health behaviors to maintain or improve personal health. HE.2.P.1.2 - Show behaviors that avoid or reduce health</p>	<ul style="list-style-type: none"> • Math: Similar and Different, • Language Arts: Bus safety rules • Reading: Bike safety, • Science: the human body, • Social Studies: The job of a nurse, Inventions, public transportation • Art/Music: move to music, posters and illustrations
Vocabulary	Activities and Assessments	Resources
<p>Essential Vocabulary: Conflict Resolve Helmet Injury Safety gear Passenger Safety belt Citizenship Public transportation Illness Communicate Disease Vaccine Allergy Asthma Caring Prescription Medicines Over-the-counter Drugs Caffeine</p>	<ul style="list-style-type: none"> • Identify reasons for getting a good night’s sleep • Managing stressful situations • OrganWise: Ideas for a Healthier World • Understanding Illness • Taking care of your body • OrganWise: Are You Germ Wise? <p>Keeping Fit and Active: Chapter 5-3 Getting Enough Sleep Map Activity: pp. 100-101</p> <p>Manage Stress page 94 *Building Good Character page # 95 -Teaching Resources Book: # 88A-88B -Activity Book: #21-25 -FCAT Practice Book: FCAT #25-28</p> <p>Staying Well: Chapter 8-3 Illnesses That Do Not Spread Map Activity: pp. 156-159</p>	<p>Sign into ANGEL, open Discovery Education and this link will open. Or click below. Posture 15min</p> <p>OW Activity Book: p 21-22 High Fiber, Measuring Up: Helping in the Kitchen OW Activity Book: p 23-24. Coloring the Pyramid, Writing sentences about the food groups. DVD/Companion Activity Sheet: Extreme Couch Potato Wisercise: daily Warm Up p 4-Directions (p5-8 for days) p. 45 “Nutrition through the Grapevine” p. 47 “OrganWise Snack Packing”</p> <p>Sign into ANGEL, open Discovery Education and these links will open. Primary Health & Safety 10min My Only Me 15min Exercise: It’s Good for You! (2nd Edition) 9:52 min Germs and Disease 10min</p> <p>OW Activity Book, p 5-6 Wash Your Hands, Choose Your Snacks DVD: Pepto’s Party Portions Wisercise daily Warm Up p 4-Directions (p5-8 for days)</p>

<p>Habit Tobacco Nicotine Tobacco smoke Alcohol Self-control Refuse Responsible</p>	<p>*Building Good Character page #151</p> <p>-Activity Book: #36-38 -FCAT Practice Book: FCAT #37-40</p>	<p>Teaching Resources Book: #146A-146B</p> <p>Teachers will find the following valuable lists of Resources in the Teacher Edition of Harcourt Health and Fitness Florida Edition, listed for each chapter.</p> <p>Coordinated School Health Program</p> <p>Books for Students Books for Teachers Media Resources Free and Inexpensive Materials Videos (sample above) Webliography</p> <p>Also, teachers will find more on Curriculum Integration, ESL/ELL Activities, and How to meet individual needs.</p>
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Grade 2 Quarter 4

Subject: Health and Fitness		
Quarter and Timeframe (# days/weeks):50 weeks	Unit: Chapters 10- 12; Health and Fitness; OrganWise	Integration to other areas
<p>Big Ideas: Your Feelings; Your family; Caring for your Neighborhood</p> <p>Essential Questions/Understandings: How does laughing help our health? What can influence a person’s self-concept? Why is it important to get along together as a family? As your families change, what are ways to adapt and manage stress?</p> <p>Indicators: Healthy rules and practices</p>	<p>Next Generation Sunshine State Standards/Benchmarks:</p> <p>HE.2.B.1.1 Select trusted adults and professionals who can help promote health.</p> <p>HE.2.B.2.4 Explain ways to tell a trusted adult if threatened or harmed.</p> <p>HE.2.P.2.1 Support peers when making positive health choices.</p> <p>HE.2.C.2.2 - Describe how friends' health practices influence health behaviors of others.</p>	<ul style="list-style-type: none"> • Math: • Language Arts: Character emotions, • Reading: Recall and retell • Science: Basic needs, • Social Studies: Map it out, • Art/Music: drawing, mood music, expressionism
Vocabulary	Activities and Assessments	Resources
<p>Essential Vocabulary:</p> <p>Special Needs Wants Emotions Self-control Stress Responsible Respect Love Chores Conflicts Resolve Divorce Fair Community Recycling Decision Citizen</p>	<ul style="list-style-type: none"> • Basics on Body systems • Taking care of your body • OrganWise: Concentrating on Fruits & Veggies • OrganWise: My Pyramid Activities • Pollution: identify that it’s a health risk, role of sanitization workers in maintaining public health, describe how people’s health may be effected, cite responsible ways to dispose of trash & avoid litter • Recycling: recognize benefits & demonstrate how ordinary objects may be recycled <p>Your Growing Body: Chapter 1-2 Your Skeletal and Muscular Systems Map Activity: p.1-3, Transparencies 5, 7, 8 Chapter 1-3 Your Digestive System Map Activity: p.1, 2, Transparency 9 Chapter 1-4 Respiratory and Circulatory Systems Map Activity: p.1-2, Transparencies 10, 11</p>	<p>Sign into ANGEL, open Discovery Education and these links will open. Real World Science: Skeletal and Muscular Systems [15:00] Fitness 15min</p> <p>OW Activity Book, p 11-12, Healthy Rainbow, Healthy Sale DVD/Companion Activity Sheet : Gimme Five Wisercise: p. 53-55 “Healthy and Proud” p50“Chop, Chop, Chop Your Garden” OW Activity Book, p 19-20, My Pyramid Activities DVD/Companion Activity Sheet: H2Ohhhh! Wisercise: daily Warm Up p 4-Directions (p5-8 for days) p. 51 “Moving to My Pyramid” p. 57, “Stretching/Breathing” Caring For Your Neighborhood: Chapter 12-4 Keeping Air and Water Clean Map Activity: pp. 240-243</p> <p>*Building Good Character page # 245</p>

	<p>Chapter 1-5 Your Nervous System Map Activity: p. 1, 2, 5, Transparency 12 *Building Good Character p. 21 -Teaching Resources Book: # 2A-2B -Activity Book: #1-5 -FCAT Practice Book: FCAT #9-12</p>	<p>-Teaching Resources Book: #228A-228B -Activity Book: # 56-59 -FCAT Practice Book: FCAT #</p> <p>Sign into ANGEL, open Discovery Education and these links will open. Taking Care of Our Earth 17min Community Rules and Laws 15min</p> <p>Teachers will find the following valuable lists of Resources in the Teacher Edition of Harcourt Health and Fitness Florida Edition, listed for each chapter. Coordinated School Health Program Books for Students Books for Teachers Media Resources Free and Inexpensive Materials Videos (sample above) Webliography</p> <p>Also, teachers will find more on Curriculum Integration, ESL/ELL Activities, and How to meet individual needs.</p>
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Grade 2 Health: Course Descriptions and Benchmark Numbers

RELATED BENCHMARKS (30) :

Benchmark	Description	DOK Rating
HE.2.B.1.1	Select trusted adults and professionals who can help promote health.	
HE.2.B.1.2	Understand the meaning of warning labels and signs on hazardous products.	
HE.2.B.1.3	Examine the content of advertisements for healthy, unhealthy, and misleading contents.	
HE.2.B.2.1	Demonstrate healthy ways to express needs, wants, and feelings.	
HE.2.B.2.2	Apply listening skills that enhance health.	
HE.2.B.2.3	Demonstrate ways to respond to unwanted, threatening or dangerous situations.	
HE.2.B.2.4	Explain ways to tell a trusted adult if threatened or harmed.	
HE.2.B.3.1	Differentiate between situations when a health-related decision can be made individually or when assistance is needed.	
HE.2.B.3.2	Name healthy options to health-related issues or problems.	
HE.2.B.3.3	Compare the consequences of not following rules/practices when making healthy and safe decisions.	
HE.2.B.4.1	Establish a short-term personal health goal as a class and take action toward achieving the goal.	
HE.2.B.4.2	Identify who can help and how they can assist in achieving a personal health goal.	

- HE.2.C.1.1 Describe personal health.
- HE.2.C.1.2 Recognize the physical, mental/emotional and social dimensions of health.
- HE.2.C.1.3 Describe ways a safe, healthy home environment can promote personal health.
- HE.2.C.1.4 Describe ways to prevent childhood injuries.
- HE.2.C.1.5 Determine when it is important to seek health care.
- HE.2.C.1.6 Recognize the locations and functions of major human organs.
- HE.2.C.2.1 Describe how family rules and practices influence health behaviors.
- HE.2.C.2.2 Describe how friends' health practices influence health behaviors of others.
- HE.2.C.2.3 Describe how the school and community influence health behaviors of children.
- HE.2.C.2.4 Describe how the media and technology can influence health behaviors.
- HE.2.P.1.1 Demonstrate health behaviors to maintain or improve personal health.
- HE.2.P.1.2 Show behaviors that avoid or reduce health risks.
- HE.2.P.2.1 Support peers when making positive health choices.
- LA.2.4.2.5 The student will write simple directions to familiar locations using "left and right," and create a map that matches the directions.
- LA.2.6.2.3 The student will analyze and select appropriate facts and communicate information in a simple report that includes, a title, a main, and supporting details.
- LA.2.6.3.1 The student will recognize that non-print media affect thoughts and feelings (e.g., graphics, music, digital video).

MA.2.G.5.2 Identify time to the nearest hour and half hour.

Low

MA.2.G.5.4 Measure weight/mass and capacity/volume of objects. Include the use of the appropriate unit of measure and their abbreviations including cups, pints, quarts, gallons, ounces (oz), pounds (lbs), grams (g), kilograms (kg), milliliters (mL) and liters (L).

Low

Grade 2 Health: Related Glossaries

RELATED GLOSSARIES(2)

Instantaneous Rate of Change The rate of change at a particular moment. For a function, the instantaneous rate of change at a point is the same as the slope of the tangent line at that point.

Unit A determinate quantity (as of length, time, heat, or value) adopted as a standard of measurement.

Instructional Guide: Grade 3 Health

Course Number: HE-3-TBA

Course Title: Health-3

Abbreviated Title: Health-3

Course Length: Year

The purpose of this course is to provide students with the opportunity to gain knowledge and skills necessary to make healthy choices with the overall goal of improving quality of life, as well as describe personal health and ways that a safe, healthy classroom environment can promote personal health and prevent injuries. Students will identify multiple dimensions of health, in addition to the function of human body systems. Students will explore how various health/safety influences, positive or negative, including family, friends, customs; traditions, school, community, media, and technology affect health behaviors. Students will demonstrate the ability to access valid health information from various sources. Students will demonstrate effective communication skills to resolve conflict and reduce health risks. Students will recognize situations that require healthy decision-making and seek help from health care professionals when appropriate. Students will examine and select various health-related options for making responsible choices and health decisions. Students will practice healthy behaviors to reduce health risks and improve personal health by making responsible choices and

demonstrating short term personal goals.

Grade 3 Health: Pacing Guide

Grade 3 Quarter 1

Subject: Health and Fitness		
Quarter and Timeframe (# days/weeks): 50 minutes per week	Unit: Chapters 1-3; Health and Fitness; OrganWise	Integration to other areas
<p>Big Ideas: Your amazing body; Taking care of yourself; Food for a healthy body.</p> <p>Essential Questions/Understandings: Why should you learn about health? Why should you learn about life skills? What does your body need to be in optimal health?</p> <p>Indicators: Recognizing the emotional, mental, physical and social areas of health Demonstrating short term health goals</p>	<p>Next Generation Sunshine State Standards/Benchmarks: HE.3.B.4.2 - Examine resources that could assist in achieving a small group personal health goal. HE.3.C.1.6 - Recognize that body parts and organs work together to form human body systems. HE.3.P.1.2- Investigate a variety of behaviors that avoid or reduce health risks.</p>	<ul style="list-style-type: none"> • Math: length of intestines, • Language Arts: stories • Reading: Identify Cause and Effect, main idea • Science: chewing, MRI, • Social Studies: Cleanliness in many cultures • Art/Music: posters, drawings, songs
Vocabulary	Activities and Assessments	Resources
<p>Essential Vocabulary: Skeletal system Bone Muscle Tendon Brain Nerves Spinal cord Trachea Lungs Diaphragm</p>	<p>The student comprehends describe and identify concepts related to health promotion and disease prevention.</p> <ul style="list-style-type: none"> • How to keep skin clean and protected • Proper brushing and flossing • Character trait: Respect for self through good grooming • Protect and care for ears, eyes, and nose <p>Chapter 2 Taking Care of Yourself Lesson 1 Keeping your skin clean pp. 32-35 Protecting your skin</p>	<p>Organ wise Health and Fitness ; Harcourt</p> <p>Interactive transparencies on CD-ROM Music CD – <i>Be Active! Music for Daily Physical activity</i></p> <p>The Learning site www.harcourtschool.com</p> <p>Assessment guide pp. 19-21</p>

<p>Esophagus Stomach Small intestine Liver Large intestine Life cycle Cell Tissue Organ Organ system Growth rate Private Pores Bacteria Sunscreen Plaque Cavity Dental floss Fluoride Ear canal Eardrum Consumer Advertising Nutrition Nutrients Diet MyPyramid Balanced diet Snacks Ingredients Label Spoiled</p>	<p>Activity book page 8 Practice for FCAT Writing pp15-16</p> <p>Lesson 2 Your Teeth and Gums pp. 36- 40 Transparency 6 Construct a model tooth and label its parts</p> <p>Lesson 3 Your Ears, Eyes, and Nose pp. 42-45 Activity book pp. 6-7 * Building Character: Self Respect Poster 4 Make a daily grooming checklist Chapter 7 Preventing Disease Lesson 3 Fighting Disease pp. 152-153 Ways to Prevent Disease</p>	<p>Practice for FCAT Writing+, pp. 11-14</p> <p>Videos: "The magic school bus flexes its muscles" A Vision, 1999 "Muscles... Holding you together." AIT Productions, 1994 "My Amazing Human Body" DK Interactive Learning, 2001 (CD_ROM)</p> <p>Books for Students : <i>The Human Body</i> by GallimardJeunesse <i>Digestion (Look at your body)</i> by Steve Parker <i>Feeling your way</i> by Vicki Cobb</p> <p>Teachers will find the following valuable lists of Resources in the Teacher Edition of Harcourt Health and Fitness Florida Edition, listed for each chapter. Coordinated School Health Program Books for Students Books for Teachers Media Resources Free and Inexpensive Materials Videos (sample above) Webliography</p> <p>Also, teachers will find more on Curriculum Integration, ESL/ELL Activities, and How to meet individual needs.</p>
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Grade 3 Quarter 2

Subject: Health and Fitness		
Quarter and Timeframe (# days/weeks): 50 weeks	Unit: Chapters 4-6 ; Health and Fitness; Organ wise	Integration to other areas
<p>Big Ideas: Activity for a healthy body; Keeping safe; Emergency Safety.</p> <p>Essential Questions/Understandings: How can I keep myself safe while I’m having fun doing more intense activities? What can I do during an emergency?</p> <p>Indicators: Recognizing the emotional, mental, physical and social areas of health Demonstrating short term health goals</p>	<p>Next Generation Sunshine State Standards/Benchmarks: HE.3.B.1.1 - Locate resources from home, school, and community that provide valid health information. HE.3.P.1.2 Investigate a variety of behaviors that avoid or reduce health risks. HE.3.C.2.4 Identify classroom and school rules that promote health and disease prevention.</p>	<ul style="list-style-type: none"> • Math: bar graphs • Language Arts: interviews • Reading: cause and effect • Science: Safety gear, germs and food • Social Studies: Disasters, emergencies • Art/Music: posters,
Vocabulary	Activities and Assessments	Resources
<p>Essential Vocabulary: Exercise Strength Flexibility Endurance Aerobics exercise Safety gear Warm – up Cool – down Mouth guard Limit Safety rules Injury Hazard Passenger Stranger Bully Trusted adult Emergency</p>	<p>The student knows health-enhancing behaviors and how to reduce health risks.</p> <ul style="list-style-type: none"> • Keeping your body fit • Staying Safe • Sleep is important • Practice Ways to Reduce Stress <p>The student analyzes the influence of culture, media, technology, and other factors on health.</p> <ul style="list-style-type: none"> • Reading Food labels • Compare Prices • Make Choices <p>Gather Data Chapter 4 Activity for a Healthy Body Lesson 1 Keeping your Body Fit pp.86-90 Reasons to Exercise: Activity Pyramid Read Aloud page RA-5 in TE CD: Be Active Assessment Guide P. 57. List activities for a healthy body.</p>	<p>www.Pacerkidsagainstbullying.org</p> <p>Sign into ANGEL, open Discovery Education (located under the nugget: CCPS Teacher Links), and this link will open. . Bullies and How To help</p> <p>Videos: <i>Come See About Nutrition and Exercise</i>, ETR Associates, 1996 <i>Growing up Fit at Elliot’s Gym</i> , Schlessinger Media, 1995 <i>Fit to Win</i> , EduMedia Unlimited, 1998 <i>On Fire: A Family Guide to Fire Safety</i>, KCET Video, 1990 <i>Bully Dance</i>, Bullfrog films, 2000 <i>Home Alone: You’re in Charge</i>, Sunburst Communications, 1993</p> <p>Teachers will find the following valuable lists of Resources in the Teacher Edition of <i>Harcourt Health and Fitness</i> Florida Edition, listed for each chapter. Coordinated School Health Program Books for Students Books for Teachers</p>

<p>Poison Electricity Disaster</p>	<p>Chapter 7 Manage Stress to Control Disease pp. 156-157</p> <p>Lesson 2 Staying Safe While Exercising pp. 92-97 Poster 9 manage Stress Activity Book P 34 Chapter 5 Keeping Safe pp. 112-115 Safety Around Others Strangers and Bullies Website: Nat'l Mental Health and Education Center Transparency 2 Practice for FCAT pp23-25 Chapter 3 Food for a Healthy Body Lesson 4 Being A Wise Shopper pp. 72-75 Activity: Design an Ad Compare food packages and products</p>	<p>Media Resources Free and Inexpensive Materials Videos (sample above) Webliography</p> <p>Also, teachers will find more on Curriculum Integration, ESL/ELL Activities, and How to meet individual needs.</p>
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Grade 3 Quarter 3

Subject: Health and Fitness		
Quarter and Timeframe (# days/weeks):50 weeks	Unit: Chapters 7-9; Health and Fitness; OrganWise	Integration to other areas
<p>Big Ideas: Preventing disease; Medicines and other drugs; Avoiding alcohol and tobacco.</p> <p>Essential Questions/Understandings: Why will it help me to know the meanings of some medical words? How can I show care for someone who is ill? Why is it important never to share medicines, even if the other person has the same symptoms?</p> <p>Indicators: Recognizing the emotional, mental, physical and social areas of health Demonstrating short term health goals</p>	<p>Next Generation Sunshine State Standards/Benchmarks: HE.3.P.2.1 Suggest others make positive health choices. HE.3.C.1.4 Describe common childhood health conditions. HE.3.B.3.6 Describe the outcomes of a health-related decision.</p>	<ul style="list-style-type: none"> • Math: proportions • Language Arts: • Reading: Sequence • Science: medicines • Social Studies: destroying disease, disabilities • Art/Music: proportions
Vocabulary	Activities and Assessments	Resources
<p>Essential Vocabulary: Symptom Disease Communicable Disease Pathogens Bacteria Virus Immunity Vaccine Medicine Noncommunicable Allergy Asthma Diabetes Cancer Abstinence Drug Medicines Caffeine</p>	<p>The student knows how to use goal-setting and decision making skills which enhance health.</p> <p>The student knows how to advocate for personal, family, and community health.</p> <ul style="list-style-type: none"> • Learning About Tobacco • Alcohol Is harmful • Refusing Alcohol and Tobacco <p>How substances affect the body</p> <p>Chapter 9 Avoiding Tobacco and Alcohol Lesson 1 Tobacco and Its Effects pp. 196-200 Quick Study Lesson 1 pp. 41-42 Develop a Personal Health Plan Transparency 4 Name 5 kinds of tobacco products</p> <p>Lesson 2 Alcohol and Its Effects pp. 202-207 Circle map information about alcohol</p>	<p>Building Character:</p> <ul style="list-style-type: none"> • Life Skill : Refusing Alcohol and Tobacco • Poster 10: Refuse <p>Sign into ANGEL, open Discovery Education (located under the nugget: CCPS Teacher Links), and this link will open. Healthy Lifestyle Practices 13:53 min</p> <p>Teachers will find the following valuable lists of Resources in the Teacher Edition of Harcourt Health and Fitness Florida Edition, listed for each chapter. Coordinated School Health Program Books for Students Books for Teachers Media Resources Free and Inexpensive Materials Videos (sample above) Webliography</p> <p>Also, teachers will find more on Curriculum Integration, ESL/ELL Activities, and How to meet individual needs.</p>

<p>Over the counter Prescription Side effects Inhalants Marijuana Cocaine Refuse Chewing tobacco Smokeless tobacco Nicotine Addiction Tar Cancer Environmental Tobacco smoke Alcohol Alcoholism</p>	<p>List ways to have fun without alcohol Do coordination exercises without losing balance</p>	
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Grade 3 Quarter 4

Subject: Health and Fitness		
Quarter and Timeframe (# days/weeks):50 weeks	Unit: Chapters 10-12; Health and Fitness; OrganWise	Integration to other areas
<p>Big Ideas: About yourself and others; Your family and you; Health in the community.</p> <p>Essential Questions/Understandings: How might your feelings change as you grow older? Can you control your feelings? Do you think people have more stress now than in the Pioneer days of America?</p> <p>Indicators: Recognizing the emotional, mental, physical and social areas of health Demonstrating short term health goals</p>	<p>Next Generation Sunshine State Standards/Benchmarks: HE.3.B.2.1 - Identify effective verbal and nonverbal communication skills to enhance health. HE.3.C.2.1 Explore how different family traditions and customs may influence health behaviors. HE.3.P.2.1 Suggest others make positive health choices.</p>	<ul style="list-style-type: none"> • Math: trash weight, reduction • Language Arts: Family History • Reading: Drawing conclusions, • Science: do animals have feelings?, • Social Studies: stress long ago • Art/Music: hobbies help us relax, pictures of feelings,
Vocabulary	Activities and Assessments	Resources
<p>Essential Vocabulary: Feelings Need Want Body language Emotions Self – control Fear Stress Anger Grief Relationship Peers Peer pressure Communicate Apologize Compassion Values Sibling</p>	<p>The student knows how to use effective interpersonal communication skills that enhance health.</p> <ul style="list-style-type: none"> • Speaking and listening • Being Kind and Forgiving • Being part of a Family <p>Chapter 10 About Yourself and Others Lesson 3 Relationships with Friends pp. 230-232 Caring: Being a Good Friend Poster 1: Caring Name 3 ways to improve a friendship Identify positive and negative peer pressure situations</p> <p>Lesson 4 Communication With Others pp. 234-236 Compile a Feeling booklet Explain Difference between talking and listening</p> <p>Lesson 1</p>	<p>Read Tenth Good Thing About Barney by Judith Viorst The Giving Tree by Shel Silverstein</p> <p>Teachers will find the following valuable lists of Resources in the Teacher Edition of Harcourt Health and Fitness Florida Edition, listed for each chapter. Coordinated School Health Program Books for Students Books for Teachers Media Resources Free and Inexpensive Materials Videos (sample above) Webliography</p> <p>Also, teachers will find more on Curriculum Integration, ESL/ELL Activities, and How to meet individual needs.</p> <p>Reading Rainbow: Feelings [27:28]</p>

<p>Divorce Responsibilities Role Community Health dept. Hospital Clinic Health screening Environment Pollution Noise pollution Air pollution Pollution control Technician Water pollution Groundwater Littering Reduce Reuse Recycle</p>	<p>Understanding Your Feelings pp. 242-244 Celebrate Family Day Transparency 3</p> <p>Lesson 2 Coping with Grief p.225</p> <p>Coping with Emotions</p> <p>NOTE: Internet Safety: This is taught in the technology classes.</p>	
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Grade 3 Health: Course Descriptions and Benchmark Numbers

RELATED BENCHMARKS (38) :

Benchmarks	Descriptions	DOK Rating
HE.3.B.1.1	Locate resources from home, school, and community that provide valid health information.	
HE.3.B.1.2	Describe how the media influences the selection of health information, products, and services.	
HE.3.B.1.3	Describe criteria for selecting health information, resources, products, and services.	
HE.3.B.1.4	Identify a variety of technologies to gather health information.	
HE.3.B.2.1	Identify effective verbal and nonverbal communication skills to enhance health.	
HE.3.B.2.2	Demonstrate refusal skills that avoid or reduce health risks.	
HE.3.B.2.3	Demonstrate nonviolent strategies to manage or resolve conflict.	

- HE.3.B.2.4** Explain ways to ask for assistance to enhance personal health.
- HE.3.B.3.1** Recognize circumstances that can help or hinder healthy decision making.
- HE.3.B.3.2** Explain when assistance is needed when making a health-related decision.
- HE.3.B.3.3** List healthy options to health-related issues or problems.
- HE.3.B.3.4** Discuss the potential short-term personal impact of each option when making a health-related decision.
- HE.3.B.3.5** Find a healthy option when making a decision for yourself.
- HE.3.B.3.6** Describe the outcomes of a health-related decision.
- HE.3.B.4.1** Select a personal health goal and track progress toward achievement.
- HE.3.B.4.2** Examine resources that could assist in achieving a small group personal health goal.
- HE.3.C.1.1** Describe healthy behaviors that affect personal health.
- HE.3.C.1.2** Identify that there are multiple dimensions of health.
- HE.3.C.1.3** Describe ways a safe, healthy classroom can promote personal health.
- HE.3.C.1.4** Describe common childhood health conditions.
- HE.3.C.1.5** Describe why it is important to seek health care.
- HE.3.C.1.6** Recognize that body parts and organs work together to form human body systems.
- HE.3.C.2.1** Explore how different family traditions and customs may influence health behaviors.

HE.3.C.2.2	Explore how friends' various traditions and customs may influence health behavior.	
HE.3.C.2.3	Explore how the traditions and customs of the school and community influence health behavior of children.	
HE.3.C.2.4	Identify classroom and school rules that promote health and disease prevention.	
HE.3.C.2.5	Discuss the positive and negative impacts media may have on health.	
HE.3.C.2.6	Discuss the positive and negative impacts technology may have on health.	
HE.3.C.2.7	Discuss how the community can influence healthy and unhealthy behaviors.	
HE.3.P.1.1	Practice responsible personal health behaviors.	
HE.3.P.1.2	Investigate a variety of behaviors that avoid or reduce health risks.	
HE.3.P.2.1	Suggest others make positive health choices.	
LA.3.4.3.1	The student will write persuasive text (e.g., advertisement, paragraph) that attempts to influence the reader.	
LA.3.6.1.1	The student will read informational text (e.g., graphs, charts, manuals) and organize information for different purposes, including but not limited to being informed, following multi-step directions, making a report, conducting interviews, preparing to take a test, and performing a task.	
LA.3.6.3.1	The student will determine main content and supporting details, including distinguishing fact from opinion, in a print media message..	
MA.3.A.2.1	Represent fractions, including fractions greater than one, using area, set, and linear models.	Moderate
MA.3.G.5.3	Tell time to the nearest minute and to the nearest quarter hour, and determine the amount of time elapsed.	Moderate
MA.3.S.7.1	Construct and analyze frequency tables, bar graphs, pictographs, and line plots from data, including data collected through observations, surveys, and experiments.	High

Grade 3 Health: Related Glossaries

RELATED GLOSSARIES(13)

Area	The number of square units needed to cover a surface.
Bar graph	A graph that uses either vertical or horizontal bars to display countable data
Elapsed time	The amount of time that passes between two points in time.
Frequency table	A table that shows how often each item, number, or range of numbers occurs in a set of data.
Instantaneous Rate of Change	The rate of change at a particular moment. For a function, the instantaneous rate of change at a point is the same as the slope of the tangent line at that point.
Line	A collection of an infinite number of points in a straight pathway with unlimited length and having no width.
Mode	The most frequent value(s) of a set of data. A data set may have more than one mode if two or more data values appear the most. When no data value occurs more than once in a data set, there is no mode.
Model	To represent a mathematical situation with a manipulative (objects), pictures, numbers or symbols.
Pictograph	A data display constructed with pictures or symbols to represent data.
Plot	To locate a point by means of coordinates, or a curve by plotted points, or to represent an equation by means of a curve so constructed.

Set A set is a finite or infinite collection of distinct objects in which order has no significance.

Fraction A rational number expressed in the form $\frac{a}{b}$, where a is called the numerator and b is called the denominator. A fraction may mean part of a whole, ratio of two quantities, or may imply division.

Whole Number The numbers in the set {0, 1, 2, 3, 4, ...}

INSTRUCTIONAL GUIDE: GRADE 4 HEALTH

Course Number: HE-4-TBA

Course Title: Health-4

Abbreviated Title: Health-4

Course Length: Year

The purpose of this course is to provide students with the opportunity to gain knowledge and skills necessary to make healthy choices with the overall goal of improving quality of life, as well as describe the relationships between a healthy behavior, environment and personal health. Students will describe the physical, mental/emotional, and social dimensions of health, in addition to the functions of healthy body systems. Students will understand the relationship of good health and disease prevention

Students will explain how the various roles of family, friends, school, community, laws, media, and technology affect health practices and behaviors. Students will have an understanding of how to create a healthy community. Students will examine and compare valid health information from various sources. Students will explain effective communication skills to resolve conflict and reduce health risks. Students will identify, evaluate, and assess various options before making health-related decisions and setting personal goals. Students will illustrate personal health behaviors to reduce health risks to achieve personal health.

Grade 4 Quarter 1

Subject: Health and Fitness		
Quarter and Timeframe (# days/weeks):50 minutes per week	Unit: Chapters 1-2, Health and Fitness; OrganWise	Integration to other areas
<p>Big Ideas: Body Systems at work, Personal Health, Food and your health.</p> <p>Essential Questions/Understandings: Why should you learn to make healthy choices? Why should you learn about your body?</p> <p>Indicators: Relationship of good health and disease prevention Creating a healthy community</p>	<p>Next Generation Sunshine State Standards/Benchmarks: HE.4.C.1.6 - Identify the human body parts and organs that work together to form healthy body systems. HE.4.B.3.5 Choose a healthy option when making decisions for yourself and/or others. HE.4.P.1.2 Illustrate a variety of healthy practices and behaviors to maintain or improve personal health.</p>	<ul style="list-style-type: none"> • Math: speed of nerve messages, length of intestine • Language Arts: tooth story • Reading: Sequence • Science: cells, breath • Social Studies: pollution, cultural dress in sunny and hot locations • Art/Music: models, move to music
Vocabulary	Activities and Assessments	Resources
<p>Essential Vocabulary: Trait Cell Nucleus Tissue Organs System Nervous system Brain Nerves Esophagus Stomach Small intestines Large intestines Nutrients Trachea Bronchi Lungs Diaphragm</p>	<p>Chapter 1: Body Systems At Work Ls. 1 You Are Growing, pp. 4-9 Ls. 2 The Brain and Nervous Systems pp. 12-14 Ls. 3 The Digestive System, pp. 16-19 Ls. 4 The Respiratory and Circulatory Systems pp. 20-23 Ls. 5 The Skeletal and Muscular Systems, pp. 24-26</p> <p>2. Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p> <p>Chapter 2: Personal Health Ls. 1 Your Skin and Its Care, pp. 32-35 Ls. 2 Taught in 3rd Grade Ls. 3 Your Vision and Hearing, pp. 42-45 Ls. 4 Being a Health Consumer, pp. 48-50 Ls. 5 Getting Health Information, pp. 52-54</p>	<p>Teachers will find the following valuable lists of Resources in the Teacher Edition of Harcourt Health and Fitness Florida Edition, listed for each chapter. Coordinated School Health Program Books for Students Books for Teachers Media Resources Free and Inexpensive Materials Videos (sample above) Webliography</p> <p>Also, teachers will find more on Curriculum Integration, ESL/ELL Activities, and How to meet individual needs.</p> <p>The Learning Site http://www.harcourtschool.com/menus/health_center.html</p> <p>List of Health Web Resources www.pecentral.org/websites/healthsites.html</p>

<p>Heart Arteries Capillaries Veins Skull Skeletal system Spine Muscle Muscular system Epidermis Dermis Plaque Cavities Pupil Lens Retina Advertising Consumer</p>	<p>Health and Fitness pp. 2-29 Transparencies 5-15 Activity book, pp. 1-5 Growth, Development, and Reproduction, pp. 2-25, 34-43</p> <p>Assessment Guide, pp. 19-21 Practice for FCAT Writing+, pp. 11-14</p> <p>Health and Fitness pp. 30-57 Music CD Teaching Resources, p. 25 Transparencies 4, 16-19 Activity Book, pp. 6-10 Posters 6,7</p> <p>Assessment Guide, pp. 22-24 Practice for FCAT Writing+, pp. 15-18</p>	<p>Kliest Health Education Center www.fgcu.edu/khec/</p> <p>www.learntobehealthy.org www.unitedstreaming.com</p>
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Grade 4 Quarter 2

Subject: Health and Fitness		
Quarter and Timeframe (# days/weeks): 50 weeks	Unit: Chapters 2,7 Health and Fitness; Organ wise	Integration to other areas
<p>Big Ideas: Personal Health, Safe away from home, Guarding Against Disease.</p> <p>Essential Questions/Understandings: Why should you learn about exercise and safety? How does safety affect your health? In what ways can you guard your health against disease?</p> <p>Indicators: Relationship of good health and disease prevention Creating a healthy community</p>	<p>Next Generation Sunshine State Standards/Benchmarks: HE.4.C.1.3 - Describe ways a safe, healthy school environment can promote personal health HE.4.C.2.3 - Explain the important roles that school and community play on health practices and behaviors.</p>	<ul style="list-style-type: none"> • Math: different multiply and divide, • Language Arts: Heart healthy slogan • Reading: Main idea and details • Science: make a table of vitamins and minerals • Social Studies: • Art/Music: draw a system,
Vocabulary	Activities and Assessments	Resources
<p>Essential Vocabulary: Flood Lightning Hurricane Tornado Air bags Bully Gang Weapon Disease Communicable disease Non-communicable Pathogen Virus Bacteria Fungi Infection Immune system Antibodies</p>	<p>Chapters 3,4, and 5 are taught in 3rd or 5th grade</p> <p>Chapter 2: Cont. Personal Health Ls. 1 Your Skin and Its Care, pp. 32-35 Ls. 2 Taught in 3rd Grade Ls. 3 Your Vision and Hearing, pp. 42-45 Ls. 4 Being a Health Consumer, pp. 48-50 Ls. 5 Getting Health Information, pp. 52-54</p> <p>Safe Away From Home Ls. 1 Staying Safe Outdoors, pp. 136-140 Ls. 2 Staying Safe on the Road, pp. 142-145 Ls. 3 Staying Safe in a Conflict, pp. 148-152</p> <p>Chapter 7: Guarding Against Disease Ls. 1 Why People Become Ill, pp. 158-160</p>	<p>Teachers will find the following valuable lists of Resources in the Teacher Edition of Harcourt Health and Fitness Florida Edition, listed for each chapter. Coordinated School Health Program Books for Students Books for Teachers Media Resources Free and Inexpensive Materials Videos (sample above) Webliography</p> <p>Also, teachers will find more on Curriculum Integration, ESL/ELL Activities, and How to meet individual needs.</p> <p>Health and Fitness pp. 30-57 Music CD Teaching Resources, p. 25 Transparencies 4, 16-19 Activity Book, pp. 6-10 Posters 6,7</p>

<p>Immunity Vaccine Cancer Allergy Asthma Diabetes Arthritis Resistance Abstinence</p>	<p>Ls. 2 Communicable Diseases, pp. 162-165 Ls. 3 Fighting Communicable Diseases, pp. 166-171 Ls. 4 Non-communicable Diseases, pp. 174-179 Ls. 5 Live a Healthful Lifestyle pp. 180-182</p> <p>NOTE: Internet Safety: This is taught in the technology classes.</p>	<p>The Learning Site www.harcourtschool.com/health</p>
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Grade 4 Quarter 3

Subject: Health and Fitness		
Quarter and Timeframe (# days/weeks): 50 weeks	Unit: Chapters 7-9, Health and Fitness; OrganWise	Integration to other areas
<p>Big Ideas: Guarding against disease, Medicines, Drugs, and Your Health.</p> <p>Essential Questions/Understandings: Why should you learn to take responsibility for yourself? What will a study of the history of diseases tell us? Where can pathogens infect and multiply in the body?</p> <p>Indicators: Relationship of good health and disease prevention Creating a healthy community</p>	<p>Next Generation Sunshine State Standards/Benchmarks: HE.4.B.1.4 - Compare a variety of technologies to gather health information. HE.4.B.2.2 - Identify refusal skills and negotiation skills that avoid or reduce health risks. HE.4.P.1.3 - Illustrate a variety of behaviors that avoid or reduce health risks.</p>	<ul style="list-style-type: none"> • Math: multiplying Bacteria, • Language Arts: Short stories, • Reading: Compare and Contrast • Science: germ theory, beaver fever, allergies • Social Studies: smallpox, uncommon diseases in USA • Art/Music: Immunization song, health brochures
Vocabulary	Activities and Assessments	Resources
<p>Essential Vocabulary: Pathogen Virus Bacteria Fungi Infection Immune system Antibodies Immunity Vaccine Allergy Asthma Diabetes Arthritis Resistance Nicotine Tar Alcohol Intoxicated Alcoholism</p>	<p>Chapter 7: Guarding Against Disease Health and Fitness pp. 156 - 185 Ls. 1 Why People Become Ill, pp. 158-160 Ls. 2 Communicable Diseases, pp. 162-165 Ls. 3 Fighting Communicable Diseases, pp. 166-171 Ls. 4 Non-communicable Diseases, pp. 174-179 Ls. 5 Live a Healthful Lifestyle pp. 180-182</p> <p>* Chapter 8 taught in 3rd or 5th grade</p> <p>Chapter 9: Harmful Effects of Tobacco and Alcohol Ls. 1 How Tobacco Harms Body Systems, pp. 218-223 Ls. 2 How Alcohol Harms Body Systems pp. 224-229 Ls. 3 Saying No to Alcohol and Tobacco pp. 230-233 Ls. 4 Tobacco and Alcohol Users Can Get Help pp. 236-238 Ls. 5 Tobacco, Alcohol, and the Media pp. 240-242</p>	<p>Teachers will find the following valuable lists of Resources in the Teacher Edition of Harcourt Health and Fitness Florida Edition, listed for each chapter. Coordinated School Health Program Books for Students Books for Teachers Media Resources Free and Inexpensive Materials Videos (sample above) Weblibliography</p> <p>Also, teachers will find more on Curriculum Integration, ESL/ELL Activities, and How to meet individual needs.</p>

Grade 4 Quarter 4

Subject: Health and Fitness		
Quarter and Timeframe (# days/weeks): 50 weeks	Unit: Chapters 9, 12, Health and Fitness; Organ wise	Integration to other areas
<p>Big Ideas: Your needs and Feelings, Families together, Living in a Healthful Community.</p> <p>Essential Questions/Understandings: Why should you learn about life skills? Why should you learn about good character?</p> <p>Indicators: Relationship of good health and disease prevention Creating a healthy community</p>	<p>Next Generation Sunshine State Standards/Benchmarks: HE.4.P.1.3 - Illustrate a variety of behaviors that avoid or reduce health risks. HE.4.B.3.4 – Predict the potential short-term impact of each option on self and others when making a health-related decision. HE.4.C.2.5 - Explain how media influences personal thoughts, feelings, and health behaviors.</p>	<ul style="list-style-type: none"> • Math: Cost of smoking, • Language Arts: Warning labels, news articles, • Reading: cause and effect • Science: Nicotine effects, reaction time • Social Studies: laws, ads, • Art/Music: Pamphlets,
Vocabulary	Activities and Assessments	Resources
<p>Essential Vocabulary: Nicotine Tar Alcohol Intoxicated Alcoholism Environment Graffiti Natural resources Renewable Resource Nonrenewable Pollution Solid waste conservation</p>	<p>* Chapter 8 taught in 3rd or 5th grade Chapter 9: Harmful Effects of Tobacco and Alcohol Ls. 1 How Tobacco Harms Body Systems, pp. 218-223 Ls. 2 How Alcohol Harms Body Systems pp. 224-229 Ls. 3 Saying No to Alcohol and Tobacco pp. 230-233 Ls. 4 Tobacco and Alcohol Users Can Get Help pp. 236-238 Ls. 5 Tobacco, Alcohol, and the Media pp. 240-242</p> <p>* Chapters 10 and 11 are taught in 3rd or 5th grade Chapter 12 Living in a Healthful Community Ls. 1 Enjoying a Healthful Community , pp. 304-307 Ls. 2 Protecting Your Community, pp. 308-310 Ls. 3 Our Natural Resources, pp. 312-315 Ls. 4 Preventing Pollution, pp. 316-321 Ls. 5 Ways to Practice Conservation, pp. 324-326</p> <p>Health and Fitness pp. 302-329 Music CD Teaching Resources, pg. 47 Transparencies 2 Activity Book, pp. 56-60 Posters 2, 12</p>	<p>Teachers will find the following valuable lists of Resources in the Teacher Edition of Harcourt Health and Fitness Florida Edition, listed for each chapter. Coordinated School Health Program Books for Students Books for Teachers Media Resources Free and Inexpensive Materials Videos (sample above) Webliography</p> <p>Also, teachers will find more on Curriculum Integration, ESL/ELL Activities, and How to meet individual needs.</p> <p>Health and Fitness pp. 216-245 Music CD Teaching Resources, p. 39 Transparencies 3 Activity Book, pp. 41-45 Posters 6,10</p> <p>The Learning Site www.harcourtschool.com/health</p>

Grade 4 Health: Course Descriptions and Benchmark Numbers

RELATED BENCHMARKS (37) :

Benchmark	Description	DOK Rating
HE.4.B.1.1	Describe characteristics of valid health information, products and services.	
HE.4.B.1.2	Examine resources from home, school, and community that provide valid health information.	
HE.4.B.1.3	Construct criteria for selecting health resources, products and services.	
HE.4.B.1.4	Compare a variety of technologies to gather health information.	
HE.4.B.2.1	Explain effective verbal and nonverbal communication skills to enhance health.	
HE.4.B.2.2	Identify refusal skills and negotiation skills that avoid or reduce health risks.	
HE.4.B.2.3	Discuss nonviolent strategies to manage or resolve conflict.	
HE.4.B.2.4	Demonstrate ways to ask for assistance to enhance personal health.	
HE.4.B.3.1	Identify circumstances that can help or hinder healthy decision-making.	
HE.4.B.3.2	Examine when assistance is needed to make a health-related decision.	
HE.4.B.3.3	Itemize healthy options to health-related issues or problems.	
HE.4.B.3.4	Predict the potential short-term impact of each option on self and others when making a health-related decision.	

- HE.4.B.3.5 Choose a healthy option when making decisions for yourself and/or others.
- HE.4.B.3.6 Examine the outcomes of a health-related decision.
- HE.4.B.4.1 Create a personal health goal and track progress toward achievement.
- HE.4.B.4.2 Categorize resources that could assist in achieving a small group personal health goal.
- HE.4.C.1.1 Identify the relationship between healthy behaviors and personal health.
- HE.4.C.1.2 Identify examples of mental/emotional, physical, and social health.
- HE.4.C.1.3 Describe ways a safe, healthy school environment can promote personal health.
- HE.4.C.1.4 Describe ways to prevent common childhood injuries and health problems.
- HE.4.C.1.5 Distinguish differences among various health-care providers, products, and services.
- HE.4.C.1.6 Identify the human body parts and organs that work together to form healthy body systems.
- HE.4.C.2.1 Explain the importance of family on health practices and behaviors.
- HE.4.C.2.2 Explain the important role that friends/peers may play on health practices and behaviors.
- HE.4.C.2.3 Explain the important roles that school and community play on health practices and behaviors.
- HE.4.C.2.4 Recognize types of school rules and community laws that promote health and disease prevention.
- HE.4.C.2.5 Explain how media influences personal thoughts, feelings, and health behaviors.
- HE.4.C.2.6 Explain how technology influences personal thoughts, feelings, and health behaviors.

HE.4.P.1.1	Illustrate responsible personal health behaviors.	
HE.4.P.1.2	Illustrate a variety of healthy practices and behaviors to maintain or improve personal health.	
HE.4.P.1.3	Illustrate a variety of behaviors that avoid or reduce health risks.	
HE.4.P.2.1	Assist others to make positive health choices.	
LA.4.4.3.1	The student will write persuasive text (e.g., essay, written communication) that establish and develop a controlling idea, supporting arguments for the validity of the proposed idea with detailed evidence.	
LA.4.6.1.1	The student will read informational text and text features (e.g., format, graphics, legends, illustrations, diagrams) to organize information for different purposes (e.g., being informed, following multi-step directions, creating a report, conducting interviews, preparing to take a test, performing a task).	
LA.4.6.3.1	The student will examine how ideas are presented in a variety of print and non-print media and recognize differences between logical reasoning and propaganda.	
MA.4.A.6.5	Relate halves, fourths, tenths, and hundredths to decimals and percents.	Moderate
MA.4.A.6.6	Estimate and describe reasonableness of estimates; determine the appropriateness of an estimate versus an exact answer.	High

Grade 4 Health: Related Glossaries

RELATED GLOSSARIES(7)

Equivalent	Having the same value.
Estimate	Is an educated guess for an unknown quantity or outcome based on known information. An estimate in computation may be found by rounding, by using front-end digits, by clustering, or by using compatible numbers to compute.
Instantaneous Rate of Change	The rate of change at a particular moment. For a function, the instantaneous rate of change at a point is the same as the slope of the tangent line at that point.
Model	To represent a mathematical situation with a manipulative (objects), pictures, numbers or symbols.
Percent	Per hundred; a special ratio in which the denominator is always 100. The language of percent may change depending on the context. The most common use is in part-whole contexts, for example, where a subset is 40 percent of another set. A second use is change contexts, for example, a set increases or decreases in size by 40 percent to become 140% or 60% of its original size. A third use involves comparing two sets, for example set A is 40% of the size of set B, in other words, set B is 250 percent of set A.
Representations	Physical objects, drawings, charts, words, graphs, and symbols that help students communicate their thinking.
Fraction	A rational number expressed in the form $\frac{a}{b}$, where a is called the numerator and b is called the denominator. A fraction may mean part of a whole, ratio of two quantities, or may imply division.

INSTRUCTIONAL GUIDE: GRADE 5 HEALTH

Course Number: HE-5-TBA

Course Title: Health-5

Abbreviated Title: Health-5

Course Length: Year

The purpose of this course is to provide students with the opportunity to gain knowledge and skills necessary to make healthy choices with the overall goal of improving quality of life, as well as describe the relationships between a healthy behavior, environment and personal health to prevent injuries and health problems. Students will explain the various dimensions of health, in addition to the how body systems function together. Students will predict how the various roles of family, friends, school, community, laws, media, and technology affect health practices, beliefs, and behaviors. Students will describe characteristics for valid health information from various sources then identify, evaluate, and assess various options before making health-related decisions. Students will illustrate effective communication skills to resolve conflict and reduce health risks. Students will set personal health goals and monitor progress, while encouraging others to make healthy decisions and reduce health risks. Students will demonstrate good personal health habits that affect both short and long term health.

Grade 5 Health: Pacing Guide

Grade 5 Quarter 1

Subject: Health and Fitness			
Quarter and Timeframe (# days/weeks): 50 minutes per week		Unit: Chapters 8&9, Health and Fitness; OrganWise	
Integration to other areas			
<p>Big Ideas: Legal and Illegal Drugs, About tobacco and alcohol. Essential Questions/Understandings: Why should you say no to drugs and alcohol? What do the statistics on this topic tell us? How can you avoid using _____? Indicators: Good personal health habits affecting short term and long term health.</p>		<p>Next Generation Sunshine State Standards/Benchmarks: HE.5.B.2.2 - Discuss refusal skills and negotiation skills that avoid or reduce health risks. HE.5.C.2.5 - Determine how media influences family health behaviors and the selection of health information, products, and services. HE.5.B.3.1 - Describe circumstances that can help or hinder healthy decision making.</p>	
<ul style="list-style-type: none"> • Language Arts: essay, comparisons, • Reading: cause and effect • Science: commonly used and abused medicines, • Social Studies: Dare preventions, role models • Art/Music: posters, collage, 			
Vocabulary	Activities and Assessments	Resources	
<p>Essential Vocabulary: Drug Medicine Prescription Over the counter Side effects Dosage Expiration date Self-medication Medicine misuse Medicine abuse Addiction Anabolic steroids Illegal drugs Overdose Withdrawal Inhalants Refuse</p>	<p>Legal/Illegal Drugs, Alcohol How medicines help Prescription & Over the counter meds Use, Misuse, Abuse Illegal Drugs Staying Away from Drugs</p> <p>Harcourt Chapter 8 pp. 226-257 Lessons 1-5 Activities p.255 Chapter Review & Test Prep p.256</p> <p>Harcourt Chapter 9 pp. 258-287 Lessons 1-4 Activities p. 285 Chapter Review & Test Prep p.286</p>	<p>Dare Prevention “Tobacco and Inhalants” http://www.learntobehealthy.org/index.aspx United Streaming= What About Tobacco? Harcourt Teacher Resources http://www.bam.gov/sub_yourbody/index.html Operation Flame Out/Your Body Teachers will find the following valuable lists of Resources in the Teacher Edition of Harcourt Health and Fitness Florida Edition, listed for each chapter. Coordinated School Health Program Books for Students Books for Teachers Media Resources Free and Inexpensive Materials Videos (sample above) Webliography Also, teachers will find more on Curriculum Integration, ESL/ELL Activities, and How to meet individual needs.</p>	

Grade 5 Quarter 2

Subject: Health and Fitness		
Quarter and Timeframe (# days/weeks): 50 weeks	Unit: Chapters 2&3, Health and Fitness; Organ wise	Integration to other areas
<p>Big Ideas: Being a wise consumer, Foods for good nutrition.</p> <p>Essential Questions/Understandings: When reading a label what are things you should be looking for? In what ways should you protect your body from harm?</p> <p>Indicators: Good personal health habits affecting short term and long term health.</p>	<p>Sunshine State Standards/Benchmarks: HE.5.B.1.2 - Compile resources from home, school, and community that provide valid health information. HE.5.C.2.1 - Predict how families may influence various health practices of children. HE.5.B.1.4 - Demonstrate the use of a variety of technologies to gather health information. HE.5.B.1.3 - Evaluate criteria for selecting health resources, products, and services</p>	<ul style="list-style-type: none"> • Math: calculate servings, calorie counting, unit pricing, graphs and charts • Language Arts: Write a jingle • Reading: compare and contrast • Science: food science, dairy dilemma • Social Studies: international food pyramids, mapping food, poison outbreaks • Art/Music: collage, how to checklist, drawings, write music to a jingle
Vocabulary	Activities and Assessments	Resources
<p>Essential Vocabulary: Ultraviolet rays SPF Hair follicle Oil gland Plaque Gingivitis Orthodontia Farsighted Nearsighted Astigmatism Decibels Health consumer Ingredients Enzymes Carbohydrates Fats Proteins Vitamins Minerals</p>	<p>Food & Nutrition Food Pyramid Portions and Planning Make Responsible Decisions Food Choices Labeling</p> <p>Harcourt Chapter 3 pp. 70-94</p> <p>Harcourt Chapter 3 pp. 100-101 Activities p. 107 http://www.harcourtschool.com/menus/health_center.html</p> <p>Harcourt Chapter 2 Lesson 4 pp.88-95 (Consumer)</p> <p>Harcourt Chapter 2 Lesson 5 pp. 96-99 (Labeling) “Nutrition and Physical Activity”</p>	<p>http://www.learntobehealthy.org/index.aspx</p> <p>United Streaming= Food, Energy, and You Harcourt Teacher Resources</p> <p>Food and Nutrition Interactive Site</p> <p>Health & Nutrition http://www.pecentral.org/websites/healthsites.html</p> <p>Teachers will find the following valuable lists of Resources in the Teacher Edition of Harcourt Health and Fitness Florida Edition, listed for each chapter. Coordinated School Health Program Books for Students Books for Teachers Media Resources Free and Inexpensive Materials Videos (sample above) Webliography</p>

Nutritionist MyPyramid Portion control Anorexia Calories Energy balance Food allergy Ingredients Additives Preservatives Food poisoning		Also, teachers will find more on Curriculum Integration, ESL/ELL Activities, and How to meet individual needs.
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Grade 5 Quarter 3

Subject: Health and Fitness		
Quarter and Timeframe (# days/weeks): 50 weeks	Unit: Chapters 1&2, Health and Fitness; OrganWise	Integration to other areas
<p>Big Ideas:A Growing and a Changing body, Being a wise consumer</p> <p>Essential Questions/Understandings: What are the trends in the amount of sleep people get as they age? What are some conclusions that you could draw from studying the systems and organs of the human body?</p> <p>Indicators: Good personal health habits affecting short term and long term health.</p>	<p>Next Generation Sunshine State Standards/Benchmarks: HE.5.B.3.3 - Summarize healthy options to health-related issues or problems. HE.5.B.3.4 - Compare the potential short-term impact of each option on self and others when making a health-related decision. HE.5.C.1.6 - Explain how human body parts and organs work together in healthy body systems, including the endocrine and reproductive systems.</p>	<ul style="list-style-type: none"> • Math: bones count, calories, • Language Arts: fight or flight, childhood poems, • Reading: Sequence • Science: Diet, senses, fetal development, teen brain, sleep • Social Studies: babies, • Art/Music: Family resemblance, comics, greeting cards,
Vocabulary	Activities and Assessments	Resources
<p>Essential Vocabulary: Cell Tissue Organ System Capillaries Alveoli Nephrons Joint Ligaments Tendons Neurons Reflex action Heredity Environment Hormones Prenatal Growth spurt Puberty Body image</p>	<p>A Growing and Changing Body Growth, Heredity, Adolescence Personal Hygiene</p> <p>Harcourt Chapter 1 pp.2-34 Activities p. 35</p> <p>Chapter Review & Test Prep p.36-37</p> <p>Harcourt Chapter 2 pp.38-46</p> <p>“Adolescence”</p> <p>NOTE: Internet Safety: This is taught in the technology classes.</p>	<p>CCPS -Human Growth & Development Unit HG&D Video</p> <p>http://www.learntobehealthy.org/index.aspx</p> <p>Harcourt Teacher Resources</p> <p>Teachers will find the following valuable lists of Resources in the Teacher Edition of Harcourt Health and Fitness Florida Edition, listed for each chapter. Coordinated School Health Program Books for Students Books for Teachers Media Resources Free and Inexpensive Materials Videos (sample above) Webliography</p> <p>Also, teachers will find more on Curriculum Integration, ESL/ELL Activities, and How to meet individual needs.</p>

Grade 5 Quarter 4

Subject: Health and Fitness		
Quarter and Timeframe (# days/weeks): 50 weeks	Unit: Chapter6, Health and Fitness; Organ wise	Integration to other areas
<p>Big Ideas: Preventing Violence, Bullying</p> <p>Essential Questions/Understandings: What are some of the precautions that our communities and our country are taking to fight terrorism and violence? What more can we do to prevent violent acts in our midst?</p> <p>Indicators: Good personal health habits affecting short term and long term health. Preventing Violence</p>	<p>Sunshine State Standards/Benchmarks: HE.5.B.2.2 - Discuss refusal skills and negotiation skills that avoid or reduce health risks. HE.5.B.2.3 - Illustrate effective conflict resolution strategies. HE.5.C.2.3- Predict how the school and community influence various health practices of children.</p>	<ul style="list-style-type: none"> • Math: Calculating percentages, • Language Arts: Public service announcement • Reading: Cause and Effect • Social Studies: war, violence • Art/Music: Laugh lines, Anti-gang rap
Vocabulary	Activities and Assessments	Resources
<p>Essential Vocabulary: Violence Terrorism Weapon Bully Bullying Gang Zero tolerance policy Precautions</p>	<p>Preventing Violence Violence Terrorism Weapons Solutions</p> <p>Dare Prevention</p> <p>Harcourt Chapter 6 pp.170-184 Activities p.185</p> <p>Chapter Review & Test Prep pp.186-187 Harcourt Teacher Resources</p>	<p>Sign into ANGEL, open Discovery Education (located under the nugget: CCPS Teacher Links), and these links will open. Or click on the links below.</p> <p>The Peacemakers: Pros in Conflict 14:38 min Disagreements 15:00 min Getting Along with Your Classmates 43:36 minutes Life Skills 101: Dealing With Stress 15:00 min</p> <p>Teachers will find the following valuable lists of Resources in the Teacher Edition of Harcourt Health and Fitness Florida Edition, listed for each chapter. Coordinated School Health Program Books for Students Books for Teachers Media Resources Free and Inexpensive Materials Videos (sample above) Webliography</p> <p>Also, teachers will find more on Curriculum Integration, ESL/ELL Activities, and How to meet individual needs.</p>

Grade 5 Health: Course Descriptions and Benchmark Numbers

Benchmark	Description
HE.5.B.1.1	Discuss characteristics of valid health information, products, and services.
HE.5.B.1.2	Compile resources from home, school, and community that provide valid health information.
HE.5.B.1.3	Evaluate criteria for selecting health resources, products, and services.
HE.5.B.1.4	Demonstrate the use of a variety of technologies to gather health information.
HE.5.B.2.1	Illustrate techniques of effective verbal and nonverbal communication skills to enhance health.
HE.5.B.2.2	Discuss refusal skills and negotiation skills that avoid or reduce health risks.
HE.5.B.2.3	Illustrate effective conflict resolution strategies.
HE.5.B.2.4	Determine ways to ask for assistance to enhance the health of self and others.
HE.5.B.3.1	Describe circumstances that can help or hinder healthy decision making.
HE.5.B.3.2	Analyze when assistance is needed when making a health-related decision.
HE.5.B.3.3	Summarize healthy options to health-related issues or problems.
HE.5.B.3.4	Compare the potential short-term impact of each option on self and others when making a health-related decision.

- HE.5.B.3.5** Select a healthy option when making decisions for yourself and/or others.
- HE.5.B.3.6** Analyze the outcomes of a health-related decision.
- HE.5.B.4.1** Specify a personal health goal and track progress toward achievement.
- HE.5.B.4.2** Select reliable resources that would assist in achieving a small group personal health goal.
- HE.5.C.1.1** Describe the relationship between healthy behaviors and personal health.
- HE.5.C.1.2** Explain the physical, mental/emotional, social, and intellectual dimensions of health.
- HE.5.C.1.3** Explain ways a safe, healthy home environment and school environment promote personal health.
- HE.5.C.1.4** Compare ways to prevent common childhood injuries and health problems.
- HE.5.C.1.5** Recognize how appropriate health care can promote personal health.
- HE.5.C.1.6** Explain how human body parts and organs work together in healthy body systems, including the endocrine and reproductive systems.
- HE.5.C.2.1** Predict how families may influence various health practices of children.
- HE.5.C.2.2** Predict how friends/peers may influence various health practices of children.
- HE.5.C.2.3** Predict how the school and community influence various health practices of children.
- HE.5.C.2.4** Give examples of school and public health policies that influence health promotion and disease prevention.
- HE.5.C.2.5** Determine how media influences family health behaviors and the selection of health information, products, and services.
- HE.5.C.2.6** Describe ways that technology can influence family health behaviors.

- HE.5.C.2.7** Discuss how various cultures can influence personal health beliefs.
- HE.5.C.2.8** Investigate influences that change health beliefs and behaviors.
- HE.5.P.1.1** Model responsible personal health behaviors.
- HE.5.P.1.2** Apply a variety of healthy practices and behaviors to maintain or improve personal health.
- HE.5.P.1.3** Demonstrate a variety of behaviors that avoid or reduce health risks.
- HE.5.P.2.1** Persuade others to make positive health choices.
- LA.5.4.2.2** The student will record information (e.g., observations, notes, lists, charts, map labels, legends) related to a topic, including visual aids to organize and record information on charts, data tables, maps and graphs, as appropriate.
- LA.5.6.2.1** The student will select a topic for inquiry, formulate a search plan, and apply evaluative criteria (e.g., usefulness, validity, current, objectivity) to select and use appropriate resources.
- MA.5.A.2.2** Add and subtract fractions and decimals fluently, and verify the reasonableness of results, including in problem situations.
- MA.5.A.4.2** Construct and describe a graph showing continuous data, such as a graph of a quantity that changes over time.
- MA.5.S.7.2** Differentiate between continuous and discrete data, and determine ways to represent those using graphs and diagrams.

Grade 5 Health: Related Glossaries

RELATED GLOSSARIES(11)

Bar graph	A graph that uses either vertical or horizontal bars to display countable data
Continuous Data	Data that can take any of an infinite number of values between whole numbers and so may not be measured completely accurately.
Discrete data	Distinct values that are not connected by intermediate values and are a finite or countable infinite set of values.
Equal	Having the same value (=).
Instantaneous Rate of Change	The rate of change at a particular moment. For a function, the instantaneous rate of change at a point is the same as the slope of the tangent line at that point.
Inverse operation	An action that undoes a previously applied action. For example, subtraction is the inverse operation of addition.
Line	A collection of an infinite number of points in a straight pathway with unlimited length and having no width.
Mean	There are several statistical quantities called means, e.g., harmonic mean, arithmetic mean, and geometric mean. However, mean commonly refers to the arithmetic mean that is also called arithmetic average. Arithmetic mean is a mathematical representation of the typical value of a series of numbers, computed as the sum of all the numbers in the series divided by the count of all numbers in the series. Arithmetic mean is the balance point if the numbers are considered as weights on a beam.
Model	To represent a mathematical situation with a manipulative (objects), pictures, numbers or

symbols.

Rate

A ratio that compares two quantities of different units.

Fraction

A rational number expressed in the form $\frac{a}{b}$, where “a” is called the numerator and “b” is called the denominator. A fraction may mean part of a whole, ratio of two quantities, or may imply division.

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