

Resources

The Great Body Shop
www.thegreatbodyshop.net

Essential Questions

1. What are safety rules and who are the safety helpers for home, school and the community?
2. What are some situations at home where unintentional injuries or safety threats might happen?
3. How can you avoid unintentional injury while playing?
4. What are some behaviors that could lead to accidents or dangerous situations at school or in the community?

Standards

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.
D. Safety

Skills/Objectives

Lesson One: Safety Rules-Safety Helpers

- Explain safety rules and list Safety Helpers for home, school, and community.
- Tell why you think Safety Helpers are important.
- Pretend you need help and tell how you would ask for it from different Safety Helpers.
- Predict what would happen in an unsafe situation without rules or Safety Helpers

Lesson Two: Safety at Home

- Identify situations, in the home, where unintentional injuries or safety threats might happen.
- Make an award for a Safety Helper to show how much you appreciate what they do to keep you safe.
- Perform routines for safety including: drill behavior, stop-drop-and-roll, and weather safety.
- Use Decision Making Steps to decide what to do with safety questions.

Lesson Three: Safety at Play

- Tell what things you might do at play to avoid unintentional injury.
- Explain how when playing you would show respect for yourself and the safety of others.
- Demonstrate safety routines and how you would respond to danger.
- Predict what happens when you play in safe and unsafe ways.

Lesson Four: Safety in the Community

- Identify ways of acting that might lead to accidents or dangerous situations at school or in the community.
- Explain why it is important to have rules at school and in the community.
- Demonstrate appropriate safety routines for school and the community.
- Use the Decision Making Steps to decide what to do to keep safe in different situations.

Learning Activities

Lesson One: Safety Rules-Safety Helpers

Lesson Two: Safety at Home

Lesson Three: Safety at Play

Lesson Four: Safety in the Community

Assessment Options

End of Unit Quiz

Open Response

Performance Assessment Task

Kindergarten Health
Unit 2: The Five Senses

Resources

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Essential Questions

1. What are the five senses and which body part is associated with each?
2. How can your senses help you learn?
3. How do your senses work before and during a meal?
4. What problems do people have with their senses?

Standards

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.
A. Personal Growth and Development

Skills/Objectives

Lesson One: What Are The Senses?

- Identify the five senses and the body part with which each is associated.
- Respect what your senses can do for you.
- Practice routines for healthful care of the sense organs.
- Analyze why eyes, ears, nose, and tongue have their shape.

Lesson Two: Our Senses Help Us Learn

- Explain how your senses help you to learn.
- Value what your senses tell you.
- Practice using your senses to protect you.
- Predict what might happen if you didn't pay attention to your senses.

Lesson Three: Let's Use Our Senses

- Discover and identify how the senses work before and during a meal.
- Show the importance of the senses by identifying the senses used in making decisions.
- Practice using your senses.
- Compare and contrast two items using the senses.

Lesson Four: Problems With Senses

- List problems that people can have with their senses.
- Develop empathy for people with physical challenges.
- Practice being helpful to those in need.
- Predict the kinds of problems people would have if the senses were impaired.

Learning Activities

Lesson One: What Are The Senses?

Lesson Two: Our Sense Help Us Learn

Lesson Three: Let's Use Our Senses

Lesson Four: Problems With Senses

Assessment Options

End of Unit Quiz
Open Response
Performance Assessment Task

Resources

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Essential Questions

1. Why is food a need of all living things?
2. What are some healthful and less healthful foods?
3. How do healthful foods come in a variety of forms?
4. What are the routines and reasons for proper food handling techniques?

Standards

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.
B. Nutrition

Skills/Objectives

Lesson One: Food Needs For Life

- Identify food as a need of all living things.
- Demonstrate an appreciation of the role choosing healthful food has in developing a positive self-image.
- Identify routines for healthful eating.
- Compare and contrast the needs of living things

Lesson Two: Healthful or Less Healthful

- Identify healthful and less healthful foods.
- State an appreciation for the role healthful foods plays in developing and maintaining a healthy body and mind.
- Distinguish between healthful and less healthful foods.
- Use Decision Making Steps to determine which of various meal plans is the most healthful.

Lesson Three: Good Food Comes In Many Forms

- Describe how healthful foods come in a variety of forms.
- Identify family and cultural preferences in choosing food.
- Set goals for healthful eating routines and food preparation.
- Create a healthful meal plan.

Lesson Four: Before We Eat-Food Handling

- Explain the routines and reasons for proper food handling techniques.
- Demonstrate rules for safe food handling.
- Apply routines for safe food handling to personal behavior.
- Compare and contrast to determine routines for safe food handling.

Learning Activities

Lesson One: Food Needs For Life

Lesson Two: Healthful or Less Healthful

Lesson Three: Good Food Comes In Many Forms

Lesson Four: Before We Eat-Food Handling

Assessment Options

End of Unit Quiz
Open Response
Performance Assessment Task

Resources

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Essential Questions

1. What do the words “family” and “team” mean?
2. What are the stages of growing up in a family from a baby to an adult?
3. What are some family rules and what jobs does each family member do for the family?
4. What does the word community mean and what do communities do to help you and your family?

Standards

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

Strands:

A. Personal Growth and Development

2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

A. Interpersonal Communication

Skills/Objectives

Lesson One: What Is A Family?

- Define the words family and team.
- Identify the elements of love, trust, and caring in families.
- Identify and name personal family members.
- Compare a family to a team.

Lesson Two: See How Families Grow And Change

- Describe the process of growing in a family from a baby to an adult.
- Discuss how you are a “special person” at every stage of your life.
- Identify ways to control anger when changes are necessary.
- Identify ways you and your family have changed since you were a baby and imagine how you will change when you “grow up.”

Lesson Three: Family Rules and Jobs

- Describe some family rules and list jobs that each family member does for the family.
- Show why it is important for families to have rules and jobs.
- Practice setting goals for yourself in being responsible about doing your jobs and keeping your family’s rules.
- Predict the consequences of living in a family that has no rules.

Lesson Four: Families and the Community

- Define the word community and tell what communities do to help you and your family.
- Explain the value of rules and laws in a community.
- Name people (roles) that make the neighborhood or town/city/community a better place for your family to live.
- Think about how your school could be called a “community.”

Learning Activities

Lesson One: What Is A Family?

Lesson Two: See How Families Grow And Change

Lesson Three: Family Rules and Jobs

Lesson Four: Families and the Community

Assessment Options

End of Unit Quiz

Open Response

Performance Assessment Task

Resources

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Essential Questions

1. In what ways do bodies differ physically?
2. Why is every person unique and special?
3. What is a basic routine to keep your special body healthy and safe?
4. What does the term private parts mean and what are some of the rules of personal safety?

Standards

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

A. Personal Growth and Development

2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

A. Interpersonal Communication

B. Decision-Making and Goal Setting

C. Character Development

Skills/Objectives

Lesson One: All Bodies Are Different

- Identify ways bodies can differ physically.
- Build respect for people whose bodies seem different from yours.
- Practice noticing differences and similarities in the people around you.
- Compare and contrast the ways our bodies are the same and different.

Lesson Two: I Am Special

- Tell why every person is unique and “special.”
- Encourage self confidence by discovering each student’s own special qualities and talents.
- Practice looking for ways to help each person feel good about him/herself.
- Imagine what it would be like if we were all the same and predict what problems it would cause.

Lesson Three: Taking Care Of My Body

- Describe the basic routine necessary to keep your special body healthy and safe.
- Develop personal responsibility for basic health and safety routines.
- Set healthy habit goals and keep a healthy body checklist to see how you are doing with these goals for a week.
- Classify the things you need to help you keep your body safe and healthy.

Lesson Four: Safe Touch, Unsafe Touch

- Define the term private parts and describe some of the rules of personal safety.
- Identify trusted adults who can help in situations involving personal safety.
- Practice what to do when someone tries to touch you in a way you don’t think is right.
- Distinguish between “safe,” “confusing,” and “unsafe” touches.

Learning Activities

Lesson One: All Bodies Are Different

Lesson Two: I Am Special

Lesson Three: Taking Care Of My Body

Lesson Four: Safe Touch, Unsafe Touch

Assessment Options

End of Unit Quiz

Open Response

Performance Assessment Task

Kindergarten Health
Unit 6: Going to the Doctor and Dentist

Resources

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Essential Questions

1. Who are health helpers and what is the role that each plays in keeping you healthy?
2. What does your family doctor or pediatrician do when you are sick and when you have a checkup?
3. What is the role of the dentist in keeping you healthy?
4. How can you help to keep yourself healthy by making good decisions?

Standards

- 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.
C. Diseases and Health Conditions
- 2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.
E. Health Services and Information
- 2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.
A. Medicines

Skills/Objectives

Lesson One: Your Doctor and Dentist

- Identify health helpers, including the doctor, and the dentist, and explain the role that each plays in keeping you healthy.
- Show that you appreciate what your doctor, dentist, nurse, or other health helper can do for you.
- Practice giving the right information to health helpers so they can help you.
- Match health problems with appropriate health helpers.

Lesson Two: Getting a Checkup

- Explain what your family doctor or pediatrician does when you are sick and when you have a checkup.
- Take responsibility for answering your doctor or nurse's questions about your health and for following directions when you are sick.
- Identify various tools that the doctor uses in a checkup and show how you and your doctor work as a team to check your health.
- Remember your own phone number, the names of your parents, and where they can be reached.

Lesson Three: Taking Care of Teeth

- Describe the role of the dentist in keeping you healthy.
- Give at least three reasons why it is very important to take good care of your teeth.
- Practice establishing good habits of brushing and flossing your teeth.
- Predict the consequences of having no teeth.

Lesson Four: Making Healthful Decisions

- Describe how you can help to keep yourself healthy by making good decisions.
- Show that you can take responsibility for carrying out healthful routines by following a plan for one week with the help of your family.
- Practice daily routines for healthful living.
- Compare and contrast healthful and unhealthful choices.

Learning Activities

Lesson One: Your Doctor and Dentist

Lesson Two: Getting a Checkup

Lesson Three: Taking Care of Teeth

Lesson Four: Making Healthful Decisions

Assessment Options

End of Unit Quiz
Open Response
Performance Assessment Task

Resources

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Essential Questions

1. What is the meaning of the word “drugs” in your own words?
2. What does the word “medicine” mean, and why are medicines drugs?
3. What are dangerous substances at home, at school, and on the playground?
4. What are three healthful things you especially like to do?

Standards

2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.

B. Alcohol, Tobacco, and Other Drugs

Skills/Objectives

Lesson One: What is a Drug?

- Tell in your own words the meaning of the word drugs.
- Give three reasons why it is very important for you to always say “No Drugs! No Way!”
- Practice identifying substances that are drugs.
- Compare and contrast substances that are drugs and ones that are not.

Lesson Two: What is Medicine?

- Tell what the word medicine means and explain why medicines are drugs.
- Show how important you feel medicine is when given properly because it can help people get well.
- List rules for taking medicine, including naming the people who can give it to you.
- Predict the consequences of taking medicines you should not have.

Lesson Three: Stay Away from Dangerous Substances

- Identify dangerous substances at home, at school, and on the playground.
- Show that you know your actions have consequences.
- Practice saying no to risk-taking behavior.
- Analyze what you would do and where you would go for help if you, a friend, or a family member were exposed to a dangerous substance.

Lesson Four: My Great Body

- List three healthful things you especially like to do using your “great body.”
- Show how you can be responsible in taking care of your “great body.”
- Practice explaining to someone how unique each and every person is, including pointing out the special qualities you like about that person.
- Predict some of the consequences of a world in which everyone is just alike (nobody is special).

Learning Activities

Lesson One: What is a Drug?

Lesson Two: What is Medicine?

Lesson Three: Stay Away from Dangerous Substances

Lesson Four: My Great Body

Assessment Options

End of Unit Quiz
Open Response
Performance Assessment Task

Resources

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Essential Questions

1. What does it mean to be healthy?
2. What are germs and how do they make us sick?
3. What people, places, and things help us get well?
4. What are different ways you can help someone who is sick?

Standards

- 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.
C. Diseases and Health Conditions
- 2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.
A. Medicines

Skills/Objectives

Lesson One: What Does It Mean to be Healthy?

- Define being healthy.
- Explain why you want to be healthy.
- Make a list of at least three things you need to do to stay as healthy as possible.
- Use the Decision Making Steps to make healthful choices about daily routines.

Lesson Two: What Does It Mean to be Sick?

- Discover what germs are and how they make us sick.
- Tell why it is important to you to stay well.
- Practice proper hygiene to help avoid getting sick.
- Compare and contrast being well and being sick.

Lesson Three: How Do You Get Well?

- Identify persons, places, and things that help us to get well.
- Show appreciation to all those who help us to get well.
- Identify what is and what is not a medicine.
- Predict the consequences of not following directions in taking medicine, including the consequences of taking medicine not meant for you.

Lesson Four: Helping Those Who Are Sick

- Name different ways you can help someone who is sick.
- Demonstrate concern for those who are sick.
- Practice different ways of helping someone who is sick.
- Analyze why helping someone else makes you feel good.

Learning Activities

Lesson One: What Does It Mean to be Healthy?

Lesson Two: What Does It Mean to be Sick?

Lesson Three: How Do You Get Well?

Lesson Four: Helping Those Who Are Sick

Assessment Options

End of Unit Quiz
Open Response
Performance Assessment Task

Kindergarten Health
Unit 9: Keeping Clean and Healthy

Resources

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Essential Questions

1. Why does keeping clean help to keep you healthy?
2. Why do you feel better about yourself and others when you are clean?
3. What are ways that communities can be kept clean and healthy?
4. How can being careful about what you share keep disease away?

Standards

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.
A. Personal Growth and Development

Skills/Objectives

Lesson One: Keeping You Clean and Healthy

- Explain why keeping clean can help to keep you healthy.
- Demonstrate being responsible for keeping clean by keeping a checklist of completed health routines for one week with your family.
- Practice daily routines for keeping clean.
- Predict the consequences of not keeping clean.

Lesson Two: Feeling Great About Keeping Clean

- Explain why you feel better about yourself and others when you are clean.
- Show that you respect yourself and others by following rules to keep clean.
- With your family's help, set up a reward system for keeping clean and healthy every day for a week.
- Predict what would happen if more people felt good about themselves because they practice clean health habits.

Lesson Three: Keeping Communities Clean and Healthy

- Identify ways that communities can be kept clean and healthy.
- Commit to do your part to be a good community citizen.
- Practice routines to keep the community clean and to protect the environment from pollution.
- Compare and contrast communities that have pollution problems with those that don't.

Lesson Four: How Keeping Clean and Healthy Keeps Disease Away

- Explain how being careful about what you share can keep disease away.
- Demonstrate kindness to others by not spreading your germs.
- Role-play situations where you use the rules for keeping clean and not sharing to protect yourself and others from spreading germs.
- Use the Decision Making Steps to decide what you can and cannot share.

Learning Activities

Lesson One: Keeping You Clean and Healthy

Lesson Two: Feeling Great About Keeping Clean

Lesson Three: Keeping Communities Clean and Healthy

Lesson Four: How Keeping Clean and Healthy Keeps Disease Away

Assessment Options

End of Unit Quiz

Open Response

Performance Assessment Task

Resources

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Essential Questions

1. What is and is not play?
2. What is group and individual play?
3. What are the benefits of exercise for your heart, lungs, and muscles?
4. What are safe rules for play?

Standards

2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

A. Movement Skills and Concepts

B. Strategy

C. Sportsmanship, Rules, and Safety

2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

A. Fitness and Physical Activity

Skills/Objectives

Lesson One: Everyday Play

- Identify what is and what is not play.
- Explain the importance of play.
- Practice different ways to play, including dance.
- Compare and contrast different forms of play.

Lesson Two: How We Play

- Discover group and individual play.
- Tell why you like to play with friends.
- Practice different kinds of play through exercise.
- Imagine what it would be like if you couldn't play.

Lesson Three: Play Is Exercise, Too

- Identify the benefits of exercise for your heart, lungs, and muscles.
- Tell why staying fit is important to your health.
- Set goals to exercise daily.
- Use the Decision Making Steps to choose exercises that will be especially good for your heart.

Lesson Four: Learning the Rules of Safe Play

- Identify safe rules for play.
- Show that safety rules are important to your well-being.
- Practice safe play.
- Predict consequences of having no rules for safe play.

Learning Activities

Lesson One: Everyday Play

Lesson Two: How We Play

Lesson Three: Play Is Exercise, Too

Lesson Four: Learning the Rules of Safe Play

Assessment Options

End of Unit Quiz

Open Response

Performance Assessment Task

Resources

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Essential Questions

1. What is careless and careful behavior, and what are some examples of each?
2. What are the rules for different types of safe play?
3. What are the dangers of fire, how can you prevent fire, and what do you do when there is a fire?
4. Who are community safety helpers?

Standards

2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

B. Decision-Making and Goal Setting

Skills/Objectives

Lesson One: Look Out!

- Define and identify careless and careful behavior.
- Explain the importance of accepting responsibility for your actions.
- Identify ways to make situations safe.
- Predict consequences of careless behavior.

Lesson Two: Be Careful When You Play

- List rules for different kinds of safe play.
- Show how helping each other helps keep you safe.
- Perform safe ways to play.
- Predict what would happen in different situations if children follow or don't follow the rules of safe play

Lesson Three: Fire Can Hurt You

- Identify the dangers of fire, ways to prevent fires, and what to do in case of fire.
- Explain the importance of protecting others.
- Create a fire escape/safety plan.
- Predict what could happen if children play with fire

Lesson Four: Who Knows the Rules?

- Identify community safety helpers.
- Demonstrate appreciation to community safety helpers through projects.
- Practice asking for help including reading, writing, and saying your name, address, and phone number.
- Use Decision Making Steps to decide which community safety helper to contact

Learning Activities

Lesson One: Look Out!

Lesson Two: Be Careful When You Play

Lesson Three: Fire Can Hurt You

Lesson Four: Who Knows the Rules?

Assessment Options

End of Unit Quiz
Open Response
Performance Assessment Task

Resources

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Essential Questions

1. What are the different body parts and their functions, including the five senses?
2. How does blood go around the body and make it possible for the heart, lungs, liver, stomach, and intestines to function?
3. What are some age appropriate ways to take care of one's body?
4. How is your body unique and what are your special talents?

Standards

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.
A. Personal Growth and Development

Skills/Objectives

Lesson One: Head to Toe

- Identify body parts and functions including the five senses, brain, lungs, heart, teeth, bones, and skin.
- Listen and respond to what your senses tell you.
- Practice protecting the body from harm by learning various safety routines.
- Compare and contrast the function of the body and its parts with a family, a team, and a community.

Lesson Two: Blood Goes Around and Around

- Explain how blood goes around and around through the body making it possible for the heart, lungs, liver, stomach, and intestines to function.
- Perform experiments to develop respect for the way the body works.
- Practice paying attention to the signals your body gives you.
- Use decision-making skills to help decide what to do when your body gives you certain signals.

Lesson Three: I Take Good Care of my Body

- List age-appropriate ways to take good care of one's body.
- Tell what it means to be responsible.
- With parents, set rules for good care and practice keeping them for one week.
- Predict what might happen if you don't take care of your body.

Lesson Four: My Body is Extra Special

- Discover your own body's uniqueness and your own special talents.
- Respect the differences in different people.
- Practice looking for special qualities in others.
- Compare and contrast features.

Learning Activities

Lesson One: Head to Toe

Lesson Two: Blood Goes Around and Around

Lesson Three: I Take Good Care of my Body

Lesson Four: My Body is Extra Special

Assessment Options

End of Unit Quiz

Open Response

Performance Assessment Task

First Grade Health
Unit 3: Why Do We Eat?

Resources

The Great Body Shop
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Essential Questions

1. What is the meaning of the words “food,” “fuel,” and “energy” and how is food transformed into energy?
2. What is the path that food takes in your body?
3. What are some examples of healthful and less healthful foods, and their effects upon the body?
4. What are the rules of eating which are represented by ChooseMyPlate.gov?

Standards

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.
B. Nutrition

Skills/Objectives

Lesson One: Why Do We Eat?

- Explain the words food, fuel, and energy and tell how food is transformed into energy.
- Explain the reasons it is important to be responsible in choosing healthful food.
- Chart current health habits for one week.
- Predict what will happen if the body does not get the things it needs to grow and maintain itself.

Lesson Two: Food In Your Body

- Trace the path food takes through the body.
- Respect the workings of the body by explaining consequences of food selections.
- Demonstrate proper food handling techniques and explain effects on the body.
- Brainstorm a variety of healthful foods.

Lesson Three: What is Healthful Food?

- List a variety of healthful and less healthful foods, and their effects upon the body.
- Explain the relationship between feelings, appetite, and food choices.
- Set goals by planning a healthful meal.
- Compare and contrast healthful and less healthful foods.

Lesson Four: Which Foods to Choose?

- Explain the rules of eating which are represented by ChooseMyPlate.gov.
- State acceptance of familial and cultural differences in healthful food, and prepare and try a variety of multicultural foods.
- Prepare a variety of healthful meals using food groups.
- To use the Decision Making Steps to select a healthful meal.

Learning Activities

Lesson One: Why Do We Eat?

Lesson Two: Food In Your Body

Lesson Three: What is Healthful Food?

Lesson Four: Which Foods to Choose?

Assessment Options

End of Unit Quiz

Open Response

Performance Assessment Task

Resources

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Essential Questions

1. What is and what is not medicine?
2. Who are the appropriate adults to give medicine to a child?
3. How does medicine help your body?
4. Why are medicines also considered drugs?

Standards

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

C. Diseases and Health Conditions

2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.

A. Medicines

Skills/Objectives

Lesson One: All About Medicines

- Identify what is and what is not medicine.
- Commit to informing others about the dangers of taking medicines not prescribed for them.
- Practice differentiating between medicines and non-medicines.
- Compare and contrast candy to chewable vitamins or chewable pain reliever.

Lesson Two: Who Can Give Medicine?

- Name appropriate adults who can give medicine to a child.
- Show how you respect the knowledge and opinions of trusted adults.
- Practice saying “No!” to those persons who are not responsible for giving you medicine.
- Predict what might happen if you took medicine from a person who does not have permission to give medicine to you.

Lesson Three: What Does Medicine Do?

- Discover how medicine helps the body.
- Admire the wonder of medicines.
- Demonstrate caring for someone who is ill.
- Predict what would happen if we had no medicines.

Lesson Four: Medicine Can Mean Trouble

- Identify medicines as drugs.
- Respect rules about taking medicines.
- Locate and inspect for safety the best places in your home to keep medicines.
- Use decision making skills to decide not to eat something that you are unsure is safe.

Learning Activities

Lesson One: All About Medicines

Lesson Two: Who Can Give Medicine?

Lesson Three: What Does Medicine Do?

Lesson Four: Medicine Can Mean Trouble

Assessment Options

End of Unit Quiz

Open Response

Performance Assessment Task

Resources

The Great Body Shop
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Essential Questions

1. What are the different parts of the body that help us to talk and to hear and how does each process work?
2. What does the word “communication” mean, and why is it important to communicate in the world around you?
3. What are the different ways that people can communicate with each other?
4. How does talking with someone you trust, including sharing your feelings, help you?

Standards

2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

A. Interpersonal Communication

Skills/Objectives

Lesson One: How do we Talk? How do we Listen?

- List the different parts of the body that help us to talk and to hear and show how each process works.
- Develop respect for people who have speaking and hearing problems.
- Show how you can take care of your ears to prevent injury.
- Imagine what your hearing or speech would be like if your ears or your voice box and your mouth were a different shape.

Lesson Two: We Talk and Listen

- Define the word communication and describe the importance of communication in the world around you.
- Discover the value of good communication skills including being a “good listener” through various role-play situations.
- Practice good communication skills with different people and in different situations, including talking on the telephone.
- Use the Predicting Consequences Steps to predict what would happen if people did not communicate with one another or had difficulty communicating.

Lesson Three: People Talk in Many Ways

- List at least five ways that people can communicate with each other.
- Develop respect for the amazing variety of languages that people use to communicate.
- Practice speaking and listening in different ways.
- Compare the way you talk when you are sad or mad or glad.

Lesson Four: Tell How You Feel

- Explain how talking with someone you trust, including sharing your feelings, can help you.
- Define the word trustworthy and tell why it is important to have that quality.
- Practice communication skills for getting help in different situations.
- Think about all the different resources you have for help with different kinds of problems and match the problems to the right helper.

Learning Activities

Lesson One: How do we Talk? How do we Listen?

Lesson Two: We Talk and Listen

Lesson Three: People Talk in Many Ways

Lesson Four: Tell How You Feel

Assessment Options

End of Unit Quiz

Open Response

Performance Assessment Task

First Grade Health
Unit 6: Happy, Sad and In Between

Resources

The Great Body Shop
www.thegreatbodyshop.net

Essential Questions

1. What are the different types of feelings you can have and what are the verbal and nonverbal cues associated with each?
2. Why does talking to somebody about problems help you feel better?
3. What situations evoke anger and how can you deal with these situations and your feelings?
4. What does the word private mean and what are the different private parts of your body?

Standards

- 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.
E. Social and Emotional Health
- 2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.
A. Interpersonal Communication

Skills/Objectives

Lesson One: We Have Many Feelings

- Identify a variety of feelings and recognize the verbal and nonverbal cues associated with each.
- Demonstrate how to care about people by paying attention to their feelings.
- Practice recognizing various emotions.
- Compare and contrast two opposite emotions, such as happiness and sadness.

Lesson Two: Talking Helps Me Feel Better

- Discover why talking to somebody about problems helps you feel better.
- Show someone you trust that you appreciate him or her.
- List people you trust to talk to when you feel bad.
- Predict the consequences of talking to someone when you feel bad.

Lesson Three: Cool Dude Gets Mad

- Identify situations that can evoke anger and discover helpful ways to deal with these events and feelings.
- Show why it is important to think before you act when you are mad.
- Practice ways to talk things out or work things out nonviolently.
- Compare and contrast healthy and unhealthy ways to behave when something or someone makes you mad.

Lesson Four: My Body is Private

- Define the word private and identify private parts of your body.
- Demonstrate respect for personal safety by selecting the personal safety skills for risky situations.
- Practice yelling and telling when someone does not respect your privacy.
- Analyze the difference between safe, unsafe, and confusing touches.

Learning Activities

- Lesson One: We Have Many Feelings
Lesson Two: Talking Helps Me Feel Better
Lesson Three: Cool Dude Gets Mad
Lesson Four: My Body is Private

Assessment Options

- End of Unit Quiz
Open Response
Performance Assessment Task

First Grade Health
Unit 7: Drugs Are Trouble

Resources

The Great Body Shop
www.thegreatbodyshop.net

Essential Questions

1. What does the word “drug” mean and what are the different types of substances that are considered drugs?
2. What is tobacco and nicotine and what are the harmful effects of smoking?
3. Why is alcohol considered a drug, what does it do to your body, and why do people drink alcohol?
4. Who is in your community to keep you safe and healthy?

Standards

2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.

- A. Medicines
- B. Alcohol, Tobacco, and Other Drugs
- C. Dependency/Addiction and Treatment

Skills/Objectives

Lesson One: What are Drugs?

- Define the word drug and identify various substances as drugs.
- Tell why it is important to have rules and laws about drugs.
- Practice using rules for deciding which substances are okay for you to eat and drink.
- Compare and contrast medicines and drugs that are illegal.

Lesson Two: No Smoking, Please!

- Tell what tobacco and nicotine are and explain the harmful effects of smoking.
- Build appreciation for laws and community helpers who try to protect people from the dangers of smoking, including passive smoking.
- Make a plan to do things to help keep your lungs healthy.
- Compare and contrast what advertisements say about smoking with what you have learned.

Lesson Three: Drinking Hurts Your Thinking

- Explain why alcohol is a drug, what it does to the body, and reasons why people drink alcohol.
- Show how talking out problems with a trusted adult will help you feel better.
- Practice recognizing a “dare” and responding to it with good refusal skills.
- Predict the consequences of various situations in which you do not use good refusal skills.

Lesson Four: Safe and Strong

- Describe people in your community who are there to help keep you safe and healthy.
- Show that you feel proud that you can say “No!” when you need to.
- Make a pledge to stay drug free.
- Create a plan to help your community to be drug free.

Learning Activities

Lesson One: What are Drugs?

Lesson Two: No Smoking, Please!

Lesson Three: Drinking Hurts Your Thinking

Lesson Four: Safe and Strong

Assessment Options

End of Unit Quiz
Open Response
Performance Assessment Task

Resources

The Great Body Shop
www.thegreatbodyshop.net

Essential Questions

1. What are the different signs of illness?
2. What are germs and how do they spread?
3. What are the different things you can do to help you get better when you are sick?
4. What are the different rules in your community that keep people from getting sick?

Standards

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

A. Personal Growth and Development

B. Nutrition

C. Diseases and Health Conditions

2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.

A. Medicines

Skills/Objectives

Lesson One: Getting Sick

- Identify signs of illness.
- Show you like yourself enough to promise to take care of yourself when you are sick.
- Identify those you can tell when you do not feel well.
- Predict the consequences of not staying home when you are sick.

Lesson Two: Germs

- Define germs and discover how they spread.
- Show respect for others by promising to try not to spread germs.
- Practice ways to keep germs from spreading.
- Compare and contrast a communicable and noncommunicable illness.

Lesson Three: Getting Better

- Identify things you can do which help you get better.
- Do something to thank your family for taking care of you when you are sick.
- Practice different ways to express sympathy for those who are sick.
- Use the Decision Making Steps to make a choice to cooperate in following directions to get better.

Lesson Four: Do Not Share Your Germs

- Identify rules which help to keep our community free from illness caused by germs.
- Let those in charge know how important you feel it is to keep the community as clean and germ free as possible.
- Practice ways to help keep the community clean.
- Predict what would happen to the cleanliness and health of a community without rules to keep it clean.

Learning Activities

Lesson One: Getting Sick

Lesson Two: Germs

Lesson Three: Getting Better

Lesson Four: Do Not Share Your Germs

Assessment Options

End of Unit Quiz

Open Response

Performance Assessment Task

Resources

The Great Body Shop
www.thegreatbodyshop.net

Essential Questions

1. Why do humans need to breathe and what happens when you breathe?
2. What does pollution mean and what are some different examples of pollution?
3. What is respiration and what happens to your breathing when you have colds, allergies, and asthma?
4. How does exercise affect your breathing and respiratory health?

Standards

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.
A. Personal Growth and Development

Skills/Objectives

Lesson One: How I Breathe

- Identify the basic need of all humans to breathe; describe what happens when you breathe and how your sense of smell works.
- Tell why it is important to always have good, clean air to breathe.
- Set up an exercise routine with your family to help your lungs grow strong and healthy.
- Compare and contrast the breathing of humans with other animals, including fish.

Lesson Two: Don't Hurt Your Lungs

- Define the word pollution and give different examples of pollution, including identifying substances that pollute the air and harm your lungs.
- Set a goal to stay away from tobacco use in all forms, including trying to avoid secondhand smoke.
- Practice different behaviors to avoid pollution that will harm your lungs.
- Analyze why smoking hurts your lungs.

Lesson Three: Runny Nose, Stuffy Nose

- Define respiration and describe what can happen to breathing because of colds, allergies, and asthma.
- Commit to sharing with a trusted adult any symptoms you may have of respiratory problems.
- Practice recognizing symptoms of allergies, colds, and other respiratory problems.
- Compare and contrast the symptoms of colds, allergies, and asthma.

Lesson Four: Breathing Faster, Breathing Slower

- Describe how exercise affects your breathing and your respiratory health.
- Tell why you need to be responsible about getting exercise.
- Practice breathing exercises that will help you with your speech, your ability to play musical instruments, and your general respiration.
- Compare how you feel when you breathe very fast and when you breathe very slowly.

Learning Activities

Lesson One: How I Breathe

Lesson Two: Don't Hurt Your Lungs

Lesson Three: Runny Nose, Stuffy Nose

Lesson Four: Breathing Faster, Breathing Slower

Assessment Options

End of Unit Quiz

Open Response

Performance Assessment Task

Resources

The Great Body Shop
www.thegreatbodyshop.net

Essential Questions

1. Why is exercise needed at all ages to make the body healthy and strong?
2. What does being physically fit mean and how does food, exercise, and sleep help you become physically fit?
3. How much more can you do now with your muscles and bones than when you were a baby?
4. What are the rules for playing fairly?

Standards

- 2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.
A. Movement Skills and Concepts, B. Strategy, C. Sportsmanship, Rules, and Safety
- 2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.
A. Fitness and Physical Activity

Skills/Objectives

Lesson One: Run, Jump, and Skip

- Discover how exercise is needed at all ages to make the body healthy and strong.
- Demonstrate that you are responsible about getting exercise every day.
- With your family, make and put into action a daily family exercise plan for at least a week.
- Predict consequences of being a “couch potato.”

Lesson Two: Wonder Willie

- Define the words physically fit and explain how good food, exercise, and sleep help you to be physically fit.
- Show how good it makes you feel to set a goal and reach it.
- Set a health goal that you can reach in one week.
- Predict the consequences of having a positive attitude while trying to reach a goal.

Lesson Three: Getting Better All the Time

- Describe how much more you are able to do with your muscles and bones than you were able to do when you were a baby.
- Show how you can help to make exercise important in your family.
- Plan and practice different games and exercises that are good for different parts of your body.
- Use the Decision Making Steps to choose healthful ways to have fun alone and with others.

Lesson Four: Fair Play

- List the rules for playing fairly.
- Show how you value a friend who is a good sport.
- Practice controlling anger when you get mad at someone with whom you are playing.
- Compare and contrast fair and unfair play.

Learning Activities

- Lesson One: Run, Jump, and Skip
Lesson Two: Wonder Willie
Lesson Three: Getting Better All the Time
Lesson Four: Fair Play

Assessment Options

- End of Unit Quiz
Open Response
Performance Assessment Task

Resources

The Great Body Shop
www.thegreatbodyshop.net

Essential Questions

1. What are safe vs. unsafe conditions for certain common hazards on the street?
2. What are community safety rules and laws?
3. What are common emergencies and the steps to take in each case?
4. What are ways that you might hurt others and they might hurt you?

Standards

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.
D. Safety

Skills/Objectives

Lesson One: Keep from Getting Hurt on the Street

- Identify safe vs. unsafe conditions for certain common hazards on the street
- Demonstrate responsibility to “play it safe” to keep your body from harm by designing appropriate role-play.
- Practice safe habits for avoiding certain common hazards regarding street safety.
- Use Decision Making Steps to decide whether a situation is safe or unsafe.

Lesson Two: Community Harm Prevention Rules and Laws

- List community safety rules and laws.
- Demonstrate acceptance of rules and people in charge who protect your safety.
- Design a safe environment.
- Use the Decision Making Steps to identify who should take charge and when you should let them

Lesson Three: Handling Common Emergencies

- Name common emergencies and list steps to take in each case.
- Role-play to build respect for danger signs and for the need to act quickly in emergencies.
- Practice taking the right action steps for the most threatening and urgent emergencies.
- Determine how to get the right kind of help quickly in simple emergencies.

Lesson Four: I Don't Hurt You, You Don't Hurt Me

- Name ways that you might hurt others and they might hurt you.
- Conduct activity that shows how violence hurts you or someone you care about while giving you a chance to avoid or disapprove of violence.
- Practice good habits for avoiding fights and arguments using conflict resolution.
- Classify sample TV programs as violent or nonviolent and show who is hurt by violence (can also use newspaper cartoons, articles, and books as alternative to TV)

Learning Activities

Lesson One: Keep from Getting Hurt on the Street

Lesson Two: Community Harm Prevention Rules and Laws

Lesson Three: Handling Common Emergencies

Lesson Four: I Don't Hurt You, You Don't Hurt Me

Assessment Options

End of Unit Quiz
Open Response
Performance Assessment Task

Second Grade Health
Unit 2: How You Think

Resources

The Great Body Shop
www.thegreatbodyshop.net

Essential Questions

1. What are the major parts of the brain, and how does the brain work as a control center for your body?
2. What are the different ways your brain learns?
3. What are potential influences on the way you think?
4. What are ways to protect your brain from injury and from damage due to drugs?

Standards

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.
A. Personal Growth and Development

Skills/Objectives

Lesson One: How You Think

- Explain the major parts of the brain and how the brain works as a control center for your body.
- Develop respect for the functions of the brain.
- Practice using different functions controlled by the brain.
- Analyze the different ways the brain handles the needs of the body

Lesson Two: Using Your Brain

- Discover and label the different ways your brain learns.
- Develop sensitivity to the many different ways that different people can be smart.
- Practice learning in different ways.
- Analyze different methods people use to learn and remember.

Lesson Three: Think about Thinking

- Investigate and label different influences on the way you think.
- Respect different perspectives and patterns of thinking.
- Build basic thinking skills through decision making.
- Use Decision Making Steps to avoid unhealthy influences.

Lesson Four: Take Care of Your Brain

- List ways to protect your brain from injury and from damage due to drugs.
- Increase the desire to protect the brain by realizing it can't be replaced.
- Practice safety routines, including refusal skills, to protect your brain from harm.
- Use the Predicting Consequences Steps in scenarios to determine the likelihood of head injury.

Learning Activities

Lesson One: How You Think

Lesson Two: Using Your Brain

Lesson Three: Think about Thinking

Lesson Four: Take Care of Your Brain

Assessment Options

End of Unit Quiz

Open Response

Performance Assessment Task

Resources

The Great Body Shop
www.thegreatbodyshop.net

Essential Questions

1. How does MyPlate help you choose healthful food?
2. What is the role of nutrients in the body?
3. What are the effects of healthful and less healthful foods on the body?
4. Why is a good breakfast so important?

Standards

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.
B. Nutrition

Skills/Objectives

Lesson One: Eat a Plate

- Explain how MyPlate helps you choose healthful food.
- Demonstrate responsibility for making healthful food choices by eating healthful foods at mealtime.
- Evaluate menus using MyPlate.
- Classify foods into MyPlate groups.

Lesson Two: Nutrients for Your Body

- Define and explain the role of nutrients in the body.
- Demonstrate how assigning a high priority to eating foods with high nutritional value can increase self-worth.
- For three days, assume responsibility for eating healthful food which provides nutrients for different parts/functions of the body.
- Analyze the influences upon your food choices.

Lesson Three: Have a Snack!

- Explain the effects of healthful and less healthful foods on the body.
- Explain why guidelines for food handling and storage should be respected.
- Set goals for eating healthful snacks at least once a day.
- Apply Decision Making Steps to determine healthful snacks.

Lesson Four: The Importance of a Good Breakfast!

- Explain why a good breakfast is such an important meal.
- Show respect for different cultures by preparing a multicultural breakfast.
- Prepare a healthful breakfast plan and classify the food choices according to MyPlate.
- Compare and contrast healthful and less healthful breakfasts.

Learning Activities

Lesson One: Eat a Plate

Lesson Two: Nutrients for Your Body

Lesson Three: Have a Snack!

Lesson Four: The Importance of a Good Breakfast!

Assessment Options

End of Unit Quiz

Open Response

Performance Assessment Task

Second Grade Health
Unit 4: Your Heart, Small But Strong

Resources

The Great Body Shop
www.thegreatbodyshop.net

Essential Questions

1. What does your heart do, and why is it called “the hardest working machine?”
2. Why does a healthful diet and exercise help you have a healthy heart?
3. What are some of the problems people can have with their hearts, and what are some of the ways unhealthy hearts can be helped?
4. Why is the heart used as a symbol of love and caring?

Standards

2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

A. Fitness and Physical Activity

Skills/Objectives

Lesson One:Your Heart—Small but Strong

- Describe what your heart does and explain why it is called “the hardest working machine.”
- Develop respect for the importance of a healthy working heart.
- Practice being aware of and recording your pulse at different times.
- Compare and contrast oxygenated blood with deoxygenated blood.

Lesson Two: How to Care for Your Heart

- Explain how a healthful diet and exercise help you have a healthy heart.
- Develop a sense of responsibility for choosing healthful habits.
- Practice eating more healthful foods and exercising your heart for one week.
- Compare and contrast the heart healthy value of different foods and forms of exercise.

Lesson Three: Heart Problems and Heart Helpers

- Describe some of the problems people can have with their hearts and some of the ways unhealthy hearts can be helped.
- Develop empathy for people who have heart problems.
- Practice encouraging others to make choices that will protect their hearts.
- Use the Predicting Consequences Steps to predict what will happen if a smoker stops smoking.

Lesson Four: Have a Heart

- Explain why the heart is used as a symbol of love and caring.
- Show why caring for other people is important in making you feel good about yourself.
- Practice showing ways to be kind and helpful to others.
- Predict the consequences of being nice to a variety of people in different situations.

Learning Activities

Lesson One:Your Heart—Small but Strong

Lesson Two: How to Care for Your Heart

Lesson Three: Heart Problems and Heart Helpers

Lesson Four: Have a Heart

Assessment Options

End of Unit Quiz
Open Response
Performance Assessment Task

Second Grade Health
Unit 5: When I Feel Afraid

Resources

The Great Body Shop
www.thegreatbodyshop.net

Essential Questions

1. What are common causes of being afraid?
2. What are the common physical effects of fear on the body?
3. What are at least five real dangers you might face under different circumstances and what can you do about each of them?
4. What does the term “private parts” mean and how can you keep your body private?

Standards

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.
E. Social and Emotional Health

Skills/Objectives

Lesson One: Understanding and Coping with Common Fears

- List common causes of being afraid.
- Role-play tolerance and helpfulness for someone who is afraid.
- Practice various methods of coping positively with fears.
- Analyze the positive effects of coping with fears.

Lesson Two: How Being Afraid Affects Your Body

- Describe the common physical effects of fear on the body.
- Develop awareness of some of the positive benefits of the emotion of fear by describing how fear helps people stay safe.
- Recognize the signs of fear in your body.
- Compare and contrast the physical effects of fear and exercise on the body.

Lesson Three: Recognizing Real Dangers—When It’s Smart to Be Afraid

- Describe at least five real dangers you might face under different circumstances and what to do about each of them.
- Increase sense of responsibility for yourself and others in at-risk situations.
- Role-play safe responses to various dangerous scenarios and ways to prevent them or increase the chances of returning to safety.
- Predict the consequences of various scenarios to determine real dangers and safe behaviors.

Lesson Four: Your Body Is Private!

- Define the term private parts and explain the rights you have to keep your body “private.”
- Build respect for your own body and your rights to privacy.
- Practice personal safety skills in situations that threaten personal safety.
- Distinguish between safe, unsafe, and confusing touches and secrets.

Learning Activities

Lesson One: Understanding and Coping with Common Fears

Lesson Two: How Being Afraid Affects Your Body

Lesson Three: Recognizing Real Dangers—When It’s Smart to Be Afraid

Lesson Four: Your Body Is Private!

Assessment Options

End of Unit Quiz
Open Response
Performance Assessment Task

Resources

The Great Body Shop
www.thegreatbodysshop.net

Essential Questions

1. How does a newborn baby grow and change to become an older child and finally an adult?
2. What is a family, and what role does the family play in the growth and development of a child?
3. What are changes can happen in families and how can they affect family members?
4. Why is everyone is different, and what are their unique qualities?

Standards

2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.
C. Pregnancy and Parenting

Skills/Objectives

Lesson One: Growing and Changing

- Discover how a newborn baby grows and changes to become an older child and then an adult, and even then keeps changing all through life into old age.
- Show why it is helpful to be patient with yourself and others if one of you cannot do as many things as well as the other.
- Collect information from family members of different ages to find out how they have grown and changed since they were babies and how they still are changing.
- Create a drawing or painting that depicts how we grow and change through the different stages of life.

Lesson Two: Families

- Define the word family, and describe the role that the family plays in the growth and development of a child.
- Tell what a special family member does for you and why you think he/she is special.
- Practice ways to show you respect differences in families.
- Predict the consequences of a family whose members take no responsibility.

Lesson Three: Families Grow and Change, Too

- Describe some of the changes that can happen in families and some of the effects of those changes.
- Show ways that you can be responsible in helping yourself and your family at a time when the family is changing.
- Role-play some major changes that might happen to families and what you can do to help.
- Analyze how a major family change, such as moving to a new town or adding a new baby, would affect each member of the family.

Lesson Four: I Am Special

- Define the word unique. Explain why everyone is different, and that each person has special qualities.
- Show you have respect for the talents and different special qualities of everyone you meet.
- Practice finding out what makes everyone you know a little bit special.
- Imagine what it would be like if everyone was exactly the same.

Learning Activities

Lesson One: Growing and Changing

Lesson Two: Families

Lesson Three: Families Grow and Change, Too

Lesson Four: I Am Special

Assessment Options

End of Unit Quiz

Open Response

Performance Assessment Task

Second Grade Health
Unit 7: Drugs Are Dangerous

Resources

The Great Body Shop
www.thegreatbodyshop.net

Essential Questions

1. What are various types of drugs, including nicotine, alcohol, and street drugs?
2. What is and is not medicine?
3. Why do drugs not solve problems when taken for any reason other than medical with the permission of a doctor and parent?
4. What constitutes a drug-free and safe community?

Standards

2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.

- A. Medicines
- B. Alcohol, Tobacco, and Other Drugs
- C. Dependency/Addiction and Treatment

Skills/Objectives

Lesson One: Do You Know What Drugs Are?

- Identify various types of drugs, including nicotine, alcohol, and street drugs.
- Show why it is important to make a habit of making healthful choices.
- Practice changing a habit that you have.
- Compare and contrast drinking alcoholic drinks to drinking non-alcoholic drinks.

Lesson Two: Medicines Are Drugs, Too!

- Identify what is and is not a medicine.
- Tell why pharmacists and physicians and nurses are very important people.
- Practice, through role-play, routines to keep you safe when you are sick, including checking to see that you are taking the right medicine.
- Predict what could happen if you took medicine not meant for you.

Lesson Three: Drugs Don't Solve Problems

- Explain why drugs do not solve problems when taken for any reason other than medical with the permission of a doctor and parent.
- Discover the importance of communicating thoughts and feelings.
- Practice positive ways to solve problems and to make you and others feel good.
- Use decision making skills to avoid unhealthy, risk-taking behaviors.

Lesson Four: Drug-Free and Safe Communities

- Describe what constitutes a drug-free and safe community.
- Tell why you think it is important to be a good citizen.
- Rehearse different ways to be a good citizen, including saying "No!" to gang involvement.
- Analyze the effects of drugs on a community.

Learning Activities

Lesson One: Do You Know What Drugs Are?

Lesson Two: Medicines Are Drugs, Too!

Lesson Three: Drugs Don't Solve Problems

Lesson Four: Drug-Free and Safe Communities

Assessment Options

End of Unit Quiz
Open Response
Performance Assessment Task

Second Grade Health
Unit 8: Germs! They Make You Sick

Resources

The Great Body Shop
www.thegreatbodyshop.net

Essential Questions

1. What are germs, where can you find them, and what can they do to you?
2. What are at least two different kinds of germs, how do they spread, and how do they make you sick?
3. What are white blood cells, how do immunizations and medicines help in fighting disease?
4. Who are community health helpers and what do they do to help prevent germs from spreading?

Standards

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

C. Diseases and Health Conditions

2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.

A. Medicines

Skills/Objectives

Lesson One: Germs: What They Are and What They Do

- Explain what germs are, where you find them, and what they can do to you.
- Set a goal to always care about your “great body” enough to prevent as many germs as possible from entering it.
- Name at least three ways that germs can enter your body and role-play ways to prevent them.
- Compare and contrast being sick and being well.

Lesson Two: Keeping Germs Out

- Name at least two different kinds of germs, tell how they spread, and how they make you sick.
- Promise to respect the signals your body gives you when you are getting sick.
- Explain routines for healthy living that make it harder for germs to spread.
- Classify methods by which germs spread.

Lesson Three: Body Battles: Fighting Germs

- Identify white blood cells as the body’s germ-fighting soldiers and explain how immunizations and medicines help in fighting disease.
- Take responsibility for checking with your family to be sure all your immunizations are up-to-date.
- Make a list of do’s and don’ts for you to follow if you are sick, including who to go to for help, and when you should or should not take medicine.
- Predict the consequences of not doing anything to help your body get well when you are sick.

Lesson Four: Community Health Helpers: Germ Fighters

- Identify community health helpers and explain the things they do to help prevent germs from spreading.
- Choose a health helper’s job you would like to have and tell why you think it is important to the community.
- Discover rules and laws in the community that help prevent the spread of germs.
- Use decision making skills to follow safety routines.

Learning Activities

Lesson One: Germs: What They Are and What They Do

Lesson Two: Keeping Germs Out

Lesson Three: Body Battles: Fighting Germs

Lesson Four: Community Health Helpers: Germ Fighters

Assessment Options

End of Unit Quiz

Open Response

Performance Assessment Task

Second Grade Health
Unit 9: My Skin and Me

Resources

The Great Body Shop
www.thegreatbodysshop.net

Essential Questions

1. What are the different functions of the skin?
2. What is skin made of and how does it grow?
3. Why are there are so many variations in the appearance of skin?
4. What injuries and other conditions can harm your skin, and what are remedies for them?

Standards

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.
A. Personal Growth and Development

Skills/Objectives

Lesson One: Why Do I Have Skin?

- List the different functions of the skin.
- Respect the important role your skin plays in taking care of you.
- Practice increasing your skills in using the sense of touch.
- Imagine what it would be like not to have any skin.

Lesson Two: What Is Skin and How Does It Grow?

- Describe what skin is made of and how it grows.
- Show how each part of the skin helps the other parts.
- Practice good health habits that encourage healthy growth of skin and hair.
- Discover reasons why the human body has hair and nails.

Lesson Three: It's the Skin that I'm In

- Explain the reasons why there are so many variations in the appearance of skin.
- Develop respect for people whose skin looks different than yours due to age, color, or other conditions.
- Practice doing activities that strengthen self-esteem.
- Compare and contrast the people you know and like and analyze what makes them special.

Lesson Four: Skin Problems and Remedies

- List injuries and other conditions that harm your skin and remedies for them.
- Take responsibility for protecting your skin.
- Practice routines to care for your skin and prevent injury and infection.
- Classify remedies for skin problems into those you can handle yourself and those where you need adult assistance.

Learning Activities

Lesson One: Why Do I Have Skin?

Lesson Two: What Is Skin and How Does It Grow?

Lesson Three: It's the Skin that I'm In

Lesson Four: Skin Problems and Remedies

Assessment Options

End of Unit Quiz
Open Response
Performance Assessment Task

Resources

The Great Body Shop
www.thegreatbodyshop.net

Essential Questions

1. How do muscles help us move?
2. What can exercise can do for your body?
3. How do muscles work together?
4. What can harm muscles?

Standards

2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

A. Movement Skills and Concepts

B. Strategy

C. Sportsmanship, Rules, and Safety

2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

A. Fitness and Physical Activity

Skills/Objectives

Lesson One:A Look at Muscles

- Describe how muscles help us move.
- Show how important it is to be able to control our muscles.
- Practice moving different muscles.
- Compare and contrast muscles you control and muscles you don't control.

Lesson Two: Getting Exercise

- Discover what exercise can do for your body.
- Tell why you think exercise is important to different people.
- Practice exercising using safe rules for exercise.
- Create new and fun forms of exercise.

Lesson Three:Muscles Work in Teams

- Describe how muscles work together.
- Explain the value of the relationship between your bones and your muscles.
- Practice working your muscles and bones.
- Predict what would happen if you didn't have so many muscles.

Lesson Four: What Can Go Wrong

- Describe what can harm muscles.
- Demonstrate that you appreciate having healthy muscles.
- Set specific goals to be helpful to people with special needs due to physical impairments.
- Compare and contrast healthy muscles with unhealthy muscles.

Learning Activities

Lesson One:A Look at Muscles

Lesson Two: Getting Exercise

Lesson Three:Muscles Work in Teams

Lesson Four: What Can Go Wrong

Assessment Options

End of Unit Quiz

Open Response

Performance Assessment Task

Resources

The Great Body Shop
www.thegreatbodyshop.net

Essential Questions

1. What does the concept of safety mean?
2. What are true emergencies?
3. What is risk and what are some of the risky situations at home, school, and in the community?
4. What are ways you can refuse and say “no”?

Standards

- 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.
- A. Personal Growth and Development
- D. Safety
- 2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.
- B. Decision-Making and Goal Setting

Skills/Objectives

Lesson One: Safety Sleuths

- Define the concept of safety.
- Demonstrate the importance of safety rules.
- Practice changing unsafe situations into safe ones.
- Compare and contrast safe and unsafe practices and situations.

Lesson Two: Emergency Planners to the Rescue

- Identify true emergencies.
- Accept responsibility for emergency planning.
- Generate appropriate responses to an emergency.
- Evaluate emergency situations

Lesson Three: Take Action

- Define the concept of risk and identify possible risky situations at home, school, and in the community.
- Increase awareness of individual responsibility for public safety.
- Practice making good judgments for risky situations.
- Create public service announcements regarding community emergencies.

Lesson Four: Say “No!” to Danger

- Explain how to use refusal skills to say “No!”
- Set personal goals concerning the use of refusal skills.
- Role play refusal skills in various unsafe/risky situations.
- Use the Predicting Consequences Steps to judge what would result if refusal skills are not used in certain risky situations.

Learning Activities

Lesson One: Safety Sleuths

Lesson Two: Emergency Planners to the Rescue

Lesson Three: Take Action

Lesson Four: Say “No!” to Danger

Assessment Options

End of Unit Quiz
Open Response
Performance Assessment Task

Resources

The Great Body Shop
www.thegreatbodyshop.net

Essential Questions

1. What is the function of your eyes?
2. How are our sense involved in what you really “see”?
3. What are common eyesight problems and common solutions to these problems?
4. In what ways can you protect your eyes?

Standards

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.
A. Personal Growth and Development

Skills/Objectives

Lesson One: Your Eyes - How Do They Work?

- Explain the function and operation of the eyes.
- Perform experiments to develop respect for the complex function of the eyes.
- Create a model that will replicate the function of the eyes.
- Predict what would happen in the event of various eye injuries.

Lesson Two: What Do We Really “See?”

- Explain how all our senses are involved in what we see.
- Perform activities to build respect for differences in the way people “see” things.
- Practice “seeing” new things about people and places around you.
- Analyze your perceptions of other people.

Lesson Three: Eye Problems

- List eyesight problems that can occur and describe some common solutions.
- Perform experiments to develop respect for people with vision problems.
- Identify professionals who help with eye problems.
- Compare and contrast perfect vision with a variety of common vision problems.

Lesson Four: Protecting Your Eyes

- Identify ways your body protects your eyes and ways that you can help.
- Set responsible standards for eye care.
- Use the Decision Making Steps to make safe choices to protect your eyes.
- Practice routines for protecting the eyes.

Learning Activities

Lesson One: Your Eyes - How Do They Work?

Lesson Two: What Do We Really “See”?

Lesson Three: Eye Problems

Lesson Four: Protecting Your Eyes

Assessment Options

End of Unit Quiz
Open Response
Performance Assessment Task

Resources

The Great Body Shop
www.thegreatbodysshop.net

Essential Questions

1. How does the body use nutrients to nourish cells and what is the process of digestion?
2. What are the principles and reasons for MyPlate?
3. How can you classify foods?
4. How can you eat responsibly?

Standards

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.
B. Nutrition

Skills/Objectives

Lesson One: Nutrients and Digestion

- Explain how the body uses nutrients to nourish cells by describing the process of digestion.
- Describe ways of respecting the body through proper nutrition.
- Explain how to include more nutrients in food choices.
- Create a song, poster, role-play, or story to illustrate how different nutrients affect the body.

Lesson Two: Healthful Good, Less Healthful Food

- State the principles and reasons for MyPlate.
- Rank foods according to nutrient loaded and calorie loaded foods and describe their effects upon the body.
- Apply MyPlate to create diverse meal plans.
- Analyze the influences which affect eating habits.

Lesson Three: Food Labels

- Classify foods in a variety of ways.
- Describe responsible eating habits.
- Analyze personal eating habits.
- Create healthier meals through evaluation.

Lesson Four: Helpful Habits

- Classify foods in a variety of ways.
- Describe responsible eating habits.
- Analyze personal eating habits.
- Create healthier meals through evaluation.

Learning Activities

Lesson One: Nutrients and Digestion

Lesson Two: Healthful, Good, Less Healthful Food

Lesson Three: Food Labels

Lesson Four: Helpful Habits

Assessment Options

End of Unit Quiz

Open Response

Performance Assessment Task

Resources

The Great Body Shop
www.thegreatbodyshop.net

Essential Questions

1. How can you describe your community?
2. Who are helpers that keep your community healthy?
3. What are some pollution problems?
4. How can drugs and violence hurt a community?

Standards

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

A. Personal Growth and Development

E. Social and Emotional Health

2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

A. Interpersonal Communication

B. Decision-Making and Goal Setting

C. Character Development

D. Advocacy and Service

E. Health Services and Information

Skills/Objectives

Lesson One: Your Community - Keep It Safe

- Describe your community.
- Respect the importance of laws in your community.
- Perform some volunteer work to help make your community a safer place to live.
- Compare and contrast a community with and without laws.

Lesson Two: Your Community - Keep It Healthy

- List helpers who keep your community healthy.
- Through a project, demonstrate a concern for the health of the whole community.
- Practice healthful behaviors that will directly affect your community.
- Analyze what makes up a healthy community.

Lesson Three: Your Community - Keep It Clean

- Identify pollution problems.
- Give priority to maintaining a clean environment.
- Set goals to become involved in keeping your community clean.
- Predict what your community would be like without rules to protect the environment.

Lesson Four: Your Community - Keep It Drug and Violence Free

- Identify how drugs and violence hurt a community.
- Commit to doing your part to keep your community drug and violence free.
- Practice refusal skills.
- List different ways people can help prevent violence in the community.

Learning Activities

Lesson One: Your Community - Keep It Safe

Lesson Two: Your Community - Keep It Healthy

Lesson Three: Your Community - Keep It Clean

Lesson Four: Your Community - Keep It Drug and Violence Free

Assessment Options

End of Unit Quiz

Open Response

Performance Assessment Task

Third Grade Health
Unit 5: I Like Your Attitude

Resources

The Great Body Shop
www.thegreatbodysshop.net

Essential Questions

1. What does the word “attitude” mean and what is the connection between attitudes, values, and goals?
2. How can your attitude affect the choices you make about your health?
3. What are ways you can improve your attitude?
4. How does a group’s attitudes affect the outcome of their group efforts and of others in the community?

Standards

- 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.
E. Social and Emotional Health
- 2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.
- A. Interpersonal Communication
B. Decision-Making and Goal Setting
C. Character Development

Skills/Objectives

Lesson One: Attitudes, Values, and Goals

- Define the word attitude and describe the connection between attitudes, values, and goals.
- Build self-esteem by listing positive attitudes and values.
- Role-play various scenarios which demonstrate positive and negative attitudes.
- Compare and contrast positive and negative attitudes.

Lesson Two: How Attitudes Affect Your Actions

- Describe how your attitude can affect the choices you make about your health.
- Show your appreciation of others who display a positive attitude by offering recognition and praise to them.
- Role-play refusal skills in at risk situations.
- Use the Decision Making Steps to make healthy decisions.

Lesson Three: Improving Your Attitude

- Develop ways to improve your attitude by identifying an area of needed improvement.
- Develop responsibility for your attitude by reviewing and critiquing your reactions to situations each day for three days.
- Practice conflict resolution in a variety of scenarios.
- With your parents, use the Decision Making Steps to decide what steps you could take to improve your attitude toward yourself and others.

Lesson Four: Attitudes at Home, School and the Community

- Explain how a group’s attitudes will affect the outcome of their group efforts and of others in the community.
- Identify positive attitudes, values, and skills that can help to prevent violence in the community.
- Demonstrate a positive attitude in completing a group assignment.
- Compare and contrast two sports teams with different attitudes.

Learning Activities

Lesson One: Attitudes, Values, and Goals

Lesson Two: How Attitudes Affect Your Actions

Lesson Three: Improving Your Attitude

Lesson Four: Attitudes at Home, School and the Community

Assessment Options

End of Unit Quiz
Open Response
Performance Assessment Task

Resources

The Great Body Shop
www.thegreatbodyshop.net

Essential Questions

1. What does the word “family” mean and what are different types of families?
2. How do our genes play a role in cell growth and development?
3. What are the different things that make you special?
4. What is child abuse and violence and where can you go to get help in protecting yourself?

Standards

2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

- A. Interpersonal Communication
- B. Decision-Making and Goal Setting
- C. Character Development
- D. Advocacy and Service
- E. Health Services and Information

Skills/Objectives

Lesson One: All About Families

- Define the word family and identify different types of families.
- Show how you respect the importance of the family unit.
- Chart responsibilities within the family for different members.
- Compare and contrast two families with different family traditions.

Lesson Two: Genes - What They Are and What They Do

- Explain the role of genes in cell growth and development.
- Discover reasons to feel pride in individual differences, including your family heritage.
- Create and follow for one week a set of guidelines that promote antidiscrimination.
- Imagine what the community would be like if everyone were exactly the same.

Lesson Three: A Very Special Person - Me

- Name three things which make you special.
- Indicate why you feel it is important to respect others.
- Practice initiating a new friendship using goal setting skills.
- Analyze what makes other people “special.”

Lesson Four: Personal Safety

- Define child abuse and violence and identify where to go to get help in protecting yourself.
- Commit to doing everything you can to protect your personal safety.
- Practice effective ways to say “No!” to those things that threaten your safety.
- Analyze a situation to determine the personal safety rule to use.

Learning Activities

Lesson One: All About Families

Lesson Two: Genes - What They Are and What They Do

Lesson Three: A Very Special Person - Me

Lesson Four: Personal Safety

Assessment Options

End of Unit Quiz
Open Response
Performance Assessment Task

Resources

The Great Body Shop
www.thegreatbodyshop.net

Essential Questions

1. How can you say “No!” in a threatening or at-risk situation involving smoking, drinking, and drugs?
2. What are some laws having to do with smoking, drinking, and drugs?
3. What does the word addiction mean and how can you become addicted to drugs?
4. What is the difference between short and long term goals?

Standards

2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.

- A. Medicines
- B. Alcohol, Tobacco, and Other Drugs
- C. Dependency/Addiction and Treatment

Skills/Objectives

Lesson One: Saying “No!” To Smoking, Drinking, and Drugs

- Discover how to say “No!” in a threatening or at-risk situation involving smoking, drinking, and drugs.
- Tell why it is more important to protect yourself than it is to go along with peer and/or adult pressure to take drugs.
- Practice recognizing drugs and using refusal skills in a variety of scenarios.
- Predict the consequences of giving in to pressure to smoke, drink, or do drugs.

Lesson Two: Drugs and the Law

- Restate in your own words laws having to do with smoking, drinking, and drugs.
- Explain the value of rules and laws.
- Establish a set of rules for you to keep, to protect yourself from drugs.
- Compare the rules you have made for yourself with another student’s rules.

Lesson Three: Addiction

- Define the word addiction and explain what it means to be addicted to drugs and how it can happen.
- Describe how addiction can interfere with your values.
- Choose a positive value (like being honest, trustworthy, responsible, or caring) and make a plan to put this value into action for health and safety.
- Predict the consequences to the person and his/her family of becoming addicted to drugs.

Lesson Four: Build That Skill

- Explain short-term and long-term goals.
- Define patience, persistence, and commitment, and show how they help you reach a goal.
- Set a goal to reach for the day and practice patience, persistence, and commitment to reach your goal.
- Apply the Decision Making Steps to setting goals for drug-free living.

Learning Activities

Lesson One: Saying “No!” To Smoking, Drinking, and Drugs

Lesson Two: Genes - Drugs and the Law

Lesson Three: Addiction

Lesson Four: Build That Skill

Assessment Options

End of Unit Quiz
Open Response
Performance Assessment Task

Third Grade Health
Unit 8: Things You Might Catch

Resources

The Great Body Shop
www.thegreatbodysshop.net

Essential Questions

1. How do germs spread?
2. What is the role of your body's defense system in fighting germs?
3. What are ways to keep clean and healthy?
4. How do medicines and vaccines, help to prevent or cure illnesses?

Standards

- 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.
- A. Personal Growth and Development
 - B. Nutrition
 - C. Diseases and Health Conditions

Skills/Objectives

Lesson One: Being Sick

- Discover how germs spread.
- List ways that you routinely exercise responsibility in doing everything you can to prevent your germs from spreading to someone else.
- Practice distinguishing between communicable and noncommunicable diseases.
- Analyze why people are afraid of an epidemic.

Lesson Two: Fighting Diseases

- Explain the role of the body's defense system in fighting germs.
- Show how important you feel it is to take care of your defense system.
- Establish a health plan regarding the care of your defense system.
- Predict what might happen if you did not have a healthy defense system.

Lesson Three: Keeping Clean and Healthy

- Identify ways to keep clean and healthy.
- Show how feeling concerned about keeping clean and healthy indicates how much you value your own self.
- Practice proper hygiene skills.
- Compare and contrast a responsible person with an irresponsible person in regard to keeping clean and healthy.

Lesson Four: Medicines

- Identify how medicines (including vaccines) help to prevent or cure illnesses.
- Describe how you would feel if your whole family wasn't able to get vaccines or medicines.
- Practice saying "No!" to medicines that are not meant for you.
- Use the Decision Making Steps to choose healthy behaviors that will avoid the possibility of becoming infected with a virus such as HIV.

Learning Activities

Lesson One: Being Sick

Lesson Two: Fighting Diseases

Lesson Three: Keeping Clean and Healthy

Lesson Four: Medicines

Assessment Options

- End of Unit Quiz
- Open Response
- Performance Assessment Task

Third Grade Health
Unit 9: When Bodies Have Problems

Resources

The Great Body Shop
www.thegreatbodyshop.net

Essential Questions

1. What are the different kinds of body problems and their causes and effects?
2. What is a physical impairment and what different types of health professionals can help with them?
3. What are the different ways that people learn and discover that learning disabilities do not indicate a lack of intelligence?
4. What is being done in your community to help people with physical and learning disabilities?

Standards

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.
A. Personal Growth and Development

Skills/Objectives

Lesson One: Body Problems

- Describe different kinds of body problems, their causes, and effects.
- Show respect for people with body problems.
- Discover the special needs of people with body problems and use problem solving and sensitivity to find ways you can be helpful.
- Compare and contrast major and minor body problems.

Lesson Two: More About Physical Impairments

- Define physical impairment and describe the work done by different health professionals to help people with various kinds of physical impairments.
- Name some ways you can be sensitive to the feelings of a person with a physical impairment.
- Discover what it is like to do ordinary, everyday things with a physical impairment.
- Compare and contrast being a friend to someone with a physical impairment with being a friend to someone without a physical impairment.

Lesson Three: Living With A Learning Challenge

- Explain the different ways that people learn and discover that learning disabilities do not indicate a lack of intelligence.
- Show how you can be a good friend to someone who does not learn the same way you do for one reason or another.
- Discover ways that are easier and harder for you to learn, paying attention to special talents and/ or problems that you have.
- Compare and contrast your learning style with that of other students in your class.

Lesson Four: Special Needs in the Community

- Research and explain what is being done in your community to help people with physical and learning disabilities.
- Show how you can be a good community citizen by pointing out additional ways that the community can be sensitive to people with special needs.
- Invent a solution to a problem someone with a physical disability might have.
- Predict the consequences of the community doing nothing to help people with physical and learning disabilities.

Learning Activities

Lesson One: Body Problems

Lesson Two: More About Physical Impairments

Lesson Three: Living With A Learning Challenge

Lesson Four: Special Needs in the Community

Assessment Options

End of Unit Quiz

Open Response

Performance Assessment Task

Resources

The Great Body Shop
www.thegreatbodyshop.net

Essential Questions

1. What are the functions of the skeleton?
2. How do joints help you move?
3. What are the benefits of exercise?
4. How can exercise be fun?

Standards

- 2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.
A. Movement Skills and Concepts, B. Strategy, C. Sportsmanship, Rules, and Safety
- 2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.
A. Fitness and Physical Activity

Skills/Objectives

Lesson One: Observing The Skeleton

- Explain the functions of the skeleton.
- Show why you feel the skeleton is important to the other body parts.
- Practice good posture.
- Compare and contrast various types of skeletons.

Lesson Two: How The Skeletal System Works

- Describe how joints help us to move.
- Tell why you think it is important to protect your skeleton.
- List ways to care for your skeleton.
- Predict the consequences of not protecting your skeleton.

Lesson Three: The Health Benefits of Exercise

- Identify the benefits of exercise.
- Explain the value of different kinds of exercise.
- Set goals for keeping your body healthy.
- Analyze the connection between a healthy body and how you feel about yourself.

Lesson Four: Exercise Is Fun

- Discover that exercise is fun.
- Tell why it is important that you enjoy the exercise that you do.
- Practice exercises with a new twist.
- Create safe rules for exercise.

Learning Activities

Lesson One: Observing The Skeleton

Lesson Two: How The Skeletal System Works

Lesson Three: The Health Benefits of Exercise

Lesson Four: Exercise Is Fun

Assessment Options

End of Unit Quiz
Open Response
Performance Assessment Task

Fourth Grade Health
Unit 1: Community Safety

Resources

The Great Body Shop
www.thegreatbodyshop.net

Essential Questions

1. What is community and how does the organization of each local government department help to keep us safe?
2. What are peaceful methods used to resolve conflicts within a community?
3. What are the causes of different forms of violence?
4. What are some ways you can help prevent violence and increase safety in your community?

Standards

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.
D. Safety

Skills/Objectives

Lesson One: Who Keeps Us Safe and How Do They Do It

- Define community and explain how the organization of each local government department helps to keep us safe through people, regulations, and laws.
- Demonstrate respect for the people, rules, and laws that protect you and those you love by selecting and implementing a method of expressing appreciation.
- Practice following community regulations and respecting people who keep us safe.
- Compare and contrast local government departments to determine roles in keeping the community safe.

Lesson Two: How The Community Handles Conflict

- Explain peaceful methods used to resolve conflicts within a community.
- Demonstrate respect for peaceful conflict resolution by resolving a conflict in a constructive manner.
- Practice peaceful skills used for conflict resolution.
- Analyze scenarios for the use of peaceful conflict resolution methods.

Lesson Three: When Violence Breaks Out

- Identify examples of different forms of violence and their causes.
- Explain how you would convince others to solve conflicts peacefully.
- Practice appropriate group tactics which avoid violence.
- Use the Decision Making Steps to select group tactics which would avoid violence.

Lesson Four: My Part in Keeping the Community Safe

- List ways you can help prevent violence and increase safety in your community.
- Set specific personal goals to contribute to community safety.
- Practice common methods of peaceful conflict resolution in a variety of test scenarios.
- Predict what the impact on your community would be in one month, one year, five years, if everyone in the class/school/neighborhood/town used all their talents and resources to keep the community safe and healthy.

Learning Activities

Lesson One: Who Keeps Us Safe and How Do They Do It

Lesson Two: How The Community Handles Conflict

Lesson Three: When Violence Breaks Out

Lesson Four: My Part in Keeping the Community Safe

Assessment Options

End of Unit Quiz

Open Response

Performance Assessment Task

Resources

The Great Body Shop
www.thegreatbodyshop.net

Essential Questions

1. What is the structure of the human mouth, including the tongue and the teeth?
2. What are the different functions of the teeth?
3. What are some routines needed for proper dental care?
4. What are some dental problems and solutions?

Standards

- 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.
- A. Personal Growth and Development
 - B. Nutrition
 - C. Diseases and Health Conditions

Skills/Objectives

Lesson One: How Teeth Are Built

- Explain the structure of the human mouth including the tongue and the teeth.
- Place importance on smiling.
- Practice smiling expressively.
- Compare and contrast the different types of human teeth.

Lesson Two: Those Useful Teeth

- Explain the different functions of the teeth.
- Build respect for the unique functions of the human teeth.
- Make a habit of protecting your teeth from injury.
- Determine the effects of broken, missing, and misplaced teeth on eating, talking, and smiling.

Lesson Three: Caring For Your Teeth

- Discover routines necessary for proper dental care.
- Assume responsibility for the day-to-day care of your teeth including avoiding substances that are harmful to you, your health, and your teeth.
- Set and begin to implement strict goals for care of the teeth.
- Compare, contrast, and evaluate consumer dental care products on the market.

Lesson Four: Teeth Problems and Solutions

- Identify a variety of dental problems and solutions.
- Develop respect for the ability of the dental profession to remedy a variety of dental problems.
- Discuss with your family a regular dental checkup schedule and how to get help if you need it in a dental emergency.
- Classify dental problems by probable cause, need for treatment, type of treatment, and type of dental specialty.

Learning Activities

Lesson One: How Teeth Are Built

Lesson Two: Those Useful Teeth

Lesson Three: Caring For Your Teeth

Lesson Four: Teeth Problems and Solutions

Assessment Options

End of Unit Quiz

Open Response

Performance Assessment Task

Fourth Grade Health
Unit 3: The Digestive System

Resources

The Great Body Shop
www.thegreatbodyshop.net

Essential Questions

1. What is the digestive system and what can help or harm the digestive process?
2. What is the relationship between calories, energy, and nutrients?
3. What can influence eating patterns?
4. What are factors that can affect consumer buying habits?

Standards

- 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.
- A. Personal Growth and Development
 - B. Nutrition
 - C. Diseases and Health Conditions

Skills/Objectives

Lesson One: The Digestive Process - What Helps and What Helps

- Explain the digestive system and identify factors that can help or harm the digestive process.
- Develop respect for the role good nutrition plays in disease prevention by ranking health choices.
- Practice choosing foods that promote dental health, strong bones, and healthy muscles.
- Compare and contrast factors that help or hinder the digestive system.

Lesson Two: The Digestive Process - What Helps and What Helps

- Describe the relationship between calories, energy, and nutrients.
- Demonstrate responsibility for improving eating and exercise habits.
- Evaluate your personal plan for nutrition and activity balance.
- Use the Decision Making Steps to select appropriate meal and activity plans for various individuals.

Lesson Three: When Violence Breaks Out

- Identify influences affecting eating patterns.
- Select nutritious foods reflecting aesthetic and sensory preferences.
- Resist unhealthful influences.
- Compare and contrast healthful and unhealthful dietary influences.

Lesson Four: Becoming A Careful Consumer

- Explain factors affecting consumer buying habits.
- Describe how choosing foods at the grocery store can reflect respect for the family.
- Read and interpret information on three different types of product labels.
- Predict the consequences of careful and careless buying habits.

Learning Activities

Lesson One: The Digestive Process - What Helps and What Helps

Lesson Two: How The Community Handles Conflict

Lesson Three: When Violence Breaks Out

Lesson Four: Becoming A Careful Consumer

Assessment Options

End of Unit Quiz
Open Response
Performance Assessment Task

Resources

The Great Body Shop
www.thegreatbodyshop.net

Essential Questions

1. What are chemicals found in cigarettes, cigars, and chewing tobacco, and how do they harm your body?
2. What are the physical and psychological effects of addiction to tobacco?
3. Who and what can influence your behavior?
4. How can smoking, including "secondhand smoke," affect your community?

Standards

2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.

B. Alcohol, Tobacco, and Other Drugs

Skills/Objectives

Lesson One: How Smoking Harms the Body

- List the chemicals in cigarettes, cigars, and chewing tobacco and explain how they harm the body.
- Describe the value of smoke-free lungs.
- Practice becoming informed about substances that will harm your body.
- Compare the lungs of a smoker to the lungs of a nonsmoker.

Lesson Two: Why Do People Smoke?

- Explain the physical and psychological effects of addiction to tobacco.
- Develop respect for how hard it is to break a bad habit.
- Practice breaking a habit.
- Analyze reasons why people start to smoke and find it hard to quit.

Lesson Three: Advertising and Other Influences on Your Behavior

- List people and other things in your life that influence your behavior.
- Give positive support to someone you know who is either trying to quit smoking or who is resisting pressure to start.
- Analyze tobacco advertisements for marketing techniques.
- Classify the pressures that influence your behavior as positive or negative and be able to support your conclusions.

Lesson Four: Smoking and Your Community

- Describe the effects of smoking, including "secondhand smoke," on a community.
- Create a system to remind yourself how important your great body is to you and why you should avoid things that would harm it.
- Respond in a healthful way to situations involving secondhand smoke.
- Apply decision making skills to determine the most healthful action when confronted with secondhand smoke.

Learning Activities

Lesson One: The Digestive Process - What Helps and What Helps

Lesson Two: How The Community Handles Conflict

Lesson Three: Advertising and Other Influences on Your Behavior

Lesson Four: Smoking and Your Community

Assessment Options

End of Unit Quiz
Open Response
Performance Assessment Task

Resources

The Great Body Shop
www.thegreatbodysshop.net

Essential Questions

1. What are things that can hurt your body?
2. Why is critical thinking important to keep your body safe?
3. What are different emotions and feelings you have, and what are the causes of them?
4. What are different forms of abuse?

Standards

- 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.
- A. Personal Growth and Development
- 2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.
- B. Decision-Making and Goal Setting

Skills/Objectives

Lesson One: Taking Care Of Your Body

- Identify things that can hurt your body.
- Show how important you feel it is to use common sense in potentially harmful situations.
- Practice taking responsibility for oneself in potentially dangerous situations, including calling for help if unable to handle a situation alone.
- Compare and contrast a dangerous situation with a harmless situation and reach a healthful conclusion.

Lesson Two: Critical Thinking To The Rescue

- List three reasons why critical thinking is important in helping us keep our bodies safe.
- Show that you feel it is important to have the ability to make a good decision in a given situation.
- Practice refusal skills which are the result of responsible decision making.
- Use the decision making steps to make a choice that will keep your body as safe as possible.

Lesson Three: In Tune With Your Emotions

- Identify different feelings and examples of what can trigger those feelings.
- Show how much you value talking to someone you trust.
- Set a short-term goal to express feelings of pride, happiness, and friendliness, as well as doing something to help you feel good about something you presently feel bad about.
- Analyze how our communication and actions reflect our emotions and our relationships.

Lesson Four: Preventing Abuse

- Define different kinds of abuse, including sexual harassment.
- Explain how you hold your right to privacy in high esteem.
- Practice standing up for your right to privacy, including practicing refusal skills.
- Predict the consequences of not telling someone you trust if you have been abused or harassed.

Learning Activities

Lesson One: Taking Care Of Your Body

Lesson Two: Critical Thinking To The Rescue

Lesson Three: In Tune With Your Emotions

Lesson Four: Preventing Abuse

Assessment Options

End of Unit Quiz

Open Response

Performance Assessment Task

Resources

The Great Body Shop
www.thegreatbodysshop.net

Essential Questions

1. How can your hormones affect body function and emotional changes during puberty?
2. What is good hygiene?
3. What are different microorganisms that can cause your body to become ill?
4. What can contribute to a healthy appearance?

Standards

- 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.
- A. Personal Growth and Development
 - B. Nutrition
 - C. Diseases and Health Conditions
 - D. Safety
 - E. Social and Emotional Health

Skills/Objectives

Lesson One: Hormones And Body Changes

- Describe how hormones affect body function, and state emotional changes during puberty.
- Show how important it is to care for your body as you grow and develop.
- Practice identifying, expressing, and managing feelings appropriately, including controlling emotional outbursts.
- Analyze what it means to grow up.

Lesson Two: What Is Good Hygiene?

- Define good hygiene.
- Assume responsibility for self-grooming and hygiene, and rate how valuable you feel keeping clean is to your health.
- Set goals for keeping clean.
- Predict the consequences of sharing personal items.

Lesson Three: Illness Prevention and Good Hygiene

- Identify different microorganisms including viruses, bacteria, and fungi that contribute to illness in the body.
- Show that you like yourself enough to set up hygiene routines for illness prevention.
- Practice age-appropriate illness prevention skills.
- Predict the consequences of ignoring the harmful effects of germs.

Lesson Four: Looking Good, Feeling Great

- Name things that contribute to a healthy appearance (hair, skin, nails, teeth, posture, and dress).
- Develop a positive body image.
- Distinguish between cosmetics and hygiene products.
- Use decision making to choose behaviors that will make you look good and feel great.

Learning Activities

Lesson One: Hormones And Body Changes

Lesson Two: What Is Good Hygiene?

Lesson Three: Illness Prevention and Good Hygiene

Lesson Four: Looking Good, Feeling Great

Assessment Options

End of Unit Quiz
Open Response
Performance Assessment Task

Fourth Grade Health
Unit 7: Stay Drug Free! Build Your Assets

Resources

The Great Body Shop
www.thegreatbodyshop.net

Essential Questions

1. What are assets and sources of pressure which lead to drug experimentation?
2. What are the different classifications of drugs and their effects on the body?
3. What are personal, long term goals and how can you reach them?
4. What are resources in the community that can help with drug problems in the family?

Standards

2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.

- A. Medicines
- B. Alcohol, Tobacco, and Other Drugs
- C. Dependency/Addiction and Treatment

Skills/Objectives

Lesson One: Drug-free and Asset Strong!

- Identify assets and sources of pressure which lead to drug experimentation.
- Make a model or write a story or play showing how strong, positive values can overcome negative pressures.
- Practice saying “No!” in threatening situations.
- Evaluate the effectiveness of various methods of refusing negative pressures.

Lesson Two: Drugs: What They Are and What They Do

- Identify various drugs, classify them into categories, and explain the effects of each drug.
- Demonstrate that you respect the value of being drug-free.
- List healthful activities that can provide the real benefits that people who might be tempted to use drugs are seeking.
- Predict the consequences of using drugs to solve problems.

Lesson Three: Making Smart Decisions

- Identify personal, long-term goals and formulate steps to reach them.
- Explain the value of decision making skills in choosing to be drug-free.
- Practice recognizing and making decisions that will help you reach your long-term goals.
- Compare and contrast the effects of various decisions on long-term goals.

Lesson Four: How and Where to Find Help

- Identify resources that you can trust in the community that can help with drug problems in the family.
- Explain the advantages of using all the resources available to you instead of trying to “go it alone.”
- Practice asking for help using what you have learned about being assertive.
- Predict the consequences of not getting help with a drug problem.

Learning Activities

Lesson One: Drug-free and Asset Strong!

Lesson Two: Drugs: What They Are and What They Do

Lesson Three: Making Smart Decisions

Lesson Four: How and Where to Find Help

Assessment Options

End of Unit Quiz
Open Response
Performance Assessment Task

Resources

The Great Body Shop
www.thegreatbodyshop.net

Essential Questions

1. What is the immune system and how does HIV destroy its ability to fight germs?
2. What are the different ways that HIV can and cannot be transmitted?
3. What are the positive qualities in yourself and qualities you would like to see in your friends?
4. How have disease and illness affected your community?

Standards

- 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.
- C. Diseases and Health Conditions
- 2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.
- A. Medicines
- 2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.
- A. Relationships
- B. Sexuality

Skills/Objectives

Lesson One: HIV and the Immune System

- Define the immune system and discover how HIV destroys its ability to fight germs.
- Show how you respect your great body by setting up standards of care to live by.
- Role-play how a healthy immune system fights germs.
- Use decision making skills to choose behaviors which do not put you at risk of illness.

Lesson Two: Transmission of HIV

- List ways in which HIV is and is not transmitted.
- Demonstrate to others your concern about the dangers of taking unhealthy risks.
- Make a plan to practice good personal hygiene skills to avoid HIV and other communicable diseases.
- Compare and contrast a person at risk of HIV and one not at risk of HIV.

Lesson Three: Know Yourself and Your Friends

- Identify positive qualities in yourself and those qualities that you would like to see in your friends.
- Make a pledge to be a responsible person, including listing behaviors that reflect that sense of responsibility.
- Practice resisting negative peer pressure, including pressures which put you at risk for HIV.
- Evaluate the necessity to say "No!" to drugs, even if offered to you by the person you feel is your best friend.

Lesson Four: Illness and the Community

- Discover how illness and disease have affected your community.
- Show how important you feel it is to treat those who are ill with kindness and dignity.
- Design a fundraiser to help those in the community afflicted with a terminal illness.
- Predict the consequences to a community that turns its back on those afflicted with a chronic illness.

Learning Activities

Lesson One: HIV and the Immune System

Lesson Two: Transmission of HIV

Lesson Three: Know Yourself and Your Friends

Lesson Four: Illness and the Community

Assessment Options

End of Unit Quiz
Open Response
Performance Assessment Task

Resources

The Great Body Shop
www.thegreatbodyshop.net

Essential Questions

1. What is sound and what are the different functions of the the major parts of the ear?
2. What are the different ways you can help prevent injury or medical damage to your ears?
3. What are the different kinds of hearing impairments and what can be done for them?
4. How does sound play a role in our environment and what are some safeguards from noise pollution?

Standards

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.
A. Personal Growth and Development

Skills/Objectives

Lesson One: Sound and the Ear

- Explain the basic principle of sound and describe the functions of the major parts of the ear.
- Discover the amazing interdependence of the hearing parts of your body with your brain.
- Practice increasing the sensitivity of your hearing in situations where you would normally rely more heavily on the sense of sight.
- Create your own “hearing machine” and compare and contrast it with the one you were born with.

Lesson Two: Taking Care of Your Ears

- Describe at least three ways you can help prevent injury or medical damage to your ears.
- Show why responsible behavior is the key to injury prevention.
- Make a plan with your family to set up rules to help protect everyone in your family from injuries to their ears and ear infections.
- Predict the consequences of not getting medical treatment for ear infections.

Lesson Three: Hearing Impairments

- Identify different kinds of hearing impairments and explain what can be done to treat the impairment or compensate for it.
- Think of some specific ways that you can show kindness to and have patience with someone who is hearing impaired.
- Practice doing without your sense of hearing and discover how it affects you.
- Compare and contrast two forms of communication.

Lesson Four: Sound and the Environment

- Discover the role sound plays in our environment and safeguards from noise pollution.
- Interview people to determine the value of sound in their environment.
- Plan ways to improve the sound environment of your school.
- Analyze present sound environment and predict the consequences of making changes in that environment.

Learning Activities

Lesson One: Sound and the Ear

Lesson Two: Taking Care of Your Ears

Lesson Three: Hearing Impairments

Lesson Four: Sound and the Environment

Assessment Options

End of Unit Quiz
Open Response
Performance Assessment Task

Resources

The Great Body Shop
www.thegreatbodyshop.net

Essential Questions

1. What is physical fitness?
2. What are the benefits of exercise for each part of the body?
3. What is the different role exercise plays to keep your muscles healthy?
4. What is the importance of warming up, stretching, and cooling down when exercising?

Standards

2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

A. Movement Skills and Concepts

B. Strategy

C. Sportsmanship, Rules, and Safety

2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

A. Fitness and Physical Activity

Skills/Objectives

Lesson One: Types of Exercise

- Define physical fitness.
- Rate on a scale of 1–10 how important you feel exercise is and explain why you feel that way.
- Practice different forms of exercise.
- Use the Decision Making Steps to determine an exercise plan tailored to your needs.

Lesson Two: Exercise for the Whole Body

- Identify benefits of exercise for each part of the body.
- Demonstrate the importance of exercise for the heart, lungs, and bones.
- Set goals for exercise for different parts of your body.
- Compare and contrast a physically fit person to one who is not.

Lesson Three: The Benefits of Exercise

- Explain the role exercise plays in keeping your muscles healthy.
- Demonstrate the connection between exercise and self-worth.
- Practice evaluating and monitoring your own fitness level.
- Analyze how sleep and exercise help you deal with stress.

Lesson Four: Routines for Safe Exercise

- Discover the importance of warming up, stretching, and cooling down when exercising.
- Explain why a proper exercise program is valuable to your body.
- Practice exercising properly.
- Predict the consequences of not warming up before exercising.

Learning Activities

Lesson One: Types of Exercise

Lesson Two: Exercise for the Whole Body

Lesson Three: The Benefits of Exercise

Lesson Four: Routines for Safe Exercise

Assessment Options

End of Unit Quiz

Open Response

Performance Assessment Task

Fifth Grade Health
Unit 1: First Aid Facts

Resources

The Great Body Shop
www.thegreatbodyshop.net

Essential Questions

1. What is first aid and what role does it play in emergency situations?
2. What are the methods of handling first aid for a range of common minor emergencies?
3. What are the roles of public safety groups and how can you access each for help?
4. What is negative behavior, what group activities pose danger, and what are potential safety hazards?

Standards

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

C. Diseases and Health Conditions

D. Safety

2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

E. Health Services and Information

Skills/Objectives

Lesson One: First Aid- What, Who, When?

- Define first aid and explain the role it plays in emergency situations.
- Explain the importance of being of service to others in a time of need.
- List and practice Emergency Response Steps.
- Follow the Decision Making Steps to determine who should be called in an emergency situation

Lesson Two: First Aid that you can Do

- Explain the methods of handling first aid for a range of common minor emergencies.
- Explain the importance of developing first aid skills.
- Simulate a first aid station where you triage the patients, administer first aid, and refer other patients to appropriate resources for help.
- Compare and contrast major and minor emergencies and evaluate the suitability of resources

Lesson Three: Your Community and how to Call for Help

- Identify the roles of public safety groups and how to access each for help.
- Explain the value of assertive strategies when asking for help in an emergency.
- Access your own personal safety support system within the community.
- Use the Decision Making Steps to determine which public agency to call for help.

Lesson Four: Taking Precautions

- Identify negative behavior and group activities that pose danger and identify existing and potential safety hazards.
- Demonstrate a sense of connection and responsibility to others by taking safety precautions.
- Set up routines for safety precautions (refusal skills) at home, school, in the community, and in one's personal relationships.
- Predict consequences of unsafe, risk-taking behavior

Learning Activities

Lesson One: First Aid- What, Who, When?

Lesson Two: First Aid that you can Do

Lesson Three: Your Community and how to Call for Help

Lesson Four: Taking Precautions

Assessment Options

End of Unit Quiz

Open Response

Performance Assessment Task

Fifth Grade Health
Unit 2: Brainstorms: Your Central Nervous System

Resources

The Great Body Shop
www.thegreatbodyshop.net

Essential Questions

1. What is the structure and different functions of the brain?
2. What are the different parts of the central nervous system and how do they work?
3. What are the effects of drugs on the brain?
4. What are the causes and effects of head injuries and various disorders of the brain?

Standards

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.
A. Personal Growth and Development

Skills/Objectives

Lesson One: The Amazing Brain

- Describe the structure and different functions of the brain.
- Increase desire to perform to the best of one's ability, using all the faculties of the brain.
- Set goals and practice ways of developing greater use of the faculties of the brain.
- Analyze the way you think.

Lesson Two: Sending Signals

- Name the different parts of the central nervous system and explain how they work.
- Develop respect for the way the brain receives information from the nervous system.
- Practice sharpening the senses and being conscious of the messages sent to the brain.
- Compare and contrast reflex and conscious actions.

Lesson Three: Drugs and Damage They Do

- Explain the effects of drugs on the brain.
- Explore the issue of how doing drugs affects personal values, such as personal responsibility, respect for self and others, honesty, and accountability.
- Practice refusal skills that can protect you from dangerous risks.
- Compare and contrast the effects of different drugs on the brain.

Lesson Four: Injuries and Disorders

- List the causes and effects of head injuries and various disorders of the brain.
- Develop a sense of empathy for those afflicted with brain disorders.
- Practice responsible behaviors, including conflict resolution, to avoid risks that might result in injury to the brain.
- Predict the effects of various injuries on the brain.

Learning Activities

Lesson One: The Amazing Brain

Lesson Two: Sending Signals

Lesson Three: Drugs and Damage They Do

Lesson Four: Injuries and Disorders

Assessment Options

End of Unit Quiz
Open Response
Performance Assessment Task

Resources

The Great Body Shop
www.thegreatbodyshop.net

Essential Questions

1. What are the basic nutritional guidelines?
2. What are the nutritional needs of individuals based on age, gender, activity level, and state of health?
3. What are illnesses associated with food handling?
4. What is the knowledge level of the community regarding nutrition?

Standards

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.
B. Nutrition

Skills/Objectives

Lesson One: Beyond the Basics

- Explain the basic nutritional guidelines.
- Write an assessment of your own personal values regarding nutrition.
- Propose alternate menus for the family that meet dietary guidelines.
- Compare and contrast two food groups.

Lesson Two: Life Cycle and Nutrition

- Explain the nutritional needs of individuals based on age, gender, activity level, and state of health.
- Trace the change in values and influences that affect food choice throughout the life cycle.
- Plan a diet that is appropriate to your place in the life cycle and one that will be appropriate ten years from now.
- Predict the consequences of maintaining your current diet without any change until you reach the age of your parents.

Lesson Three: What Can Go Wrong

- List illnesses associated with food handling.
- Design and present awards to people and organizations in the community who have contributed to keeping the community safe from diseases associated with food handling.
- Debate which job in the community is the most important in preventing disease associated with food handling.
- Analyze why the community needs a Department of Health office.

Lesson Four: Making a Difference

- Assess the knowledge level of the community regarding nutrition, using everything you have learned about nutrition.
- State how valuable it is to you that individuals, families, communities, and the nation are responsible in the promotion of nutritional health.
- Discover if your local grocery store provides a variety of foods that promote choices that are more healthful and meet the needs of varied diets within the community.
- Use the Decision Making Steps to determine what you personally can do to help improve the nutritional health of the community.

Learning Activities

Lesson One: Beyond the Basics
Lesson Two: Life Cycle and Nutrition
Lesson Three: What Can Go Wrong
Lesson Four: Making a Difference

Assessment Options

End of Unit Quiz
Open Response
Performance Assessment Task

Fifth Grade Health
Unit 4: Love Your Lungs

Resources

The Great Body Shop
www.thegreatbodyshop.net

Essential Questions

1. What are the major organs of the respiratory system and what do they do?
2. What are major respiratory diseases (including asthma) and what is their impact on the community?
3. What are the effects of smoking on the lungs?
4. What are community risk factors for lung disease?

Standards

2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.
B. Alcohol, Tobacco, and Other Drugs

Skills/Objectives

Lesson One: The Respiratory System

- Identify the major organs of the respiratory system and describe what they do.
- Describe the value of making the healthy choice to remain tobacco free.
- Practice proper breathing techniques for maximum health benefits.
- Predict the effects of poisonous gases on the respiratory system.

Lesson Two: Community Health and Diseases of the Respiratory System

- Discuss major respiratory diseases (including asthma) and explain their impact on the community.
- Develop responsibility for doing your part to prevent the spread of communicable respiratory diseases.
- Identify symptoms of lung disease and methods to prevent the spread of disease.
- Compare and contrast healthy and diseased lungs.

Lesson Three: Smoking and your Lungs

- Discover the effects of smoking on the lungs.
- Describe the value of being “a smoke free me.”
- Practice saying “No!” to risk taking behaviors and practice resisting pressure from advertising.
- Compare prior and new learning regarding tobacco.

Lesson Four: Pollution in the Community

- Explain community risk factors for lung disease.
- Support a community effort which advocates healthy lungs.
- Identify community agencies which are connected with community and respiratory health.
- Use decision making skills to select a community project advocating healthy lungs.

Learning Activities

Lesson One: The Respiratory System

Lesson Two: Community Health and Diseases of the Respiratory System

Lesson Three: Smoking and your Lungs

Lesson Four: Pollution in the Community

Assessment Options

End of Unit Quiz
Open Response
Performance Assessment Task

Fifth Grade Health
Unit 5: Those Crazy Mixed-Up Emotions

Resources

The Great Body Shop
www.thegreatbodyshop.net

Essential Questions

1. What are human emotions and how do they affect the body?
2. What are responsible and irresponsible methods for handling strong emotions?
3. What events in life trigger emotions such as grief, depression, anxiety, guilt, and fear?
4. How do you recognize and avoid risky situations involving personal safety?

Standards

- 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.
- E. Social and Emotional Health
- 2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.
- A. Relationships
- B. Sexuality
- C. Pregnancy and Parenting

Skills/Objectives

Lesson One: Your Emotions and Your Body

- Describe human emotions and their effects on the body.
- Build respect for the power of emotions to influence your health.
- Express emotions appropriately through communication skills.
- Predict the consequences of emotions on health.

Lesson Two: Your Emotions and Your Life

- Identify responsible and irresponsible methods for handling strong emotions.
- Make acting responsibly a priority in your behavior by making a class commitment.
- Practice positive skills for coping with stress, conflict, disappointment, and failure.
- Use decision making steps to determine responsible actions in emotional situations.

Lesson Three: Troubled Times

- Identify events in life which trigger emotions such as grief, depression, anxiety, guilt, and fear.
- Develop respect for the importance of a support system.
- Locate resources for help in your community for a variety of problems that might occur in life.
- Analyze various situations which trigger different emotions and discover the support system.

Lesson Four: Send the Message: My Body is Private

- Explain how to recognize and avoid risky situations involving personal safety.
- Increase awareness that sexual harassment is a crime.
- Practice assertiveness, refusal skills, and locating resources for help in the community.
- Distinguish between appropriate, inappropriate, and confusing touches and secrets

Learning Activities

Lesson One: Your Emotions and Your Body

Lesson Two: Your Emotions and Your Life

Lesson Three: Troubled Times

Lesson Four: Send the Message: My Body is Private

Assessment Options

End of Unit Quiz
Open Response
Performance Assessment Task

Resources

The Great Body Shop
www.thegreatbodyshop.net

Essential Questions

1. What is the endocrine system and what is the role hormones play in stimulating body functions?
2. What are the biological differences between boys and girls?
3. What is the connection between good hygiene, your appearance, and feeling good about the way you look?
4. What is maturity?

Standards

- 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.
E. Social and Emotional Health
- 2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.
A. Interpersonal Communication, B. Decision-Making and Goal Setting
- 2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.
A. Relationships, B. Sexuality, C. Pregnancy and Parenting

Skills/Objectives

Lesson One: Hormones and your Body

- Explain the endocrine system, including major glands and the role hormones play in stimulating body functions.
- Show how responsible behavior can help the growing-up process.
- Research and analyze the functions of hormones within the human body.
- Predict the consequences of various hormones not working properly in the body.

Lesson Two: Growing up Male and Female

- Identify the biological differences between boys and girls.
- Show respect for self and others as a “maturing” adolescent.
- Practice speaking to the opposite sex respectfully, abstaining from sexual harassment.
- Compare the physical and emotional similarities between boys and girls during puberty.

Lesson Three: Good Hygiene and Feeling Good About the Way You Look

- Identify the connection between good hygiene, your appearance, and feeling good about the way you look.
- Show that you care about your appearance by identifying good hygiene routines for personal use.
- Practice hygiene routines for enhanced appearance and analyze the effect on your self-esteem.
- Analyze influences of consumer products for hygiene and appearance.

Lesson Four: Growing up With a Healthy Attitude

- Define maturity.
- Identify health and safety values that demonstrate maturity.
- Select and demonstrate appropriate life skills for various situations, including refusal and assertiveness skills, locating resources, and positive alternatives to negative behaviors.
- Evaluate peer pressure to determine if it is positive or negative.

Learning Activities

Lesson One: Hormones and your Body

Lesson Two: Growing up Male and Female

Lesson Three: Good Hygiene and Feeling Good About the Way You Look

Lesson Four: Growing up With a Healthy Attitude

Assessment Options

End of Unit Quiz
Open Response
Performance Assessment Task

Resources

The Great Body Shop
www.thegreatbodysshop.net

Essential Questions

1. What is drug use, drug misuse, and drug-abuse, and what are the short- and long-term effects of different categories of drugs on the body?
2. What are the reasons for abusing drugs, and how does drug abuse by one member affect the whole family?
3. What are the ways in which some advertising promotes drug use?
4. Why won't drugs solve problems?

Standards

2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.

A. Medicines, B. Alcohol, Tobacco, and Other Drugs, C. Dependency/Addiction and Treatment

Skills/Objectives

Lesson One: The Effect of Use, Misuse, and Abuse of Drugs

- Define the terms drug use, drug misuse, and drug abuse, and identify the short- and long-term effects of different categories of drugs on the body.
- Set a goal to protect your body from misuse and abuse of drugs.
- Differentiate among proper use, misuse, and abuse of drugs.
- Compare and contrast the effects of proper drug use with misuse and abuse.

Lesson Two: Drug Abuse and the Family

- Describe reasons for abusing drugs and how drug abuse by one member affects the whole family.
- Show why it is important to talk to an adult you know and trust if you have problems that are hard-to-handle.
- List resources in the community that can help with drug problems.
- Analyze why drug abuse on the part of one family member can make the whole family feel guilty, ashamed, and embarrassed.

Lesson Three: Drugs and Advertising

- Identify the ways in which some advertising promotes drug use.
- Discuss the danger of misusing and abusing drugs as a method of solving problems.
- Analyze print and electronic media ads to determine whether or not they promote the misuse or abuse of drugs.
- Predict the consequences of using various over-the-counter drugs with various health problems.

Lesson Four: Choose to be Drug Free

- Explain why drugs won't solve problems.
- Find a graphic way to show that the more you stick with positive values, the stronger you get.
- Make a list of all the activities you can think of that would be fun and would also help you to be the strongest, healthiest, and most positive person you can be.
- Compare and contrast the life of someone who chooses to be drug free with the life of someone who chooses to drink, smoke, and take drugs.

Learning Activities

Lesson One: The Effect of Use, Misuse, and Abuse of Drugs

Lesson Two: Drug-Abuse and the Family

Lesson Three: Drugs and Advertising

Lesson Four: Choose to be Drug Free

Assessment Options

End of Unit Quiz

Open Response

Performance Assessment Task

Resources

The Great Body Shop
www.thegreatbodyshop.net

Essential Questions

1. How does your circulatory system work?
2. What are the components of blood and what jobs do the components do?
3. How does HIV affect the immune system?
4. What is compassion and empathy?

Standards

- 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.
- C. Diseases and Health Conditions
- 2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.
- A. Relationships
- B. Sexuality
- C. Pregnancy and Parenting

Skills/Objectives

Lesson One: Your Circulatory System

- Describe how your circulatory system works.
- Show how important you believe healthful nutrition and exercise habits are to your circulatory system.
- Perform daily exercises which help to keep your circulatory system healthy.
- Predict the consequences of risky behaviors which affect our circulatory system, including smoking cigarettes, eating foods with high fat and salt contents, taking drugs, and drinking alcohol.

Lesson Two: Your Blood and Your Immune System

- Identify components of blood and the jobs they do.
- Create a visual activity to show how important you feel your immune system is.
- Take responsibility for keeping immunization records.
- Analyze the importance of immunization.

Lesson Three: HIV, Enemy of the Immune System

- Determine how HIV affects the immune system.
- Design a goal chart that shows all the positive things you hope to be and do in your life.
- Practice refusal skills, particularly concerning avoiding behaviors that pose the life threatening risk of contracting HIV.
- Analyze how HIV can and cannot be transmitted.

Lesson Four: Helping Hands

- Define compassion and empathy.
- Show that you can make helping others a priority in your life.
- Practice expressing kindness, especially toward those who are sick.
- Research and evaluate the amount of local help offered to AIDS patients in your community.

Learning Activities

Lesson One: Your Circulatory System

Lesson Two: Your Blood and Your Immune System

Lesson Three: HIV, Enemy of the Immune System

Lesson Four: Helping Hands

Assessment Options

End of Unit Quiz
Open Response
Performance Assessment Task

Resources

The Great Body Shop
www.thegreatbodyshop.net

Essential Questions

1. What is the role of advertising in consumer behavior, and what are at least five different tactics used by advertisers?
2. What do you need to know and do to be a smart consumer?
3. What are resources for judging the quality and health risks that might be present in the goods you buy?
4. What is a budget, how does it work, and why is it an important tool for financial success?

Standards

2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

A. Interpersonal Communication, B. Decision-Making and Goal Setting

Skills/Objectives

Lesson One: Don't Be Fooled by Advertising

- Explain the role of advertising in consumer behavior, including identifying at least five different tactics used by advertisers.
- Demonstrate responsibility for checking out advertising claims before making purchasing decisions.
- Using research from one night's TV viewing or one magazine or newspaper, evaluate the advertising tactics and decide which ones are misleading and in what ways.
- Compare and contrast advertising claims.

Lesson Two: Be a Smart Consumer

- Discover what you need to know and do to be a smart consumer, including analyzing factors that influence your decision to buy.
- Discuss how your values affect your consumer behavior.
- Practice smart consumer techniques, including unit price shopping, reading labels, and evaluating advertising claims.
- Compare and contrast the results of shopping carefully using smart consumer techniques with impulse buying.

Lesson Three: The Goods you Buy--Are They Good for You?

- Identify resources for judging the quality and health risks that might be present in the goods you buy.
- Discuss who bears the responsibility in the case of the purchase of faulty products, products which are unhealthful, or products that are misused in a variety of scenarios.
- Practice being a consumer advocate by locating a product or advertisement which misleads the consumer and by taking appropriate action to correct the situation.
- Evaluate the impact of different kinds of music and music videos on your mental health.

Lesson Four: Managing Your Own Money

- Explain what a budget is, how it works, and why it is an important tool for financial success.
- Resolve to live within your means.
- Practice making a personal budget for one month which reflects your personal goals.
- Use the Decision Making Steps to set financial and other priorities.

Learning Activities

Lesson One: Don't Be Fooled by Advertising

Lesson Two: Be a Smart Consumer

Lesson Three: The Goods you Buy--Are They Good for You?

Lesson Four: Managing Your Own Money

Assessment Options

End of Unit Quiz
Open Response
Performance Assessment Task

Resources

The Great Body Shop
www.thegreatbodyshop.net

Essential Questions

1. What are the various functions of the skeletal system?
2. What are the three muscle types and their functions?
3. What are perfect environments in which to perform specific physical activities?
4. What are four things which can help to make a body great?

Standards

2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

A. Movement Skills and Concepts, B. Strategy, C. Sportsmanship, Rules, and Safety

2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

A. Fitness and Physical Activity

Skills/Objectives

Lesson One: Bones

- Describe various functions of the skeletal system.
- Show how important you think it is that our bones can heal if broken.
- Practice habits which are designed to strengthen and maintain healthy bones.
- Predict the consequences of a poor diet and lack of exercise for your bones.

Lesson Two: Muscles

- Identify the three muscle types and their functions.
- Show how important you feel your body is by making choices that require physical activity.
- Set a goal to exercise your muscles and bones 60 minutes a day.
- Compare and contrast proper and improper ways to exercise.

Lesson Three: Physical Activity and Environment

- Describe perfect environments in which to perform specific physical activities.
- Show how important you feel it is to respect environmental conditions while performing physical activities.
- Practice skills needed to avoid sports injury and prevent accidents which might occur in certain environments.
- Use the decision making process to choose alternative physical activities when the environment is unhealthful or dangerous.

Lesson Four: What Makes a Body Great

- Describe four things which can help to make a body great: positive attitude, daily exercise, nutritious diet, good decision-making skills.
- Show how important you feel it is to respect others when participating in sports.
- Create a plan to keep your body great and track your progress for a month.
- Analyze sports and dance as a means to become acquainted with others of like and different cultures.

Learning Activities

Lesson One: Bones

Lesson Two: Muscles

Lesson Three: Physical Activity and Environment

Lesson Four: What Makes a Body Great

Assessment Options

End of Unit Quiz

Open Response

Performance Assessment Task