

Items in red indicate lessons/activities that meet standards

Gr 3-5 Health

Standard 1 PERSONAL HEALTH AND FITNESS

Students will understand human growth and development and recognize the relationship between behaviors and healthy development. The will understand ways to promote health and prevent disease and will demonstrate and practice positive health behaviors.

THIRD	FOURTH	FIFTH
<p>HEALTH EDUCATION Students:</p> <p>Integrate knowledge of basic body systems with an understanding of the changes that accompany puberty</p> <p>Apply prevention and risk reduction strategies to adolescent health problems</p> <ul style="list-style-type: none"> - GoNoodle categories: Boost Confidence, Manage Stress, Practice Self-Control (any mindfulness strategies) - BrainPop Jr: Caring for Teeth, Going to the Dentist, Food Groups, Sugar, Eating Right, Allergies, Washing Hands - BrainPop: Boogers <p>Demonstrate the necessary knowledge and skills to promote healthy adolescent development</p> <ul style="list-style-type: none"> - BrainPop Jr: Caring for Teeth, Going to the Dentist, Food Groups, Sugar, Eating Right, Allergies, Washing Hands - BrainPop: Boogers <p>Analyze the multiple influences which affect health decisions and behaviors</p> <ul style="list-style-type: none"> - A Fine, Fine School (Journeys Unit 1 Lesson 1; balance) 	<p>HEALTH EDUCATION Students:</p> <p>Integrate knowledge of basic body systems with an understanding of the changes that accompany puberty</p> <p>Can health or PE teacher provide presentation to students on the “Changing bodies?”</p> <p>Apply prevention and risk reduction strategies to adolescent health problems</p> <p>McMahon/Ryan Presentation</p> <p>BrainPop: “Stress,” “Fitness,” and “Peer Pressure” “Stress” video has linked in NewsELA article: Chimp Study Shows How Hanging Out with Friends Makes Life Less Stressful “Fitness” video has linked in NewsELA article: Winning Through Exercise</p> <p>Demonstrate the necessary knowledge and skills to promote healthy adolescent development</p> <p>BrainPop: “Personal Hygiene” and “Nutrition”</p> <p>McMahon/Ryan Presentation</p>	<p>HEALTH EDUCATION Students:</p> <p>Integrate knowledge of basic body systems with an understanding of the changes that accompany puberty.</p> <p>PE curriculum touches upon basic functions of body systems, but does not include reproductive system. Can health or PE teacher provide presentation to students on the “Changing bodies?”</p> <p>BrainPop: Acne</p> <p>Apply prevention and risk reduction strategies to adolescent health problems</p> <p>PE curriculum touches upon responsible health behaviors and strategies to include or maintain personal health.</p> <p>“Infection Detection” unit in science</p> <p>Demonstrate the necessary knowledge and skills to promote healthy adolescent development</p> <p>ReadWorks article “You Can Do It” touches on goal setting.</p> <p>BrainPop: Personal Hygiene</p> <p>Analyze the multiple influences which affect health decisions and behaviors</p>

<ul style="list-style-type: none"> - Two Bear Cubs (Journeys Unit 4 Lesson 19) - BrainPop Jr: Eating Right, Allergies - BrainPop: Stress, Test Preparation, Online Safety, Bullying, Cyberbullying 	<p>Analyze the multiple influences which affect health decisions and behaviors</p> <p>BrainPop: “Peer Pressure” and “Stress”</p> <p>McMahon/Ryan Presentation</p>	<p>NewsELA article: “Social media can be hostile place, but also a supportive one”</p>
<p>FAMILY AND CONSUMER SCIENCE Students:</p> <p>Understand the relationships among diet, health, and physical activities; evaluate their own eating patterns; and use appropriate technology and resources to make food selections and prepare simple, nutritious meals</p> <ul style="list-style-type: none"> - SS Unit 3 Cultural Diversity (food selection in our own country and others) - BrainPop Jr: Eating Right, Allergies <p>Apply principles of food safety and sanitation</p> <ul style="list-style-type: none"> - BrainPop: Food Safety <p>Recognize the mental, social, and emotional aspects of good health</p> <ul style="list-style-type: none"> - A Fine, Fine School (Journeys Unit 1 Lesson 1) <p>Apply decision making process to dilemmas related to personal health</p> <ul style="list-style-type: none"> - Two Bear Cubs (Journeys Unit 4 Lesson 19) - BrainPop: Stress, Peer Pressure, Setting Goals 	<p>FAMILY AND CONSUMER SCIENCE Students:</p> <p>Understand the relationships among diet, health, and physical activities; evaluate their own eating patterns; and use appropriate technology and resources to make food selections and prepare simple, nutritious meals</p> <p>BrainPop: “Nutrition”</p> <p>“Nutrition” video has a linked in NewsELA article: Fancy or Plain? Choosing Veggies Based on Their Name</p> <p>Journeys Unit 4 Lesson 19: The Edible SchoolYard</p> <p>Apply principles of food safety and sanitation</p> <p>BrainPop: “Food Safety”</p> <p>Recognize the mental, social, and emotional aspects of good health</p> <p>GoNoodle: “Mindfulness” - Maximo, Yoga, Enhance Focus videos, and Stress Management videos</p> <p>Apply decision making process to dilemmas related to personal health</p> <p>BrainPop: “Bullying,” “Cyberbullying” and “Conflict Resolution”</p>	<p>FAMILY AND CONSUMER SCIENCE Students:</p> <p>Understand the relationships among diet, health, and physical activities; evaluate their own eating patterns; and use appropriate technology and resources to make food selections and prepare simple, nutritious meals</p> <p>ReadWorks article: Pick Your Protion</p> <p>Apply principles of food safety and sanitation</p> <p>BrainPop: “Food Safety”</p> <p>Recognize the mental, social, and emotional aspects of good health</p> <p>GoNoodle: “Mindfulness” - Maximo, Yoga, Enhance Focus videos, and Stress Management videos</p> <p>Apply decision making process to dilemmas related to personal health</p> <p>Journeys Unit 2 Lesson 9: Storm Warriors</p>

STANDARD 2 A SAFE AND HEALTHY ENVIRONMENT

Students will demonstrate personally and socially responsible behaviors. They will care for and respect themselves and others. They will recognize threats to the environment and offer appropriate strategies to minimize them.

THIRD	FOURTH	FIFTH
<p>HEALTH EDUCATION Students:</p> <p>Assess potentially dangerous situations and demonstrate the skills to avoid or reduce their risks</p> <ul style="list-style-type: none"> - McMahon/Ryan Presentation - Two Bear Cubs (Journeys Unit 4 Lesson 19) - Pop’s Bridge (Journeys Unit 1 Lesson 4) - Aero and Officer Mike (Journeys Unit 3 Lesson 14) <p>Demonstrate personal and social skills which enhance personal health and safety</p> <ul style="list-style-type: none"> - Two Bear Cubs (Journeys Unit 4 Lesson 19) - Technology Wins the Game (Journeys Unit 3 Lesson 11) - Playground Expectations <p>Understand the need for personal involvement in improving the environment</p> <ul style="list-style-type: none"> - SS Unit 1 Topic 1C: Protecting the Environment - Science Smithsonian Unit: How Can We Protect Animals When Their Habitat Changes? - A Tree is Growing (Journeys Unit 4 Lesson 18) - A River Ran Wild - BrainPop Jr: Reduce, Reuse, Recycle 	<p>HEALTH EDUCATION Students:</p> <p>Assess potentially dangerous situations and demonstrate the skills to avoid or reduce their risks</p> <p>McMahon/Ryan Presentation</p> <p>Demonstrate personal and social skills which enhance personal health and safety</p> <p>BrainPop: “Bullying,” “Cyberbullying” and “Peer Pressure”</p> <p>Understand the need for personal involvement in improving the environment</p> <p>Smithsonian “Energy Conversions” - Impact of energy sources on the environment</p> <p>Journeys Student Magazine Lesson 28 “Making the Most from Trash”</p> <p>Journeys Unit 3 Lesson 15 “Ecology for Kids”</p>	<p>HEALTH EDUCATION Students:</p> <p>Assess potentially dangerous situations and demonstrate the skills to avoid or reduce their risks</p> <p>Demonstrate personal and social skills which enhance personal health and safety</p> <p>ReadWorks: “What is Bullying”</p> <p>Understand the need for personal involvement in improving the environment</p> <p>Journeys Unit 2 Lesson 8 “Oil Spill in Alaska” Journeys Unit 2 Lesson 6: “Will The American Chestnut Survive”</p>
<p>FAMILY AND CONSUMER SCIENCE</p>	<p>FAMILY AND CONSUMER SCIENCE</p>	<p>FAMILY AND CONSUMER SCIENCE</p>

<p>Students:</p> <p>Demonstrate the principles of safe and healthy child care</p> <ul style="list-style-type: none"> - McMahon/Ryan Presentation <p>Know the basics of managing a safe and healthy home</p> <ul style="list-style-type: none"> - McMahon/Ryan Presentation - Fire Safety Community Visit <p>Use age-appropriate techniques to select and maintain clothing</p> <ul style="list-style-type: none"> - Playground Expectations 	<p>Students:</p> <p>Demonstrate the principles of safe and healthy child care</p> <p>McMahon/Ryan Presentation</p> <p>Know the basics of managing a safe and healthy home</p> <p>McMahon/Ryan Presentation</p> <p>Fire Safety Community Visit</p> <p>SS Units 1 and 3 - Native American and Colonial Homes</p> <p>Use age-appropriate techniques to select and maintain clothing</p> <p>Playground Expectations</p>	<p>Students:</p> <p>Demonstrate the principles of safe and healthy child care</p> <p>Know the basics of managing a safe and healthy home</p> <p>Fire Safety Community Visit</p> <p>Use age-appropriate techniques to select and maintain clothing</p> <p>Playground Expectations</p>
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STANDARD 3 RESOURCE MANAGEMENT

Students will understand the influence of culture, media, and technology in making decisions about personal and community health issues. They will know about and use valid health information, products, and services. Students will advocate for healthy families and communities.

THIRD	FOURTH	FIFTH
<p>HEALTH EDUCATION</p> <p>Students:</p> <p>Distinguish between valid and invalid health information, products and services</p> <ul style="list-style-type: none"> - Technology Wins the Game (Journeys Unit 3 Lesson 11) - Possible: Writing Unit 4 - Opinion (tie in persuasive consumer commercials) 	<p>HEALTH EDUCATION</p> <p>Students:</p> <p>Distinguish between valid and invalid health information, products and services</p> <p>Paired NewsELA texts:</p> <ul style="list-style-type: none"> - "Student Opinion: Playing video games can help us focus in school." - "Student Opinion: Too much time spent playing video games can damage kids' brains." 	<p>HEALTH EDUCATION</p> <p>Students:</p> <p>Distinguish between valid and invalid health information, products and services</p> <p>Lucy Calkins:</p> <ul style="list-style-type: none"> "Nutrition in Disguise" "Chocolate Milk, More Harmful Than Helpful" <p>Recognize how cultural beliefs influence health behaviors and the use of health services</p>

<p>Recognize how cultural beliefs influence health behaviors and the use of health services</p> <ul style="list-style-type: none"> - Possible: SS Unit 3 - Cultural Diversity (can be added into this unit) - Thank You, Mr. Falker (multiple intelligences, social justice/societal norms influence definitions of “smart”) <p>Demonstrate the ability to work cooperatively when advocating for healthy individuals, families and schools</p> <ul style="list-style-type: none"> - The Junkyard Wonders by Patricia Polacco - A Fine, Fine School (Journeys Unit 1 Lesson 1) - McMahon/Ryan Presentation <p>Analyze how media and technology influence the selection of health information, products and services</p> <ul style="list-style-type: none"> - Technology Wins the Game (Journeys Unit 3 Lesson 11) - Possible: Writing Unit 4 - Opinion (tie in persuasive consumer commercials) <p>Recognize the need to be an advocate for family and community health</p> <ul style="list-style-type: none"> - A Fine, Fine School (Journeys Unit 1 Lesson 1) - Destiny’s Gift (Journeys Unit 1 Lesson 3) - Technology Wins the Game (Journeys Unit 3 Lesson 11) <p>Demonstrate the ability to access community health services for prevention, illness and emergency care</p> <ul style="list-style-type: none"> - Fire Safety Community Visit 	<p>Recognize how cultural beliefs influence health behaviors and the use of health services</p> <p>NewsELA: “Schools look for ways to stop students from tossing their lunches.”</p> <p>“Native Americans reclaiming lacrosse and canoeing for more active lifestyles.”</p> <p>Demonstrate the ability to work cooperatively when advocating for healthy individuals, families and schools</p> <p>GoNoodle: Guided and Cooperative Dances (Kids Bop and various others)</p> <p>Analyze how media and technology influence the selection of health information, products and services</p> <p>NewsELA: “AI can determine what’s wrong with a patient, study shows.”</p> <p>Recognize the need to be an advocate for family and community health</p> <p>McMahon/Ryan Presentation (Trusted adult)</p> <p>Demonstrate the ability to access community health services for prevention, illness and emergency care</p> <p>Fire Safety Community Visit</p>	<p>SS Unit 6: Complex Societies and Civilizations</p> <p>Demonstrate the ability to work cooperatively when advocating for healthy individuals, families and schools</p> <p>Journeys Unit 1 Lesson 3: Off and Running Journeys Unit 1 Lesson 1: A Package for Mrs. Jewls</p> <p>Analyze how media and technology influence the selection of health information, products and services</p> <p>Lucy Calkins: Research Based Argument</p> <p>Recognize the need to be an advocate for family and community health</p> <p>Journeys Unit 4 Lesson 19: Volunteer</p> <p>Demonstrate the ability to access community health services for prevention, illness and emergency care</p> <p>Fire Safety Community Visit</p>
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FAMILY AND CONSUMER SCIENCE

Students:

Understand how the family can provide for the economic, physical, and emotional needs of its members

- **Thank You, Mr. Falker**
- **Destiny’s Gift** (Journeys Unit 1 Lesson 3)
- **Two Bear Cubs** (Journeys Unit 4 Lesson 19)
- **Pop’s Bridge** (Journeys Unit 1 Lesson 4)
- **Sarah, Plain and Tall** (Journeys Unit 5 Lesson 21)

Understand the resources available to them, make informed decisions about the use of those resources, and know some ways to expand resources

- **SS Unit 1 Sourcing Materials**
- **Destiny’s Gift** (Journeys Unit 1 Lesson 3)
- **Young Thomas Edison** (Journeys Unit 2 Lesson 12)
- **McMahon/Ryan Presentation**

Are able to budget their time and money

- **Tops and Bottoms** (Journeys Unit 3 Lesson 12)
- **Young Thomas Edison** (Journeys Unit 2 Lesson 12)
- **Math Module 2: Place Value and Problem Solving with Units of Measure (time & money)**

Understand how working contributes to a quality living environment

- **SS Unit 1 and 3** (compare and contrast economies of different countries)
- **Destiny’s Gift** (Journeys Unit 1 Lesson 3)

FAMILY AND CONSUMER SCIENCE

Students:

Understand how the family can provide for the economic, physical, and emotional needs of its members

SS Units 1 and 3: Native Americans and Colonial Families

Understand the resources available to them, make informed decisions about the use of those resources, and know some ways to expand resources

Social Worker visit to explain mental health resources

Are able to budget their time and money

Journeys Unit 1 Lesson 4 “The Kid’s Guide to Money”

Understand how working contributes to a quality living environment

SS Unit 3: Colonial jobs within villages

“Leah’s Pony” (Need to purchase as a mentor text)

Journeys Leveled Reader (T) Unit 1 Lesson 3 “Volunteer”

Identify their own abilities and interests as possible guides to career choice

Interest Inventories (True Colors, My Plan, etc.)

Journeys Leveled Reader Unit 4 Lesson 17 (R) “Taking Care of Animals”

FAMILY AND CONSUMER SCIENCE

Understand the kinds of resources available in their community and make informed decisions related to their own use

PE touches upon this

Understand how people acquire, use, and protect money and recognize some factors that influence spending

SS Unit 4: Economics

Know the different jobs in their communities and the contributions made by individuals performing those jobs.

Students:

Understand how the family can provide for the economic, physical, and emotional needs of its members

SS Unit 6: Complex Societies and Civilizations

Understand the resources available to them, make informed decisions about the use of those resources, and know some ways to expand resources

Social Worker visit to explain mental health resources

SS Unit 4: Economics

Are able to budget their time and money
Journeys Unit 4 Lesson 16: Lunch Money

Understand how working contributes to a quality living environment

SS Unit 4: Economics

Journeys Unit 2 Lesson 8 Evergalades Forever

<ul style="list-style-type: none">- Technology Wins the Game (Journeys Unit 3 Lesson 11)- Pop's Bridge (Journeys Unit 1 Lesson 4)- Tops and Bottoms (Journeys Unit 3 Lesson 12)- Aero and Officer Mike (Lesson 14) <p>Identify their own abilities and interests as possible guides to career choice</p> <ul style="list-style-type: none">- Informational Writing Unit 2 (Connect expert text to future choices)- Aero and Officer Mike (Journeys Unit 3 Lesson 14)- Young Thomas Edison (Journeys Unit 2 Lesson 12)- Roberto Clemente (Journeys Unit 1 Lesson 5)- Technology Wins the Game (Journeys Unit 3 Lesson 11)- Pop's Bridge (Journeys Unit 1 Lesson 4)		<p>Identify their own abilities and interests as possible guides to career choice</p> <p>SS Unit 4: Economics</p> <p>ReadWorks: Interesting Jobs and Careers</p>
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