

Grade 1- Health Education Curriculum Guide

Module	Units	Learning Goals	Student Outcome	Resources	Unit Task Assessment	Supported Florida Standard
Module A	Class Culture	<p>Core Concepts (CC) HE.1.C.1.1 Identify healthy behaviors.</p> <p>Interpersonal Communication (IC) HE.1.B.4.1 Identify healthy ways to express needs, wants, and feelings.</p> <p>HE.1.B.4.2 Describe good listening skills to enhance health.</p> <p>Decision Making (DM) HE.1.B.5.3 Explain the consequences of not following rules/practices when making healthy and safe decisions.</p>	<p>The student will be able to participate in my school and class in a positive way.</p>	<ul style="list-style-type: none"> • School Rules • Cooperative Learning Structures for Teambuilding (Kagan) http://www2.scholastic.com/browse/collection.jsp?id=296 –teacher resource http://www.classroomcommunity.ecsd.net/ -teacher samples of activities <p>Books: Following Rules Being fair Making Friends</p> <ul style="list-style-type: none"> • 5 Minute Health: Skill-Builders question (s)- Module A 	<p>In addition to class discussions see 5 Minute Health Skill Builder Questions for possible writing responses. Rate student understanding with Health Rubric.</p> <p>Participate in the creation of the class mission statement.</p>	<p><u>LAFS.1.SL.1.1</u> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p>

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Module A	Personal space	<p>Core Concepts (CC) HE.1.C.1.2 Recognize the physical and social dimensions of health.</p> <p>Interpersonal Communication (IC) HE.1.B.4.1 Identify healthy ways to express needs, wants, and feelings</p> <p>HE.1.B.4.3 Tell about ways to respond when in an unwanted, threatening, or dangerous situation</p>	<p>The student will be able to identify the importance of personal space.</p> <p>The student will be able to monitor their own personal space.</p> <p>The student will be able to use kind words to express when the student feels the student's space has been entered.</p>	<p>Moodle Health Lesson Available:</p> <ul style="list-style-type: none"> • Personal Space Lesson • 5 Minute Health: Skill-Builders question (s)- Module A 	<p>Teacher observation of students being respectful of other's personal space.</p>	<p>LAFS.1.SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p>

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Module A	Social/Emotional Health	<p>Core Concept (CC) HE.1.C.1.2 Recognize the physical and social dimensions of health.</p> <p>Analyzing Influences (INF) HE.1.C.2.1 Identify how children learn health behaviors from family and friends.</p>	<p>The students will be able to identify different feelings by facial expressions.</p> <p>The student will know what a family is.</p> <p>The student will be able to explain how some families are different.</p> <p>The student will be able to identify the members of his/her family.</p>	<p>Moodle Health Lesson Available:</p> <ul style="list-style-type: none"> • Different Types of Families • Feelings <p>5 Minute Health: Skill -Builders question(s)- Module A</p>	<p>Different Types of Families Teacher observation of students accepting each other's families.</p> <p>Feelings How do I feel? worksheet.</p>	<p>LAFS.1.SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p>

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Module A	Systems	<p>Core Concepts HE.1.C.1.5 Identify the correct names of human body parts.</p> <p>Accessing Information (AI) HE.1.B.3.2 Identify trusted adults and professionals who can help promote health</p>	The student will be able to recognize and name parts of the body.	<p>Books</p> <ul style="list-style-type: none"> • Your Amazing Body • From Head to Toe • The Human Body • How to be Smart from the Inside Out /OrganWiseGuys cd • A Look Inside Your Body • Breathe In, Breathe Out • Thump-Thump • Think, Think, Think • Gurgles and Growls • Nose to Toes-kit <ul style="list-style-type: none"> • www.brainpopjr.com -bones, digestive, heart, and lungs • Learn 360 videos • 5 Minute Skill Builder Question (s)- Module A 	Choose a part of the body. Pretend you are that part. Tell the class what you are, what you do and why you are important.	<u>LAFS.1.SL.1.1</u> Ask and answer questions about key details in a text read aloud or information presented orally or through other media

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Module A	Fire Safety	<p>Core Concepts (CC) HE.1.C.1.4 Identify ways to prevent childhood injuries in the home, school, and community settings.</p> <p>Analyzing Influences (INF) HE.1.C.2.3 Identify what the school and community do to support personal health practices and behaviors.</p> <p>INTERPERSONAL COMMUNICATION (IC) HE.1.B.3.1 Determine the meaning of warning labels on hazardous products and places.</p> <p>HE.1.B.3.2 Identify trusted adults and professionals who can help promote health.</p> <p>SELF MANAGEMENT (SM) HE.1.P7.1 Tell about behaviors that avoid or reduce health risks.</p>	The student will be able to distinguish behaviors that are safe from those that are risky.	<p>Books</p> <ul style="list-style-type: none"> • Protecting Your Home, Firefighters • What Does a Firefighter Do? • The Fire Station • Out and About at the Fire Station • What's Next?-kit <ul style="list-style-type: none"> • www.firesafety.gov/kids/ • http://classroom.kidshealth.org/prekto2/personal/safety/fire_safety_handout1.pdf <ul style="list-style-type: none"> • 5 Minute Health: Skill -Builders question(s)- Module A 	Describe what you would do if there was a fire in your home.	<p><u>LAFS.1.SL.1.2</u> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>

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Module B	Nutrition	<p>Core Concepts HE.1.C.1.1 Identify healthy behaviors.</p> <p>Analyzing Influences (INF) HE.1.C.2.3 Identify what the school and community does to support personal health practices and behaviors.</p> <p>HE.1.C.2.5 Name examples of media messages that relate to health behaviors.</p> <p>Decision Making HE.1.B.5.1 Describe situations when a health-related decision can be made individually or when assistance is needed.</p> <p>ADVOCACY (ADV) HE.1.P.8.1 Encourage others to make positive health choices.</p>	<p>The student will be able to recognize the benefits of a balanced diet.</p> <p>Students can identify and practice good health habits.</p>	<p>Books</p> <ul style="list-style-type: none"> • I Keep Myself Healthy (Big book) – pages 11-14 • Little D's Nutrition Expedition - kit • We Need Energy • You Are What You Eat • Eating Well <p>ChooseMyPlate.gov Books</p> <ul style="list-style-type: none"> • Protein On My Plate • Vegetables On My Plate • Grains On My Plate • Fruits On My Plate • Dairy On My Plate • Healthy Snacks • Sugars and Fats <p>Healthy Eating with My Pyramid Books</p> <ul style="list-style-type: none"> • The Grain Group • The Vegetable Group • The Meat and Beans Group • The Milk Group • The Fruit Group • Healthy Snacks • Drinking Water <p>USDA Team Nutrition Free Resources- 2015 Sent to schools. Includes lessons, posters, and stickers. *More FREE materials can be ordered here: http://www.fns.usda.gov/tn/myplate</p> <p>http://www.brainpopjr.com/ - http://www.choosemyplate.gov/ free materials, interactive games, and resources</p> <p>http://www.ext.nodak.edu/food/kidsnutrition/ -links for each food group</p> <p>http://www.fruitsandveggiesmatter.gov/month/index.html - photos of fruits and veggies</p> <p>http://www.leafy-greens.org/default.htm -cartoons</p> <p>http://classroom.kidshealth.org/index.jsp?Grade=pk&Section=personal –lesson plans and worksheets</p> <p>Learn 360 videos</p>	<p>In addition to class discussions see 5 Minute Health Skill Builder Questions for possible writing responses. Rate student understanding with Health Rubric.</p> <p>Plan your meals and snacks for a day then explain your choices. Graph the number of servings for each food group in one day.</p>	<p><u>LAFS.1.SL.1.1</u> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p>
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				5 Minute Health: Skill -Builders question #(s) 1-6, 79-80, 95-100, 139-141, 163-164		
Module B	Anti- Smoking	<p>Core Concept (CC) HE.1.C.1.1 Identify healthy behaviors.</p> <p>Interpersonal Communication (IC) HE.1.B.4.3 Tell about ways to respond when in an unwanted, threatening, or dangerous situation.</p> <p>Decision Making (DM) HE.1.B.5.1 Describe situations when a health-related decision can be made individually or when assistance is needed.</p>	<p>The students will be able to demonstrate ways to avoid secondhand smoke.</p> <p>The students will be able to describe how to ask for help in staying away from secondhand smoke.</p> <p>The students will be able to identify trusted adults who can help prevent exposure to secondhand smoke.</p> <p>The student will be able to understand how tobacco and second hand smoke affects their body.</p> <p>The student will be able to refuse to try smoking.</p>	<p>Moodle Health Lesson Available:</p> <ul style="list-style-type: none"> Smoking Second Hand Smoke 5 Minute Health: Skill -Builders question(s)- Module B 	<p>Smoking Students Complete My Smoke Book.</p> <p>Second Hand Smoke Drawing and presentation of differences between the two children.</p>	<p>LAFS.1.SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p>

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Module	Units	Learning Goals	Student Outcome	Resources	Unit Task Assessment	Supported Florida Standard
Module C	Class Culture	<p>Core Concepts (CC) HE.1.C.1.1 Identify healthy behaviors.</p> <p>Interpersonal Communication (IC) HE.1.B.4.1 Identify healthy ways to express needs, wants, and feelings.</p> <p>HE.1.B.4.2 Describe good listening skills to enhance health.</p> <p>Decision Making (DM) HE.1.B.5.3 Explain the consequences of not following rules/practices when making healthy and safe decisions.</p>	<p>The student will be able to participate in my school and class in a positive way.</p>	<ul style="list-style-type: none"> • School Rules • Cooperative Learning Structures for Teambuilding (Kagan) http://www2.scholastic.com/browse/collection.jsp?id=296 –teacher resource http://www.classroomcommunity.ecsd.net/ -teacher samples of activities • Books: Being Honest Being Helpful <p style="color: blue; text-decoration: underline;">5 Minute Health: Skill-Builders question (s) – Module C</p>	<p>In addition to class discussions see 5 Minute Health Skill Builder Questions for possible writing responses. Rate student understanding with Health Rubric.</p> <p>Participate in the creation of the class mission statement.</p>	<p><u>LAFS.1.SL.1.1</u> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p>

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Module C	Bullying	<p>Core Concepts (CC) HE.1.C.1.2 Recognize the physical and social dimensions of health</p> <p>Analyzing Influences (INF) HE.1.C.2.2 Explore the ways that a friend would act in a variety of situations.</p> <p>Accessing Information (AI) HE.1.B.3.2 Identify trusted adults and professionals who can help promote health.</p> <p>Interpersonal Communication (IC) HE.1.B.4.1 Identify healthy ways to express needs, wants, and feelings.</p> <p>HE.1.B.4.3 Tell about ways to respond when in an unwanted, threatening, or dangerous situation.</p>	The student will be able to identify a bully. The students will know who to tell if they feel they are being bullied.	<p>Moodle Health Lesson Available:</p> <ul style="list-style-type: none"> Bullying <p>5 Minute Health: Skill -Builders question(s) – Module C</p>	Teacher observation of students using the 5 steps or reporting bullying behavior.	<p>LAFS.1.SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p>

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Module C	Vehicle Safety <i>Decision/ Wheel Safety</i>	<p>Core Concepts (CC) HE. 1.C.1.1 Identify healthy behaviors</p> <p>HE. 1.C.1.4 Identify ways to prevent childhood injuries in the home, school, and community settings.</p> <p>Decision Making (DM) HE.B.5.2 Identify healthy options to health-related issues or problems.</p> <p>Self-Management (SM) HE.1.P.7.1 Tell about behaviors that avoid or reduce health risks.</p>	The student will be able to distinguish behaviors that are safe from those that are risky and make choices that avoid or reduce risks.	<ul style="list-style-type: none"> • Vehicle http://itre.ncsu.edu/ghsp/ncbussafety.html - School Bus Safety Web (0:30) -School Bus Safety Activity Book http://classroom.kidshealth.org/prekto2/personal/safety/car_bus_safety_handout1.pdf • Wheel/Pedestrian http://www.morehealthinc.org/ - More Health *FREE programs* - "Safe Wheels and Safe Walkers" http://www.safekids.org/educators/ www.brainpopjr.com Brain Pop Jr.-safety signs, (4:08) <p>*Play It Safe kit, *Thematic unit-Safety booklet *if available*</p> <ul style="list-style-type: none"> • 5 Minute Health: Skill -Builders question(s)- Module C 	<p>Vehicle Draw a picture of how you would be seated safely in a car/bus.</p> <p>Wheel/Pedestrian Draw a picture of yourself safely riding a bike. Write a sentence to describe your healthy behaviors.</p>	<u>LAFS.1.SL.1.2</u> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

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Module D	Class Culture	<p>Core Concepts (CC) HE.1.C.1.1 Identify healthy behaviors.</p> <p>Interpersonal Communication (IC) HE.1.B.4.1 Identify healthy ways to express needs, wants, and feelings.</p> <p>HE.1.B.4.2 Describe good listening skills to enhance health.</p> <p>Decision Making (DM) HE.1.B.5.3 Explain the consequences of not following rules/practices when making healthy and safe decisions.</p>	<p>The student will be able to participate in my school and class in a positive way.</p>	<ul style="list-style-type: none"> • Cooperative Learning Structures for Teambuilding (Kagan) http://www2.scholastic.com/browse/collection.jsp?id=296 –teacher resource http://www.classroomcommunity.ecsd.net/ -teacher samples of activities • Books: Being a Leader Being Responsible • 5 Minute Health: Skill-Builders question (s)- Module D 	<p>In addition to class discussions see 5 Minute Health Skill Builder Questions for possible writing responses. Rate student understanding with Health Rubric.</p> <p>Participate in the creation of the class mission statement.</p>	<p><u>LAFS.1.SL.1.1</u> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p>

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Module D	Anti-Drug	<p>Core Concepts (CC) HE.1.C.1.6 Identify health-care providers.</p> <p>Accessing Information (AI) HE.1.B.3.2 Identify trusted adults and professionals who can help promote health.</p> <p>Interpersonal Communication (IC) HE.1.B.4.1 Identify healthy ways to express needs, wants, and feelings.</p> <p>HE.1.B.4.3 Tell about ways to respond when in an unwanted, threatening, or dangerous situation.</p>	<p>The students will be able to identify trusted adults and professionals.</p> <p>The students will be able to identify where to find trusted adults and professionals.</p> <p>The students will be able to describe how to make a health related decision individually or with assistance.</p>	<p><u>Moodle Health Lesson Available:</u></p> <ul style="list-style-type: none"> Identifying Trusted Adults (Lesson on Moodle is called Trusted Adults) Decision Making Skills <p>Lesson not found</p> <ul style="list-style-type: none"> 5 Minute Health: Skill -Builders question(s)- Module D 	<p><u>Identifying Trusted Adults</u> Trusted Adults Handout</p> <p>What Should You Do? Handout</p> <p><u>Decision Making Skills</u> Drawing of making safe decisions. Students should be able to draw a picture that shows Johnny and Sara making a safe decision. Examples include the children telling a trusted adult that they need help, is can show them leaving the area with the bottle, it can show an X over the dangerous object.</p>	<p>LAFS.1.SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups..</p>

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Module D	Emotional Health	<p>Core Concepts (CC) HE.1.C.1.5 Identify the correct names of human body parts.</p> <p>Accessing Information (AI) HE.1.B.3.2 Identify trusted adults and professionals who can help promote health.</p> <p>Interpersonal Communication (IC) HE.1.B.4.1 Identify healthy ways to express needs, wants, and feelings.</p> <p>HE.1.B.4.3 Tell about ways to respond when in an unwanted, threatening, or dangerous situation.</p>	<p>The students will be able to identify an appropriate (good) touch vs. an inappropriate (bad) touch.</p> <p>The students will be able to say “no” if a good touch becomes a bad touch.</p> <p>The students will be able to identify their private parts.</p> <p>The students will be able to identify who to tell if they experience a bad touch.</p> <p>The students will be able to say the Touching Rule.</p>	<p>Moodle Health Lesson Available:</p> <ul style="list-style-type: none"> • Good Touch/Bad Touch • The Touching Rule • 5 Minute Health: Skill -Builders question(s)- Module D 	<p>Good Touch/Bad Touch Gather on carpet and share pictures/ writing of a good/bad touch.</p> <p>The Touching Rule Write about 3 trusted adults you could ask for help if you needed it and why you would go to them.</p>	<p>LAFS.1.SL.1.1 Ask and answer questions about key details in a text read aloud or information presented orally or through other media</p>

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Module D	Hazardous Products	<p>Core Concepts (CC) HE.1.C.1.4 Identify ways to prevent childhood injuries in the home, school, and community settings.</p> <p>HE.1.C.1.6 Identify Health Care Providers</p> <p>Accessing Information (AI) HE.1.B.3.1 Determine the meaning of warning labels and signs on hazardous products and places.</p>	<p>The students will be able to identify various warning labels and signs on hazardous products.</p> <p>The students will be able to explain the consequences of not following warning labels and signs on hazardous products.</p>	<ul style="list-style-type: none"> • I Know First Aid (coming soon) • Moodle Health Lesson Available: _Hazardous Products • 5 Minute Health: Skill -Builders question(s) – Module D 	<p>Use the hazardous products sort to assess student knowledge.</p>	<p>LAFS.1.SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups..</p>

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Module E	Senses	<p>Core Concepts HE.1.C.1.5 Identify the correct names of human body parts.</p> <p>Accessing Information (AI) HE.1.B.3.2 Identify trusted adults and professionals who can help promote health</p>	The students will be able to recognize and name parts of the body.	<p>Book</p> <ul style="list-style-type: none"> • Our Senses • Look, Listen, Taste, Touch, and Smell http://www.brainpopjr.com -senses; (4:46) • http://kidshealth.org/kid/htbw/htbw_main_page.html -How the Body Works • http://www.atozkidsstuff.com/senses.html -teacher resource • 5 Minute Health: Skill -Builders question(s) – Module E 	<p>In addition to class discussions see 5 Minute Health Skill Builder Questions for possible writing responses. Rate student understanding with Health Rubric.</p> <p>Draw and label Mr. Potato Head's senses.</p>	LAFS.1.SL.1.1 Ask and answer questions about key details in a text read aloud or information presented orally or through other media

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Module E	Internet Safety	<p>Core Concepts (IC) HE.1.C.1.1 Identify healthy behaviors.</p> <p>HE.1.C.1.4 Identify ways to prevent childhood injuries in the home, school, and community settings.</p> <p>Interpersonal Communication (IC) HE.1.B.4.3 Tell about ways to respond when in an unwanted, threatening, or dangerous situation.</p> <p>Self-Management (SM) HE.1.P.7.1 Tell about behaviors that avoid or reduce health risks.</p>	<p>The student will be able to identify the four rules of internet safety.</p> <p>The student will be able to pledge to stay safe on the internet.</p>	<p>Moodle Health Lesson Available:</p> <ul style="list-style-type: none"> • Internet Safety Lesson • 5 Minute Health: Skill -Builders question(s) – Module E 	<p>Responses from the internet safety worksheet.</p>	<p>LAFS.1.SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>

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Module E	Hygiene	<p>Core Concepts HE.1.C.1.1 Identify healthy behaviors.</p> <p>HE.1.C.1.3 Describe ways to prevent common communicable diseases.</p> <p>ADVOCACY (ADV) HE.1.P.8.1 Encourage others to make positive health choices.</p> <p>Decision Making HE.1.B.5.1 Describe situations when a health-related decision can be made individually or when assistance is needed.</p>	<p>The student will be able to practice and promote healthy habits that prevent illness or disease.</p> <p>The student will be able to appropriately cover sneezes.</p> <p>The student will be able to prevent germs from being spread to others.</p>	<p>Books</p> <ul style="list-style-type: none"> • I Keep Myself Healthy – pages 1-10 • When I'm Sick-kit • Wash Your Hands • Staying Well • Drinking Water <p>http://science-fair-projects.suite101.com/article.cfm/science_lessons_at_home-The_Germy_Potato-science_(hand_washing)</p> <p>Washing Hands/Colds and Flu http://www.brainpopjr.com/</p> <p>http://www.hygiene-educ.com/en/home.htm -activities, games and resources</p> <p>http://www.dettol.co.uk/mission-for-health-schools-teachers.php - games</p> <p>http://www.units4teachers.com/PDF/handwashing.pdf -whole unit on hand washing with songs and activities</p> <p>http://www.henrythehand.com/pages/content/index.html videos and songs, free and items to purchase</p> <ul style="list-style-type: none"> • 5 Minute Health: Skill -Builders question(s) – Module E 	<p>Create a poster showing a good hygiene rule.</p> <p>Sneezing Teacher observation of students using tissues while sneezing.</p>	<p><u>LAFS.1.SL.1.2</u> Ask and answer questions about key details in a text read aloud or information presented orally or through other media</p>

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Module E	Dental	<p>Core Concepts (CC) HE.1.C.1.6 Identify health-care providers.</p> <p>DECISION MAKING (DM) HE.1.B.5.3 Explain the consequences of not following rules/practices when making healthy and safe decisions.</p>	<p>The students will be able to practice and promote healthy habits that prevent illness or disease.</p>	<p>Book</p> <ul style="list-style-type: none"> • Dentists <p>http://hill.troy.k12.mi.us/staff/bnewingham/myweb3/indexdentist.htm Toothy Trivia Jeopardy Game</p> <p>http://www.colgate.com/app/Kids-World/US/Games-And-Activities.cvsp -games sponsored by Colgate</p> <p>http://www.brainpopjr.com/ -caring for teeth, going to the dentist, and losing a tooth</p> <p>http://www.teachingheart.net/teeth.html teacher resource-unit more links and pictures near end</p> <p>http://mysmilekids.com/ -interactive games</p> <p>http://www.morehealthinc.org/ --Super Smile: free program and speakers.</p> <p>Learn 360:</p> <ul style="list-style-type: none"> • -Dental Defenders • -Berenstain Bears Visit the Dentist • -Hygeine Routines: The Start of the Day <p>5 Minute Health: Skill -Builders question (s) – Module E</p>	<p>Create a graph that shows how many times you brush your teeth in one week.</p>	<p><u>LAFS.1.SL.1.1</u> Ask and answer questions about key details in a text read aloud or information presented orally or through other media</p>

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Module F	Anti-Drug	<p>HE.1.C.1.1 Identify healthy behaviors.</p> <p>Accessing Information (AI) HE.1.B.3.1 Determine the meaning of warning labels and signs on hazardous products and places.</p> <p>HE.1.B.3.2 Identify trusted adults and professionals who can help promote health.</p>	<p>The student will be able to use medication properly.</p> <p>The student will be able to tell what a medication is.</p> <p>The student will be able to identify different types of medications.</p>	<p>Book Taking Medicine</p> <p>Moodle Health Lesson Available:</p> <ul style="list-style-type: none"> Difference Between A Drug and Medicine 5 Minute Health: Skill -Builders question(s) – Module F 	<p>In addition to class discussions see 5 Minute Health Skill Builder Questions for possible writing responses. Rate student understanding with Health Rubric.</p> <p>Pass out the Handout 3 and ask students to write about the type of medicine in the picture, how the medicine can help someone, and a safety rule for taking the medication.</p>	<p>LAFS.1.SL.1.1 Ask and answer questions about key details in a text read aloud or information presented orally or through other media</p>
		<p>Core Concepts (CC) HE.1.C.1.1 Identify healthy behaviors.</p> <p>Analyzing Influences (INF) HE.1.C.2.1 Identify how children learn health behaviors from family and friends.</p>	<p>The student will be able to recognize the benefits of exercise.</p> <p>I can identify and practice good health habits.</p>	<p>Physical Activity Breaks on Moodle</p> <p>Books</p> <ul style="list-style-type: none"> Being Active What Happens When We Exercise Bend and Stretch From Head to Toe Get Moving <p>http://classroom.kidshealth.org/index.jsp?Grade=pk&Section=personal –lesson plans and worksheets</p> <p>http://kidnetic.com/ -Move the Core interactive movements</p> <p>5 Minute Health: Skill -Builders question(s) – Module F</p>	<p>Plan and share a 2-3 minute Physical Activity Break.</p>	<p>LAFS.1.SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups..</p>

Grade 1- Health Education Curriculum Guide

Module	Units	Learning Goals	Student Outcome	Resources	Unit Task Assessment	Supported Florida Standard
Module F	Water/ Sun Safety	<p>Core Concepts (CC) HE.1.C.1.1 Identify healthy behaviors.</p> <p>HE.1.C.1.4 Identify ways to prevent childhood injuries in the home, school, and community settings.</p> <p>HE.1.C.2.4 Recognize health consequences for not following rules.</p> <p>Analyzing Influences (INF) HE.1.C.2.3 Identify what the school and community do to support personal health practices and behaviors.</p> <p>Accessing Information (AI) HE.1.B.3.1 Determine the meaning of warning labels and signs on hazardous products and places.</p> <p>Self-Management (SM) HE.1.P.7.1 Tell about behaviors that avoid or reduce health risks.</p>	The student will be able to distinguish behaviors that are safe from those that are risky and make choices that avoid or reduce risks.	<ul style="list-style-type: none"> • *Play It Safe kit, *Thematic unit-Safety booklet *if available* • Learn 360 videos • http://www.beachhunter.net/download/floridabeachsafety_v2.pdf - teacher resource-Florida specific water/sun safety • 5 Minute Health: Skill -Builders question(s) – Module F 	Write five things you need to do to be safe when playing near the water.	LAFS.1.SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.