

Independent School District of Boise City

Health 2

District Course # 2005

Course Description

Health at the elementary level will explore concepts in five main areas: Healthy lifestyles, risk taking behavior, communication skills, consumer health, and mental and emotional wellness. A team composed of the classroom teacher, the counselor, the nurse, and the PE specialist will teach the curriculum. State standards are imbedded throughout the course and guide its instructional objectives.

Adopted Materials

Website: HealthTeacher.com

Title: Health

Authors: Giarrantano-Russell & Lloyd-Kolkin

Publisher: McGraw Hill

Course Scope for Teachers

- Unit No. 1** Healthy Lifestyles
- Unit No. 2** Communications Skills for Healthy Relationships
- Unit No. 3** Consumer Health
- Unit No. 4** Community Health Workers
- Unit No. 5** Mental and Emotional Wellness

Course Scope for Counselors

- Unit No. 1** Conflict Management
- Unit No. 2** Safe Choices

Course Scope for Nurses

- Unit No. 1** Health and Illness

Course Scope for PE

- Unit No. 1** Exercise and Fitness

Health 2 (Teacher)	District Reference 2005
Unit No. 1 Healthy Lifestyles	Time Frame 2-3 weeks

Instructional Objective 2005.01 Learn the essential skills for a safe and healthy life.		Standard Reference 787.01	
No.	Performance Objective	HealthTeacher Lessons	Text
01	Identify household substances that are not safe to eat, drink, touch, or inhale.	You Can't Tell by Looking How You Can Prevent Fires Keep Away From Poison Avoiding Weapons	Ch 9, L 28
02	Identify safety rules for outdoor activities.	How You Can Prevent Fires Use Your Head – Use Your Helmet! Avoiding Weapons Staying Safe Staying Safe Around Electricity Play Safe	Ch 9, L 29
03	Name common fire hazards and safety rules to follow in an emergency.	The Environment and the Community Stop, Drop and Roll How You Can Prevent Fires Getting Help Staying Safe Around Electricity	Ch 9, L 30 Fire Safe House
04	Know important safety procedures to follow when alone.	How You Can Prevent Fires Avoiding Weapons Staying Safe Getting Help Treating Minor Wounds and Burns	Ch 9, L 31
05	Explain when to use first-aid procedures and how to call for help if necessary.	Getting Help Treating Minor Wounds and	Ch 9, L 33

		Burns	
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Instructional Objective 2005.02 Understand the reasons for wise food choices.		Standard Reference 787.01	
No.	Performance Objective	HealthTeacher Lessons	Text
01	Learn why food is important for our bodies.	My Incredible Machine Nutrients and Food Groups The Most Important Meal of the Day Food Labels Follow Your Food I'm No Bonehead!	Ch 5, L 16
02	Learn to recognize foods importance in the food pyramid.	Nutrients and Food Groups The Fruit Group Follow Your Food	Ch 5, L 17
03	Learn why a variety of food is important.	My Incredible Machine Nutrients and Food Groups The Fruit Group Favorite Foods Food Labels	Ch 5, L 18
04	Learn how to make wise choices for snacks.	My Incredible Machine The Fruit Group Favorite Foods Food Labels Food Packages	Ch 5, L 19

Instructional Objective 2005.03 Understand some of the ways that people grow and change.		Standard Reference 787.01	
No.	Performance Objective	HealthTeacher Lessons	Text
01	Identify ways that you have changed over time.	Growth and Development	Ch 2, L 5

02	Explain how bones and muscles help the body move.	Pump Them Up! I'm No Bonehead!	Ch 2, L 6
03	Know the five senses and the organ used for each.	Care of Eyes and Ears	Ch 2, L 7
04	Identify physical changes that occur in the human body when a person ages.	Growth and Development	Ch 2, L 8

Instructional Objective 2005.04 Understand that families can vary.		Standard Reference 787.01	
No.	Performance Objective	HealthTeacher Lessons	Text
01	Identify responsibilities of family members.	Responsibility Family Connections	Ch 4, L 13
02	Identify member of individual families.	Family Connections	Trade Books
03	Explain ways that family membership changes.	Family Connections	Trade Books

Health 2 (Teacher)	District Reference 2005
Unit No. 2 Communications Skills for Healthy Relationships	Time Frame 1 week

Instructional Objective 2005.05 Understand how communication skills enhance health.		Standard Reference 789.01	
No.	Performance Objective	HealthTeacher Lessons	Text
01	List healthy ways to work and play with others.	Dealing with a Bully How to Listen Conflict Resolution Play Safe	Ch 3, L 10
02	Distinguish between healthy and unhealthy influences of friends.	People We Admire	Ch 3,

		Friends Real Friends Protect Us	L 10
03	Name characteristics of good friends.	People We Admire Friends How to Listen Real Friends Protect Us	Ch 4, L 14 Trade Books

Health 2 (Teacher)	District Reference 2005
Unit No. 3 Consumer Health	Time Frame 1 week

Instructional Objective 2005.06 Know the products and services that promote a healthy lifestyle.		Standard Reference 790.01	
No.	Performance Objective	HealthTeacher Lessons	Text
01	Name good grooming products used for personal hygiene.	Yikes, Lice! Dental Care	Ch 1, L 1
02	Identify products that care for the eyes, ears, and skin.	Safe in the Sun Care of Eyes and Ears	Ch 1, L 4
03	Become familiar with the parts of a health product label.	You Can't Tell by Looking	

Health 2 (Teacher)	District Reference 2005
Unit No. 4 Community Health Workers	Time Frame 1 week

Instructional Objective 2005.07 Identify community health workers and their roles.		Standard Reference 790.01	
No.	Performance Objective	HealthTeacher Lessons	Text

01	Describe the healthcare workers who help protect the health of people in the community.	Looking at Medicine Labels Well-care Visits Be Smart, Don't Start!	Ch 10, L 34
02	Discuss what happens at hospitals, pharmacies, and clinics.	Looking at Medicine Labels Well-care Visits	Ch 10, L 34
03	Identify school employees who contribute to healthful living. (Nurse, Custodian, Counselor)	Over-the-Counter & Prescription Medicines Staying Safe Looking at Medicine Labels Be Smart, Don't Start!	Trade Books Multimedia

Health 2 (Teacher)	District Reference 2005
Unit No. 5 Mental and Emotional Wellness	Time Frame 1 week

Instructional Objective 2005.08 Understand the benefits of exercise and how it effects mental and emotional health.		Standard Reference 791.01	
No.	Performance Objective	HealthTeacher Lessons	Text
01	Name some physical fitness skills.	Physical Activity is Good for Me Warm Up and Cool Down	Ch 6, L 21
02	Identify some short term and long term effects of physical activity.	My Incredible Machine Physical Activity is Good for Me Influences on Activity Warm Up and Cool Down The Beat Goes On Pump Them Up! Breathe In Breathe Out	Ch 6, L 20
03	Describe the relationship between physical activity and emotional health.	My Incredible Machine Physical Activity is Good for Me Influences on Activity	Ch 3, L 12

		Bossy Brain	
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Health 2 (Counselor)	District Reference 2005
Unit No. 1 Conflict Management	Time Frame 2-3 hours

Instructional Objective 2005.01 Identify ways to show respect for the feelings of self and others.		Standard Reference 787, 789, 791	
No.	Performance Objective	HealthTeacher Lessons	Text
01	Identify personal emotions and how they are expressed in a positive way.	Dealing with a Bully Feelings Conflict Resolution	Counselor Curriculum
02	Appreciate consequences of behavior choices.	Drugs & Goals Don't Mix Responsibility	Counselor Curriculum
03	Identify ways to show respect for self and others.	Dealing with a Bully Conflict Resolution	Counselor Curriculum
04	Introduce friendship skills.	Friends How to Listen	Counselor Curriculum
05	Identify actions that relate to emotions.	Feelings Friends	Counselor Curriculum
06	Recognize that people are unique and worthwhile both physically and emotionally.	I'm Unique	Counselor Curriculum

Health 2 (Counselor)	District Reference 2005
Unit No. 2 Safe Choices	Time Frame 2-3 hours

Instructional Objective 2005.02 Recognize and respond appropriately to health and safety risks.		Standard Reference 787, 788, 789, 791	
No.	Performance Objective	HealthTeacher Lessons	Text
01	Identify tobacco, alcohol, medicines, and other drugs.	You Can't Tell by Looking Keep Away From Poison	Counselor Curriculum
02	Identify at-risk behaviors, temptations, and consequences for one's behaviors.	Drugs & Goals Don't Mix Avoiding Weapons Be Smart, Don't Start!	Counselor Curriculum
03	Demonstrate refusal skills.	Hazardous to My Health Avoiding Weapons Real Friends Protect Us	Counselor Curriculum
04	Examine decision-making skills.	Hazardous to My Health Reusing Waste Materials Keep Away From Poison Use Your Head – Use Your Helmet! Avoiding Weapons Staying Safe Getting Help Real Friends Protect Us	Counselor Curriculum
05	Identify safe and unsafe environments.	The Environment and the Community Ready to Recycle! Keep Away From Poison Avoiding Weapons Staying Safe	Counselor Curriculum

Health 2 (Nurse)	District Reference 2005
Unit No. 1 Health and Illness	Time Frame 30 minutes

Instructional Objective 2005.01 Recognize body signals that indicate sickness or wellness and recognize ways that illnesses are spread.		Standard Reference 787.01, 788.01	
No.	Performance Objective	HealthTeacher Lessons	Text
01	Discuss common symptoms of illness.		Ch 7, L 22 Nurses Curriculum
02	Identify ways that germs are spread.	Healthy Habits	Ch 7, L 22 Nurses Curriculum
03	Describe how germs enter the body.	Healthy Habits	Ch 7, L 23 Nurses Curriculum
04	List things to do to avoid getting or spreading an illness.	Healthy Habits Storing Foods	Ch 7, L 23 Nurses Curriculum
05	List positive health habits.	Nutrients and Food Groups The Most Important Meal of the Day Healthy Habits Our Bodies Need Water Safe in the Sun Dental Care	Ch 7, L 23 Nurses Curriculum

Examples of activities for instructional objectives:

2005.01 Learn the essential skills for a safe and healthy life.

- Have students identify and list products at home that are not safe to eat, drink, touch, or inhale.
- Make a list of emergency phone numbers to place by telephone at home, and role play how to make a 911 phone call.
- Take a field trip to a fire station or visit the Fire Safe House.
- Role play situations about safe behavior when home alone.
- Know how to use the items in a simple first aid kit.

2005.02 Understand the reasons for wise food choices.

- Make a giant food pyramid in the classroom using magazine pictures of food.
- Have a healthy snack day. Students bring samples of healthy snacks to share with others.
- Students design a healthy meal on a paper plate using magazine pictures or their own drawings.

- Students will keep a record of everything they have eaten for one day. Compare with the recommended servings on the food pyramid.

2005.03 Understand some of the ways that people grow and change.

- Create a bulletin board with each child's baby picture. Students will "match" the students with their pictures.
- Interview a senior citizen or invite grandparents in to share their experiences, and how they have changed, with the class. (This could be tied in with Grandparent's Day events.)
- Have children draw a picture of how they looked in the past, how they look now, and a picture of how they'll look in the future.
- Read a trade book about families, such as How Old is Old? by Ann Combs, Wilfred Gordon McDonald Partridge by Mem Fox, or The Song and Dance Man by Karen Ackerman.

2005.04 Understand that families can vary.

- Have children draw a picture of their family/families and label the names of each member.
- List household rules and chores for each member in their family/families.
- Read a trade book such as Nana Upstairs, Nana Downstairs by Tomie de Paola, My Rotten Redheaded Brother by Patricia PollaCounselor Curriculumo, When the Relatives Came by Cynthia Rylant.

2005.05 Understand how communication skills enhance health.

- Use the Conflict Resolution/Peace Wheel to role play ways they can problem solve various situations which may arise at school.
- Role play ways to give and aCounselor Curriculumept compliments and apologies.
- Read a trade book such as Best Friends by Steven Kellogg, Frog and Toad Are Friends by Arnold Lobel, Popcorn Dragon by Jane Thayer, or other books on friendship.
- Write a "friendship" recipe listing qualities that make a good friend.

2005.06 Know the products and services that promote a healthy lifestyle.

- Cut advertisements from magazines or newspaper of grooming products such as toothpaste, floss, shampoo, hairbrushes, etc.
- Class visit by a dentist or field trip to dentist's office.
- Read trade book, Doctor DeSoto, by William Steig.
- Make a transparency of the label on a health product. Practice reading and study parts.
- Make class chart with products to stay safe in the sun such as sunscreen, sunglasses, and a hat.

2005.07 Identify community health workers and their roles.

- Take a field trip to the hospital or doctor's office.
- Invite health care workers, (nurse, counselor, custodian, etc.) to visit classroom.
- Children illustrate and share pictures of health workers.

2005.08 Understand the benefits of exercise and how it effects mental and emotional health.

- Have a classroom "Olympics" with fitness skills and award medals. (Can integrate with mathematics.)
- Take a heartbeat rate with body at rest and after exercise.
- Discuss in small groups, then share with the class how to manage stress and how physical activity helps our overall health.