

KPBSD Revised 2014

First Grade Health Curriculum

Quarter 1- Unit 1 Safety, Family, and Social Health	Great Body Shop/Common Sense Media														
<p>Big Ideas:</p> <ul style="list-style-type: none"> - Everyone has the responsibility and the right to be safe. - Being safe helps our minds and bodies stay healthy. - Every person is unique, important, and deserves respect. <p>Essential Questions:</p> <ul style="list-style-type: none"> - How can I keep myself and others safe? - How do I show respect to myself and others? - How do I know if I'm being bullied? - Who are the responsible adults that I know and who can help me when I am in need? <p>Skills:</p> <ul style="list-style-type: none"> - I can define and recognize bullying behavior. - I can identify responsible adults and know how to communicate with them for safety in my home, school, and community. - I can demonstrate awareness of personal space and respect the boundaries of myself and others through words and actions. - I can say "no" to unsafe behavior (i.e. touch). <p>Standards: <i>CDC: 4,5,7,8</i> <i>AK Health: A, B,C,D</i> <i>Alaska ELA Standards: 1.RL.3,6,10; 1.RI.1,4,5; 1.W.1,2,3; 1.SL.1,3,</i></p>	<p>Class rules, responsibilities – (PBIS)</p> <p>GBS (1) Look Out</p> <ul style="list-style-type: none"> L1. Look Out L2. Be Careful When You Play L3. Fire Can Hurt You (optional) L4. Who Knows the Rules <p>GBS (6) Happy, Sad, and In Between</p> <ul style="list-style-type: none"> L1. We Have Many Feelings L2. Talking Helps Me Feel Better L3. Cool Dude Gets Mad L4. My Body is Private* <p>*Required</p> <p>Common Sense Media <u>Screen Out the Mean</u></p> <p>Essential Vocabulary</p> <table border="0"> <tr> <td>Careful</td> <td>Internet</td> </tr> <tr> <td>Careless</td> <td>Online</td> </tr> <tr> <td>Community</td> <td>Predicting</td> </tr> <tr> <td>Community helper</td> <td>Private (parts)</td> </tr> <tr> <td>Exit</td> <td>Safe touch</td> </tr> <tr> <td>Drill</td> <td>Unsafe touch</td> </tr> <tr> <td>Confusing</td> <td></td> </tr> </table> <p>Assessment: Performance Assessment (GBS 1)</p>	Careful	Internet	Careless	Online	Community	Predicting	Community helper	Private (parts)	Exit	Safe touch	Drill	Unsafe touch	Confusing	
Careful	Internet														
Careless	Online														
Community	Predicting														
Community helper	Private (parts)														
Exit	Safe touch														
Drill	Unsafe touch														
Confusing															

Unit 2 Nutrition, Growth, Hygiene, and Fitness	Great Body Shop/Common Sense Media																		
<p>Big Ideas:</p> <ul style="list-style-type: none"> - Our bodies are comprised of a series of organs that work in systems. - Our bodies require oxygen, water, and nutrition to function. - Daily activity is essential to our health. <p>Essential Questions:</p> <ul style="list-style-type: none"> - How do healthy behaviors affect the parts of my body? - What is the proper fuel for my body so it performs at its best? <p>Skills:</p> <ul style="list-style-type: none"> - I can describe what my body needs to function at its best (good nutrition and water). - I can identify the basic food groups (grains, vegetables, fruits, milk, meat/beans). - I can identify different parts of my body (heart, lungs, bone, teeth, skull, etc...). - I can explain the importance of daily physical activity and how it affects my body. <p>Standards: <i>CDC: 4,5,6,7,8</i> <i>AK Health: A, B,C</i> <i>Alaska ELA Standards: 1.RL.3,6,10; 1.RI.1,4,5; 1.W.1,2,3; 1.SL.1,3,5</i></p>	<p>GBS (2) Head To Toe L1. Head to Toe L2. Blood Goes Around and Around</p> <p>GBS (3) Why Do We Eat L1. Why Do We Eat L2. Food in Your Body L3. What is Healthful Food L4. Which Foods to Choose</p> <p>GBS (9) How I Breathe L1. How I Breathe L2. Don't Hurt Your Lungs L3. Runny Nose, Stuffy Nose L4. Breathing Faster, Breathing Slower</p> <p>Essential Vocabulary</p> <table border="0"> <tr> <td>Food</td> <td>Oxygen</td> <td>Organ</td> </tr> <tr> <td>Fuel</td> <td>Lungs</td> <td>Muscle</td> </tr> <tr> <td>Energy</td> <td>Asthma</td> <td>Senses</td> </tr> <tr> <td>Waste</td> <td>Heart</td> <td>Bloodstream</td> </tr> <tr> <td>Digestion</td> <td>Bone</td> <td>Stomach</td> </tr> <tr> <td>Nutrients</td> <td>Allergy</td> <td>Blood</td> </tr> </table> <p>Assessment: Performance Assessment (GBS 2, 3 and 9)</p>	Food	Oxygen	Organ	Fuel	Lungs	Muscle	Energy	Asthma	Senses	Waste	Heart	Bloodstream	Digestion	Bone	Stomach	Nutrients	Allergy	Blood
Food	Oxygen	Organ																	
Fuel	Lungs	Muscle																	
Energy	Asthma	Senses																	
Waste	Heart	Bloodstream																	
Digestion	Bone	Stomach																	
Nutrients	Allergy	Blood																	

Unit 3 Community and Environmental Health	Great Body Shop/Common Sense Media												
<p>Big Ideas:</p> <ul style="list-style-type: none"> - Visits from health care providers can help us stay strong and healthy (or help us get better if we don't feel well). - Outside factors can influence our health. - Computers and other digital devices can be used safely with trusted adult supervision. <p>Essential Questions:</p> <ul style="list-style-type: none"> - What are outside factors that influence our health (i.e. advertising, commercials)? - How do health care providers help me stay healthy? - Who can help me use technology safely? <p>Skills:</p> <ul style="list-style-type: none"> - I can identify health care providers who can help me stay healthy. - I can identify outside factors that influence my health. - I can identify a responsible adult to help me use technology safely. <p>Standards: <i>CDC: 1,3,5,7,8</i> <i>AK Health: A,B,C,D</i> <i>Alaska ELA Standards: 1.RL.3,6,10; 1.RI.1,4,5; 1.W.1,2,3; 1.SL.1,3,5</i></p>	<p>GBS (4) All About Medicines</p> <ul style="list-style-type: none"> L1. All About Medicines L2. Who Can Give Medicine L3. What Does Medicine Do L4. Medicine Can Mean Trouble <p>GBS (5) Talk and Listen</p> <ul style="list-style-type: none"> L1. How Do We Talk? How Do We Listen? L2. We Talk and Listen L3. People Talk in Many Ways L4. Tell How You Feel <p>Essential Vocabulary</p> <table border="0"> <tr> <td>Medicine (prescription)</td> <td>Tongue</td> </tr> <tr> <td>Pharmacist</td> <td>Teeth</td> </tr> <tr> <td>Thermometer</td> <td>Ear</td> </tr> <tr> <td>Microscope</td> <td>Lips</td> </tr> <tr> <td>Germ</td> <td>Voice Box</td> </tr> <tr> <td>Brain</td> <td>Trustworthy</td> </tr> </table> <p>Common Sense Media Staying Safe Online</p> <p>Assessment: Performance Assessment (GBS 4 and 5)</p>	Medicine (prescription)	Tongue	Pharmacist	Teeth	Thermometer	Ear	Microscope	Lips	Germ	Voice Box	Brain	Trustworthy
Medicine (prescription)	Tongue												
Pharmacist	Teeth												
Thermometer	Ear												
Microscope	Lips												
Germ	Voice Box												
Brain	Trustworthy												

Unit 4 Injury, Disease Prevention, and Community Awareness	Great Body Shop/Common Sense Media												
<p>Big Ideas:</p> <ul style="list-style-type: none"> - Making healthy choices helps to avoid unsafe situations. - We can stay healthy by practicing disease prevention. - Critical thinking helps us to make responsible choices for ourselves. <p>Essential Questions:</p> <ul style="list-style-type: none"> - How do I identify and avoid unsafe situations? - What is a disease and how can I prevent the spread of disease? - How can decision-making help to make healthy and safe choices? <p>Skills:</p> <ul style="list-style-type: none"> - I can describe the connection between personal choices and the positive and negative consequences that follow. - I can define disease and recognize how germs are spread. - I can identify unsafe situations. - I can demonstrate appropriate safety skills by following adult directions. <p>Standards: <i>CDC: 2,5,6,7,8</i> <i>AK Health: A,B,C,D</i> <i>Alaska ELA Standards: 1.RL.3,6,10; 1.RI.1,4,5; 1.W.1,2,3; 1.SL.1,3,5</i></p>	<p>GBS (7) Drugs Are Trouble</p> <ul style="list-style-type: none"> L1. What Are Drugs L2. No Smoking, Please L3. Drinking Hurts Your Thinking L4. Safe and Strong <p>GBS (8) Get Well Soon</p> <ul style="list-style-type: none"> L1. Getting Sick L2. Germs L3. Getting Better L4. Do Not Share Your Germs <p>Essential Vocabulary</p> <table border="0"> <tr> <td>Drug</td> <td>Germ</td> </tr> <tr> <td>Nicotine</td> <td>Communicable</td> </tr> <tr> <td>Illegal</td> <td>Alcohol</td> </tr> <tr> <td>Addicted</td> <td>Tobacco</td> </tr> <tr> <td>Trachea</td> <td>Cilia</td> </tr> <tr> <td>Choice</td> <td>Consequence</td> </tr> </table> <p>Assessment: Performance Assessment (GBS 7 and 8)</p>	Drug	Germ	Nicotine	Communicable	Illegal	Alcohol	Addicted	Tobacco	Trachea	Cilia	Choice	Consequence
Drug	Germ												
Nicotine	Communicable												
Illegal	Alcohol												
Addicted	Tobacco												
Trachea	Cilia												
Choice	Consequence												