

Kindergarten-Second Grade

Competencies

1. Comprehend concepts related to health promotion and disease prevention. (D, PH, N, H, C,)

4. Analyze the influence of culture, media, technology, and other factors on health. (C, N, CH, M, PH)

6. Demonstrate the ability to use goal-setting and decision-making skills to enhance health. (N, PH, H, S)

Integrated instruction	Grade/ Competency/ Objective	Suggested Teaching Strategies	Suggested Assessment Methods
Health English Science Math Social Studies	K 1c 1d 4a 6a 1 1b 4a 6a 2 1a 4a 6a 6b	Students will watch the "Food Fun-O-Rama" video from the Tickle Your Appetite: Team Nutrition's Education Kit for Child Care. Each student will be provided a slice of bread to make a face snack to eat with their hands. The teacher will emphasize that taste, touch, and smell help us to tell whether we like certain foods. Students will add facial features to their faces using various foods. Some examples could be dry cereal, bean dip, olives, and peanut butter for eyes. Banana slices may be used for the nose. Dry cereal or banana slices may be used to represent the ears. The blank face may also be made from bagels, tortillas, or rice cakes. Students should also notice how everyone's features are different. *Pictures of foods could be used on a paper plate as an alternate activity.	Participation rubric in Appendix D.

Second Grade

Competencies

1. Comprehend concepts related to health promotion and disease prevention. (D, C, PH, N, H)

4. Analyze the influence of culture, media, technology, and other factors on health. (C, N, CH, MH)

6. Demonstrate the ability to use goal-setting and decision-making skills to enhance health. (N, PH, H, S)

7. Students will demonstrate the ability to advocate for personal, family, and community health. (PH, C, N)

Integrated instruction	Grade/Competency/Objective	Suggested Teaching Strategies	Suggested Assessment Methods
Health Computer Math English	2 1a 4b 6b 7a	Students will access the interactive games on the website www.nutritionexplorations.org/kids/activities-main.asp . Little D's Nutrition Expedition interactive games will provide information based on nutrition. In the We Need All Five activity, students will learn the health benefits and foods in the Five Food Groups and learn a simple technique to help them understand why they need to eat from all Five Food Groups each day. Students will participate in a mystery story, set in the Kingdom of the Pyramid Palace, where they supply nouns, adjectives, verbs and nutrition information.	Participation rubric in Appendix D. Teacher observation and verbal feedback provided when needed.

Kindergarten -Second Grade

Competencies

1. Comprehend concepts related to health promotion and disease prevention. (D, PH, N, C, H)

3. Demonstrate the ability to practice health-enhancing behaviors and reduce health risks. (PH, S, F, D)

4. Analyze the influence of culture, media, technology, and other factors on health. (C, N, CH, M, PH)

6. Demonstrate the ability to use goal-setting and decision-making skills to enhance health. (N, PH, H, D, M, S)

7. Students will demonstrate the ability to advocate for personal, family, and community health.(PH, C, N)

Integrated instruction (with strands)	Grade/ Competency /Objective	Suggested Teaching Strategies	Suggested Assessment Methods
Health Math: Measurement Science: Life Language Arts: Speaking, Viewing, Listening	K 1d 3a 4a 6a 6b 6c 7a 1 1a 1b 3a 4a 4b 6a 7a 2 1a 1c 3d 4a 6b 6c 7a	The teacher will access the website www.mypyramid.gov to determine the requirements for male or female students in the appropriate grade. The teacher will give each student a copy of the individual daily requirements and the "How Much Do You Eat" handout from the www.usda.org/nibblesforhealth website. Students will discuss the types and amounts of foods needed for a healthy body. The handouts will be sent home for the parents to read. *Students may be allowed to access the internet themselves depending on the ability level and the availability of internet. Enrichment/Acceleration: Students will keep record of all food eaten. Students and teacher will discuss whether the student is eating what he/she should based on nutritional guidelines.	Participation rubric in Appendix D.

Kindergarten -Second Grade

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6. Demonstrate the ability to use goal-setting and decision-making skills to enhance health. (N, PH, H, D, M, S)

Integrated instruction	Grade/Competency /Objective	Suggested Teaching Strategies	Suggested Assessment Methods
Health Language Arts: Listening, Speaking, Viewing	K 1c 1d 6a 6b 6c 7a	Ask students how much sugar they put in coffee or tea. Start putting sugar in a glass and ask students to tell you when they would stop adding sugar to their beverages. Continue adding sugar to the glass until reaching 8-10 teaspoons. Hold the glass up and ask whether they would drink something poured into the glass with that much sugar.	Teacher feedback.
Science Life	1 1b 6a	Explain that this is the amount of sugar in one can of soda.	Completion of activity rubric in Appendix A.
Math: Data Analysis Predictions Measurement	2 1a 6a	The students will complete the "Be An All-Star" activity page. (www.usda.gov) Enrichment/Acceleration and Remediation: Teacher will request the presence of two guest speakers, a nurse and a dentist. Prior to the guest speakers, students will use the internet to determine how much sugar they should have per day. With teacher assistance students will also create a list of related questions to ask the speakers. The guest speakers will address the negative effects of	

		<p>consuming too much sugar.</p> <p>Students will evaluate the presentation and discuss and review key points in a teacher led discussion.</p>	
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Kindergarten-Second Grade

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1. Comprehend concepts related to health promotion and disease prevention. (D, PH, N, H, C,)

6. Demonstrate the ability to use goal-setting and decision-making skills to enhance health. (N, PH, H, S)

Integrated instruction (with strands)	Grade/ Competency/ Objective	Suggested Teaching Strategies	Suggested Assessment Methods
Health Science: Life Language Arts: Listening, Speaking, Viewing	K 1b 1d 6a 6b 1 1b 6a 2 1a 6a	<p>The teacher will ask the students to reflect on how their bodies have changed since they were babies. The teacher will explain how food helps their bones and muscles grow and stay strong, give them energy, and stay well. Students will complete the "What Foods Do You Need?" activity sheet obtained from the website www.americanheart.org. The teacher will discuss how carbohydrates, proteins, and fats aid the body. Foods will be displayed and the students will list the nutrients found in each. For the kindergarten level, the students can name how the food can help their body.</p> <p>Enrichment/Acceleration: Students will cut pictures of healthy foods from magazines. Students will bring three pictures of different developmental stages for example, infant, toddler, and kindergarten, from home. Teacher and students will use the pictures to create a bulletin board showing how eating nutritious</p>	<p>Participation rubric in Appendix D.</p> <p>Completion of activity sheet based on rubric in Appendix A.</p> <p>Teacher observation and verbal feedback provided when needed.</p>

		<p>foods contributes to healthy physical development.</p> <p>Remediation: In small groups, teacher and students will orally review key facts as necessary prior to bulletin board activity.</p>	
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Kindergarten-Second Grade

Competencies

1. **Comprehend concepts related to health promotion and disease prevention.**
(D, PH, M, S, N, C, H)

6. **Demonstrate the ability to use goal-setting and decision-making skills to enhance health.** (N, F, PH, H, D, M, S)

7. **Demonstrate the ability advocate personal, family, and community health.**
(C, PH, F, N)

Integrated instruction	Grade/ Competency / Objective	Suggested Teaching Strategies	Suggested Assessment Methods
Health Math: Measurement Science: Life Language Arts: Listening, Speaking, Viewing	K 1d 6a 6b 6c 7a 1 1b 6a 7a 2 1a 1c 6a 6b 6c 7a	<p>The teacher will measure the student's growth by the "Eating Smart Growth Chart." Every three months the student will place his/her growth on a page that is titled "My Growth Chart."</p> <p>The teacher and students will discuss healthy foods that help you grow. The teacher will also discuss foods that are popular for snacks that are not nutrient dense. The teacher will bring to class examples of healthy foods and unhealthy sugary, fat foods. Students will identify after the discussion, "healthy or unhealthy" when various foods are shown.</p> <p><i>Note: The "Team Nutrition Growth Chart" will be on the wall in the classroom for students' height to be measured.</i></p> <p>Enrichment/Acceleration: Students will attempt to grow two bean plants. Students will adequately feed and water one plant. Students will neglect the other. Students and teacher will draw parallels between healthy</p>	Participation rubric in Appendix D.

		<p>and unhealthy plants and students; the plant receiving the most water and nutrients will be the healthiest as will the child.</p> <p>Remediation: Students will draw a picture of a healthy and unhealthy person. Students will depict and explain how eating nutritious foods contributes to healthy development and eating unhealthy food impairs optimal development.</p>	
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		<p>Enrichment/Acceleration: Students will write a new ending to the story telling what the caterpillar learned from eating too much.</p> <p>Remediation: Students will use plastic food to demonstrate a healthy meal with appropriate portions.</p>	
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Kindergarten

Competencies

1. Comprehend concepts related to health promotion and disease prevention. (D, PH, N, H)

6. Demonstrate the ability to use goal-setting and decision-making skills to enhance health. (N, PH, H, S)

7. Understand the importance of demonstrating the ability to advocate for personal, family, and community health. (C, PH, F)

Integrated instruction	Grade/ Competency/ Objective	Suggested Teaching Strategies	Suggested Assessment Methods
Health Math Science English	K 1a 6b 6c 7a 7b	Each student will be provided a "Hearts on Parade" coloring activity page found at www.americanheart.org . The students will color the people in the picture as the teacher asks questions such as: "What do the people look like?", "Are they big?", and "How old are the people?". The teacher will encourage the students to discuss the different parts of the body that they can see and touch and the parts inside that they cannot see. Using the "Take A Look Inside of You!" visual from the www.americanheart.org website, the teacher will show the parts on the inside of the body. The teacher will read the story "What Am I" from the www.americanheart.org website and ask the students to place their hands on their chests in the location of their heart. The teacher will explain the importance of their beating hearts.	Rubric for completion of activity in Appendix A. Rubric for demonstration in Appendix B. Rubric for demonstration in Appendix B.

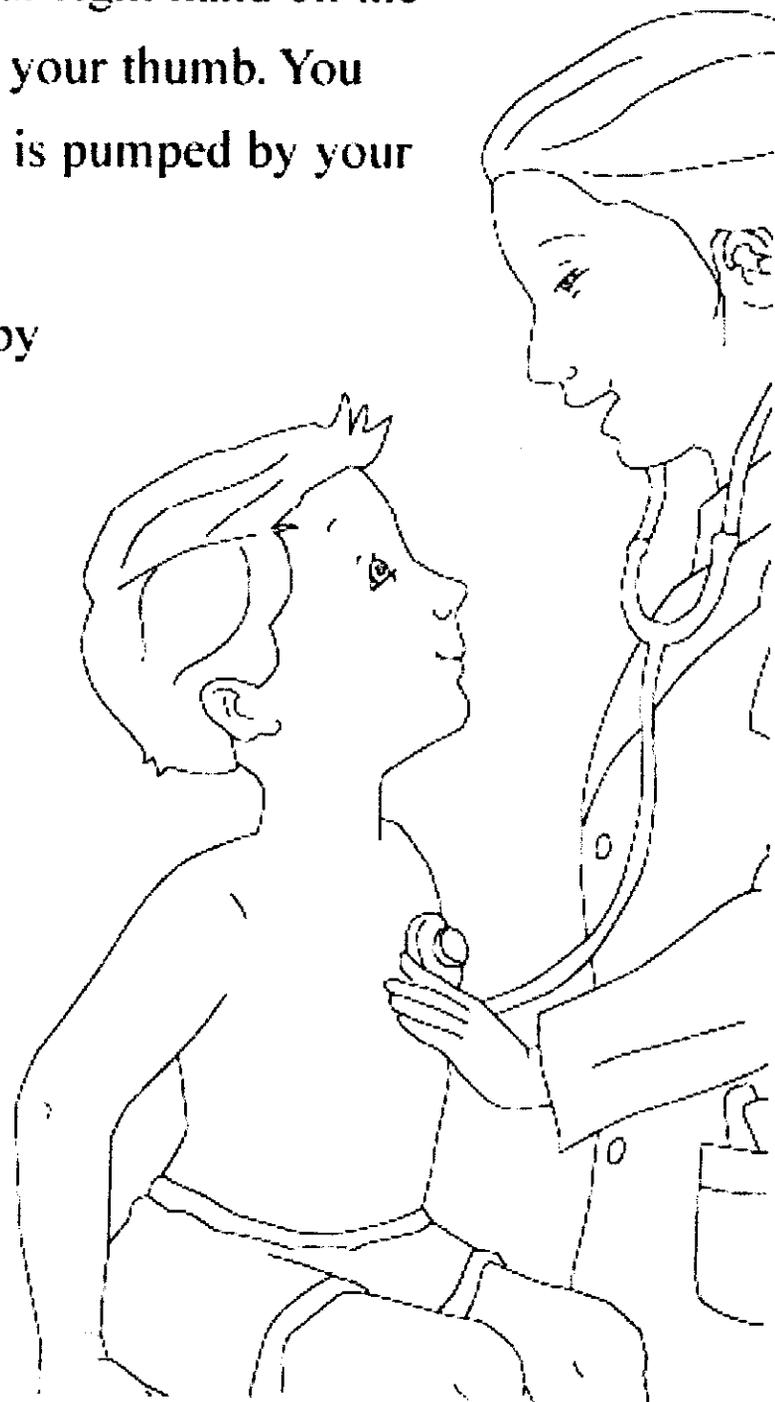
The next time you are doing something active, stop and put your hand on your chest. Do you feel your heart beating under your ribs? Your heart will beat faster when you have been running or jumping. When you rest, it will beat more slowly.

Now put the fingers of your right hand on the inside of your left wrist below your thumb. You can feel your blood move as it is pumped by your heart. That is your pulse.

When you get a checkup by a doctor, the doctor will use a stethoscope to listen to your heart. Maybe the doctor will let you listen to your heart through the stethoscope!

Thump—thump—thump.

It is a good idea to take care of your heart. Learning about your heart and what it needs can help keep you healthy now and when you are grown up, too.



Kindergarten -Second Grades

Competencies

1. Comprehend concepts related to health promotion and disease prevention. (D, PH, N, C, H)

6. Demonstrate the ability to use goal-setting and decision-making skills to enhance health. (N, PH, H, D, M, S)

7. Students will demonstrate the ability to advocate for personal, family, and community health.(PH, C, N)

Integrated instruction	Grade/ Competency/ Objective	Suggested Teaching Strategies	Suggested Assessment Methods
Health English Science Reading	K 1c 1d 6a 7a 1 1b 6a 7a 2 1a 6a 6b 7a	The teacher will discuss with the class about nutrients found in the foods we eat and how to find them on a nutrition label. The students will be able to determine between foods that are healthy and foods that are not healthy. The students will plan a healthy meal by labeling four pieces of poster board with breakfast, lunch, snack, and dinner. The students will then complete the "Making Healthful Choices" activity sheet. (www.americanheart.org)	Teacher observation and feedback. Demonstration rubric in Appendix B. Rubric for completion of activity in Appendix A.

Kindergarten -Second Grade

Competencies

1. **Comprehend concepts related to health promotion and disease prevention. (D, PH, N, C, H)**

4. **Analyze the influence of culture, media, technology, and other factors on health. (PH, CH, C, N, M)**

6. **Demonstrate the ability to use goal-setting and decision-making skills to enhance health. (N, PH, H, D, M, S)**

7. **Students will demonstrate the ability to advocate for personal, family, and community health.(PH, C, N)**

Integrated instruction (with strands)	Grade/ Competency/ Objective	Suggested Teaching Strategies	Suggested Assessment Methods
Health Language Arts: Listening, Speaking, Viewing Math: Measurement Number Sense	K 1d 4a 6a 6b 7a 1 1b 4a 6a 7a 2 1a 4a 6a 6b 7a	<p>Each student will receive three paper plates to draw food choices for breakfast, lunch, and supper. The students will discuss the details of their pictures and in which food groups they belong. The teacher will review the menus with the students and why they chose to eat certain foods for the meals. The teacher will make a bulletin board titled "Breakfast, Lunch, and Supper Favorites." The display will include one plate for each meal and a healthy snack. The students will determine which foods should be included on the bulletin board.</p> <p>Enrichment/Acceleration: Students will create a bar graph illustrating favorite healthy foods.</p>	Participation rubric in Appendix D.

		<p>Remediation: Students will label a blank food pyramid to identify foods belonging to each category. Teacher will review food pyramid and food groups if necessary.</p>	
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Kindergarten-Second Grade

Competencies

1. Comprehend concepts related to health promotion and disease prevention. (D, PH, N, H, C,)

6. Demonstrate the ability to use goal-setting and decision-making skills to enhance health. (N, PH, H, S)

7. Students will demonstrate the ability to advocate for personal, family, and community health. (PH, C, N, F)

Integrated instruction (with strands)	Grade/ Competency/ Objective	Suggested Teaching Strategies	Suggested Assessment Methods
Health Language Arts: Reading, Writing, Listening, Speaking, Viewing	K 1d 6a 6b 7a 1 1b 6a 7a 2 1a 6a 7a	In order to understand that eating a variety of foods keeps people healthy, the teacher will explain that similar foods are grouped together. Help the students will identify the four major food groups. Students will complete the " Food Pyramid Maze and the Food Group Activity on the "Food Fun" pages for grades K-2 from the American Heart Association. (www.americanheart.org) Students will also draw their favorite healthy food on the "Color Your Plate Activity." Students will be encourage to take the activity page home to their parents and discuss the warning signs of a heart attack and stroke, try the recipe, and try the super snack ideas after school. Enrichment/Acceleration: Students will orally create a list of reasons that their parents should purchase healthy snacks	Activity completion rubric in Appendix A.

		<p>and prepare healthy meals. Teacher will write the list for students. Students will use their list as well as information gained in class to try to persuade parents to prepare a healthy dinner (that evening after school). Students will report to class the next day the results of their attempts to influence meal planning.</p> <p>Remediation: Students will play a matching game to identify which foods belong in a particular food group. Students will write a short journal entry describing the importance of eating healthy. Younger students may illustrate this information. Can occur individually, in pairs, or in small groups.</p>	
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Kindergarten -Second Grade

Competencies

1. Comprehend concepts related to health promotion and disease prevention. (D, PH, N, C, H)

2. Demonstrate the ability to obtain valid health information and health promoting products and services. (C, S, CH, PH, N)

4. Analyze the influence of culture, media, technology, and other factors on health. (PH, CH, C, N, M)

6. Demonstrate the ability to use goal-setting and decision-making skills to enhance health. (N, PH, H, D, M, S)

Integrated instruction	Grade/ Competency/ Objective	Suggested Teaching Strategies	Suggested Assessment Methods		
Health Language Arts Listening, Speaking, Writing	K 1b	The teacher will use the DVD "Max's Magical Delivery-Fit For Kids" in the classroom. (www.ahrq.gov) Students will interactively respond to the messages about nutrition and physical activity portrayed on the screen. After viewing the DVD, students will complete the "Grab Quick and Easy Snacks" and "Balance Your Day With Food and Play" activity sheets in order to support the importance of proper nutrition and physical activity. (www.usda.gov)	Participation rubric in Appendix D.		
	1c				
	1d				
	2a				
	4a				
	6a				
	6b				
	6c				
	1 1b			Completion of activity rubric in Appendix A.	
	2c				
	4a				
	4b				
	6a				
	6b				
	6c				
	2 1a				Enrichment/Acceleration: Using information from the DVD, students will create a developmentally appropriate physical activity to engage in during recess or free time.
	1c				
	2c				
	4a				
	4b				
	6a				
6b	Remediation: Students will draw/illustrate three favorite after school physical activities.				
6c					

Kindergarten-Second Grade

Competencies

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(D, PH, M, S, N, C, H)

6. Demonstrate the ability to use goal-setting and decision-making skills to enhance health. (N, F, PH, H, D, M, S)

Integrated instruction	Grade/Competency/Objective	Suggested Teaching Strategies	Suggested Assessment Methods
Health Physical Education	K 1c 6a 1 1b 6a 2 1d 6b	<p>The teacher will present “Food Gives Us Energy to Move.” Refer to Team Nutrition attachment. The outdoor fitness fun may be used to give a “fitness break” between courses taught.</p> <p>Suggested activities: Tree Tag Jumping Jacks Walks</p> <p>When taking the walks, the teacher will discuss seasons of the year. The teacher will mention all the signs of the season while walking. The students will gather various signs of the seasons (leaves, acorns, flowers) and take them back to the classroom to glue to a page labeled with a specific season name.</p> <p>Enrichment: Students will create their own “fitness break” to share with class.</p> <p>Remediation: N/A</p>	<p>Participation in discussion. Refer to rubric in Appendix D.</p> <p>Display of Season Collection Teacher Feedback</p>

Food Gives Us Energy to Move!



Along with making food choices for a healthy diet, your child should learn that to have a strong body, he or she needs to do plenty of physical

activities. You can reinforce the tie between eating, energy, exercise, and good health with these movement activities for all ages.

Outdoor Fitness Fun

You know that children love to be outside, and doing an activity with you in the great outdoors makes the experience even more special. Try these fitness-fun ideas together.



■ Play tree tag.

You'll need streamers of different colors, such as yellow, blue, and red. Tie a streamer around each of several trees that are fairly close together. Choose a color, such as red, and stand next to a tree with a red streamer. Say another color, such as "Blue!" You and your child run to the tree with a blue streamer around it. Ask your child to shout another color—"Yellow!" Run to a tree with a yellow streamer. Continue taking turns naming a color and running to the appropriate tree each time until you both are ready to stop.

■ **Do jumping jacks outside.** Jumping jacks are a great exercise for improving your child's coordination. You don't have to worry about low ceilings or disturbing the neighbors downstairs—because you're doing your jumping jacks outside! Bring along a cassette recorder with lively music to listen to as you exercise. Or invite your child to help you count one-two/three-four/five-six, and so on. Before you start, ask your child to predict how high the number will go before you decide to stop. Be sure to quit before either of you gets overtired.

■ **Take walks together in every season.** For a quieter form of exercise, take walks with your child. Winter, spring, summer, or fall, there's always something interesting that you and your child can discover. Look for human and animal tracks in the snow; search for signs of spring in new flowers and buds on trees; spy interesting shadows on a sunny summer day; gather colorful leaves and acorns on a crisp autumn afternoon.

Household Chores Can Be Exercise, Too

Physical activity doesn't have to mean running, biking, or swimming. Many household jobs help to build strong bodies, too. Invite your child to help with the following activities. Be sure to supervise carefully:

- Raking leaves
- Shoveling snow
- Weeding the garden
- Harvesting the garden
- Vacuuming and sweeping
- Dusting furniture
- Washing windows inside

Let your child suggest ideas, too!

FITNESS TIPS

- Wear comfortable clothing and footwear when you exercise.
- Do simple stretches to loosen up the muscles before exercising.
- Don't overdo it! Stop when you or your child gets tired.
- Take deep breaths and cool down after you exercise.
- Drink plenty of liquids after you exercise, to replace water that your body loses when you sweat.



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Kindergarten-Second Grade

Competencies

1. Comprehend concepts related to health promotion and disease prevention. (D, PH, N, H, C,)
2. Demonstrate the ability to access valid health information and health-promoting products and services. (C, S, CH, PH)
3. Demonstrate the ability to practice health-enhancing behaviors and reduce health risks. (PH, S, D, F)
6. Demonstrate the ability to use goal-setting and decision-making skills to enhance health. (N, PH, H, S)
7. Demonstrate the ability to advocate for personal, family, and community health. (C, PH, F, N)

Integrated instruction	Grade/ Competency/ Objective	Suggested Teaching Strategies	Suggested Assessment Methods
Health English Science Math	K 1c 1d 2b 3b 6a 6b 7a 7b 1 1a 1b 2a 2c 3c 3d 6a 7a 2 1a 1c 2c 3d 6a 6b 7a	Each student will receive a copy of the "Milk Matters" coloring book distributed by the U. S. Department of Health and Human Services. The teacher will explain the importance of brushing teeth and visiting the dentist, the nutrients in milk, the importance of drinking milk, choosing milk instead of sodas, the importance of calcium, and other foods that contains calcium. The lessons may be split into a week long lesson. At the end of the lessons, the teacher will send the parents a copy of "Milk Matters-For Your Child's Health" and "Why Milk Matters Now" distributed by the U. S. Department of Health and Human Services National Institutes of Health.	Participation rubric in Appendix D.

Kindergarten-First Grade

Competencies

1. **Comprehend concepts related to health promotion and disease prevention. (D, PH, N, H, C,)**
2. **Demonstrate the ability to access valid health information and health-promoting products and services. (C, S,CH)**
3. **Demonstrate the ability to practice health-enhancing behaviors and reduce health risks. (PH, S, D, F)**
4. **Analyze the influence of culture, media, technology, and other factors on health. (M, PH, CH)**
7. **Demonstrate the ability to advocate for personal, family, and community health. (C, PH, F)**

Integrated instruction	Grade/ Competency/ Objective	Suggested Teaching Strategies	Suggested Assessment Methods
Health Language Arts: Listening, Speaking, Viewing Science: Life	K 1e 2a 2b 3a 4b 7b 1 1c 2b 2c 3b 3d 4b 7a	<p>The teacher will discuss the definition of medicine and describe its acceptable use. The teacher will review the rules for taking medicines, including whom to take medicines from. Students will cut pictures of medicines from magazines, demonstrating different types of medicines and how they can be used correctly. Student pages titled "What is Medicine" and "Who Can Give Me Medicine" can be obtained from www.healthteacher.com/lessonguides/alcohol.</p> <p>Enrichment/Acceleration: Students will create ten reasons that it is dangerous to self-medicate and/or accept medicine from strangers.</p> <p>Remediation: Students will describe appropriate person to prescribe medicine and explain why accepting medicine from strangers is dangerous.</p>	Completion of activity rubric in Appendix A.

Kindergarten-Second Grade

Competencies

- 1. Comprehend concepts related to health promotion and disease prevention. (D, PH, N, H, C,)**

- 4. Analyze the influence of culture, media, technology, and other factors on health. (M, PH, C)**

- 6. Demonstrate the ability to use goal-setting and decision-making skills to enhance health. (N, PH, H, S)**

Integrated instruction With Strands	Grade/ Competency/ Objective	Suggested Teaching Strategies	Suggested Assessment Methods
Health Science Life Science	K 1b 4a 6b 1 1a 4a 6b 2 1c 4a 6a	<p>The teacher will read the poem "It is So Still" to the class and ask if they have ever heard their heartbeat.</p> <p>(www.americanheart.org) The teacher will describe what happens when our heart beats and where it is located. Students will sing the song, "My Heart's Beating" to the tune of "Are You Sleeping, Brother John?"</p> <p>Students will attempt to take their pulse by putting the first and second fingers of one hand on the inside of the wrist of the thumb. The teacher will explain that what they are feeling is the blood being pumped by the heart through the arteries that lie close to the surface of the skin.</p> <p>Students will determine other locations on their body to take their pulse.</p> <p>Enrichment/Acceleration: Students will use a teacher approved website to research what happens to the heart/pulse as arteries become clogged.</p>	Verbal feedback.

		<p>Remediation: In pairs, students will locate the carotid artery on the neck of their partner. Students will lightly press and count the number of beats that occur in ten seconds. Students will use a teacher approved website to research the importance of the pulse.</p>	
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		Remediation: In small group discussion, students will discuss the main functions of the heart and determine why the organ is essential.	
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First -Second Grade

Competencies

1. Comprehend concepts related to health promotion and disease prevention. (D, PH, N, C, H)

2. Demonstrate the ability to obtain valid health information and health promoting products and services. (C, S, CH, PH)

6. Demonstrate the ability to use goal-setting and decision-making skills to enhance health. (N, PH, H, D, M, S)

Integrated instruction (with strands)	Grade/ Competency/ Objective	Suggested Teaching Strategies	Suggested Assessment Methods
Health Math: Number Sense Science: Life Language Arts: Listening, Viewing, Speaking	1 1a 1c 2a 2b 6b 6c 2 1c 2c 6c	The teacher will discuss the heart's function and how to find the pulse in the student's necks. Students will demonstrate counting their own pulse on the neck, as well as on the ankle, and wrists. The teacher will discuss the function of the lungs and heart and their importance to the entire body. Each student will stand up and begin with the heart and track the flow of blood on the outside of the body with their hand throughout the body back to the heart. Enrichment/Acceleration and Remediation: Students will orally review the path of blood flow and related body parts within this system. In groups, students will use modeling clay or play dough to create major body organs and demonstrate the path of blood flow through the body. Teacher will assist each group as necessary. Students will share products with other groups.	Observation of correct demonstration according to rubric in Appendix B. Teacher observation with positive verbal feedback.

		<p>Enrichment/Acceleration: Students will use a teacher approved website to research additional benefits from regular exercise.</p> <p>Remediation: Students will mime different types of exercise. Other students will try to guess the activity. The student that correctly guesses the activity will name the benefit.</p>	
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Kindergarten -Second Grade

Competencies

1. Comprehend concepts related to health promotion and disease prevention. (D, PH, N, C, H)

3. Demonstrate the ability to practice health-enhancing behaviors and reduce health risks. (PH, S, D, F)

4. Analyze the influence of culture, media, technology, and other factors on health. (M, C, N, CH, PH)

6. Demonstrate the ability to use goal-setting and decision-making skills to enhance health. (N, PH, H, D, M, S)

7. Understand the importance of demonstrating the ability to advocate for personal, family, and community health. (PH, C, N, F)

Integrated instruction	Grade/ Competency/ Objective	Suggested Teaching Strategies	Suggested Assessment Methods
Health English Art Science Math	K 1a 1c 3a 4a 6b 7a 1 1a 3b 4b 6c 7a 2 1b 3b 4a 4b 6a 6b 7b	The teacher will read the story, "Big News! Straight From the Heart" found on the www.americanheart.org website. Students will discuss the character and the symbol for no smoking in the story and make posters/signs to display in the classrooms and halls of the school to promote their messages of no smoking. Each class will have the opportunity to vote for their favorite poster.	Participation rubric in Appendix D.

Kindergarten- First Grade

1. Comprehend concepts related to health promotion and disease prevention. (D, PH, N, H)

3. Demonstrate the ability to practice health-enhancing behaviors and reduce health risks. (PH, S)

7. Understand the importance of demonstrating the ability to advocate for personal, family, and community health. (C, PH, F)

Integrated instruction (with strands)	Grade/ Competency/ Objective	Suggested Teaching Strategies	Suggested Assessment Method
Health Science: Life Language Arts: Reading, Writing, Listening, Speaking, Viewing	K 1b 3a 7a 1 1a 3b 7a	<p>Teacher will read the poem: "I'm choking. No joking. Like a bullfrog I'm croaking-cause somebody's smoking." The teacher will remind students how the heart pumps oxygen throughout the body and discuss the difference of breathing clean air versus breathing smoke. The teacher will discuss the risks of smoking and the harmful ingredients in cigarettes. On a large piece of paper, the teacher will write the title "Smoking." Each student will have the opportunity to tell what happens physically to people who are around cigarette smoke. After the discussion, students will be able to determine if smoking is a healthful choice or not.</p> <p>Enrichment/Acceleration: With teacher assistance, students will use the internet to research the physiological effects of inhaling smoke, specifically what causes</p>	Participation rubric in Appendix D.

		<p>the choking reaction. (Second activity requires parental/administrative consent) Students will write a letter to a local congressman petitioning a ban on smoking near children.</p> <p>Remediation: Students will describe three negative effects of smoking.</p>	
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