

Third-Fifth 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)

Integrated instruction	Grade/ Competency/ Objective	Suggested Teaching Strategies	Suggested Assessment Methods
Health English Science	3 1b 6a 6b 6c	<p>The teacher will read the poem "Gimme 5" (www.americanheart.org) and discuss what fruits and vegetables they eat, emphasizing juice is made from fruit. The teacher will discuss vitamins, minerals, fiber and carbohydrates found in fruits and vegetables. (See attachment for discussion topics) The students will complete the "Fruits and Vegetables Activity Sheet." (www.americanheart.org)</p> <p>The students will compete to see who will be the first to list the name of a fruit or vegetable that starts with each letter of the alphabet. For example: A is for asparagus. (www.dole5aday.com/Grownups/Fun/G_DidYouKnow.jsp) The students will track their intake of fruits and vegetables over the next seven days to achieve the "5 A Day Challenge". Each student will track their intake on the sheet found at www.dole5aday.com</p>	Participation rubric in Appendix D.
	4 1d 6d		Completion of activity rubric in Appendix A.
	5 1d 6a 6b 6c		Participation rubric in Appendix D. Completion of activity rubric in Appendix A.

		<p>Enrichment/Acceleration: Students will keep a journal of their eating habits for thirty days. Students will record how well they feel each day. Students will assess the results of eating well for one month and determine whether their actions will initiate a lifelong change in dietary habits. Students will use knowledge to persuade others to eat well.</p> <p>Remediation: Students will define and give examples of vitamins, minerals, fiber and carbohydrates to gauge comprehension prior to completing activities. Can occur individually, in pairs, or in small groups.</p>	
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Integrated instruction (with strands)	Grade/ Competency/ Objective	Suggested Teaching Strategies	Suggested Assessment Methods
Health Language Arts: Listening, Speaking, Reading, Writing Science: Life	3 1b 1d 6a 6b 4 1d 6c 5 1d 6b	<p>The teacher will ask 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. The students will complete the "What Foods Do You Need?" activity sheet obtained from the www.americanheart.org website. The teacher will discuss how carbohydrates, proteins, and fats benefit the body. Foods will be displayed and the students will list the nutrients found in each.</p> <p>Enrichment/Acceleration: Students will use information gained from previous activity to design dioramas depicting the relationship between healthy eating and optimal development. Projects may be displayed in hall.</p> <p>Remediation: Teacher will review important definitions as necessary orally with small groups prior to class project.</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>

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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, CH)

Integrated instruction	Grade/ Competency/ Objective	Suggested Teaching Strategies	Suggested Assessment Methods
Health	3 1b 1d 3b	The students will access the website www.mypyramid.gov and enter their individual information to determine the requirements for their own body. The students will also enter different levels of activities to note the difference in calorie requirements for the varied levels. The teacher will give each student a copy of the "How Much Do You Eat" handout from the www.usda.org/nibblesforhealth website. The class will use the Pyramid servings to compare how much they eat with how much they need to maintain a healthy body. The handouts will be sent home for the parents to use.	Completion of activity rubric in Appendix A.
Math:	4a		
Data	4b		
Analysis,	6a		
Number	6b		
Sense	7a		
Science:	4 1a		
Life	1d 3a 4a		
Language	4b		
Arts:	6a		
Reading,	6c		
Speaking,	6d		
Writing	7b 7c		
	5 1a 3a 3b 3c 4a 4b 4c 6a 6b 6c 7a 7b	Enrichment/Acceleration: Students and parents will track the student's daily intake of food	Participation rubric in Appendix D.

		<p>and compare what the student eats to what he/she should eat. Students will report results to class.</p> <p>Remediation: Students will draw the food pyramid and label each section according to types of food and recommended daily servings.</p>	
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