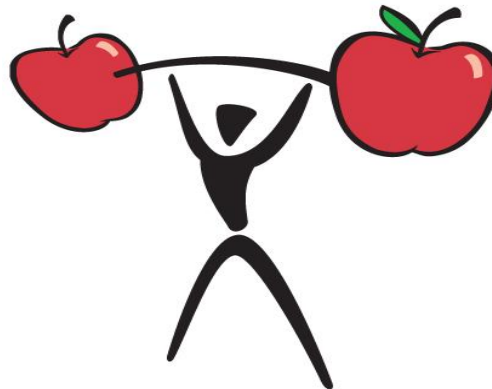


THIRD GRADE- FIFTH GRADE HEALTH EDUCATION OVERVIEW

Grade Third, Fourth, and Fifth Grade  
Personal Health Education and Wellness  
Curriculum

Scope and Sequence, Instructional Map, Resources



Shelby County Schools

2015 – 2016



In 2014, the Shelby County Schools Board of Education adopted a set of ambitious, yet attainable goals for school and student performance. The District is committed to these goals, as further described in our strategic plan, Destination 2025.

**By 2025,**

- **80% of our students will graduate from high school college or career ready**
- **90% of students will graduate on time**
- **100% of our students who graduate college or career ready will enroll in a post-secondary opportunity.**

In order to achieve these ambitious goals, we must collectively work to provide our students with high-quality, College and Career Ready standards-aligned instruction. Acknowledging the need to develop competence in literacy and language as the foundations for all learning, Shelby County Schools developed the Comprehensive Literacy Improvement Plan (CLIP) and the SCS Curriculum Maps for Arts Education.

Designed with the teacher in mind, the Health, Physical Education and Lifetime Wellness (HPELW) curriculum maps focus on teaching and learning in the domains of Perform, Create, Respond, and Connect. This map presents a framework for organizing instruction around the TN State Standards so that every student meets or exceeds requirements for college and career readiness. The standards define what to teach at specific grade levels, and the SCS HPELW Education curriculum maps provide guidelines and research-based approaches for implementing instruction to ensure students achieve their highest potentials.

The SCS HPELW Education curriculum maps are designed to create physically literate students by engaging them both individually and collaboratively in creative practices of applying, creating, communicating, collaborating and reflecting. To achieve these goals the curriculum maps were developed by expert arts teachers to reflect the conceptual framework of the four artistic processes: present, create, respond, and connect.

### **How to Use the HPELW Education Curriculum Maps**

The SCS HPELW Education curriculum maps are designed to help teachers make effective decisions about what content to teach and how to teach it so that, ultimately, our students can reach Destination 2025. Across all HPELW disciplines, this is generally reflected in the following quarterly framework:

Course description- This reflects the primary goals of the students to master basic skills and concepts that build upon previous knowledge which occurs as a result of physical activity.

State Standards: Students will be introduced to the following areas : movement, movement concepts, physical activity, fitness and personal/social responsibilities.

Essential Learnings: This section focuses on student outcomes and expectations

Effective Components of HPELW: This section provides State and Local laws,

Assessments: The educator will provide students with content, skill topics, SPIs and suggested timelines, with the appropriate assessment strategy; pre and post skill assessment, teacher observation, product and performance, self analysis, oral and or cognitive quizzes, fitness gram, pacer, student-lead peer modeling, peer observation and portfolio student growth measures.

Physical Education Vocabulary Terms: Educators are provided grade appropriate and content specific terminology used within a HPELW classroom

Essential Guiding Questions: Generally phrased similar to “I Can” statements, this portion identifies the specific performance indicators that are expected for students at a given time within the quarters/semester.

Tennessee-Shelby County Content Standards per grade band.

HPELW Quarterly Pacing Guides: SPIs, suggested timelines content skill, topic and task.

Sample Games and Activities with Literacy connections

Resources And Interdisciplinary Connections- In this column, teachers will find rich bodies of instructional resources/materials/links to help students efficiently and effectively learn the content. Additionally, there are significant resources to engage alignment with the Comprehensive Literacy Improvement Plan (CLIP) and HPELW activities are designed to strengthen authentic development of communication, listening, research, collaboration and content reading literacy in HPELW in supporting the District’ goals for improving student literacy.

Throughout this curriculum map, you will see high-quality activities, strategies and resources to support in ensure that students are able to reach the demands of the standards in the classroom. In addition to the resources embedded in the map, there are some high-leverage (technology, online)resources available for teacher use.

## National Standards for K-12 Physical Education

The goal of physical education is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity.

To pursue a lifetime of healthful physical activity, a ***physically literate individual\****:

- Has learned the skills necessary to participate in a variety of physical activities.
- Knows the implications and the benefits of involvement in various types of physical activities.
- Participates regularly in physical activity.
- Is physically fit.
- Values physical activity and its contributions to a healthful lifestyle.

**Standard 1.** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

**Standard 2.** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

**Standard 3.** The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

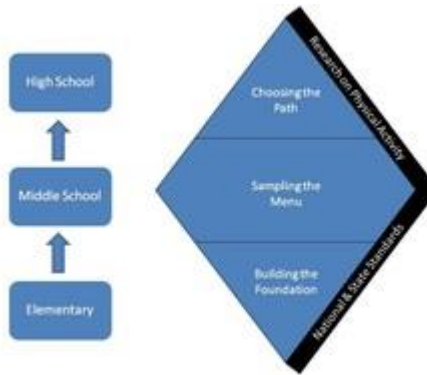
**Standard 4.** The physically literate individual exhibits responsible personal and social behavior that respects self and others.

**Standard 5.** The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

\* Adapted from NASPE. (2004). *Moving into the future: National standards for physical education* (2nd ed.). Reston, VA: Author, and Mandigo, J., Francis, N., Lodewyk, K., & Lopez, R. (2012). Physical literacy for physical educators. *Physical Education and Health Journal*, 75 (3), 27 - 30.

## Diamond Conceptual Framework: A K-12 Roadmap for Physical Education

The diamond shape helps illustrate the progression of skills and concepts taught in physical education, which are guided by national and state standards and research on physical activity and physical education.



Choosing the Path

- Students focus on and become competent in a few activities that they enjoy and will continue to participate in their lives.

Sampling the Menu

- Students learn specialized skills and concepts in a variety of activities.

Building the Foundation

- Students begin learning the fundamental skills and concepts needed to be successful in a variety of activities.

Students should first learn the fundamental skills needed to be successful in physical activities, just as they would need to learn to read before tackling Mark Twain. Next they should experience a variety of activities with the goal of finding a few they enjoy. We wouldn't want them to go through life thinking the only way to stay healthy and fit is by running, playing basketball, and/or lifting weights. Lastly, we want them to become proficient in a few chosen activities with the hope that they will continue to participate in them throughout their lives.

### Course Description

The primary goal for students 3<sup>rd</sup> -5<sup>th</sup> grade is to focus on the effective implementation of comprehensive health education as one of the eight components of Coordinated School Health. This curriculum is carefully designed to support schools, educators, families, and other stakeholders in helping students meet the National Health Education Standards' primary goal of health education: for students to adopt and maintain healthy behaviors.

### TN State Standards

1. Decision Making/ Goal Setting
2. Personal Hygiene
3. Body Systems
4. Physical Activity/ Rest /Healthy Living
5. Nutrition
6. Family Life
7. Human Growth
8. Emotional, Social, and Mental Health
9. Preventing Controlling Disease
10. Injury Prevention
11. Emergency Procedures
12. Safety Prevention
13. Inappropriate uses of Chemical Substances
14. Positive Self- Concept/ Interpersonal Relationships

### Assessments

- Teacher observation
- Teacher checklist
- Peer assessment
- Authentic/assessment
- Rubric

### Effective Components of an Elementary Physical Education Curriculum:

1. The National Health Education Standards established "health literacy" as the primary outcome of a comprehensive K-12 Health Education program.
2. The product of a successful health education program is not just a person who knows a lot about health topics, but a person who is: a critical thinker and problem solver who can apply decision-making and goal-setting skills within the context of health
3. A responsible, productive citizen who avoids behaviors that place his/her health or that of others at risk;
4. A lifelong learner who continues to grow in knowledge by gathering, analyzing, and applying accurate health information as his/her needs change throughout life.

### Essential Learnings:

1. The students will be able to demonstrate and/or explain basic hygiene and care of the body.
2. The students will be able to demonstrate and/or explain positive role models and friends
3. The students will be able to demonstrate and/or explain positive role models and friends
4. The students will be able to demonstrate and/or explain procedures for three keys to passenger safety.
5. The students will be able to demonstrate and/or explain the importance of healthy eating
6. The students will be able to demonstrate and/or explain the negative effects of chemical substances
7. The student will be able to demonstrate and/or explain the importance's of listening, assertive communication, decision-making and problem-solving skills

## Shelby County Schools TN State Content Standards for Health Education 3<sup>rd</sup> -5<sup>th</sup>

### **Standard 1.0: Decision Making/ Goal Setting**

The student will demonstrate the ability to implement decision making and goal setting skills to promote his/her personal health and wellness, thereby enhancing quality of life for himself/herself and those around him/her.

#### **Essential Learning**

- 1.1 define “choices” and “consequences”;
- 1.2 identify trusted adult(s) to consult before making a choice;
- 1.3 identify questions to ask during the process of making a choice (e.g. Is it healthful? Is it safe? Is it legal? Do I show respect for myself and others? Do I follow family rules? Do I show good character?);
- 1.4 identify personal goals and standards for healthy living;
- 1.5 explain how media influences thoughts, feelings, and behaviors related to personal health and community;
- 1.6 evaluate the influence of media on the decision-making process related to healthy living.

### **Standard 2.0: Personal Hygiene**

The student will understand the importance of personal hygiene practices as related to healthy living.

#### **Essential Learning**

- 2.1 demonstrate essential personal hygiene practices;
- 2.2 identify the importance of good versus poor personal hygiene practices;
- 2.3 explain the importance of not sharing personal hygiene items (toothbrush, combs, brushes);
- 2.4 describe physical/emotional/social health implications of personal hygiene.

### **Standard 3.0: Body Systems**

The student will understand the role of body systems as related to healthy living.

#### **Essential Learning**

- 3.1 identify the basic body structure;
- 3.2 identify the functions of the human body systems; 3.3 explain the importance of the basic body systems.

### **Standard 4.0: Physical Activity/ Rest /Healthy Living**

The student will understand the relationship of physical activity and rest to healthy living.

#### **Essential Learning**

- 4.1 describe the importance of participating in the recommended one hour of daily physical activity;
- 4.2 identify physical activities used in daily life that promote healthy living.

### **Standard 5: Nutrition**

The student will understand the relationship of nutrition to healthy living.

#### **Essential Learning**

- 5.1 identify the basic food groups and foods;
- 5.2 identify food as a source of energy and growth;
- 5.3 describe the importance of healthy meals and snacks

**Standard 6: Family Life**

The student will understand the contributions of family relationships to healthy living.

**Learning Expectations:**

The student will:

- 6.1 describe the various types of family structures;
- 6.2 explain that family structures vary and can change;
- 6.3 identify common goals and values found in family structures; 6.4 identify ways children can contribute to healthy family life;
- 6.5 identify how changes in the family can influence emotions; 6.6 understand that cultural differences exist and influence family customs.

**Standard 7.0: Human Growth**

The student will understand the stages of human growth and development.

**Essential Learning**

- 7.1 identify human growth and development stages throughout the life cycle;
- 7.2 describe the important differences in the stages of human growth and development.

**Standard 8.0: Emotional, Social, and Mental Health**

The student will understand the importance of positive self-concept and interpersonal relationships for healthy living.

**Essential Learning**

- 8.1 explain that feelings can be expressed in different ways;
- 8.2 name and describe qualities and characteristics that make all individuals unique;
- 8.3 identify the importance of developing and maintaining healthy relationships.

**Standard 9.0: Preventing Controlling Disease**

The student will understand attitudes and behaviors for preventing and controlling disease.

**Essential Learning**

- 9.1 identify and define common germs pathogens;
- 9.2 identify how germs are spread;
- 9.3 identify habits that will promote disease prevention;
- 9.4 identify chronic health problems.

**Standard 10.0: Injury Prevention**

The student will understand attitudes and behaviors for preventing injuries and deaths from injury.

**Essential Learning:**

- 10.1 list the eight most common injury risks for children (motor vehicles (includes buses and ATVs), fires and flames, drowning, hand gun injuries, falls, poisoning, choking, suffocation, strangulation, and bike/pedestrian injuries);
- 10.2 identify ways to reduce the risk of injuries and deaths from injury;
- 10.3 discuss the importance of safety rules;
- 10.4 demonstrate the appropriate choices related to reducing unintentional injuries.

**Standard 11.0: Emergency Procedures**

The student will understand appropriate care for injuries and sudden illness.

**Essential Learning**

- 11.1 report when someone is injured or ill to a responsible caregiver;
- 11.2 demonstrate basic first aid techniques (“Check, Call, Care”; refer to American Red Cross first aid procedures).

**Standard 12.0: Safety Procedures**

The student will understand the appropriate action to take when personal safety is threatened.

**Essential Learning**

- 12.1 identify situations that should be reported to a trusted adult;
- 12.2 demonstrate self-protection skills and identify appropriate resources for help.



**Standard 14.0: Positive Self- Concept/ Interpersonal Relationships**

The student will recognize environmental practices, products and resources that affect personal and community health and promotes healthy living.

**Essential Learning**

- 14.1 describe different types of pollution and it's environmental affects;
- 14.2 identify the importance of "reduce, reuse, recycle" practices,
- 14.3 identify ways the environment affects a person's emotional, social and physical health;
- 14.4 identify community health workers and the activities and programs they provide;
- 14.5 describe the importance of community organizations to healthy living;
- 14.6 identify resources and facilities in the community that promote healthy living.

**Standard 13.0: Inappropriate uses of Chemical Substances**

The student will understand appropriate and inappropriate uses of chemical substances and the effects of substance use and abuse.

**Essential Learning**

- 13.1 describe the role of drugs and medicines in keeping people healthy;
- 13.2 describe inappropriate use of drugs and medicines;
- 13.3 identify the consequences of using tobacco products, alcohol, and drugs;
- 13.4 practice refusal skills to avoid harmful substances;
- 13.5 recognize the proper use of common household products (e.g. over the counter medicines, cleaners, gasoline, markers)

## Physical Education Personal Health and Wellness

3<sup>rd</sup> Grade

<b><u>First Quarter</u></b>		
<b><u>Content/Skill/Topic</u></b>	<b><u>SPIs</u></b>	<b><u>Suggested Timeline</u></b>
Basic Hygiene	5.a, 5.b, 5.c, 5.d, 5.e,	1-2 lessons, developed throughout the year
Care of the Body	5.a, 5.b, 5.c, 5.d, 5.e,	1-2 lessons
Hand washing	5.a, 5.b, 5.c, 5.d, 5.e,	1-2 lesson, developed throughout the year
Planning for Good Hygiene	5.a, 5.b, 5.c, 5.d, 5.e,	1-2 lesson, developed throughout the year
Positive role models and friends	5.a, 5.b, 5.c, 5.d, 5.e,	1- lessons, developed throughout the year
Making and keeping friends	5.a, 5.b, 5.c,	1- lessons, developed throughout the year
Everyone has special talents	5.d, 5.e,	1- lessons, developed throughout the year
Respecting differences	5.a, 5.b, 5.c, 5.d, 5.e,	1- lessons, developed throughout the year
Helping others by protecting them from bullies	5.a, 5.b, 5.c, 5.d, 5.e,	1- lessons, developed throughout the year
Expressing thanks and appreciation Expressing annoyance respectfully	5.a, 5.b, 5.c, 5.d, 5.e	1- lessons, developed throughout the year
Helping others and getting help	5.a, 5.b, 5.c, 5.d, 5.e,	1- lessons, developed throughout the year

<b><u>Second Quarter</u></b>		
<b><u>Content/Skill/Topic</u></b>	<b><u>SPIs</u></b>	<b><u>Suggested Timeline</u></b>
Three keys to passenger safety: safety belts, booster seats, back seat	5.a, 5.b, 5.c, 5.d, 5.e,	1 lessons, developed throughout the year
Safety belt smarts	5.a, 5.b, 5.c, 5.d, 5.e,	1-2 lessons
Identifying and responding to unsafe situations	5.a, 5.b, 5.c, 5.d, 5.e,	1-2 lesson, developed throughout the year
Street smarts: internet, personal, safety, weapons	5.a, 5.b, 5.c, 5.d, 5.e,	1-2 lesson, developed throughout the year
Safety Drills	5.a, 5.b, 5.c, 5.d, 5.e,	1-2 lesson, reviewed throughout the year

<b><u>Third Quarter</u></b>		
<b><u>Content/Skill/Topic</u></b>	<b><u>SPIs</u></b>	<b><u>Suggested Timeline</u></b>
Magic Numbers: 5 and 60 (5 Food Groups-60 minutes of Exercise)	5.a, 5.b, 5.c, 5.d, 5.e,	1 lessons, developed throughout the year
Food advertising and impact on eating.	5.a, 5.b, 5.c, 5.d, 5.e,	1 lesson, developed throughout the year
Three types of physical activity	5.a, 5.b, 5.c, 5.d, 5.e,	1 lessons, developed throughout the year
Developing a plan to be physically active	5.a, 5.b, 5.c, 5.d, 5.e,	1 lessons, developed throughout the year
Advocate for healthy eating and daily activity	5.a, 5.b, 5.c, 5.d, 5.e,	1 lesson, developed throughout the year

<b><u>Fourth Quarter</u></b>		
<b><u>Content/Skill/Topic</u></b>	<b><u>SPIs</u></b>	<b><u>Suggested Timeline</u></b>
Medicines and poisons	5.a, 5.b, 5.c, 5.d, 5.e,	1 lessons, developed throughout the year
Negative effects of tobacco use	5.a, 5.b, 5.c, 5.d, 5.e,	1 lesson, developed throughout the year
Tobacco and media	5.a, 5.b, 5.c, 5.d, 5.e,	1 lesson, developed throughout the year
Alcohol and alcoholism	5.a, 5.b, 5.c, 5.d, 5.e,	1 lesson, developed throughout the year
Positive influences	5.a, 5.b, 5.c, 5.d, 5.e,	1 -2 lesson throughout the year

Physical Education Personal Health and Wellness  
4<sup>th</sup> Grade

<b><u>First Quarter</u></b>		
<b><u>Content/Skill/Topic</u></b>	<b><u>SPIs</u></b>	<b><u>Suggested Timeline</u></b>
Managing strong feelings, including I-messages	5.a, 5.b, 5.c, 5.d, 5.e,	1-2 lessons, developed throughout the year
Positive self-talk	5.a, 5.b, 5.c, 5.d, 5.e,	1-2 lessons
Effects of teasing and bullying and what to do to protect self and others	5.a, 5.b, 5.c, 5.d, 5.e,	1-2 lesson, developed throughout the year
Decision-making and problem-solving skills	5.a, 5.b, 5.c, 5.d, 5.e,	1-2 lesson, developed throughout the year
Non-violent conflict resolution skills.	5.a, 5.b, 5.c, 5.d, 5.e,	1-2 lesson, developed throughout the year

<b><u>Second Quarter</u></b>		
<b><u>Content/Skill/Topic</u></b>	<b><u>SPIs</u></b>	<b><u>Suggested Timeline</u></b>
Managing strong feelings, including I-messages	5.a, 5.b, 5.c, 5.d, 5.e,	1-2 lessons, developed throughout the year
Positive self-talk	5.a, 5.b, 5.c, 5.d, 5.e,	1-2 lessons
Effects of teasing and bullying and what to do to protect self and others	5.a, 5.b, 5.c, 5.d, 5.e,	1-2 lesson, developed throughout the year
Decision-making and problem-solving skills	5.a, 5.b, 5.c, 5.d, 5.e,	1-2 lesson, developed throughout the year
Non-violent conflict resolution skills.	5.a, 5.b, 5.c, 5.d, 5.e,	1-2 lesson, developed throughout the year
Define HIV and AIDS	5.a, 5.b, 5.c, 5.d, 5.e,	1-2 lesson, developed throughout the year
How HIV isn't transmitted	5.a, 5.b, 5.c, 5.d, 5.e,	1-2 lesson, developed throughout the year
How HIV is transmitted: blood-to-blood contact and touching used needles or syringes	5.a, 5.b, 5.c, 5.d, 5.e,	1-2 lesson, developed throughout the year
How to protect self and others	5.a, 5.b, 5.c, 5.d, 5.e,	1-2 lesson, developed throughout the year
Importance of being compassionate when others are ill	5.a, 5.b, 5.c, 5.d, 5.e,	1-2 lesson, developed throughout the year

<b><u>Third Quarter</u></b>		
<b><u>Content/Skill/Topic</u></b>	<b><u>SPIs</u></b>	<b><u>Suggested Timeline</u></b>
Food groups and their benefits	5.a, 5.b, 5.c, 5.d, 5.e,	1 lessons, developed throughout the year
Daily amounts to eat from each food group and how to estimate amounts	5.a, 5.b, 5.c, 5.d, 5.e,	1 lessons
"Fill Your Plate" visual	5.a, 5.b, 5.c, 5.d, 5.e,	1 lesson, developed throughout the year
Influence of food and beverage advertising	5.a, 5.b, 5.c, 5.d, 5.e,	1 lesson, developed throughout the year
Daily recommended amounts of physical activity and sleep	5.a, 5.b, 5.c, 5.d, 5.e,	1 lesson, developed throughout the year
Personal assessment and goal setting to get adequate sleep, rest, and physical activity	5.a, 5.b, 5.c, 5.d, 5.e,	1 lesson, developed throughout the year

<b><u>Fourth Quarter</u></b>		
<b><u>Content/Skill/Topic</u></b>	<b><u>SPIs</u></b>	<b><u>Suggested Timeline</u></b>
Dangers of secondhand smoke and ways to avoid or reduce exposure	5.a, 5.b, 5.c, 5.d, 5.e	1 lessons, developed throughout the year
Reasons individuals choose	5.a, 5.b, 5.c, 5.d, 5.e,	1 lessons
" To drink or not To drink	5.a, 5.b, 5.c, 5.d, 5.e,	1 lesson, developed throughout the year
Decisions about alcohol and other drug use impact family and friends	5.a, 5.b, 5.c, 5.d, 5.e,	1 lesson, developed throughout the year
Family and friends influence alcohol and other drug use decisions	5.a, 5.b, 5.c, 5.d, 5.e,	1 lesson, developed throughout the year
Influence of advertising	5.a, 5.b, 5.c, 5.d, 5.e,	1 lesson, developed throughout the year
Refusal skills	5.a, 5.b, 5.c, 5.d, 5.e,	1 lesson, developed throughout the year

**Physical Education Personal Health and Wellness**  
**5<sup>th</sup> Grade**

<b><u>First Quarter</u></b>		
<b><u>Content/Skill/Topic</u></b>	<b><u>SPIs</u></b>	<b><u>Suggested Timeline</u></b>
Importance of and rationale for keeping the body clean	5.a, 5.b, 5.c, 5.d, 5.e,	1-2 lessons, developed throughout the year
Hygiene concerns and solutions	5.a, 5.b, 5.c, 5.d, 5.e,	1-2 lessons
Influence of media, including advertisements on products purchased and on body image	5.a, 5.b, 5.c, 5.d, 5.e,	1-2 lesson, developed throughout the year
Analyze advertisements for information	5.a, 5.b, 5.c, 5.d, 5.e,	1-2 lesson, developed throughout the year
Identifying feelings of different intensities in self and others	5.a, 5.b, 5.c, 5.d, 5.e,	1 lessons, developed throughout the year
Managing strong feelings, including I-messages and positive self-talk	5.a, 5.b, 5.c, 5.d, 5.e,	1 lessons, developed throughout the year
Effects of teasing and bullying and what to do to protect self and others	5.a, 5.b, 5.c, 5.d, 5.e,	1 lessons, developed throughout the year
Assertive communication	5.a, 5.b, 5.c, 5.d, 5.e,	1 lessons, developed throughout the year
Listening skills	5.a, 5.b, 5.c, 5.d, 5.e,	1 lessons, developed throughout the year
Identifying situations that could lead to trouble	5.a, 5.b, 5.c, 5.d, 5.e,	1 lessons, developed throughout the year
Decision-making and problem-solving skills	5.a, 5.b, 5.c, 5.d, 5.e,	1 lessons, developed throughout the year
Importance of telling adults if self or others are in dangerous situations	5.a, 5.b, 5.c, 5.d, 5.e,	1 lessons, developed throughout the year
Non-violent conflict resolution skills	5.a, 5.b, 5.c, 5.d, 5.e,	1 lessons, developed throughout the year
Goal setting	5.a, 5.b, 5.c, 5.d, 5.e,	1 lessons, developed throughout the year
Advocate for a healthy school environment	5.a, 5.b, 5.c, 5.d, 5.e,	1 lessons, developed throughout the year

<b><u>Second Quarter</u></b>		
<b><u>Content/Skill/Topic</u></b>	<b><u>SPIs</u></b>	<b><u>Suggested Timeline</u></b>
Safety hazards around water and ice and how to prevent injuries	5.a, 5.b, 5.c, 5.d, 5.e,	1-2 lessons, developed throughout the year
Sun safety	5.a, 5.b, 5.c, 5.d, 5.e,	1-2 lessons
Home alone safety strategies	5.a, 5.b, 5.c, 5.d, 5.e,	1-2 lesson, developed throughout the year
How to make emergency phone call	5.a, 5.b, 5.c, 5.d, 5.e,	1-2 lesson, developed throughout the year
Safety strategies when in public places, including when alone in public places	5.a, 5.b, 5.c, 5.d, 5.e,	1-2 lesson, developed throughout the year
Child sexual abuse and abduction prevention	5.a, 5.b, 5.c, 5.d, 5.e,	1-2 lesson, developed throughout the year
Define HIV and AIDS	5.a, 5.b, 5.c, 5.d, 5.e,	1-2 lesson, developed throughout the year
How HIV isn't transmitted	5.a, 5.b, 5.c, 5.d, 5.e,	1-2 lesson, developed throughout the year
How HIV is transmitted: sharing used needles or syringes, having sex with infected person, infected mother to child	5.a, 5.b, 5.c, 5.d, 5.e,	1-2 lesson, developed throughout the year
How to protect self and others	5.a, 5.b, 5.c, 5.d, 5.e,	1-2 lesson, developed throughout the year
Importance of being compassionate when others are ill	5.a, 5.b, 5.c, 5.d, 5.e,	1-2 lesson, developed throughout the year



<b><u>Third Quarter</u></b>		
<b><u>Content/Skill/Topic</u></b>	<b><u>SPIs</u></b>	<b><u>Suggested Timeline</u></b>
Six nutrients and their benefits	5.a, 5.b, 5.c, 5.d, 5.e,	1 lessons, developed throughout the year
Using food labels to determine information about a food	5.a, 5.b, 5.c, 5.d, 5.e,	1 lessons
Water as a preferred beverage	5.a, 5.b, 5.c, 5.d, 5.e,	1 lesson, developed throughout the year
Use of Dietary Guidelines when choosing foods	5.a, 5.b, 5.c, 5.d, 5.e,	1 lesson, developed throughout the year
Fill Your Plate" visual	5.a, 5.b, 5.c, 5.d, 5.e,	1 lesson, developed throughout the year
Analyze a favorite meal	5.a, 5.b, 5.c, 5.d, 5.e,	1 lesson, developed throughout the year
Evaluate a peer's meal and make recommendations for improvement	5.a, 5.b, 5.c, 5.d, 5.e,	1 lesson, developed throughout the year

<b><u>Fourth Quarter</u></b>		
<b><u>Content/Skill/Topic</u></b>	<b><u>SPIs</u></b>	<b><u>Suggested Timeline</u></b>
Dangers of inhalant use and how to avoid exposure	5.a, 5.b, 5.c, 5.d, 5.e,	1 lessons, developed throughout the year
Influence of family and peers on drug use	5.a, 5.b, 5.c, 5.d, 5.e,	1 lessons
Rules for safety around dangerous or unknown products	5.a, 5.b, 5.c, 5.d, 5.e,	1 lesson, developed throughout the year
Effects of smoking tobacco, secondhand smoke, and use of spit tobacco	5.a, 5.b, 5.c, 5.d, 5.e,	1 lesson, developed throughout the year
Advocate for someone to avoid tobacco use or quit using	5.a, 5.b, 5.c, 5.d, 5.e,	1 lesson, developed throughout the year
Analyze tobacco advertisements	5.a, 5.b, 5.c, 5.d, 5.e,	1 lesson, developed throughout the year
Refusal skills	5.a, 5.b, 5.c, 5.d, 5.e,	1 lesson, developed throughout the year
Effects of alcohol, especially on driving a vehicle	5.a, 5.b, 5.c, 5.d, 5.e,	1 lesson, developed throughout the year
Ways to avoid riding with a driver who has been drinking and what to do if it can't be avoided	5.a, 5.b, 5.c, 5.d, 5.e,	1 lesson, developed throughout the year
Dangers of secondhand smoke and ways to avoid or reduce exposure	5.a, 5.b, 5.c, 5.d, 5.e,	1 lesson, developed throughout the year

**First & Second Quarter**

1. Why should students will be able to demonstrate and/or explain basic hygiene and care of the body?
2. How can students demonstrate and/or explain hand washing and planning for good hygiene?
3. Identify and/or interpret steps to practicing personal hygiene?
4. Identify and/or interpret proper hand washing technique and the practice of oral hygiene?
5. Why is it important for students demonstrate and/or explain a desired ability to respond positively to teasing and bullying in a way that promotes safe environment?
6. Why is it important for students to be able to indentify and/or understand the impact of having positive role models and friends?
7. How can students analyze and/or understand ways to respect the differences of other feelings?
8. How can students will be able to indentify and to positively respond to teasing and bullying?
9. Why is it important for students share and/or reflect the importance of positive role models and friends?
10. Why is it important for students to share and/or reflect important ways to handle others feelings?

**Third & Fourth Quarter**

1. Explain or demonstrate, procedures for three keys to passenger safety?
2. Explain or demonstrate core concepts related to injury prevention safety?
3. Why is it important for students to be able demonstrate and/or explain core concepts related to injury prevention safety?
4. The students will be able to demonstrate and/or define the myths surrounding how HIV/AIDS and how it can be transmitted ?
5. The students will be able to demonstrate and/or explain the magic numbers 5 and 60?
6. Why water is a important component to a healthy lifestyle?
7. Demonstrate and/or explain the different food groups and its benefits?
8. Demonstrate and/or explain the negative effects of tobacco and alcohol usage?
9. What are the dangers of secondhand smoke, ways to avoid it, and how to reduce exposure?
10. Why is it important to listen, assertive communication, decision-making and problem-solving skills?

**Health Education Vocabulary Terms**

*Many of these terms share multiple meanings. The definitions given in the following pages are how the terms/concepts are used in a Physical Education environment.*

Vocabulary Term	Definition
Abuse	To put to a wrong use, to misuse, to misapply, to put to a bad use. to use for a wrong purpose.
Advocate	One who pleads the cause of another, one who defend, vindicates, to plead in favor of. To defends by argument.
AID	AIDS is a medical condition. A person is diagnosed with AIDS when their immune system is too weak to fight off infections.
Alcohol	The fluid essence or pure sprint by distillation.
Alcoholism	A disease rather than a weakness of character or chosen pattern of bad behavior. It's a dependence or addiction.
Anorexia Nervosa	An eating disorder, marked by an extreme fear of becoming overweight, that leads to excessive dieting to the point of serious ill-health and sometimes even death.
Benefits	Something advantageous or good; an advantage: <b>benefits-</b> a payment or gift, or to bring to the aid of someone.
Beverage	Any potable liquid, especially one other than water, as tea, coffee, beer, or milk: Any one of various liquids for drinking, usually excluding water.
Body Compensation	<b>Body composition</b> refers to the amount of relative fat to muscle you have in your <b>body</b> .
Bulimia	An eating disorder where the main feature is binge eating followed by unhealthy behaviors to compensate for such binge
Bully	A person who is cruel or overbearing, especially to smaller or weaker people.
Caring	Feeling and exhibiting concern and empathy for others: "showing concern: compassionate or showing concern for others
Communication	Exchange of information: the exchange of information between people, e.g. by means of speaking, writing, or using a common system of signs or behavior
Compassion	Is the feeling of empathy for others. <b>Compassion</b> is the emotion that we feel in response to the suffering of others that motivates a desire to help.
Conflict	Struggle or clash between opposing forces; battle: 2. a state of opposition

Vocabulary Term	Definition
	between ideas, interests, etc; disagreement or controversy
Cooperate	Working together: the act of working or acting together to achieve a common goal, the action of cooperating/:common effort / association of persons for common benefit
Danger	<b>Danger</b> , hazard, peril, jeopardy imply harm that one may encounter. <b>Danger</b> is the general word for liability to all kinds of injury or evil consequences
Decision making	Can be regarded as the cognitive process resulting in the selection of a belief or a course of action among several alternative possibilities.
Diet	Healthy well balance meals. eaten from all the food groups <b>Diet</b> may refer to: Contents 1 Food 2 Political bodies 3 Other uses 4 See also Food <b>Diet</b> (nutrition), the sum of the food consumed by an organism or group Dieting,
Ethnicity	A particular <b>ethnic</b> affiliation or group <students of diverse ethnicities>relating to large groups of people classed according to common racial, national, tribal, religious,
Exposure	The fact or condition of being exposed : as a : the condition of being presented to view or made known
Family	A basic social unit consisting of parents and their children, considered as a group, whether dwelling together... group of individuals living under one roof and usually under one head : household: a group of persons of common ancestry
feeling	The sensation involving perception by touch. b. A sensation experienced through touch. c. A physical sensation. Having the ability to react or feel emotionally.
Friend	A person known well to another, and loyalty; an acquaintance or associate. Someone you love and who loves you, someone you respect and who respects you, someone whom you trust and who trusts you.
Gender	Social and behavioral norms that are generally considered appropriate by a particular society for either a man or a woman. The behavioral, cultural, or psychological traits typically associated with one sex .
Health	Is the level of functional or metabolic efficiency of a living organism. In humans, it is the general condition of a person's mind and body,

Vocabulary Term	Definition
HIV	<b>Human Immunodeficiency Virus</b> , transmission, research (vaccine), statistics
Hygiene	The science concerned with the maintenance of health: 2. clean or healthy practices or thinking: personal <b>hygiene</b> . <b>Caring for the body</b> .
Influence	An effect of one person or thing on another, the power of a person or thing to have such an effect: the power of or sway resulting
Media	The means of communication that reach large numbers of people, such as television, newspapers, and radio
Medicine	Is the field of applied science related to the art of healing by diagnosis, treatment, and prevention of disease.
Negative	To refuse assent to, to reject by or as if by a vote, to demonstrate the falsity of. To deny the truth.
Nutrient	Nourishing; providing nourishment or nutriment, containing or conveying nutriment, as solutions or vessels of the body, <b>nutrient</b> substance.
Protect	To defend from trouble, harm, attack, economics to assist
Poison	Any substance that can impair function, cause structural damage, or otherwise injure the body Related: toxic:
Positive	Explicitly stated, stipulated, or expressed: a <b>positive</b> acceptance of the agreement. Admitting with no question: <b>positive</b> proof, stated; expression
Respect	<b>Respect</b> is a positive feeling of esteem or deference for a person or other entity (such as a nation or a religion), and also specific actions and conduct thoughtfulness: consideration or thoughtfulness.
Responsibility	accountability: the state, fact, or position of being accountable to somebody or for something, somebody or something for which a person or organization is responsible
Rules	a principle or regulation governing conduct, action, procedure, arrangement, etc.: the <b>rules</b> of chess. 2. the code of regulations observed by a religious
Role Model	A person who serves as an example of the values, attitudes, and behaviors associated with a <b>role</b> . For example, a father is a <b>role model</b>

<b>Vocabulary Term</b>	<b>Definition</b>
Safety	The state of being "safe" the condition of being protected against physical, social, spiritual, financial, political, emotional.
Self-esteem	To reflect a <a href="#">person</a> 's overall emotional evaluation of his or her own worth. It is a judgment of oneself as well as an attitude toward the self.
Tobacco	What are the street names/slang terms? Chew, Dip, Fags, Smoke. <b>Tobacco</b> is an agricultural crop. What does it look like? Brown cut up leaves.
Violence	"The intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community,
Wellness	Is merely a balance physical health, exercise or nutrition. It is the full integration of states of physical, mental, and spiritual <b>well-being</b> .
Weight	the amount or quantity of heaviness or mass; amount a thing weighs, a measure of the heaviness of an object; the amount anything weighs

***CLIP RELATED ACTIVITIES*****EXAMPLES OF HOW TO INCORPORATE ASPECTS OF LITERACY IN EACH LESSON**

*Anytime you are able to find an age appropriate story to read to the students during class that would help practice any of the spotlighted literary skills is a good thing to do. The Human Kinetics WOW Health Series are short chapter books that are broken down by grade level that can easily be read during class. These books will also help bring not only health information to the students, but will also allow you to pull out the literacy elements and expand upon the student's exposure to them.*

**QUARTER ONE****JOURNALING (do this every quarter)**

- Have students bring in spiral notebooks to bring to gym (or you can store in your space if you have room for them) each week and write down how they felt about the activity – giving themselves a score comparing/contrasting how they personally performed in it. Younger new readers can draw pictures to convey their feelings.
- Students can write in the current date, then write a sentence or paragraph talking about what emotions they have before starting PE class. At the end of the class, the students then write about what they are feeling. They can also write about what their resting pulse rate is, what goal they want to accomplish for the quarter, in the fitness gram tests, for the day's activity – endless possibilities.
- These journal entries can be part of a create, respond, or connect portion for the second grade portfolio that must be submitted into Gladis as part of the PE teacher's student growth (35%) and achievement(15%) portions of their evaluation.

**VOCABULARY (do this every week)**

- There are suggested vocabulary terms that we use commonly with this age group in the PE classroom already attached in this document. Put up a Word Wall and display the ones you will be using for that class/unit.
- Ask the grade chairs to print off a copy of the weekly newsletter that is sent home and place in your box every week. This newsletter should have the grade level's vocabulary terms on it to use as a way to help review and give more practice for the student's to master the meanings.

**ABC ORDER**

- Have the students line up without talking in ABC order by first name, then last name.
- Do a relay race whereby the students must find the 26 letters of the alphabet, then return to their team area to get the letters in order before the other teams do so.



**FACT, FICTION, OR FAIRY TALE**

- Discuss a sport or rules of a game with the students and tell the truth sometimes, and at other times throw in some outrageously outlandish and outright lies - then ask the kids to run to the “fact” or “fiction wall” when you come to a part for them to differentiate.
- When teaching chasing, fleeing and dodging, read them the story, “An Octopus Tag Adventure” that is appended at the end of the document. Print it out and take it to your school’s poster maker to enlarge it so it looks like a “Big Book Reader” and read it to the students (or have one of them do so). Discuss if the story is fact, fiction or fairy tale – and what makes it a fairy tale. Write your own stories to go along with skills/games you are teaching.
- Have the students create and write a storyline for a game/activity that you have played in PE class.

**SENTENCE STRUCTURE**

Write up sentences on tag strips and laminate them. Have the students use dry erase markers of different colors run to each sentence strip and circle the different parts of the sentence structure, i.e., noun in red, verb in blue, punctuation in green, etc.... If you write sentences with moving verbs, the students can be instructed to perform the movement in the sentence 10 times before moving to the next sentence.

**QUARTER TWO****SYNONYMS/ANTONYMS**

- Use the non-locomotor skill words and have the students come up with synonym and antonym for those words. Then have the students move their bodies in such a way to make you believe that their body/movement is that word. Even more fun when equipment is added to the mix. (“Can you show me the antonym of dribbling the basketball in a low manner?”)
- Use the vocabulary from grade level newsletter to do the same thing.

**SUFFIXES/PREFIXES**

Prior to the class, post root words (base words) on posters around the area. Have the students use note cards (color code the note cards or sticky notes to different teams) to write prefixes and suffixes that would go along with those words and they run one person at a time to place their card on the poster.

**CONTRACTIONS**

Put the ending of contractions on posters around your playing area. Shout out two words (“have not”, “did not”, “is not”) and the kids must use a specific gross motor movement or animal walk to go to the area that has that contraction ending (ven’t, dn’t, sn’t) displayed on it within 10 seconds (or whatever you designate).

**COMPOUND WORDS**

- Relay race teams must find words scattered around the room (again color code each team’s set of words) and then match them up and create compound words.
- Variation – have the kids gather words, then create their own compound word by writing down the word(s) that can be used to turn the word provided by you into a compound word.

**JOURNALING (do this every quarter)**

- Have students bring in spiral notebooks to bring to gym (or you can store in your space if you have room for them) each week and write down how they felt about the activity – giving themselves a score comparing/contrasting how they personally performed in it. Younger new readers can draw pictures to convey their feelings.
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**QUARTER THREE****COMPARE/CONTRAST ADJECTIVES**

Refer to Synonym and Antonym as well as Suffixes and Prefixes activities.

**COMPARE/CONTRAST KINDS OF SENTENCES**

- Hold up different punctuation marks that end sentences. Have the students orally compare and contrast the marks with an elbow partner (someone sitting next to them) then have them try to move in a way that would match one of those punctuation marks.

- Students should use equipment and rhythmically dribble a ball with hand or foot or throw and catch to self/wall/ or a partner in such a way that would get someone to guess what kind of punctuation mark is being used at the end of their “sentence.”

### **EMOTION WORDS**

Using creative body movement (play different types of music that lend themselves to different types of emotions – get your music teachers in the building to help you find some if you don’t already have some) and/or play with equipment to express what the different emotion words mean.

### **PRONOUNS**

- Create sentence strips and post them on the wall - be the first relay team to fill in the correct pronouns in the sentence strips.
- To play individually, number the sentence strips, and on “Go” the students run to a sentence strip, read it, figure out what pronoun to put in it, then they run to their own notebook and write in the pronoun next to the number on the sentence strip. Helps to have them write in date and title of activity each time they use their personal notebook. Have them do that, and write in numbers 1 – 10 (or however many number sentences you have in the area) before saying “Go.”

### **FIRST PERSON VOICE (AND SECOND/THIRD)**

Ask the librarian to give you two age appropriate books that you can quickly read to the children that uses first person and second and/or third person voices in them. After reading it, discuss with the students. Then in several activities after this, give the instructions of the game in first person voice, or second person voice and remind the students to think about what voice is being used.

### **JOURNALING (do this every quarter)**

- Have students bring in spiral notebooks to bring to gym (or you can store in your space if you have room for them) each week and write down how they felt about the activity – giving themselves a score comparing/contrasting how they personally performed in it. Younger new readers can draw pictures to convey their feelings.
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### **QUARTER FOUR**

#### **OPINION VS FACT**

Ask students to talk about who they predict will win the NBA Finals. Ask why they believe that. Ask them about the lunch or breakfast that was eaten that day and what they felt about it (good, bad, nasty) – then ask for facts to back their opinions.

#### **MAIN IDEA**

Have the students pick out the “main idea” of the game after explaining the rules or procedures to them. This is also a great way for the students to demonstrate their understanding of the objective(s) of the lesson.

#### **INFER, DEDUCT, INDUCT STORY STRUCTURE AND PREDICT THE OUTCOME**

When giving rules to the game or activity the students are about to play, have them infer, deduct or induct what will happen next, or why the game has that certain rule.

#### **JOURNALING (do this every quarter)**

- Have students bring in spiral notebooks to bring to gym (or you can store in your space if you have room for them) each week and write down how they felt about the activity – giving themselves a score comparing/contrasting how they personally performed in it. Younger new readers can draw pictures to convey their feelings.
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## Health Education - Educational Links

### Standard 1

The students will learn ways to improve mental health and manage stress

#### [Go, Go, Diego](#)

Help Diego make it to the park before the storm hits. Discover the healthy answers hangman style.

#### [Mortifying Monday](#)

Choose your own adventure for your own Mortifying Monday.

#### [School Daze Crazy Maze](#)

Can you get to your middle school class on time and avoid detention?

#### [It's My Life](#)

Whatever problem you're dealing with, believe it or not, other kids and teens have gone through the same thing.

Here at It's My Life, you can read informative articles, share your stories, play games and activities, take quizzes and polls, watch video clips of other kids talking about their feelings and experiences, get advice from older kids and experts, and contribute your own comments and questions.

### Standard 2

The students will adopt health-promoting and risk-reducing behaviors to prevent substance abuse.

#### [Test Your Tobacco and Alcohol I.Q.](#)

Find out how much you know about how alcohol and tobacco affect the human body.

### Standard 3

The students will understand and respect self and others related to human development and relationships.

#### [Beat The Bully](#)

There are good ways and bad ways to deal with bullies. You win the race when you know the best ways.

#### [Human Body Quiz Game](#)

What do you know about the muscles and bones of the human body? Take this quiz and figure it out.

#### [Sidewalk to the Future](#)

Decorate a square that describes who you and your family are.

Look at squares created by people all over the United States and the world.

#### [Skeleton Shakedown](#)

An accident in the lab has scattered our skeleton model, help put it back together.

#### [Themepark: The Human Body](#)

Explore the human body and the body systems at UEN's Themepark.

#### [Your Multi-Talented Muscles](#)

Learn how your 650 muscles work for you.

### [All Systems Go](#)

What are the parts of the circulatory system? What about the digestive system? Put poor Arnold's insides back in.

What do you know about the muscles and bones of the human body? Take this quiz and figure it out.

### [Human Body and Mind](#)

Find out about your brain, organs, nervous system, muscles and skeleton and get to know yourself better with our psychological tests.

### [Make Up or Break UP](#)

Relationships with friends can be tricky. How do you handle trouble with your friends?

### [Sidewalk to the Future](#)

Decorate a square that describes who you and your family are. Look at squares created by people all over the United States and the world.

## **Disease Prevention and HIV/AIDS Education**

### **Standard 4**

The students will understand concepts related to health promotion and disease prevention

#### [Conquer Castle Disease](#)

Find your way through the castle to the garden of good health.

#### [Food Safety Mobile Game](#)

Find out ways to prepare food to be safe and keep it safe.

## **Safety and Injury/Violence Prevention**

### **Standard 5**

The students will adopt behaviors to maintain personal health and safety and develop appropriate strategies to resolve conflict.

#### [Bully Roundup](#)

Test your bully smarts.

#### [Disaster Area](#)

Learn about the different kinds of disasters so you can be prepared!

#### [Disaster Kitchen](#)

See if you can find the dangers lurking in Disaster Kitchen.

#### [Safe! with Sparky](#)

Play ball with Sparky while learning about Fire Safety.

#### [You're In Charge](#)

Both parents are out of the house. What do you do if the doorbell or the phone rings, or if little brother gets hurt?

## **Nutrition and Fitness**

### **Standard 6**

The students will understand how a healthy diet and exercise can increase the likelihood of physical and mental wellness.

[Blast Off Game](#)

Reach Planet Power by fueling your rocket with food & physical activity.

[Dietary Guidelines for Americans](#)

This guideline encourages people to Aim for Fitness, Build a Healthy Base, and Choose Sensibly.

[Time For Bed](#)

What do you know about sleep? Who sleeps more, a lion, chimpanzee, or a kid? Find out.

[Kidnetic.com](#)

Great site with 2 Fitness Challenges including a scavenger hunt, sit ups, jumping jacks and stair stepping. Lots of wet-head, or sweaty games. Fun, interactive game about different organs of the body, what they do and how to feed them. Healthy recipes, cooking tips, safe food handling tips.

**Consumer and Community Health****Standard 7**

The students will understand the value of service and effective consumer practices.

[Ad Detective](#)

Can you spot the ads in the photos? There are hidden messages everywhere.

[What's In My Shopping Bag?](#)

Read the small print. You'll never believe what's inside