Please remember the “I Taught This” button!

Grade 1: Unit 1

**Topic Scale:** Health Advocacy

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|  | **Week 1****Resolving Conflict** | **Week 2****Respect** | **Week 3****Expressing Difficult Feelings** | **Week 4****Friends** | **Week 5****Stand up Against Bullying** |
| **Iowa Core Health Literacy Standards** | **Essential Concept and/or Skill: Understand and use interactive literacy and social skills to enhance personal, family, and community health.** 21.K–2.HL.2Demonstrate social and communication skills to enhance health and increase safety. * Advocate for personal, family and community health.
 |
| **Vocabulary** | *conflict, i-message, body language, social, influence, behaviors, prevention, advocate, advocacy, communication* |
| **HealthTeacher.com****Resources****Health Readers** | HT – Resolving Conflict (Interactive Technology)Book – Friends OR Stop Picking On Me OR Is it Right to Fight? | HT – Respect (1,2)B – Noisy Nora | HT – Expressing Difficult Feelings (1,2) | HT – FriendsB – Alexander and the Wind-up Mouse | HT – Stand UP Against Bullying (Interactive Technology) |
| **Additional / Optional****Resources** | HT – Dealing with Feelings | B – The 10th Good Thing About Barney (counselor – sensitive subject)B – Everybody Feels HappyB – Everybody Feels SadB – Everybody Feels Scared  |

Grade 1: Unit 2

**Topic Scale**: Health Influences & Health Advocacy

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|  | **Week 1****Family Changes** | **Week 2****Family Changes, Continued** | **Week 3****Families** | **Week 4****Respect for Self and Others** | **Week 5****Family Roles and Diversity** |
|  | **Please meet with the school counselor and school nurse to coordinate possible co-teaching of units. Another resource is Tiffany Bandow at the Young Women’s Resource Center (for helping to teach girls). tbandow@ywrc.org, 515-244-4901** |
| **Iowa Core Health Literacy Standards** | **Essential Concept and/or Skill: *Identify influences that affect personal health and the health of others*.** 21.K–2.HL.4* Analyze the influence of family, peers, health professionals, culture, media, technology, and other health factors.
* Access valid information, products and services.

**Essential Concept and/or Skill: Understand and use interactive literacy and social skills to enhance personal, family, and community health.** 21.K–2.HL.2Demonstrate social and communication skills to enhance health and increase safety. * Advocate for personal, family and community health.
 |
| **Vocabulary** | * *health factors, injuries, illness, influence, physical, emotional, social, environmental, personal health, behaviors, well-being, negative, positive, trust, adults, professionals*
* *conflict, i-message, body language, social, influence, behaviors, prevention, advocate, advocacy, communication*
 |
| **HealthTeacher.com****Resources****Health Readers** | HT – Family Changes (1,2) | HT – Family Changes (3, 4, 5) | Book Choice from list below. | Book Choice from list below. | Book Choice from list below. |
| **Additional / Optional****Resources** | B – My Family’s Changing (Divorce)B – Blended FamiliesB – Adoptive Families | B – Single-parent familiesB – This is My Family (Same Sex Families – A First Look at…)B – Foster Families |

Grade 1: Unit 3

**Topic Scale:** Health Influences & Healthy Lifestyle

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|  | **Week 1****Move Your Body** | **Week 2****Safety Counts** | **Week 3****Emergencies: Getting Help**  | **Week 4****Wear your Seat Belt** | **Week 5****Take a Deep Breath**  |
| **Iowa Core Health Literacy Standards** | **Essential Concept and/or Skill: *Understand and use basic health concepts to enhance personal, family, and community health.*** (21.K-2.HL.1)* Know and use concepts related to health promotion and disease prevention.

**Essential Concept and/or Skill: Demonstrate behaviors that foster healthy, active lifestyles for individuals and the benefit of society.** (21.K–2.HL.4)* Analyze the influence of family, peers, health professionals, culture, media, technology, and other health factors.
* Access valid information, products and services**.**

**Essential Concept and/or Skill: *Recognize critical literacy/thinking skills related to personal, family, and community wellness*.** (21.K–2.HL.3)* Demonstrate decision making skills.
* Demonstrate goal-setting skills.

**Essential Concept and/or Skill: Demonstrate behaviors that foster healthy, active lifestyles for individuals and the benefit of society.** (21.K–2.HL.5)Achieve and maintain health enhancing level of physical activity. * Practice preventive health behaviors.
 |
| **Vocabulary** | * *health factors, injuries, illness, influence, physical, emotional, social, environmental, personal health, behaviors, well-being, negative, positive, trust, adults, professionals*
* fitness, stress, wellness, goal setting, decision making
 |
| **HealthTeacher.com****Resources****Health Readers** |  HT – Move Your Body (Interactive Technology)B – Exercise (Looking After Me) | HT – Safety Counts (1-6)B – Exercise  | HT – Emergencies: Getting Help (1-5)B – What If You Need to Call 911? | HT – Wear your Seat BeltB – Car Safety | HT –Take a Deep Breath (1-6) |
| **Additional / Optional****Resources** | HT – Emergencies: Getting HelpHT – Let’s MoveHT – ChokingHT – Good for Your HeartHT – Move Your Body | B- ExerciseB – Car Safety |

Grade 1: Unit 4

**Topic Scale**: Health Influences & Healthy Lifestyle

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|  | **Week 1****My Community** | **Week 2****Police Officers** | **Week 3****Preventing Colds and the Flu** | **Week 4****Wash Away the Germs** | **Week 5****Sleep Basics** |
| **Iowa Core Health Literacy Standards** | **Essential Concept and/or Skill: *Understand and use basic health concepts to enhance personal, family, and community health.*** (21.K-2.HL.1)* Know and use concepts related to health promotion and disease prevention.

**Essential Concept and/or Skill: Demonstrate behaviors that foster healthy, active lifestyles for individuals and the benefit of society.** (21.K–2.HL.4)* Analyze the influence of family, peers, health professionals, culture, media, technology, and other health factors.
* Access valid information, products and services**.**

**Essential Concept and/or Skill: *Recognize critical literacy/thinking skills related to personal, family, and community wellness*.** (21.K–2.HL.3)* Demonstrate decision making skills.

**Essential Concept and/or Skill: Demonstrate behaviors that foster healthy, active lifestyles for individuals and the benefit of society.** (21.K–2.HL.5)Achieve and maintain health enhancing level of physical activity. Practice preventive health behaviors. |
| **Vocabulary** | * *health factors, injuries, illness, influence, physical, emotional, social, environmental, personal health, behaviors, well-being, negative, positive, trust, adults, professionals*
* fitness, stress, wellness, goal setting, decision making
 |
| **HealthTeacher.com****Resources****Health Readers** | HT- My Community (Weather Permitting 1, 2, 3, 4) | HT – Police Officers (1, 2 if possible, 3)B – A Trip to the Police Station | HT- Preventing Colds and the Flu (Interactive Presentation) | HT- Wash Away the Germs (1-2)B- The Berenstain Bears Go to the Doctor | HT – Sleep Basics (Interactive Technology)[Assessment: Goal Setting Activity](https://www.healthteacher.com/lesson/index/442/activity_4)B-Sleep Well: Why You Need to Rest |
| **Additional / Optional****Resources** | B – A Trip to the Post OfficeB – Police OfficersB – Going to the DentistB- A trip to the Hospital | B-Caring for Our BodiesB-Sleep Well: Why You Need to Rest |

Grade 1: Unit 5

**Topic Scale**: Health Influences, Health Advocacy & Healthy Lifestyle

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|  | **Week 1****MyPlate is Great** | **Week 2****Let’s Make a Snack** | **Week 3****Let’s Feed Our Bodies** | **Week 4****Wonderful Water**  | **Week 5****My Hygiene** |
| **Iowa Core Health Literacy Standards** | **Essential Concept and/or Skill: *Understand and use basic health concepts to enhance personal, family, and community health.*** 21.K-2.HL.1* Know and use concepts related to health promotion and disease prevention.

**Essential Concept and/or Skill: Understand and use interactive literacy and social skills to enhance personal, family, and community health.** 21.K–2.HL.2Demonstrate social and communication skills to enhance health and increase safety. * Advocate for personal, family and community health.

**Essential Concept and/or Skill: *Recognize critical literacy/thinking skills related to personal, family and community wellness*.** 21.K–2.HL.3* Demonstrate decision making skills.

Demonstrate goal-setting skills.**Essential Concept and/or Skill: *Demonstrate behaviors that foster healthy, active lifestyles for individuals and the benefit of society*.** 21.K–2.HL.5Achieve and maintain health enhancing level of physical activity. Practice preventive health behaviors.  |
| **Vocabulary** | * *health factors, injuries, illness, influence, physical, emotional, social, environmental, personal health, behaviors, well-being*
* fitness, stress, wellness, goal setting, decision making
 |
| **HealthTeacher.com****Resources****Health Readers** | HT – MyPlate is Great (Interactive Technology)B – Using MyPlate | HT – Let’s Make a Snack (1, 2 if possible, 3, 4)B – Healthy Snacks on MyPlate | HT- Let’s Feed Our Bodies (1, 2, 3, 4)**Assessment**: Goal Setting Activity with MyPlate | HT – Water is Wonderful (Interactive Technology)**Assessment**: Writing to create a mural to advocate for drinking enough water | HT – My Hygiene (Interactive Technology)B – Caring for Our Bodies |
| **Additional / Optional****Resources** | HT – How Teeth ChangeHT – Choose MyPlateHT – Let’s Go ShoppingHT – Caring for Our Skin | B – FruitsB – VegetablesB – GrainsB – ProteinB – DairyB – Sugars and Fats | B – Flossing TeethB – At the DentistB – Loose ToothB – A Trip to the Grocery StoreB – Taking Care of my Skin |

Grade 1: Unit 6

**Topic Scale**: Health Influences & Healthy Lifestyle

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|  | **Week 1****Safe Use of Medicines** | **Week 2****Pharmacists** | **Week 3****Be Safe** | **Week 4****Is Tobacco A Friend?** | **Week 5****Tobacco - Continued** |
| **Iowa Core Health Literacy Standards** | **Essential Concept and/or Skill: *Understand and use basic health concepts to enhance personal, family, and community health.*** 21.K–2.HL.1* Know and use concepts related to health promotion and disease prevention.

**Essential Concept and/or Skill: *Identify influences that affect personal health and the health of others.*** 21.K–2.HL.4* Analyze the influence of family, peers, health professionals, culture, media, technology, and other health factors.
* Investigate valid information, products and services.

**Essential Concept and/or Skill: *Recognize critical literacy/thinking skills related to personal, family and community wellness*.** 21.K–2.HL.3Demonstrate decision making skills. Demonstrate goal-setting skills.**Essential Concept and/or Skill: *Demonstrate behaviors that foster healthy, active lifestyles for individuals and the benefit of society*.** 21.K–2.HL.5Achieve and maintain health enhancing level of physical activity. Practice preventive health behaviors. |
| **Vocabulary** | * *conflict, i-message, body language, social, influence, behaviors, prevention, advocate, advocacy, communication*
* *fitness, stress, wellness, goal setting, decision making*
 |
| **HealthTeacher.com****Resources****Health Readers** | HT – Safe Use of Medicines | HT- Pharmacists (1-5)B – We Need Pharmacists | HT – Be Safe (1-5) | HT – Is Tobacco A Friend? (1, 2, 3) | HT – Is Tobacco A Friend? (4, 5, 6) |
| **Additional / Optional****Resources** | What is Medicine?- Student pageWho Can Give Me Medicine? Student page | Smoking Stinks- <http://smokingstinks.org/tfk/tfk-week-activities/activities-for-elementary-age/> Kids Health-(Video) <http://kidshealth.org/en/kids/smoking.html> Get Smart about Tobacco- <http://www.scholastic.com/browse/article.jsp?id=3758544>  |

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| Health Influences |
| Anchor Standards: * Know and use concepts related to health promotion and disease prevention. (21.K-2.HL.1)
* Analyze the influence of family, peers, health professionals, culture, media, technology and other health factors. (21.K-2.HL.4)
* Investigate valid information, products and services. (21.K-2.HL.4)
 |
| 4 | In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the goal. |
| 3Learning Goal | 1. **Describe how physical, emotional, social, and environmental factors influence personal health. (21.K-2.HL.1.3)**
2. **Recognize how personal health behaviors influence an individual’s well-being. (21.K-2.HL.1.7)**
3. **Identify negative and positive health practices. (21.K-2.HL.4.1)**
4. **Identify trusted adults/professionals who can help. (21.K-2.HL.4.3)**
5. **Selects appropriate products for minor injuries or illnesses. (21.K-2.HL.4.4)**

RETRIEVAL |
| 2 | 1. Identify physical, emotional, social, and environmental factors
2. Recognize that personal health behaviors influence an individual’s well-being.
3. Identify negative health practices.
4. Identify positive health practices.
5. Recognize trusted adults/professionals
6. Identify products for minor injuries or illnesses.
 |
| 1 | Student’s performance reflects insufficient progress towards foundational skills and knowledge. |
| Academic Vocabulary | *health factors, injuries, illness, influence, physical, emotional, social, environmental, personal health, behaviors, well-being, negative, positive, trust, adults, professionals* |

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| Health Advocacy |
| Anchor Standards: * + Demonstrate social and communication skills to enhance health and increase safety. (21.K-2.HL.2)
	+ Advocate for personal, family and community health. (21.K-2.HL.2)
 |
| 4 | In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the goal. |
| 3Learning Goal | * 1. **Choose effective conflict management strategies (21.K-2.HL.2.2)**
	2. **Show how to ask for help (21.K-2.HL.2.3)**
	3. **Identify ways to improve family and community health (21.K-2.HL.2.7)**

RETRIEVAL |
| 2 | 1. Recognize conflict management strategies.
2. Describe how to ask for help.
3. Identify family and community health needs.
 |
| 1 | Student’s performance reflects insufficient progress towards foundational skills and knowledge. |
| Academic Vocabulary | *conflict, i-message, body language, social, influence, behaviors, prevention, advocate, advocacy, communication* |

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| Healthy Lifestyle |
| Anchor Standards: * Demonstrate decision making skills (21.K-2.HL.3)
* Demonstrate goal-setting skills (21.K-2.HL.3)
* Achieve and maintain health enhancing level of physical activity. (21.K-2.HL.5)
* Practice preventative health behaviors. (21.K-2.HL.5)
 |
| 4 | In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the goal. |
| 3Learning Goal | 1. **Identify that health-related decisions have an impact on individual, family, community, and environment. (21.K-2.HL.3.4)**
2. **Set personal goals (21.K-2.HL.3.5)**
3. **Practice Fitness skills (21.K-2.HL.5.1)**
4. **Practice basic health enhancing physical behaviors (21.K-2.HL.5.2)**
5. **Identify stress and stress relievers (21.K-2.HL.5.3)**
6. **Identify behaviors that contribute to total wellness for individuals, families, and communities. (21.K-2.HL.5.6)**

RETRIEVAL |
| 2 | 1. Identify health-related decisions
2. Identify personal health needs.
3. Recognize health enhancing physical behaviors.
4. Identify fitness skills.
5. Identify stress and stress relievers.
6. Recognize behaviors that contribute to total wellness for individuals, families, and communities.
 |
| 1 | Student’s performance reflects insufficient progress towards foundational skills and knowledge. |
| Academic Vocabulary | *fitness, stress, wellness, goal setting, decision making* |