

Science - Health I

Idaho Department of Education Content Standards	Objective	Sub Objectives	Task Analysis	Essential Vocabulary	Assessment	Materials & Resources
Cognitive level codes: • B: Memorize • C: Perform procedures • D: Demonstrate understanding • E: Conjecture, generalize, prove • F: Solve non-routine problems, make connections	Bloom's Equivalent • B = Knowledge • C = Comprehension • D = Comprehension • E = Application and Analysis • F = Synthesis					
Standard 1: Healthy Lifestyles						
Goal 1.1 Acquire the essential skills to lead a healthy life.	1.H.1.1.1 Identify the difference between exercise and stretching. (778.01.a)	<ul style="list-style-type: none"> Identify the difference between exercise and stretching 	<ul style="list-style-type: none"> Define exercise (increase heart rate, change in breathing) Define stretching (lengthening or widening a muscle) Show an example of an exercise Show an example of stretching Explain the difference between exercise and stretching 	exercise • stretch • muscles • heart rate • lengthening • widening	<ul style="list-style-type: none"> Given an example, students will tell whether it is an exercise or stretching. 	
	1.H.1.1.2 Tell how germs are spread and describe how the body fights diseases. (778.01.b)	<ul style="list-style-type: none"> Tell how germs are spread. Describe how the body fights diseases. 	<ul style="list-style-type: none"> Define germs and where they are located Discuss how germs are passed Tell how germs are spread Define disease List healthy practices that prevent disease Explain how the body fights diseases (white blood cells) 	germs • spread disease • prevent • healthy practices	<ul style="list-style-type: none"> Student will tell how germs are spread. Students will describe how the body fights diseases. 	How germs are spread video/song: http://pbskids.org/sid/#/VideoPlayer-The_Journey_of_a_Germ White blood cell info: http://www2.scholastic.com/browse/article.jsp?id=1650
	1.H.1.1.3 Identify safety procedures. (778.01.c)	<ul style="list-style-type: none"> Identify safety procedures. 	<ul style="list-style-type: none"> Define safety Tell examples of ways to keep safe in a variety of situations Tell examples of unsafe procedures 	safety • unsafe	<ul style="list-style-type: none"> Given an example, students will identify what safety procedure to use (wearing a bike helmet, carrying scissors correctly). 	Safety activity with Officer Buckle and Gloria: www.readwritethink.org/lessons/lesson_view.asp?id=1019
	1.H.1.1.4 Explain a variety of emotions and understand that they can be managed successfully. (778.01.d)	<ul style="list-style-type: none"> Explain a variety of emotions and understand that they can be managed successfully. 	<ul style="list-style-type: none"> Define feelings/emotions Recognize the body language of emotions Discuss strategies to manage emotions 	feelings • emotions • body • language • manage/self control	<ul style="list-style-type: none"> Draw, write or describe an emotion and how to manage it successfully. 	Social Emotional Curriculum (ex Second Step)
	1.H.1.1.5 Differentiate between over-the-counter and prescription drugs. (778.01.e)	<ul style="list-style-type: none"> Differentiate between over-the-counter and prescription drugs. 	<ul style="list-style-type: none"> Discuss over-the-counter drugs Discuss prescription drugs Compare and contrast over-the-counter and prescription drugs 	over-the-counter drugs • prescription drugs	<ul style="list-style-type: none"> Given a picture example, students will distinguish between an over-the-counter or prescription drug. 	
	1.H.1.1.6 Explain how the use of known and unknown substances can be hazardous. (778.01.f)	<ul style="list-style-type: none"> Explain how the use of known and unknown substances can be hazardous. 	<ul style="list-style-type: none"> Discuss known and unknown substances List characteristics of known and unknown substances Define hazardous Explain how known and unknown substances can be hazardous 	known • unknown • substances • hazardous	<ul style="list-style-type: none"> Draw, write or describe how known and unknown substances can be hazardous. 	
	1.H.1.1.7 Recognize a nutritional diet is necessary to maintain a healthy body. (778.01.g)	<ul style="list-style-type: none"> Recognize a nutritional diet is necessary to maintain a healthy body. 	<ul style="list-style-type: none"> Define nutrition Discuss the features of the food pyramid Define a healthy body Tell how a nutritional diet will keep your body healthy 	nutrition • food pyramid • healthy • diet	<ul style="list-style-type: none"> Given a picture of a food item, students determine if it healthy for your body or not. 	Food pyramid: www.mypyramid.gov
	1.H.1.1.8 Describe how a person can take care of different body parts. (778.01.h)	<ul style="list-style-type: none"> Describe how a person can take care of different body parts. 	<ul style="list-style-type: none"> Discuss the function of different body parts (heart, brain, teeth) Describe ways to take care of different body parts (wear helmet, brush your teeth, exercise) 	names of body parts • health • safety	<ul style="list-style-type: none"> Given a body part (heart, brain, teeth) students will explain how to take care of it. 	

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	1.H.1.1.9 Describe each person's contribution to the family. (778.01.i)	• Describe each person's contribution to the family.	<ul style="list-style-type: none"> • Discuss what families look like (parents, grandparents, siblings) • Discuss the roles of the people you live with • Describe the way each person helps at home 	roles • family	• Describe the people in your family and the contribution they make.	
	1.H.1.1.10 Identify the use of health products. (778.01.j)	• Identify the use of health products.	<ul style="list-style-type: none"> • Discuss the attributes of health products • Identify the uses of the health products 	health products (toothpaste, soap, shampoo)	• Given a health product, students will identify how the product is correctly used.	
	1.H.1.1.11 Describe pollution. (778.01.k)	• Describe pollution.	<ul style="list-style-type: none"> • Define pollution • Describe the types of pollution (air, water, land pollution) 	pollution	• Students will describe pollution in a given environment (land, air, water).	
Standard 2: Risk Taking Behavior						
Goal 2.1: Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.	1.H.2.1.1 Recognize that germs cause disease. (779.01.a)	• Recognize that germs cause disease.	<ul style="list-style-type: none"> • Define germs and where they are located • Define disease • Discuss how germs cause disease • Recognize that germs cause disease 	germs • disease	• Students will be able to tell teacher that germs cause disease.	Germ activity: http://www2.scholastic.com/browse/article.jsp?id=1650
	1.H.2.1.2 Explain the necessity for rules for acceptable and unacceptable behavior. (779.01.b)	• Explain the necessity for rules for acceptable and unacceptable behavior.	<ul style="list-style-type: none"> • Define acceptable behaviors • Define unacceptable behaviors • Discuss how rules keep us safe • Explain why rules are important 	acceptable behavior • unacceptable behavior • rules	• Students will explain why rules are necessary.	
	1.H.2.1.3 Determine how to make a responsible choice. (779.01.c)	• Show how to make a responsible choice.	<ul style="list-style-type: none"> • Discuss what responsible means • List responsible choices • Show how to make a responsible choice. 	responsible • choice	• Students will show how to make a responsible choice in a variety of situations.	
	1.H.2.1.4 Discuss risky behaviors. (779.01.d)	• Discuss risky behaviors.	<ul style="list-style-type: none"> • Define risky behaviors • Discuss risky behaviors 	risky	• Students will participate in a discussion of risky behaviors.	
Standard 3: Communication Skills for Healthy Relationships						
Goal 3.1: Demonstrate the ability to use communication skills to enhance health.	1.H.3.1.1 Share positive ways to express feelings. (780.01.a)	• Show positive ways to express feelings.	<ul style="list-style-type: none"> • List feelings (happy, sad, mad) • Discuss ways to positively express feelings • Show ways to express feelings positively 	feelings • emotions • body language • manage/self control	• Students will show positive ways to express feelings in a variety of situations.	empathy resource teacher guides: classroomkidshealth.org
	1.H.3.1.2 Identify refusal and decision-making skills. (780.01.b)	• Identify refusal and decision-making skills.	<ul style="list-style-type: none"> • Discuss what a decision is • Discuss what a refusal is • List ways to politely refuse • List the decision-making process 	decision • decision-making • refusal	• Students will tell strategies used to refuse and make decisions.	Social Emotional Curriculum (ex Second Step)
	1.H.3.1.3 Demonstrate communication skills. (780.01.c)	• Show communication skills.	<ul style="list-style-type: none"> • Define communication • Discuss good communication skills • Show communication skills 	communication skills	• Students will show communication skills in a variety of environments.	Social Emotional Curriculum (ex Second Step)
Standard 4: Consumer Health						
Goal 4.1: Organize, analyze, and apply health information practices and services appropriate for individual needs.	1.H.4.1.1 Identify examples of health products. (781.01.a)	• Identify examples of health products.	<ul style="list-style-type: none"> • Discuss definition of health products • List examples of health products 	health products (toothpaste, soap, shampoo)	• Students will tell examples of health products.	
	1.H.4.1.2 Identify labels on health products. (781.01.b)	• Identify labels on health products.	<ul style="list-style-type: none"> • Define health product • Recognize where to find a label on the product • Identify the label on health products 	health product • label	• Given a health product, students will identify the label.	
	1.H.4.1.3 Recognize rolls of health workers in the school and community. (781.01.c)	• Recognize rolls of health workers in the school and community.	<ul style="list-style-type: none"> • Discuss what a health worker is • List types of health workers and their role in the school/community 	health worker • community	• Given an example of a health worker, students will tell their role in the school or community.	
Standard 5: Mental and Emotional Wellness						

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Goal 5.1: Understand and demonstrate the key components to positive mental and emotional health.	1.H.5.1.1 Demonstrate feelings. (782.01.a)	<ul style="list-style-type: none"> Show feelings. 	<ul style="list-style-type: none"> Define and list feelings Recognize the body language associated with feelings Show feelings 	feelings • body language	<ul style="list-style-type: none"> Show feelings. 	Social Emotional Curriculum (ex Second Step)
	1.H.5.1.2 Identify how each person is unique and worthwhile, both physically and emotionally. (782.01.b)	<ul style="list-style-type: none"> Identify how each person is unique and worthwhile, both physically and emotionally. 	<ul style="list-style-type: none"> Define unique Define worthwhile Tell how someone is physically unique (tall, hair color) Tell how someone is emotionally unique (sensitive, kind) 	unique • worthwhile • physically • emotionally	<ul style="list-style-type: none"> Write what makes a person unique. 	
	1.H.5.1.3 Describe physical activities one enjoys. (782.01.c)	<ul style="list-style-type: none"> Describe physical activities one enjoys. 	<ul style="list-style-type: none"> Discuss what physical activities are Describe physical activities one enjoys 	physical activity	<ul style="list-style-type: none"> Write, draw or tell about a physical activity you enjoy. 	
	1.H.5.1.4 Recognize trusted adults who can provide assistance. (782.01.d)	<ul style="list-style-type: none"> Recognize trusted adults who can provide assistance. 	<ul style="list-style-type: none"> Define trust List adults that can help you Recognize trusted adults that can help you 	trust • adult	<ul style="list-style-type: none"> Students will give an example of a trusted adult that can help them in a given environment. 	