

Grade 1&2 Curriculum Map
Integration Plan for Health
Steve Lehman
St. Paul's Lutheran School
Written: July 2020

**Grade 1&2 Curriculum
Integration Plan for Health
Submitted by Hope Loersch
July 2019**

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Content Type	Objectives	Standards	Assessment	Area of Curriculum and Specific Unit for Integration
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • SWBAT <ul style="list-style-type: none"> ○ Health ○ Wellness • recall and employ appropriate terminology to name body parts • explain the function of body parts • compare and contrast the physical differences and similarities between the sexes ○ Safety • <ul style="list-style-type: none"> ○ Relationships 	<ul style="list-style-type: none"> • A. Describe healthy behaviors. • 1:1:A1 Describe ways to prevent common childhood accidents and injuries. • 1:1:A3 List ways to prevent communicable disease. B. Apply knowledge of healthy behaviors. • 1:1:B1 Describe why it is important to seek health care. • 1:1:B3 Use multiple dimensions of health (e.g., physical, social, environmental, and emotional) in everyday life. 	<ul style="list-style-type: none"> • differentiate between human body chart of blood flow, muscles, and bones. 	<p>Class or Curricular Area: Science</p> <p>Unit: 3: The human body</p> <p>Lesson: Overview of the body: Bones and muscles.</p>
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • SWBAT <ul style="list-style-type: none"> ○ Health ○ Wellness • relate body parts to roles they play in the maintenance of good health • use technology to investigate ways to protect the body from disease and illness • collaborate to create a plan for the protection of the human body from disease and illness • illustrate methods to protect the human body from disease and illness • discuss the purpose and administration of medicines <ul style="list-style-type: none"> ○ Safety ○ Relationships 	<ul style="list-style-type: none"> • A. List influences on health behaviors. • 2:1:A1 Identify internal and external factors that may influence health behaviors. B. Analyze various influences on health behaviors. • 2:1:B1 Discuss how family, emotions, peers, and media can influence health behaviors. 	<ul style="list-style-type: none"> • Draw a picture of what germs can do to the body (after watching "Germs and the human body") 	<p>Class or Curricular Area: Science</p> <p>Unit: 4: The body's defense</p> <p>Lesson: Germs and sickness</p>

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				Specific Unit for Integration
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • SWBAT <ul style="list-style-type: none"> o Health o Wellness • differentiate between healthy and unhealthy foods and eating practices • identify influences that affect food choices (e.g., the media, advertising, peers) • compare and contrast foods in the food pyramid for nutritional value and content <ul style="list-style-type: none"> o Safety o Relationships • 	<ul style="list-style-type: none"> • 1:1:A2 Describe healthy behaviors that impact personal health. • 1:1:B2 Describe why it is important to participate in healthy behaviors. • 2:1:A1 Identify internal and external factors that may influence health behaviors. B. Analyze various influences on health behaviors. 	<ul style="list-style-type: none"> • Sort pictures of food into categories of Good Nutrition and Eat in Moderation 	<p>Class or Curricular Area: Physical Education</p> <p>Unit: 4: Body Input</p> <p>Lesson: How does my body react to what I put in it?</p>
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • SWBAT <ul style="list-style-type: none"> o Health o Wellness o Safety • investigate the cultural impact on food choices and options • create and present a healthy meal plan for self and family • relate the implementation of proper diet to the maintenance of a healthy body <ul style="list-style-type: none"> o Relationships • 	<ul style="list-style-type: none"> • 1:1:A2 Describe healthy behaviors that impact personal health. • 1:1:B2 Describe why it is important to participate in healthy behaviors. • 2:1:B1 Discuss how family, emotions, peers, and media can influence health behaviors. 	<ul style="list-style-type: none"> • Document everything you eat for one day. 	<p>Class or Curricular Area: Physical Education</p> <p>Unit: 4: Body Input</p> <p>Lesson: Fueling my body</p>

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<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • SWBAT <ul style="list-style-type: none"> ○ Health ○ Wellness ○ Safety • illustrate methods to maintain safety at home, in the community, and in school using digital tools • compare and contrast the characteristics of strangers, acquaintances, and trusted adults • describe safe and appropriate behaviors and touches <ul style="list-style-type: none"> ○ Relationships • 	<ul style="list-style-type: none"> • 2:1:A1 Identify internal and external factors that may influence health behaviors. B. Analyze various influences on health behaviors. • 2:1:B1 Discuss how family, emotions, peers, and media can influence health behaviors. • 1:1:A1 Describe ways to prevent common childhood accidents and injuries. 	<ul style="list-style-type: none"> • Identify which scenarios from video 12.4B are safe, unsafe, and why. Write a sentence about each. 	<p>Class or Curricular Area: Social Studies</p> <p>Unit: In My Community</p> <p>Lesson: What makes my community safe?</p>
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • SWBAT <ul style="list-style-type: none"> ○ Health ○ Wellness ○ Safety • compare and contrast the characteristics of strangers and trusted adults • identify procedures associated with pedestrian, bicycle, and traffic safety • discuss safe and unsafe situations <ul style="list-style-type: none"> ○ Relationships • 	<ul style="list-style-type: none"> • 2:1:A1 Identify internal and external factors that may influence health behaviors. B. Analyze various influences on health behaviors. • 1:1:A1 Describe ways to prevent common childhood accidents and injuries. 	<ul style="list-style-type: none"> • Create a map of road signs and symbols for pedestrians and drivers. 	<p>Class or Curricular Area: Social Studies</p> <p>Unit: In My Community</p> <p>Lesson: Road and Safety rules</p>

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<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • SWBAT <ul style="list-style-type: none"> o Health o Wellness o Safety • determine the impact of unsafe behaviors in specific situations (e.g., traveling in various forms of transportation, walking to school, during class) • demonstrate strategies to prevent involvement in harmful situations (e.g., bullying, fights, gang related activities) <ul style="list-style-type: none"> o Relationships • 	<ul style="list-style-type: none"> • 2:1:B1 Discuss how family, emotions, peers, and media can influence health behaviors. • 1:1:A1 Describe ways to prevent common childhood accidents and injuries. • 1:1:B3 Use multiple dimensions of health (e.g., physical, social, environmental, and emotional) in everyday life. 	<ul style="list-style-type: none"> • Make a skit of an unsafe situation and how to resolve/react. 	<p>Class or Curricular Area: Science/Social Studies</p> <p>Unit: Community and Social Environments</p> <p>Lesson: Brain and Body reactions</p>
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • SWBAT <ul style="list-style-type: none"> o Health o Wellness o Safety o Relationships • identify the physical, social, emotional, and mental aspects of wellness • explain how mental health is impacted by family values and relationships • discuss good versus bad relationships, including those which may be abusive • 	<ul style="list-style-type: none"> • 1:1:A2 Describe healthy behaviors that impact personal health. • 1:1:B3 Use multiple dimensions of health (e.g., physical, social, environmental, and emotional) in everyday life. 	<ul style="list-style-type: none"> • Draw a picture to answer the question: What challenges with his family and friends did Job have to overcome to follow God's instructions? 	<p>Class or Curricular Area: Word of God</p> <p>Unit: 12A</p> <p>Lesson: Job Follows God.</p>

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<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • SWBAT <ul style="list-style-type: none"> ○ Health ○ Wellness ○ Safety ○ Relationships • research ways to get help if involved in an unhealthy relationship • review possible causes of stress or conflict • collaborate to explain coping skills useful in stressful situations (e.g., bullying, loss, rejection, separation, stress) • discuss the health benefits of participating in class, school, or community service projects • 	<ul style="list-style-type: none"> • 1:1:A2 Describe healthy behaviors that impact personal health. • 2:1:A1 Identify internal and external factors that may influence health behaviors. B. Analyze various influences on health behaviors. • 2:1:B1 Discuss how family, emotions, peers, and media can influence health behaviors. 	<ul style="list-style-type: none"> • Draw a picture showing the ways the man served God even before he could walk or knew he would be healed. 	<p>Class or Curricular Area: Word of God</p> <p>Unit: 13B</p> <p>Lesson: Jesus Heals the Man on the Roof.</p>