

Grade ½ Health

Year: 2007-2008

Developed by Mindy Rowe

Rationale:

This course is designed to give students the knowledge and skills needed to enable them to make responsible, healthy choices in their lives. In the health and life skill program students will learn about active living, nutrition, safety, and life management strategies. The goal is to provide a foundation of knowledge so the children will choose behaviors that will keep them from getting into habits or situations that could be harmful to the child's health.

General Outcomes:

The general outcomes serve as a foundation for the Health and Life Skills Program K-9 program of studies. Each of these outcomes will be developed throughout the year.

1. Wellness Choices
2. Relationship Choices
3. Life Learning Choices

Specific Outcomes:

The program of studies outlines specific goals for the grade ½ students to meet. The specific objectives are broken down into eight sections which are:

- Personal Health
- Safety and Responsibility
- Understanding and Expressing Feelings
- Interactions
- Group Roles and Processes
- Learning Strategies
- Life Roles and Career Development
- Volunteerism

Each section will become a unit of study, and each specific outcome in that section will be taught in the corresponding unit.

Course Timeline:

- 1. Personal Health (Sept. 4-Oct.30)**
 - Physical Activity
 - Positive hygiene
 - Physical Characteristics
 - Nutrition
 - Responsible use of household/Garage supplies
- 2. Safety and Responsibility (Nov. 1-Dec. 18)**
 - Actions to use in unsafe or abusive situations
 - Safety rules
 - Street behaviors
 - Community helpers
- 3. Volunteerism (Jan. 8-Jan 23)**
 - Ways people volunteer in school and community
 - Select and perform volunteer tasks in school
- 4. Understanding and Expressing Feelings (Jan. 28 – Mar. 4)**
 - Verbal and non verbal expressions
 - Physiological responses o feelings
 - Positive/Negative feelings associated with stress/change
 - Positive/Negative Communication
- 5. Interactions (Mar.5-April 3)**
 - Making friends
 - Characteristics of being a good friend
 - Personal behavior and attitudes influence on others
 - Identify causes of conflict
 - Simple conflict resolution strategies
- 6. Group Roles and Processes (April 4-April 22)**
 - Sharing
 - Working Cooperatively
 - Recognize and accept differences within groups
- 7. Learning Strategies (April 23-May 27)**
 - Engage in some independent learning tasks
 - 5 senses
 - Decision Making Process
 - Goal setting
- 8. Life Roles and Career Development (May 28-June 24)**
 - Define personal likes and dislikes
 - Recognize interests, strengths and skills of self
 - Build awareness of ways in which people must take care of responsibilities
 - Identifying different jobs.

Assessments:

A variety of assessments will be used throughout the year. Some assessments will be used to facilitate instruction and gauge student comprehensions of the specific outcome that is being taught. Other assessments will count towards the child's report cards.

Types of Assessments that will be used:

- Observations
- Anecdotal Records
- Conversations/ Discussions
- Group/Partner Work
- Individual Work
- Performance Tasks
- Checklists
- Rubrics

Final Grade Break-down:

Each unit will be equally weighted towards the final grade.

Behavioral Expectations:

- Children will listen and follow instructions of lessons.
- Children will stay on task.
- Children will display a positive attitude.
- Children will participate in activities.
- Children will show respect and tolerance of his/her peers.