<table>
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<tr>
<th>Strand</th>
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<tbody>
<tr>
<td>Big Idea</td>
<td>Structure and Functions of the Body</td>
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</table>

**Concept**

- A. Discusses various concepts and importance of personal health and nutrition

**Learning Targets**

- 1. Describe how muscles affect overall health (e.g., burning calories, good posture, healthy heart)

**Alignments:**

- Performance: 4.7
- Knowledge: (H/PE) 1
- HEGLE: FIS.1.B
- NETS: N/A
- DOK: 3

**Instructional Strategies**

- Group discussion
- Visuals
- Worksheets

**Assessments/Evaluations**

- Test/quizzes
- Exit slips
- Worksheets

**Sample Assessment Questions**

- What are a few benefits of maintaining muscular strength?
### Instructional Resources/Tools

- Videos (district library)
- Posters
- www.pecentral.org
- www.teachpe.com
- *Physical Education for Children: Daily Lesson Plans for Elementary School* by Katherine Thomas, Amelia Lee and Jerry Thomas
- www.peuniverse.com
- YouTube
- www.cdc.gov

### Literacy Connections

- *Me and My Amazing Body* by Joan Sweeney
- *Dr. Frankenstein’s Human Body Book* by Richard Walker

### Cross Curricular Connections

- Science: Anatomy/Biology
<table>
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**Concept**

B. Discusses various concepts and importance of personal health and nutrition

**Learning Targets**

2. 
- Identify the different types of bones (i.e., long, flat, wide, short, and curved) and their functions (mineral storage, calcium, red blood cells, growth plates)

**Alignments:**
- Performance: 1.4, 4.7
- Knowledge: (H/PE) 1
- HEGLE: FIS.1.C
- NETS: N/A
- DOK: 1

**Instructional Strategies**

- Group discussion
- Visuals
- Worksheets

**Assessments/Evaluations**

- Test/quizzes
- Exit Slips
- Worksheets

**Sample Assessment Questions**

- What is located in the most central part of a bone?
## Instructional Resources/Tools

- Videos (district library)
- Posters
- [www.pecentral.org](http://www.pecentral.org)
- [www.teachpe.com](http://www.teachpe.com)
- *Physical Education for Children: Daily Lesson Plans for Elementary School* by Katherine Thomas, Amelia Lee and Jerry Thomas
- [www.peuniverse.com](http://www.peuniverse.com)
- YouTube
- [www.cdc.gov](http://www.cdc.gov)

## Literacy Connections

- *Dem Bones* by Bob Barner
- *Bones: Our Skeletal System* by Seymour Simon

## Cross Curricular Connections

- Science: Anatomy
## Health
### 4th Grade

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### Concept
C. Discusses various concepts and importance of personal health and nutrition

### Learning Targets
3. 
   - Determine the cause/effect of healthy lifestyle choices as they relate to the three layers of skin (nutrition, hydration, exercise)

### Alignments:
- Performance: 4.7
- Knowledge: (H/PE) 1
- HEGLE: FIS.1.D
- NETS: N/A
- DOK: 3

### Instructional Strategies
- Group discussion
- Visuals
- Worksheets

### Assessments/Evaluations
- Test/quizzes
- Exit slips
- Worksheets

### Sample Assessment Questions
- What is a preventative measure one could use to reduce the likelihood of skin cancer?
## Instructional Resources/Tools

- Videos (district library)
- Posters
- www.pecentral.org
- www.teachpe.com
- *Physical Education for Children: Daily Lesson Plans for Elementary School* by Katherine Thomas, Amelia Lee and Jerry Thomas
- www.peuniverse.com
- YouTube
- www.cdc.gov

## Literacy Connections

- *The Way We Work* by David Macaulay
- *From Head to Toe: The Amazing Human Body and How It Works* by Barbara Seuling

## Cross Curricular Connections

- Science: Anatomy/Nutrition
- Physical Education
<table>
<thead>
<tr>
<th>Concept</th>
<th>Learning Targets</th>
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<tbody>
<tr>
<td>D. Discusses various concepts and importance of personal health and nutrition</td>
<td>4. Show the effects of lifestyle choices (e.g., high fat diet, physical activity) on the cardio-respiratory system and relate how the cardio-respiratory system affects quality of life</td>
</tr>
</tbody>
</table>

**Alignments:**
Performance: 4.7
Knowledge: (H/PE) 1
HEGLE: FIS.1.E
NETS: N/A
DOK: 3

**Instructional Strategies**
- Group discussion
- Visuals
- Worksheets

**Assessments/Evaluations**
- Test/quizzes
- Exit slips
- Worksheets

**Sample Assessment Questions**
- What types of food are considered “heart healthy” foods?
### Instructional Resources/Tools

- Videos (district library)
- Posters
- www.pecentral.org
- www.teachpe.com
- *Physical Education for Children: Daily Lesson Plans for Elementary School* by Katherine Thomas, Amelia Lee and Jerry Thomas
- www.peuniverse.com
- YouTube
- www.cdc.gov

### Literacy Connections

- *A Drop of Blood* by Paul Showers
- *The Magic School Bus: Inside the Human Body* by Joanna Cole

### Cross Curricular Connections

- Science: Anatomy/Nutrition
- Physical Education
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<td><strong>Concept</strong></td>
<td></td>
<td></td>
<td>E. Identifies the structure and function of the body systems</td>
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<tr>
<td><strong>Learning Targets</strong></td>
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<td></td>
<td>5.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Describe the function of the respiratory system (e.g., exchange of carbon dioxide and oxygen) between air sacs and capillaries</td>
</tr>
</tbody>
</table>

**Alignments:**
- Performance: 4.7
- Knowledge: (H/PE) 1
- HEGLE: FIS.1.F
- NETS: N/A
- DOK: 1

**Instructional Strategies**
- Group discussion
- Visuals
- Worksheets

**Assessments/Evaluations**
- Test/quizzes
- Exit slips
- Worksheets

**Sample Assessment Questions**
- What is the function of the respiratory system?
## Instructional Resources/Tools

- Videos (district library)
- Posters
- www.pecentral.org
- www.teachpe.com
- *Physical Education for Children: Daily Lesson Plans for Elementary School* by Katherine Thomas, Amelia Lee and Jerry Thomas
- www.peuniverse.com
- YouTube
- www.cdc.gov

## Literacy Connections

- *Lungs: Your Respiratory System* by Seymour Simon

## Cross Curricular Connections

- Science: Anatomy
### Health

#### 4th Grade

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<tbody>
<tr>
<td>F. Identifies the structure and function of the body systems</td>
<td>6. Define and distinguish between short-term and long-term memory</td>
</tr>
</tbody>
</table>

**Alignments:**
- Performance: 1.4
- Knowledge: (H/PE) 1
- HEGLE: FIS.1.G
- NETS: N/A
- DOK: 2

**Instructional Strategies**
- Group discussion
- Visuals
- Worksheets

**Assessments/Evaluations**
- Test/quizzes
- Exit slips
- Worksheets

**Sample Assessment Questions**
- What is an example of short-term memory?
### Instructional Resources/Tools

- Videos (district library)
- Posters
- www.pecentral.org
- www.teachpe.com
- *Physical Education for Children: Daily Lesson Plans for Elementary School* by Katherine Thomas, Amelia Lee and Jerry Thomas
- www.peuniverse.com
- YouTube
- www.cdc.gov

### Literacy Connections

- *The Brain: Our Nervous System* by Seymour Simon

### Cross Curricular Connections

- Science: Anatomy
- Psychology
### Concept

G. Identifies the structure and function of the body systems

### Learning Targets

7. Describe the processes of the digestive system (e.g., how the teeth, tongue, and saliva begin the digestive process) and how they are affected by lifestyle choices (e.g., diet, activity level, dental care)

### Alignments:

- **Performance:** 1.4, 4.7
- **Knowledge:** (H/PE) 1
- **HEGLE:** FIS.1.H
- **NETS:** N/A
- **DOK:** 2

### Instructional Strategies

- Group discussion
- Visuals
- Worksheets

### Assessments/Evaluations

- Test/quizzes
- Exit slips
- Worksheets

### Sample Assessment Questions

- How are the teeth affected by choices of food?
## Instructional Resources/Tools

- Videos (district library)
- Posters
- www.pecentral.org
- www.teachpe.com
- *Physical Education for Children: Daily Lesson Plans for Elementary School* by Katherine Thomas, Amelia Lee and Jerry Thomas
- www.peuniverse.com
- YouTube
- www.cdc.gov

## Literacy Connections

- *Guts: Our Digestive System* by Seymour Simon
- *The Digestive System* by Christine Taylor-Butler

## Cross Curricular Connections

- Science: Anatomy
- Physical Education
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**Concept**

H. Identifies the structure and function of the body systems

**Learning Targets**

8. Label the major components (i.e., kidneys, ureters, bladder, urethra) and functions of the urinary/excretory system (e.g., removes liquid waste from the body)

**Alignments:**
- Performance: 1.4
- Knowledge: (H/PE) 1
- HEGLE: FIS.1.1
- NETS: N/A
- DOK: 1

**Instructional Strategies**

- Group discussion
- Visuals
- Worksheets

**Assessments/Evaluations**

- Test/quizzes
- Exit slips
- Worksheets

**Sample Assessment Questions**

- What are the major components of the urinary system?
### Instructional Resources/Tools

- Videos (district library)
- Posters
- www.pecentral.org
- www.teachpe.com
- *Physical Education for Children: Daily Lesson Plans for Elementary School* by Katherine Thomas, Amelia Lee and Jerry Thomas
- www.peuniverse.com
- YouTube
- www.cdc.gov

### Literacy Connections

- *Excretory System* by Alvin Silverstein
- *Excretory System* by Lorrie Klosterman

### Cross Curricular Connections

- Science: Anatomy
<table>
<thead>
<tr>
<th>Concept</th>
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<tbody>
<tr>
<td>I. Identifies the structure and function of the body systems</td>
<td>9. Identify and describe the basic structure and functions of the endocrine system including growth (pituitary), reproduction (ovaries, testes), fight or flight responses (adrenal), energy, metabolism (thyroid)</td>
</tr>
</tbody>
</table>

**Alignments:**
Performance: 1.4  
Knowledge: (H/PE) 1  
HEGLE: FIS.1.J  
NETS: N/A  
DOK: 2

**Instructional Strategies**
- Group discussion  
- Visuals  
- Worksheet

**Assessments/Evaluations**
- Test/ quizzes  
- Exit slips  
- Worksheets

**Sample Assessment Questions**
- Describe the primary function of the adrenal gland?
### Instructional Resources/Tools

- Videos (district library)
- Posters
- www.pecentral.org
- www.teachpe.com
- *Physical Education for Children: Daily Lesson Plans for Elementary School* by Katherine Thomas, Amelia Lee and Jerry Thomas
- www.peuniverse.com
- YouTube
- www.cdc.gov

### Literacy Connections

- *The Exciting Endocrine System* by John Burstein

### Cross Curricular Connections

- Science: Anatomy
<table>
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<tbody>
<tr>
<td>J. Identifies the structure and function of the body systems</td>
<td>11. Describe how to keep the immune system healthy and explain the principles of vaccination and immunization</td>
</tr>
</tbody>
</table>

**Alignments:**
- Performance: 1.4, 4.7
- Knowledge: (H/PE) 1
- HEGLE: FIS.1.L
- NETS: N/A
- DOK: 2

**Instructional Strategies**
- Group discussion
- Visuals
- Worksheets

**Assessments/Evaluations**
- Test/quizzes
- Exit slips
- Worksheets

**Sample Assessment Questions**
- What are some foods we can eat to boost the immune system?
Health
4th Grade

Instructional Resources/Tools

• Videos (district library)
• Posters
• www.pecentral.org
• www.teachpe.com
• Physical Education for Children: Daily Lesson Plans for Elementary School by Katherine Thomas, Amelia Lee and Jerry Thomas
• www.peuniverse.com
• YouTube
• www.cdc.gov

Literacy Connections

• Your Immune System by Linda Bickerstaff
• Defend Yourself: The Immune System by Steve Parker

Cross Curricular Connections

• Science: Anatomy/Biology
<table>
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<tr>
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<tbody>
<tr>
<td>K. Discusses various concepts and importance of personal health and nutrition</td>
<td>1. Classify activities as they relate to the health related fitness components and identify behaviors, that if performed regularly, can contribute to a healthy lifestyle (eating breakfast daily, not smoking, adequate sleep, maintain normal weight, regular physical activity, avoiding alcohol, healthy snacking)</td>
</tr>
</tbody>
</table>

**Alignments:**
- Performance: 3.2, 3.3, 4.7
- Knowledge: (H/PE) 2,5
- HEGLE: HME.1.A
- NETS: N/A
- DOK: 3

**Instructional Strategies**
- Group discussion

**Assessments/Evaluations**
- Teacher observation
- Questioning

**Sample Assessment Questions**
- What are some good and bad behaviors that can contribute to a health body?
### Instructional Resources/Tools

- Videos (district library)
- Posters
- www.pecentral.org
- www.teachpe.com
- *Physical Education for Children: Daily Lesson Plans for Elementary School* by Katherine Thomas, Amelia Lee and Jerry Thomas
- www.peuniverse.com
- YouTube
- www.cdc.gov
- www.choosemyplate.gov

### Literacy Connections

- *The Runner King* by Jeff Dinardo
- *I Love Vegetables* by Uncle Ty

### Cross Curricular Connections

- Science: Biology
- Physical Education
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<th>Strand</th>
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<tbody>
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<td>Big Idea</td>
<td>Nutrition</td>
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<tr>
<td>L. Discusses various concepts and importance of personal health and nutrition</td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>• Identify the sources and basic functions of the six essential nutrients including fiber, and locate five essential nutrients (carbohydrates, fats, proteins, vitamins, minerals) on food labels and recognize that this information helps one make healthy food choices</td>
</tr>
<tr>
<td></td>
<td>• Describe the relationship between food intake and energy</td>
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</table>

<table>
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<th>Alignments:</th>
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<tbody>
<tr>
<td>Performance: 1.4, 3.2, 3.3, 4.7</td>
<td></td>
</tr>
<tr>
<td>Knowledge: (H/PE) 2</td>
<td></td>
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<tr>
<td>HEGLE: HME.2.A</td>
<td></td>
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<tr>
<td>NETS: N/A</td>
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<td>DOK: 3</td>
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<th>Sample Assessment Questions</th>
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<tbody>
<tr>
<td>• Where could you look to find information on Vitamins in certain foods?</td>
<td></td>
</tr>
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</table>
### Instructional Resources/Tools

- Videos (district library)
- Posters
- www.pecentral.org
- www.teachpe.com
- *Physical Education for Children: Daily Lesson Plans for Elementary School* by Katherine Thomas, Amelia Lee and Jerry Thomas
- www.peuniverse.com
- YouTube
- www.cdc.gov
- www.choosemyplate.gov

### Literacy Connections

- *Good Enough To Eat* by Lizzy Rockwell
- *I Will Never Not Ever Eat a Tomato* by Lauren Child

### Cross Curricular Connections

- Science: Biology
- ELA: Reading – nonfiction
- Physical Education
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<th>Disease Prevention and Control</th>
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<td>Concept</td>
<td>Learning Targets</td>
</tr>
<tr>
<td></td>
<td>M. Discusses various concepts and importance of personal health and nutrition</td>
<td>2. Explain how healthy behaviors enhance the body’s basic lines of defense (e.g., sleep, physical activity, healthy food choices)</td>
</tr>
</tbody>
</table>

**Alignments:**
- Performance: 4.7
- Knowledge: (H/PE) 2,3
- HEGLE: RAR.1.B
- NETS: N/A
- DOK: 2

**Instructional Strategies**
- Group discussion

**Assessments/Evaluations**
- Questioning
- Teacher observation

**Sample Assessment Questions**
- How can the proper amount of sleep enhance your health?
### Instructional Resources/Tools

- Videos (district library)
- Posters
- www.pecentral.org
- www.teachpe.com
- *Physical Education for Children: Daily Lesson Plans for Elementary School* by Katherine Thomas, Amelia Lee and Jerry Thomas
- www.peuniverse.com
- YouTube
- www.cdc.gov
- www.choosemyplate.gov

### Literacy Connections

- *Staying Healthy: Personal Safety* by A. McGinty
- *Sleep Is For Everyone* by P. Showers

### Cross Curricular Connections

- Science: Biology
- Physical Education
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### Concept

N. Discusses various concepts and importance of personal health and nutrition

### Learning Targets

3.  
- Identify that there are certain conditions and lifestyle behaviors that enhance both the growth and spread of pathogens (e.g., person-to-person, food, water, not washing hands, improper refrigeration, lack of purification)

### Alignments:
- Performance: 4.7
- Knowledge: (H/PE) 3
- HEGLE: RAR.1.C
- NETS: N/A
- DOK: 2

### Instructional Strategies
- Group discussion
- Visuals

### Assessments/Evaluations
- Questioning
- Exit slips

### Sample Assessment Questions

- Give three examples of conditions and lifestyle behaviors that enhance the growth and spread of pathogens.
Instructional Resources/Tools

- Videos (district library)
- Posters
- www.pecentral.org
- www.teachpe.com
- *Physical Education for Children: Daily Lesson Plans for Elementary School* by Katherine Thomas, Amelia Lee and Jerry Thomas
- www.peuniverse.com
- YouTube
- www.cdc.gov

Literacy Connections

- *Wash Your Hands* by T. Ross
- *Germs Make Me Sick* by M. Berger
- *Be a Friend: Children Who Live with HIV* by Lori Wiener

Cross Curricular Connections

- Science: Biology
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<td>Learning Targets</td>
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<tr>
<td></td>
<td></td>
<td>3. <strong>Describe how HIV affects the immune system</strong></td>
</tr>
<tr>
<td></td>
<td>O. HIV/AIDS prevention education</td>
<td></td>
</tr>
</tbody>
</table>

**Alignments:**
- Performance: 4.7
- Knowledge: (H/PE) 3
- HEGLE: RAR.1.E
- NETS: N/A
- DOK: 1

**Instructional Strategies**
- Group discussion
- Visuals

**Assessments/Evaluations**
- Questioning
- Exit slips

**Sample Assessment Questions**
- How can you protect someone who has HIV?

**Instructional Resources/Tools**
- Videos (district library)

**Literacy Connections**
- *Alex, the Kid Who Lives with AIDS* by Linda Walvoord
- *Be a Friend: Children Who Live with HIV* by Lori Wiener

**Cross Curricular Connections**
- Science: Biology