

BRIDGETON PUBLIC SCHOOLS
Health – 3rd grade
PACING CHART/CURRICULUM MAP

Course: Health – 3rd grade

Unit B Chapter 3: Growth and Development

Essential Question: How do our bodies work?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES: Students will be able to	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 Day	2.1.4.A1 2.1.4.A2 2.4.4.B1	Lesson 1: Growing and Changing Obj: SWBAT <ul style="list-style-type: none"> • Describe the stages of the life cycle. • List signs that show that your body is changing. • Explain how your body grows. 	Teacher's Guide: pp. B4-B9 Health and Wellness Purple Text Health Masters: <i>pp. 29-31</i> Assessment book <i>p. 25</i> Transparency book pp. 6, 41, 45, 46	Student Participation Anecdotal Notes Teacher Observation Health Masters Assessment book
1 Day	2.1.4.A1 2.1.4.A2 2.4.4.B1	Lesson 2: Your Muscles and Bones Obj: SWBAT <ul style="list-style-type: none"> • Explain the way your muscles work • Describe what your bones do • Identify ways to care for muscles and bones 	Teacher's Guide: pp. B10-B15 Health and Wellness Purple Text Health Masters: <i>pp. 32-34</i> Assessment book <i>p. 26</i> Transparency book pp. 7, 8, 41	Student Participation Anecdotal Notes Teacher Observation Health Masters Assessment book
1 Day	2.1.4.A1 2.1.4.A2 2.4.4.B1	Lesson 3: Your Heart and Lungs Obj: SWBAT <ul style="list-style-type: none"> • Describe the circulatory and the respiratory systems • Describe how to care for your heart and lungs 	Teacher's Guide: pp. B16-B21 Health and Wellness Purple Text Health Masters: <i>pp. 35-38</i> Assessment book <i>p. 27</i> Transparency book pp. 10, 11, 44, 45	Student Participation Anecdotal Notes Teacher Observation Health Masters Assessment book

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Essential Question: How do our bodies work?

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1 Day	2.1.4.A1 2.1.4.A2 2.4.4.B1	Lesson 4: Your Digestive System Obj: SWBAT <ul style="list-style-type: none"> • Discuss how your digestive system works and how to care for it 	Teacher’s Guide: pp. B22-B25 Health and Wellness Purple Text Health Masters: <i>pp. 39-41</i> Assessment book <i>p. 28</i> Transparency book pp. 9, 46	Student Participation Anecdotal Notes Teacher Observation Health Masters Assessment book
1 Day	2.1.4.A1 2.1.4.A2 2.4.4.B1	Lesson 5: Your Senses and Nervous System Obj: SWBAT <ul style="list-style-type: none"> • List the five senses • Discuss what the nervous system does and how to care for it 	Teacher’s Guide: pp. B26-B31 Health and Wellness Purple Text Health Masters: <i>pp. 42-45</i> Assessment book <i>p. 29</i> Transparency book pp. 12, 44, 45	Student Participation Anecdotal Notes Teacher Observation Health Masters Assessment book
1 Day	2.1.4.A1 2.1.4.A2 2.4.4.B1	Chapter Review & Assessment Obj: SWBAT <ul style="list-style-type: none"> • Demonstrate knowledge of how their bodies work 	Teacher’s Guide: pp. B34-B35 Health and Wellness Purple Text Assessment book <i>p. 30-34</i> Test generator Teacher Works	Student Participation Anecdotal Notes Teacher Observation Assessment book Chapter Test

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Unit B Chapter 4: Nutrition

Essential Question: How do the foods we eat affect our health?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES: Students will be able to	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 Day	2.1.4.B1 2.1.4.B2 2.1.4.B3 2.1.4.B4	Lesson 1: Why you Need Food Obj: SWBAT <ul style="list-style-type: none"> • Identify the nutrients your body needs • Identify what foods are in what food groups • Explain how to use MyPyramid and make healthful food choices. 	Teacher's Guide: pp. B38-B43 Health and Wellness Purple Text Health Masters: pp. 47--50 Assessment book p. 35 Transparency book pp. 15, 18, 47 www.choosemyplate.gov	Student Participation Anecdotal Notes Teacher Observation Health Masters Assessment book
1 Day	2.1.4.B1 2.1.4.B2 2.1.4.B3 2.1.4.B4	Lesson 2: The Dietary Guidelines Obj: SWBAT <ul style="list-style-type: none"> • List the dietary guidelines and explain how to follow them • Explain how to use dietary guidelines to choose healthful snacks 	Teacher's Guide: pp. B44-B49 Health and Wellness Purple Text Health Masters: pp. 51-53 Assessment book p. 1, 36 Transparency book pp. 3, 16, 41 www.choosemyplate.gov	Student Participation Anecdotal Notes Teacher Observation Health Masters Assessment book
1 Day	2.1.4.B1 2.1.4.B2 2.1.4.B3 2.1.4.B4	Lesson 3: Choosing Healthful Meals and Snacks Obj: SWBAT <ul style="list-style-type: none"> • Identify influences on your food choices • Describe what facts are found on food labels • Explain how to plan a menu for a healthful meal 	Teacher's Guide: pp. B50-55 Health and Wellness Purple Text Health Masters: pp. 54-56 Assessment book p. 37 Transparency book pp. 4, 17, 18, 44 www.choosemyplate.gov	Student Participation Anecdotal Notes Teacher Observation Health Masters Assessment book

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Unit B Chapter 4: Nutrition

Essential Question: How do the foods we eat affect our health?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES: Students will be able to	TEACHER’S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 Day	2.1.4.B1 2.1.4.B2 2.1.4.B3 2.1.4.B4 2.1.4.C2	Lesson 4: Food Safety Obj: SWBAT <ul style="list-style-type: none"> • Explain how food can be kept safe • List kitchen safety rules • Identify the health benefits of good table manners 	Teacher’s Guide: pp. B58-61 Health and Wellness Purple Text Health Masters: pp. 58-60 Assessment book p. 38 Transparency book pp. 42 www.choosemyplate.gov	Student Participation Anecdotal Notes Teacher Observation Health Masters Assessment book
1 Day	2.1.4.B1 2.1.4.B2 2.1.4.B3 2.1.4.B4	Chapter Review and Assessment Obj: SWBAT <ul style="list-style-type: none"> • Demonstrate knowledge of chapter contents 	Teacher’s Guide: pp. B62-B63 Health and Wellness Purple Text Assessment book p. 39-43 Test generator TeacherWorks www.choosemyplate.gov	Student Participation Anecdotal Notes Teacher Observation Assessment book Chapter Test
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Unit C Chapter 5: Personal Health and Physical Activity

Essential Question: How do we stay healthy and fit?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES: Students will be able to	TEACHER’S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 Day	2.1.4.C1 2.1.4.C2 2.1.4.C3 2.2.4.B1-B4	Lesson 1: Checkups and Dental Health Obj: SWBAT <ul style="list-style-type: none"> • Explain why you need medical checkups • Describe why you need to keep your teeth healthy • Summarize how to floss and brush your teeth 	Teacher’s Guide: pp. C4- C9 Health and Wellness Purple Text Health Masters: <i>pp. 61-63</i> Assessment book <i>p. 44</i> Transparency book pp. 22, 43	Student Participation Anecdotal Notes Teacher Observation Health Masters Assessment book
1 Day	2.1.4.C1 2.1.4.C2 2.1.4.C3 2.2.4.B1-B4	Lesson 3: Good Grooming Obj: SWBAT <ul style="list-style-type: none"> • Explain why grooming your hair, skin and nails is important • Explain why getting enough rest is important to good health 	Teacher’s Guide: pp. C14-C19 Health and Wellness Purple Text Health Masters: <i>pp. 66-68</i> Assessment book <i>p. 46</i> Transparency book pp. 41	Student Participation Anecdotal Notes Teacher Observation Health Masters Assessment book
1 Day	2.1.4.C1 2.1.4.C2 2.1.4.C3 2.2.4.B1-B4	Lesson 5: A Good Workout Obj: SWBAT <ul style="list-style-type: none"> • Describe how to improve fitness skills • Describe what steps to include in a fitness plan 	Teacher’s Guide: pp. C24-C29 Health and Wellness Purple Text Health Masters: <i>pp. 73-75</i> Assessment book <i>p. 48</i> Transparency book pp. 23, 24, 44	Student Participation Anecdotal Notes Teacher Observation Health Masters Assessment book

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Unit C Chapter 5: Personal Health and Physical Activity

Essential Question: How do we stay healthy and fit?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES: Students will be able to	TEACHER’S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 Day	2.1.4.C1 2.1.4.C2 2.1.4.C3 2.2.4.A1-A2 2.2.4.B1-B4	Life Skills: Use Communication Skills Obj: SWBAT <ul style="list-style-type: none"> Describe and apply the four steps in using communication skills 	Teacher’s Guide: pp. C36 Health and Wellness Purple Text Health Masters: <i>pp. 80</i>	Student Participation Anecdotal Notes Teacher Observation Health Masters
1 Day	2.1.4.C1 2.1.4.C2 2.1.4.C3 2.2.4.A1-A2 2.2.4.B1-B4	Chapter Review and Assessment Obj: SWBAT <ul style="list-style-type: none"> Demonstrate knowledge of health and physical activity 	Teacher’s Guide: pp. C38-39 Health and Wellness Purple Text Assessment book pp. 50-54 Test generator TeacherWorks	Student Participation Anecdotal Notes Teacher Observation Assessment book Chapter Test

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Unit C Chapter 6: Violence and Injury Prevention

Essential Question: How do we reduce the risk of violence and injury?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES: Students will be able to	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 Day	2.1.4.D1-D3 2.1.4.E1 &E2 2.2.4.A1 & A2	Lesson 1: Indoor Safety Obj: SWBAT <ul style="list-style-type: none"> • Describe how to prevent falls • Explain how to prevent fires • List ways to avoid injury from poisons • Explain what computer safety means 	Teacher's Guide: pp. C42-C47 Health and Wellness Purple Text Health Masters: <i>pp. 81-84</i> Assessment book <i>p. 55</i> Transparency book pp. 34	Student Participation Anecdotal Notes Teacher Observation Health Masters Assessment book
1 Day	2.1.4.D1-D3 2.1.4.E1 &E2 2.2.4.A1 & A2	Lesson 2: Safety on The Go Obj: SWBAT <ul style="list-style-type: none"> • Explain how to keep safe around cars and buses • List safety rules when walking, biking, skating and riding a scooter • Describe how to keep safe around water 	Teacher's Guide: pp. C48-C53 Health and Wellness Purple Text Health Masters: <i>pp. 85-88</i> Assessment book <i>p. 56</i> Transparency book pp. 28, 29, 30, 31, 32, 33, 47	Student Participation Anecdotal Notes Teacher Observation Health Masters Assessment book
1 Day	2.1.4.D1-D3 2.1.4.E1 &E2 2.2.4.A1 & A2 2.2.4.B1-B4	Life Skills: Set Health Goals Obj: SWBAT <ul style="list-style-type: none"> • Describe and apply the four steps in setting health goals 	Teacher's Guide: pp. C58 Health and Wellness Purple Text Health Masters: <i>pp. 92</i> Health Behavior Contract P IV	Student Participation Anecdotal Notes Teacher Observation Health Masters
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Unit C Chapter 6: Violence and Injury Prevention

Essential Question: How do we reduce the risk of violence and injury?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES: Students will be able to	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 Day	2.1.4.D1-D3 2.1.4.E1 & E2 2.2.4.A1 & A2 2.2.4.B1-B2 2.2.4.E1	Lesson 4: Staying Safe Around People Obj: SWBAT <ul style="list-style-type: none"> • List safety rules for times when you are home with someone besides your parent or guardian • List ways to stay safe from strangers • Define what an unsafe touch is 	Teacher's Guide: pp. C60-C63 Health and Wellness Purple Text Health Masters: pp. 93-95 Assessment book p. 58 Transparency book pp. 47	Student Participation Anecdotal Notes Teacher Observation Health Masters Assessment book
1 Day	2.1.4.D1-D3 2.1.4.E1 & E2 2.2.4.A1 & A2 2.2.4.B1-B2 2.2.4.E1	Lesson 5: Staying Safe from Violence Obj: SWBAT <ul style="list-style-type: none"> • List ways that you can stay safe from gangs • Explain safety rules to prevent injury from guns and knives • Describe what to do if you find a weapon 	Teacher's Guide: pp. C64-C67 Health and Wellness Purple Text Health Masters: pp. 96-98 Assessment book p. 59 Transparency book pp. 44, 48	Student Participation Anecdotal Notes Teacher Observation Health Masters Assessment book
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Unit C Chapter 6: Violence and Injury Prevention

Essential Question: How do we reduce the risk of violence and injury?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES: Students will be able to	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 Day	2.1.4.D1-D3 2.1.4.E1 &E2 2.2.4.A1 2.2.4.B1-B2 2.2.4.E1 & E2	Lesson 6: Emergencies Obj: SWBAT <ul style="list-style-type: none"> • Explain how to call for help in an emergency • Explain how to help an injured person • Describe what safety rules to follow in case of a disaster 	Teacher's Guide: pp. C68-71 Health and Wellness Purple Text Health Masters: <i>pp. 99-100</i> Assessment book <i>p. 60</i> Transparency book pp. 41	Student Participation Anecdotal Notes Teacher Observation Health Masters Assessment book
1 Day	2.1.4.D1-D4 2.1.4.E1 &E2 2.2.4.A1 2.2.4.B1-B2 2.2.4.E1 & E2	Lesson 7: How to Give First Aid Obj: SWBAT <ul style="list-style-type: none"> • Describe precautions to take when giving first aid • Describe how to give first aid for cuts, scrapes, nosebleeds, bruises, burns, insect bites, and stings, animal bites, reactions to poisonous plants and choking • List items that should be part of a first aid kit 	Teacher's Guide: pp. C72-C77 Health and Wellness Purple Text Health Masters: <i>pp. 101-104</i> Assessment book <i>p. 61</i> Transparency book pp. 11, 35, 44, 46	Student Participation Anecdotal Notes Teacher Observation Health Masters Assessment book
1 Day	2.1.4.D1-D4 2.1.4.E1 &E2 2.2.4.A1 2.2.4.B1-B2 2.2.4.E1 & E2	Chapter Review and Assessment Obj: SWBAT <ul style="list-style-type: none"> • Demonstrate knowledge of violence and injury prevention 	Teacher's Guide: pp. C78-79 Health and Wellness Purple Text Assessment book pp. 62-64 Test generator TeacherWorks	Student Participation Anecdotal Notes Teacher Observation Assessment book Chapter Test

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Unit D Chapter 7: Drugs and Disease Prevention

Essential Question: How do tell the difference between medicines and drugs?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES: Students will be able to	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 Day	2.3.4.A1 2.3.4.A2	Lesson 1: Using Medicines Safely Obj: SWBAT <ul style="list-style-type: none"> • Explain ways medicines can help health • Explain how prescription and over-the-counter medicine differ • List safety rules to follow for using medicines 	Teacher's Guide: pp. D4-D9 Health and Wellness Purple Text Health Masters: pp. 105-107 Assessment book p. 67 Transparency book pp. 4, 41, 47	Student Participation Anecdotal Notes Teacher Observation Health Masters Assessment book
1 Day	2.2.4.A1 2.2.4.A2 2.2.4.B1-B4 2.2.4.E1-E2 2.3.4.B1 2.3.4.B4 2.3.4.C1-C3	Lesson 2: Alcohol Obj: SWBAT <ul style="list-style-type: none"> • List ways that alcohol affects physical health • Describe ways that alcohol effects how a person, thinks, feels, and acts • List ways to say “no” to drinking and alcohol 	Teacher's Guide: pp. D10-D15 Health and Wellness Purple Text Health Masters: pp. 108-111 Assessment book p. 68 Transparency book pp. 36, 41, 48	Student Participation Anecdotal Notes Teacher Observation Health Masters Assessment book
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Unit D Chapter 7: Drugs and Disease Prevention

Essential Question: How do tell the difference between medicines and drugs?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES: Students will be able to	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 Day	2.2.4.A1 2.2.4.A2 2.2.4.B1-B4 2.2.4.E1-E2 2.3.4.B1-B3 2.3.4.B5 2.3.4.C1-C3	Lesson 3: Tobacco Obj: SWBAT <ul style="list-style-type: none"> • Describe how smoking and smokeless tobacco harm health • List ways that secondhand smoke harms health • Explain why ads try to get people to use tobacco • List ways to say “no” to tobacco use 	Teacher’s Guide: pp. D16-D21 Health and Wellness Purple Text Health Masters: <i>pp. 112-115</i> Assessment book <i>p. 69</i> Transparency book pp. 37, 47	Student Participation Anecdotal Notes Teacher Observation Health Masters Assessment book
1 Day	2.2.4.A1 2.2.4.A2 2.2.4.B1-B4 2.2.4.C1-C2	Life Skills: Use Resistance Skills Obj: SWBAT <ul style="list-style-type: none"> • Describe and apply the four steps in using resistance skills 	Teacher’s Guide: pp. D22 Health and Wellness Purple Text Health Masters: <i>pp. 116</i> Transparency book pp. 5	Student Participation Anecdotal Notes Teacher Observation Health Masters
1 Day	2.2.4.A1 2.2.4.A2 2.2.4.B1-B4 2.2.4.E1-E2 2.3.4.B1-B4 2.3.4.B5 2.3.4.C1-C3	Chapter Review and Assessment Obj: SWBAT <ul style="list-style-type: none"> • Demonstrate knowledge of drugs and alcohol. 	Teacher’s Guide: pp. D30 Health and Wellness Purple Text Assessment book pp. 71-75 Test generator TeacherWorks	Student Participation Anecdotal Notes Teacher Observation Assessment book Chapter Test
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Unit D Chapter 8: Communicable and Chronic Diseases

Essential Question: How can we reduce our risk of disease?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES: Students will be able to	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 Day	2.1.4.A2 2.1.4.B1 2.1.4.C1 2.1.4.C2 2.1.4.C3	Lesson 1: Diseases that Spread Obj: SWBAT <ul style="list-style-type: none"> • Tell what causes disease and list ways to prevent their spread • Explain how to treat flu, cold and strep throat 	Teacher's Guide: pp. D34-D39 Health and Wellness Purple Text Health Masters: <i>pp. 121-124</i> Assessment book <i>p. 76</i> Transparency book pp. 4, 39, 41	Student Participation Anecdotal Notes Teacher Observation Health Masters Assessment book
1 Day	2.1.4.A2 2.1.4.B1 2.1.4.C1 2.1.4.C2 2.1.4.C3	Lesson 2: Fighting Disease Obj: SWBAT <ul style="list-style-type: none"> • Identify ways the body keeps out germs • Explain how the immune system fights disease 	Teacher's Guide: pp. D40-D43 Health and Wellness Purple Text Health Masters: <i>pp. 125-128</i> Assessment book <i>p. 77</i> Transparency book pp. 47	Student Participation Anecdotal Notes Teacher Observation Health Masters Assessment book
1 Day	2.1.4.A2 2.1.4.B1 2.1.4.C1 2.1.4.C2 2.1.4.C3 2.2.4.C2-C3	Lesson 3: Chronic Diseases Obj: SWBAT <ul style="list-style-type: none"> • Tell what chronic diseases are • Describe ways to prevent chronic disease • Identify ways to show care, concern and respect for people with special needs. 	Teacher's Guide: pp. D46-D53 Health and Wellness Purple Text Health Masters: <i>pp. 130-132</i> Assessment book <i>p. 78</i> Transparency book pp. 3, 11, 13	Student Participation Anecdotal Notes Teacher Observation Health Masters Assessment book
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Unit D Chapter 8: Communicable and Chronic Diseases

Essential Question: How can we reduce our risk of disease?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES: Students will be able to	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 Day	2.1.4.A2 2.1.4.B1 2.1.4.C1 2.1.4.C2 2.1.4.C3 2.2.4.C2-C3	Chapter Review and Assessment Obj: SWBAT <ul style="list-style-type: none"> • Demonstrate knowledge of chronic and communicable diseases 	Teacher's Guide: pp. D30 Health and Wellness Purple Text Assessment book pp. 71-75 Test generator TeacherWorks	Student Participation Anecdotal Notes Teacher Observation Assessment book Chapter Test
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Unit E Chapter 9: Consumer and Community Health

Essential Question: How can we be responsible and active members of our health community?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES: Students will be able to	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 Day	2.2.4.E1 2.2.4.E2 2.2.4.D1	Lesson 1: Be a Health-Wise Consumer Obj: SWBAT <ul style="list-style-type: none"> • Describe ways to be a consumer • Identify ways to get health information • Explain how you can check out commercials for health products 	Teacher's Guide: pp. E4-E9 Health and Wellness Purple Text Health Masters: <i>pp. 133-136</i> Assessment book <i>p. 84</i> Transparency book pp. 44	Student Participation Anecdotal Notes Teacher Observation Health Masters Assessment book
1 Day	2.2.4.E1 2.2.4.E2 2.2.4.D1	Lesson 3: Be and Active Community Member Obj: SWBAT <ul style="list-style-type: none"> • Describe different kinds of healthful community activities • Describe ways to organize your time and money 	Teacher's Guide: pp. E14-E17 Health and Wellness Purple Text Health Masters: <i>pp. 139-141</i> Assessment book <i>p. 86</i>	Student Participation Anecdotal Notes Teacher Observation Health Masters Assessment book
1 Day	2.2.4.E1 2.2.4.E2 2.2.4.D1	Life Skills: Access Health Facts, Products and Services Obj: SWBAT <ul style="list-style-type: none"> • Describe and apply the four steps in accessing health facts, products and services 	Teacher's Guide: pp. E18-E19 Health and Wellness Purple Text Health Masters: <i>pp. 142</i>	Student Participation Anecdotal Notes Teacher Observation Health Masters
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