

BRIDGETON PUBLIC SCHOOLS
Health – K
PACING CHART/CURRICULUM MAP

Course: Health – K

Unit A Chapter 1: You Feel and Think

Essential Question: What characteristics distinguish us from each other?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES: Students will be able to	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1Day	2.1.2.A1 2.1.2.A2	Lesson 1: What is Health? Obj: SWBAT <ul style="list-style-type: none"> List the 3 parts of health. 	Teacher's Guide: pp.4-5 Health Big Ideas Book pp.4-5 Health Masters: <i>Parts Fit Together, p.1, Take Care of My Health, p.2</i>	Student Participation Anecdotal Notes Teacher Observation
1 Day	2.1.2.A1 2.1.2.A2 2.1.2.C3 2.2.2.C1	Lesson 2: Everyone Has Feelings Obj: SWBAT <ul style="list-style-type: none"> Identify various feelings 	Teacher's Guide: pp.6-7 Health Big Ideas Book pp.6-7 Health Masters: <i>Feelings Bingo, p. 3, Feelings Faces, p. 4</i> Poster 8B	Student Participation Anecdotal Notes Teacher Observation
1 Day	2.1.2.A1 2.1.2.A2 2.1.2.C3 2.1.2.E2&E3 2.2.2.A1 2.2.2.B1&B2 2.2.2.C1	Lesson 3: What Do You Do About Your Feelings? Obj: SWBAT <ul style="list-style-type: none"> Identify ways to cope with feelings Describe healthful ways to share feelings 	Teacher's Guide: pp.8-9 Health Big Ideas Book pp.8-9 Health Masters: <i>What Will Happen, p. 5, Do Something About It! p. 6</i> http://classroom.kidshealth.org/ puppets	Student Participation Anecdotal Notes Teacher Observation
1 Day	2.1.2.A1 2.1.2.A2 2.1.2.C3 2.2.2.A1 2.2.2.B1-B3 2.2.2.C1	Lesson 4: You Are Special Obj: SWBAT <ul style="list-style-type: none"> Identify differences among people 	Teacher's Guide: pp.10-11 Health Big Ideas Book pp.4-5 Health Masters: <i>A Look in the Mirror, p. 7, Special Me! p. 8</i>	Student Participation Anecdotal Notes Teacher Observation Self-portraits

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1 Day	2.1.2.A1 2.1.2.A2 2.1.2.E2 2.2.2.A1 2.2.2.B1-B3 2.2.2.C1	Lesson 5: You Can Show Good Character Obj: SWBAT <ul style="list-style-type: none"> • Identify 6 ways to show good character. 	Teacher's Guide: pp.12-13 Health Big Ideas Book pp.10-11 Health Masters: <i>Good Character Cut-Up p. 9, Do the Right Thing, p.10</i> Puppets	Student Participation Anecdotal Notes Teacher Observation
1 Day	2.1.2.A1 2.1.2.A2 2.1.2.E2 2.2.2.A1 2.2.2.B1-B3 2.2.2.C1	Lesson 6: Communicate Obj: SWBAT <ul style="list-style-type: none"> • Demonstrate communication skills. 	Teacher's Guide: pp.14-15 Life Skills Book pp.4-5 Health Masters: <i>Get It Straight-Communicate, p. 11, R-E-S-P-E-C-T!, p. 12</i> Poster 1A Chapter Test <i>Health Masters p14</i>	Student Participation Anecdotal Notes Teacher Observation Chapter Test
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Unit A Chapter 2: Your Family and Friends

Essential Question: Who are our family and friends?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES: Students will be able to	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 Day	2.1.2.A1 2.1.2.A2 2.1.2.E2 2.2.2.A1 2.2.2.C1 2.4.2.A1-A3	Lesson 1: What is a Family? Obj: SWBAT <ul style="list-style-type: none"> Recognize different kinds of families. Identify feelings about family changes. 	Teacher's Guide: pp. 12-13 Health Big Ideas Book pp.8-9, 12-13 Health Masters: <i>How Many in the Family?</i> , p.15, <i>Families Change</i> , p. 16 Activity Corner - Graph Family Size TM p21	Student Participation Anecdotal Notes Teacher Observation
1 Day	2.1.2.A1 2.1.2.A2 2.1.2.E1-E3 2.2.2.A1 2.2.2.B1-B3 2.2.2.C1 2.4.2.A1-A3	Lesson 2: People in Families Help Each Other Obj: SWBAT <ul style="list-style-type: none"> Explain how to be a responsible family member 	Teacher's Guide: pp.14-15 Health Big Ideas Book pp.14-15 Health Masters: <i>Families Rule</i> , p. 17, <i>Families Work Together</i> , p. 18 Poster 8A	Student Participation Anecdotal Notes Teacher Observation
1 Day	2.1.2.A1 2.1.2.A2 2.1.2.E1-E3 2.2.2.A1 2.2.2.B1-B3 2.2.2.C1 2.4.2.A1-A3	Lesson 3: People in Families Show They Care Obj: SWBAT <ul style="list-style-type: none"> Tell ways in which family members care 	Teacher's Guide: pp.24-25 Health Big Ideas Book pp.12-13 Health Masters: <i>What Should They Say?</i> , p. 19, <i>I Will Show I Care</i> , p. 20	Student Participation Anecdotal Notes Teacher Observation
1 Day	2.1.2.A1 2.1.2.A2 2.1.2.C3 2.2.2.A1 2.2.2.B1-B3 2.2.2.C1	Lesson 4: You Have Friends Obj: SWBAT <ul style="list-style-type: none"> Discuss ways to show respect for friends. Tell how to make wise decisions with friends. 	Teacher's Guide: pp.26-27 Health Big Ideas Book pp.12-13 Health Masters: <i>Friendship Is...</i> , p. 21, <i>How Many Friends?</i> , p. 22	Student Participation Anecdotal Notes Teacher Observation

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Essential Question: Who are our family and friends?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES: Students will be able to	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 Day	2.1.2.A1 2.1.2.A2 2.1.2.C3 2.1.2.E1-E3 2.2.2.A1 2.2.2.B1-B3 2.2.2.C1 2.4.2.A3	Lesson 5: Getting Along with Family and Friends? Obj: SWBAT <ul style="list-style-type: none"> • Define conflict. • Describe ways to avoid or resolve conflicts. 	Teacher's Guide: pp. 28-29 Health Big Ideas Book pp.8-9, 12-13 Health Masters: <i>Settle It, p.23, What Can They Do?, p. 24</i> Puppets Poster 9A http://classroom.kidshealth.org/	Student Participation Anecdotal Notes Teacher Observation
1 Day	2.1.2.A1 2.1.2.A2 2.1.2.C3 2.1.2.E1-E3 2.2.2.A1 2.2.2.B1-B3 2.2.2.C1 2.4.2.A3	Lesson 6: People in Families Help Each Other Obj: SWBAT <ul style="list-style-type: none"> • Demonstrate skills for resolving conflicts 	Teacher's Guide: pp.30-31 Life Skills Book pp.6-7 Health Masters: <i>Resolve Conflicts, p. 25, Fairness Fair, p. 26</i> Poster 1B Chapter Test <i>Health Masters p28</i>	Student Participation Anecdotal Notes Teacher Observation Chapter Test
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Unit B Chapter 3: You Grow and Change

Essential Question: How do we grow and change?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES: Students will be able to	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 Day	2.1.2.A1 2.1.2.A2	Lesson 1: Growing and Changing Obj: SWBAT <ul style="list-style-type: none"> Describe human growth and development. 	Teacher's Guide: pp. 36-37 Health Big Ideas Book pp.16-17 Health Masters: <i>How Do They Grow?</i> , p.29, <i>I Measure Myself</i> , p. 30 Activity Corner Graph Height TM p37 Poster 9B	Student Participation Anecdotal Notes Teacher Observation
1 Day	2.1.2.A1 2.1.2.A2	Lesson 2: What Are Some Important Body Parts? Obj: SWBAT <ul style="list-style-type: none"> Name various body parts. Describe the functions of various body parts. 	Teacher's Guide: pp.38-39 Health Big Ideas Book pp.18-19 Health Masters: <i>Colorful Body Parts</i> , p. 31, <i>Finish the Drawing</i> , p32 Sticky notes as word cards Mirror game TM p39 Hokey Pokey dance	Student Participation Anecdotal Notes Teacher Observation
1 Day	2.1.2.A1 2.1.2.A2	Lesson 3: Your Senses Obj: SWBAT <ul style="list-style-type: none"> Name and describe the five senses 	Teacher's Guide: pp. 40-41 Health Big Ideas Book pp.20-21 Health Masters: <i>The Five Senses</i> , p33, <i>It Makes Sense!</i> , p. 34 http://classroom.kidshealth.org/	Student Participation Anecdotal Notes Teacher Observation
1 Day	2.1.2.A1 2.1.2.A2 2.1.2.D1 2.2.2.B2	Lesson 4: Practice Healthful Habits Obj: SWBAT <ul style="list-style-type: none"> Demonstrate skills for practicing healthful habits. 	Teacher's Guide: pp.42-43 Life Skills Book pp.8-9 Health Masters: <i>Practice Healthful Habits</i> , p. 35, <i>I Am Responsible</i> , p.36 Poster 2B Chapter Test <i>Health Masters</i> p38	Student Participation Anecdotal Notes Teacher Observation Chapter Test

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Unit B Chapter 4: Food for Health

Essential Question: How is food used for our body and mind?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES: Students will be able to	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 Day	2.1.2.A1 2.1.2.A2 2.1.2.B1 2.1.2.B2 2.2.2.B3	Lesson 1: Many Kinds of Food Obj: SWBAT <ul style="list-style-type: none"> • Discuss ways foods are used by the body and mind • Discuss agricultural origins of foods. 	Teacher's Guide: pp. 48-49 Health Big Ideas Book pp.22-23 Health Masters: <i>Why Do We Eat?</i> , p.39, <i>Follow the Food</i> , p. 40 Activity Corner Graph Favorite Food TM p49	Student Participation Anecdotal Notes Teacher Observation
1 Day	2.1.2.A1 2.1.2.A2 2.1.2.B1 2.1.2.B2 2.2.2.B3	Lesson 2: Are All Foods Healthful? Obj: SWBAT <ul style="list-style-type: none"> • Classify foods using the Food Guide Pyramid. • Discuss recommended numbers of servings. 	Teacher's Guide: pp. 50-51 http://classroom.kidshealth.org/ Use the food pyramid at: www.choosemyplate.gov Mypyramid Go Fish game found at www.choosemyplate.gov	Student Participation Anecdotal Notes Teacher Observation
1 Day	2.1.2.A1 2.1.2.A2 2.1.2.B1 2.1.2.B2 2.2.2.B1-B4	Lesson 3: Eating Right Obj: SWBAT <ul style="list-style-type: none"> • Identify the effects of making healthful food choices. • Plan healthful food choices using Mypyramid 	Teacher's Guide: pp. 52-53 http://classroom.kidshealth.org/ Use the food pyramid at: www.choosemyplate.gov	Student Participation Anecdotal Notes Teacher Observation Posters of healthful snacks (drawn and labeled)

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Unit B Chapter 4: Food for Health

Essential Question: How is food used for our body and mind?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES: Students will be able to	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 Day	2.1.2.A1 2.1.2.A2 2.1.2.B1-B3 2.2.2.A1 2.2.2.B1-B4	Lesson 4: Making the Right Choices Obj: SWBAT <ul style="list-style-type: none"> • Recognize influences on food choices. 	Teacher's Guide: pp. 54-55 Health Big Ideas Book pp.14-15 Health Masters: <i>Why We Do Things</i> , p.45, <i>Choose Well Wheel</i> , p. 46 Poster 7B	Student Participation Anecdotal Notes Teacher Observation
1 Day	2.1.2.A1 2.1.2.A2 2.1.2.B1-B3 2.2.2.A1 2.2.2.B1-B4	Lesson 5: Think About Your Health Choices? Obj: SWBAT <ul style="list-style-type: none"> • Demonstrate skills for thinking about health choices. 	Teacher's Guide: pp.56-57 Life Skills Book pp.10-11 Health Masters: <i>Think About Choices</i> , p. 47, <i>Stop and Think</i> , p.48 Poster 5A	Student Participation Anecdotal Notes Teacher Observation
1 Day	2.1.2.A1 2.1.2.A2 2.1.2.B1-B3	Lesson 6: Keeping Food Safe to Eat Obj: SWBAT <ul style="list-style-type: none"> • Describe how germs get into foods. • Discuss correct food-handling procedures and table manners 	Teacher's Guide: pp. 58-59 Health Big Ideas Book pp.22-23 Health Masters: <i>Keep Germs Out!</i> , p. 49, <i>Table Manners Book</i> , p. 50 http://classroom.kidshealth.org/ Poster 10B Chapter Test, <i>Health Masters</i> . p. 52	Student Participation Anecdotal Notes Teacher Observation Chapter Test

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Unit C Chapter 5: A Clean and Fit You

Essential Question: How do we stay clean and fit?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES: Students will be able to	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 Day	2.1.2.A1 2.1.2.A2 2.2.2.B1-B3	Lesson 1: Healthful Habits Obj: SWBAT <ul style="list-style-type: none"> • Discuss ways to be well-groomed • Describe how to care for skin. 	Teacher's Guide: pp. 64-65 Health Big Ideas Book pp.26-27 Health Masters: <i>How To Wash, p.53, Protect Skin, p. 54</i> http://classroom.kidshealth.org/	Student Participation Anecdotal Notes Teacher Observation
1 Day	2.1.2.A1 2.1.2.A2 2.2.2.B1-B4	Lesson 2: Set Health Goals Obj: SWBAT <ul style="list-style-type: none"> • Demonstrate skills for setting health goals. 	Teacher's Guide: pp. 66-67 Life Skills Book pp.12-13 Health Masters: <i>Health Behavior Contract, p. 55, Be Trustworthy, p. 56</i> Poster 2A	Student Participation Anecdotal Notes Teacher Observation
1 Day	2.1.2.A1 2.1.2.A2 2.2.2.B1-B4	Lesson 3: Caring for Your Teeth Obj: SWBAT <ul style="list-style-type: none"> • Explain how to care for teeth and gums 	Teacher's Guide: pp. 68-69 Health Big Ideas Book pp.26-27 Health Masters: <i>How to Brush, p. 57, Tooth Talk, p. 58</i> http://classroom.kidshealth.org/	Student Participation Anecdotal Notes Teacher Observation

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Unit C Chapter 5: A Clean and Fit You

Essential Question: How do we stay clean and fit?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES: Students will be able to	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 Day	2.1.2.A1 2.1.2.A2 2.2.2.B1-B4	Lesson 4: Why Do You Need Exercise? Obj: SWBAT <ul style="list-style-type: none"> Explain the importance of regular exercise Discuss types of exercise. 	Teacher's Guide: pp. 70-71 Health Big Ideas Book pp.26-27 Health Masters: <i>Exercise Calendar</i> , p.59, <i>Is It Exercise?</i> , p. 60 Activity Corner Count Exercises TM p71 http://classroom.kidshealth.org/	Student Participation Anecdotal Notes Teacher Observation Labeled picture of exercise they can do outside of school
1 Day	2.1.2.A1 2.1.2.A2 2.1.2.D1&D3 2.2.2.A1 2.2.2.B1-B4	Lesson 5: Staying Safe When You Exercise Obj: SWBAT <ul style="list-style-type: none"> Discuss how to stay safe before, during and after exercise. Describe sports safety equipment. 	Teacher's Guide: pp.72-73 Health Big Ideas Book pp.28-29 Health Masters: <i>Safety Match</i> , p. 61, <i>What's Missing to be Safe</i> , p.62	Student Participation Anecdotal Notes Teacher Observation
1 Day	2.1.2.A1 2.1.2.A2 2.2.2.A1 2.2.2.B1-B4	Lesson 6: Why Do You Need Rest? Obj: SWBAT <ul style="list-style-type: none"> Define <i>sleep</i> and <i>rest</i>. Identify recommended amounts of sleep and rest 	Teacher's Guide: pp. 74-75 Health Big Ideas Book pp.26-27 Health Masters: <i>Time to Sleep!</i> , p. 63, <i>Ways to Rest</i> , p. 64; <i>Health Goal</i> , p. 65 http://classroom.kidshealth.org/ Chapter Test, <i>Health Masters</i> , p. 66	Student Participation Anecdotal Notes Teacher Observation <i>Health Masters</i> , p. 65: Draw a health goal and a plan for keeping that goal Chapter Test

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Unit C Chapter 6: Staying Safe

Essential Question: How can I stay safe and home and at school?

TIMELINE	NJCCCS	SKILLS/ CONTENT OBJECTIVES: Students will be able to	TEACHER’S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 Day	2.1.2.A1 2.1.2.A2 2.1.2.D1 2.2.2.A1 2.2.2.B1-B4 2.2.2.C1	Lesson 1: Say “No” Obj: SWBAT <ul style="list-style-type: none"> Demonstrate refusal skills. 	Teacher’s Guide: pp. 80-81 Life Skills Book pp.14-15 Health Masters: <i>This Means NO</i> , p.67, <i>Say NO to Stay Safe</i> , p. 68	Student Participation Anecdotal Notes Teacher Observation
1 Day	2.1.2.A1 2.1.2.A2 2.1.2.D1&D3 2.2.2.A1 2.2.2.B1-B4	Lesson 2: Staying Safe From Fire Obj: SWBAT <ul style="list-style-type: none"> Describe fire safety rules 	Teacher’s Guide: pp.82-83 Health Big Ideas Book pp.32-33 Health Masters: <i>Fire Safety</i> , p. 69, <i>Stop, Drop, and Roll</i> , p.70 Activity Corner TM p83 Play Hot Seat http://classroom.kidshealth.org/	Student Participation Anecdotal Notes Teacher Observation
1 Day	2.1.2.A1 2.1.2.A2 2.1.2.D1&D3 2.2.2.A1 2.2.2.B1-B4 2.2.2.C1	Lesson 3: Staying Safe Inside Obj: SWBAT <ul style="list-style-type: none"> Discuss how to prevent injuries at home and in school. Discuss meanings of basic signs, symbols, and warning labels. Describe telephone safety procedures 	Teacher’s Guide: pp. 84-85 Health Big Ideas Book pp.34-35 Health Masters: <i>Stay Safe Inside</i> , p. 71, <i>Safety Search</i> , p. 72 Activity Corner TM p85 Design a Symbol http://classroom.kidshealth.org/	Student Participation Anecdotal Notes Teacher Observation

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Unit C Chapter 6: Staying Safe

Essential Question: How can I stay safe and home and at school?

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1 Day	2.1.2.A1 2.1.2.A2 2.1.2.D1&D3 2.2.2.A1 2.2.2.B1-B4 2.2.2.C1	Lesson 4: Staying Safe on the Go Obj: SWBAT <ul style="list-style-type: none"> Discuss how to prevent injuries in and around motor vehicles. 	Teacher's Guide: pp. 86-87 Health Big Ideas Book pp. 30-31, 36-37 Health Masters: <i>Safety Signs</i> , p.73, <i>Be Safe on the Go</i> , p. 74	Student Participation Anecdotal Notes Teacher Observation
1 Day	2.1.2.A1 2.1.2.A2 2.1.2.D1&D3 2.2.2.A1 2.2.2.B1-B4	Lesson 5: Staying Safe From Weather Obj: SWBAT <ul style="list-style-type: none"> Describe ways to stay safe in different kinds of weather 	Teacher's Guide: pp.88-89 Health Big Ideas Book pp.36-37 Health Masters: <i>Weather Doll</i> , p. 75, <i>Rainy Day Fun</i> , p.76 http://classroom.kidshealth.org/	Student Participation Anecdotal Notes Teacher Observation
1 Day	2.1.2.A1 2.1.2.A2 2.1.2.D1&D3 2.2.2.A1 2.2.2.B1-B4 2.2.2.C1	Lesson 6: Staying Safe During Play Obj: SWBAT <ul style="list-style-type: none"> Discuss how to prevent injuries during play. Describe safety procedures around water and animals 	Teacher's Guide: pp. 90-91 Health Big Ideas Book pp.38-39 Health Masters: <i>Where Can They Play?</i> , p. 77, <i>Safe or Not?</i> , p. 78	Student Participation Anecdotal Notes Teacher Observation
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Essential Question: How can I stay safe and home and at school?

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1 Day	2.1.2.A1 2.1.2.A2 2.1.2.D1-D3 2.2.2.A1 2.2.2.B1-B4 2.2.2.C1 2.2.2.E1	Lesson 7: Staying Safe from Others Obj: SWBAT <ul style="list-style-type: none"> • Describe threats to personal safety • Explain how to avoid threatening situations • Discuss how to seek help when feeling threatened. 	Teacher's Guide: pp. 92-93 Health Big Ideas Book pp. 30-31 Life Skills Book pp. 14-15 Health Masters: <i>Remember That Face!</i> , p.79, <i>Who's Safe</i> , p. 80 Puppets http://classroom.kidshealth.org/	Student Participation Anecdotal Notes Teacher Observation
1 Day	2.1.2.A1 2.1.2.A2 2.1.2.D1-D3 2.2.2.A1 2.2.2.B1-B4 2.2.2.C1 2.2.2.E1	Lesson 8: How Do You Act In An Emergency? Obj: SWBAT <ul style="list-style-type: none"> • Describe various emergencies • Discuss how to respond to various emergencies 	Teacher's Guide: pp.94-95 Health Big Ideas Book pp.34-35 Health Masters: <i>Is It An Emergency?</i> , p. 81, <i>Emergency Call</i> , p.82 Chapter Test, <i>Health Masters p84</i>	Student Participation Anecdotal Notes Teacher Observation Chapter Test
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