

Students for the Cure[®]

Intermediate Curriculum (3-5)

August, September

Describe relationships between personal health behavior (e.g., sleep, diet, fitness and personal hygiene) and individual wellbeing (1CH-F1).

- Discuss positive effects of leading a balanced, healthy lifestyle (e.g., being alert, rested, energetic, and healthy).

Describe how family and peers influence the health of adolescents (1CH-E4).

- Discuss and classify healthy and unhealthy choices that students have learned from family and peers.

Describe ways to reduce risks related to adolescent health problems (1CH-E6).

- Identify changes adolescents can make in their lifestyles to reduce health risks.
- Identify personal health behaviors that reduce health problems.
 - Make graphic organizers based on class discussions to display in classroom or around the school.
 - Small groups of students work together
 - Choose graphic organizer
 - Arrange information clearly and effectively on poster paper
 - Present to classmates.
 - Students record their own healthy and unhealthy choices in journals.
 - Record for a week
 - Discuss findings
 - At the end of the week, set a goal to decrease one unhealthy choice and/or increase one healthy choice.
 - Record for another week and discuss. Continue keeping journals and setting goals for as long as students are interested.

Write a personal experience narrative that includes a plot and shows the reader what happens through well-developed characters, setting, dialog and themes and uses figurative language, descriptive words and phrases (W-E2).

- Write a personal experience narrative: 1) Develop a story line that follows a clear sequence 2) Use descriptive words and phrases: PO1
 - Students use their journals as a resource for writing personal experience narratives about making healthy/unhealthy choices.

October – December

Explain how basic nutrients are utilized by the body and the relationship of a balanced diet and essential nutrients to appropriate weight, appearance and wellness (1CH-E8).

- Identify basic nutrients and their uses in the body.

Describe the basic structure and functions of the human body systems (1CH-F3)

- Identify parts of the digestive and circulatory systems and describe their functions.
 - Invite someone from the community to speak on proper nutrition.
 - Read labels from product packages/labels to determine percentages of proteins, fats, and carbohydrates
 - Identify proper portion sizes
 - Prepare healthy snacks in class
 - Keep track of what you eat for breakfast for a week and determine the average number of servings in each food-group. Then make a pie graph representing data.
- Students work in pairs to design a survey to find out about the food and physical activity preferences of fellow students. Then create a bar or line graph representing their data.
- Build a list/menu of healthy breakfast, snack and lunch choices.
- Students write and illustrate their favorite healthy recipe and compile in a book for all students to take home or sell (Possible fundraiser for the cure?)
- Conduct research on the digestive system to learn how food is broken down into nutrients that are used as fuel. Then create flow chart or diagram of the human body showing how proteins, fats, sugars, carbs., etc. are broken down and move through digestive system.

January, February

Explain the relationship between positive health behaviors and health care and the prevention of injury, illness, disease, disability and premature death (1CH-E1).

- Describe positive health behaviors that can prevent common injuries, diseases and other conditions.
- Start training for the Race for the Cure[®] 2-3 days per week.
 - Invite speaker from Southern Arizona Roadrunners or a local track coach to talk about pacing, training, warming up, cooling down, etc.
 - Designate a jogging course (loop) on the school grounds; preferably in a grassy area. Mark the course with cones or use landmarks already in place.
 - Practice maintaining a “talking” pace for the first two weeks by jogging one lap/loop with others of similar ability while keeping a conversation going.

Understand and apply appropriate units of measure, measurement techniques, and formulas to determine measurements.

- Students choose an appropriate unit of measure and measurement technique to determine the distance of the designated jogging course.
- Figure out how many laps equal a mile, 2 miles, and 3 miles.
- Introduce the heart monitor (a way to monitor pace): students take turns wearing the heart monitors while jogging 2 laps and maintaining their heart rates as a predetermined level. Or, make and use a stethoscope to listen to heartbeats at rest and after exercise.

- Introduce the stopwatch (another way to monitor pace): Spend a couple weeks using stop watches to time the students as they jog three laps. After the first week of using stop watches, students can each set a goal time based on their individual pace (students should not try to run too fast as they should still be maintaining a “talking” pace.)
- Students keep training logs where they record several variables, such as; distance jogged (# of laps), time spent jogging, heart rate, weather conditions, temperature (using a thermometer to nearest degree), how they felt, etc. Use the logs for data analysis.
- Students research games or sports played in other countries and teach them to the class.

March, April

Describe how lifestyle and family history are related to the cause and prevention of disease and other health problems (1CH-E7).

- Explain how an individual’s lifestyle and family history can prevent or cause health problems.
 - Continue training program
 - Adding laps weekly or bi-weekly
 - Continue keeping training log
 - Monitoring/analyzing progress
- Introduce/increase students’ awareness of the Race for the Cure[®] and the Susan G. Komen Breast Cancer Foundation.
 - Invite a breast cancer survivor to speak to the class
 - Invite a representative from the Race for the Cure[®] to speak to class about the event and fundraising.

Locate, acknowledge and use sources to write an informational report in own words (W-F5).

- Write reports about the mission of the Komen Foundation and the purpose for the Race for the Cure[®]
 - Use resources (informational books, guest speakers, interviews, and reference materials, Internet) and report information in own words
 - List resources by title
 - Use the writing process
 - Write an introductory statement, followed by details to support the main idea
 - Read drafts aloud to classmates who listen for 6 traits and give feedback
 - Deliver the report orally to another classroom or group of students/parents. (Described below)

Prepare and deliver an oral and organized speech and effectively convey the message through verbal and nonverbal communications with a specific audience (LS-E2).

- Students read their speeches to all the other classes in the school
 - After a speech has been read, students spend time answering questions
 - Present each class with a student-made poster advertising the Race for the Cure[®]
 - Present each class with a student-decorated penny jar to collect donations for the cure.

Count amounts of money through \$20.00 using bills and coins (Number Sense, PO15)

- Collect penny jars at the end of each week until race weekend
 - Count and record donation amounts
 - Keep running total posted around school and/or announce each week during announcements
 - Turn in donations on the morning of race day
- Students participate in the Susan G. Komen Breast Cancer Foundation Race for the Cure[®] at Reid Park.
 - Ask parents/guardians to provide transportation to and from Reid Park on the morning of race day.
 - Encourage parents/guardians to stay for the race to supervise and cheer for their children.
 - Remind parents/students to arrive at least 30 minutes before the start of the race so kids can warm up together and get their numbers pinned on.
 - Establish a meeting place before and after the race.