

Healthy Neighborhoods/Healthy Kids:

Connections to Vital Results, Standards and Grade Expectations

	CHAPTER:	OVERALL	Neighborhood & Place	Quality of Life	Report Card	Neighborhood Walk	Sharing Results	Project Planning	Celebration & Reflection
VITAL RESULTS									
1.8	Reports	X							
1.9	Narratives	X							X
1.11	Persuasive Writing					X	X		
1.12	Personal Essays	X							X
1.15	Presentations					X			
2.1	Types of Questions	X		X					
2.2	Problem Solving Process	X		X	X	X			
2.10	Fluency					X	X		
2.12	Flexibility					X	X		
2.13	Product/Service						X		
2.14	Planning/Organization	X					X		
3.5	Healthy Choices	X							
3.6	Physically Active Lifestyle Choices	X							
3.9	Sustainability	X	X						
3.10	Teamwork	X							
3.11	Interactions	X					X		
3.13	Roles and Responsibilities	X				X	X		
4.1	Service	X				X	X	X	
4.2	Democratic Process					X	X		
4.5	Continuity and Change	X							
4.6	Understanding Place	X	X						
STANDARDS									
6.7	Geographical Knowledge		X		X				
6.9	Meaning of Citizenship					X	X	X	
6.10	Types of Government					X			
6.17	Governments & Resources					X			
7.14	The Human Body								
GRADE EXPECTATIONS									
H & SS 3-4/5-6:11			X		X				
H & SS 3-4/5-6:12						X	X	X	
H & SS 3-4/5-6:14						X	X		
H & SS 3-4/5-6:15						X			
H & SS 3-4/5-6:16							X		

The Healthy Neighborhoods/Healthy Kids curriculum can be implemented in multiple ways. The Standards and Grade Expectations covered by completing this project depend largely on where teachers and students decide to focus. Some Standards and Grade Expectations will be addressed by completing any portion of the project. Others will be specific to individual projects or topics. It is up to the teacher to create assessment tools for specific topics and areas of study.