

# **Somers Point School District**



## **Curriculum**

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**Health  
Grades K-2  
August 2016**

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**Somers Point School District**

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## **Acknowledgments**

**The following individuals are acknowledged for their assistance in the preparation of this Curriculum:**

**Writers:** Devon Kallen, Tiffany Unsworth

**Administrator:** Mrs. Kim Tucker, Supervisor of Curriculum

**Secretarial Staff:** Mrs. Suzanne Klotz

# **Somers Point Schools**

This document reflects the collaboration of teachers, staff, students, parents, and the Board of Education to define our mission, vision and beliefs to guide our work.

## **Our Mission**

Empower each student to make responsible choices, meet challenges, achieve personal success, and contribute to a global society as they apply the New Jersey Core Curriculum Standards to become autonomous, lifelong learners who are literate problem solvers across all disciplines. This is accomplished through:

- *Offering diverse, challenging, effective and progressive programs in a safe, nurturing environment*
- *Providing optimal facilities and resources*
- *Mastering the skills and tools needed for success*
- *Facilitating an educational partnership with home, school and community*

## **Our Beliefs**

Beliefs: We believe that our empowered learners:

- Participate in educational programs that are designed to meet the needs of learners while providing challenging activities in the context of real life situations
- Are aware of community issues and take part in activities to better their community
- Acquire basic skills in obtaining information, thinking critically, solving problems and communicating effectively
- Develop intellectual curiosity and the ability to access information as needed
- Become reflective learners who have an understanding of their own strengths and weaknesses
- Develop the aptitudes and skills to adjust to a changing world and an unpredictable future
- Are lifetime learners who value and accept learning as a continuing and dynamic process affecting all aspects of life
- Value the integrity of all individuals and recognize their own ability to progress academically, socially, and emotionally

## Our Vision

The students of the Somers Point School District will demonstrate personal growth over time in relation to individualized goals aligned to the New Jersey Core Content Curriculum Standards. Achievement is evident when students:

- Take academic risks
- Transfer or extend content area knowledge
- Are intrinsically motivated life-long learners
- Are global learners who collaborate beyond the confines of the classroom or school
- Demonstrate social growth
- Are meta-cognitive thinkers
- Solve real-world problems

To foster student achievement Somers Point Educators:

- Promote student-centered learning
- Explicitly communicate the purpose of the lesson and how it fits into students' broader learning
- Provide hands-on learning activities
- Encourage collaboration
- Cultivate a safe environment and a strong classroom community
- Differentiate instruction
- Know the content area, curriculum, and their students
- Integrate technology
- Uncover and capitalize on student interests
- Use assessment data to make instructional decisions
- Commit to life-long learning to improve their practice

# **PROGRAM PHILOSOPHY, GOALS, AND BELIEFS**

## **Philosophy**

Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social and emotional wellness.

- A quality Physical Education program should employ an interdisciplinary approach to teaching the content of Physical Education. Therefore the program should integrate the contents of the field with the content that students learn in their other classes.
- A quality Physical Education program should provide cognitive content and learning experiences that support a variety of physical activity areas including basic movement skills; team, dual, and individual sports; rhythm and dance; and lifetime recreational activities. Areas should be linked to health concepts and health skills.
- A quality Physical Education program should integrate the use of technology. Therefore students should be encouraged to research and use valid and reliable sources for health information.
- A quality Physical Education program should be non-excluding. Therefore students should be actively engaged in the learning experience
- A quality Physical Education program will teach children to become excited about physical fitness and encourage them to gain a level of fitness that they will strive for well into the future.

# New Jersey State Department of Education

## Student Learning Standards

### **Comprehensive Health and Physical Education in the 21st Century**

Health literacy is an integral component of 21st century education. Healthy students are learners who are “knowledgeable and productive, [and] also emotionally and physically healthy, motivated, civically engaged, prepared for work and economic self-sufficiency, and ready for the world beyond their own borders” (ASCD, 2004). As part of the state’s initiative to prepare students to function optimally as global citizens and workers, the contemporary view of health and physical education focuses on taking personal responsibility for one’s health through an active, healthy lifestyle that fosters a *lifelong* commitment to wellness.

### **The mission and vision for comprehensive health and physical education reflects this perspective:**

Mission: *Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social, and emotional wellness.*

Vision: A quality comprehensive health and physical education program fosters a population that:

- Maintains physical, social, and emotional health by practicing healthy behaviors and goal setting.
- Engages in a physically active lifestyle.
- Is knowledgeable about health and wellness and how to access health resources.
- Recognizes the influence of media, technology, and culture in making informed health-related decisions as a consumer of health products and services.
- Practices effective cross-cultural communication, problem solving, negotiation, and conflict resolution skills.
- Is accepting and respectful of individual and cultural differences.
- Advocates for personal, family, community, and global wellness and is knowledgeable about national and international public health and safety issues.

### **Standards, Strands and Cumulative Progress Indicators**

The PDF version includes the entire published Core Curriculum Content Standards while the HTML version contains links to Standards' descriptive statements and lists of Strands and CPIs with linked resources. <http://www.state.nj.us/education/aps/cccs/chpe/>



**Health Year Long Plan  
Grades: K-2  
(32 Weeks)**

<u>Unit 1</u> Weeks: 14 (14 Days)  Title: Wellness	<u>Unit 2</u> Weeks: 4 (4 Days)  Title: Alcohol, Tobacco & Other Drugs	<u>Unit 3</u> Weeks: 4 (4 Days)  Title: Family Life	<u>Unit 4</u> Weeks: 4 (4 Days)  Title: Safety	<u>Unit 5</u> Weeks: 3 (3 Days)  Title: Character Development
2.1.2.A.1 2.1.2.A.2 2.1.2.B.1 2.1.2.B.2 2.1.2.B.3 2.1.2.C.1 2.1.2.C.2 2.1.2.C.3 2.1.2.E.1 2.1.2.E.2 2.1.2.E.3	2.3.2.A.1 2.3.2.A.2 2.3.2.B.1 2.3.2.B.2 2.3.2.B.3 2.3.2.B.4 2.3.2.B.5 2.3.2.C.1 2.3.2.C.2	2.4.2.A.1 2.4.2.A.2 2.4.2.A.3 2.4.2.B.1 2.4.2.C.1	2.1.2.D.1 2.1.2.D.2 2.1.2.D.3 2.2.2.E.1 2.2.2.A.1	2.2.2.D.1 2.2.2.C.1 2.2.2.C.2
<u>Supporting</u> 2.6.2.A.1 2.6.2.A.2 2.6.2.A.3				

**Unit 6**

**Weeks: 3 ( 3 Days)**

**Title: Decision Making**

2.2.2.B.1

2.2.2.B.2

2.2.2.B.3

2.2.2.B.4

**Health Curriculum  
Unit Plan # 1**

**Title:** Wellness

**Grade Level Cluster:** K-2

**Length of Time:** 14 Weeks (14 days)

**Unit Summary:** The wellness unit will allow students to choose a balanced and healthy diet while enhancing behaviors that contribute to overall wellness.

**Learning Targets**

**Standard:** 2.1 All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

**Strand: A. Personal Growth and Development**

<b>CPI# (s):</b>	<b>CPI(s):</b>	<b>Content Statement:</b>
2.1.2.A.1	Explain what being “well” means and identify self-care practices that support wellness.	Health-enhancing behaviors contribute to wellness.
2.1.2.A.2	Use correct terminology to identify body parts, and explain how body parts work together to support wellness.	

**Strand: B. Nutrition**

<b>CPI# (s):</b>	<b>CPI(s):</b>	<b>Content Statement:</b>
2.1.2.B.1	Explain why some foods are healthier to eat than others.	Choosing a balanced variety of nutritious foods contributes to wellness.
2.1.2.B.2	Explain how foods in MyPlate differ in nutritional content and value.	
2.1.2.B.3	Summarize information about food found on product labels.	

**Strand: C. Diseases and Health Conditions**

<b>CPI# (s):</b>	<b>CPI(s):</b>	<b>Content Statement:</b>
2.1.2.C.1	Summarize symptoms of common diseases and health conditions.	Knowledge about diseases and disease prevention

2.1.2.C.2	Summarize strategies to prevent the spread of common diseases and health conditions.	promotes health-enhancing behaviors.
2.1.2.C.3	Determine how personal feelings can affect one's wellness.	
<b>Strand: E. Social and Emotional Health</b>		
<b>CPI# (s):</b>	<b>CPI(s):</b>	<b>Content Statement:</b>
2.1.2.E.1	Identify basic social and emotional needs of all people.	Many factors at home, school, and in the community impact social and emotional health.
2.1.2.E.2	Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.	
2.1.2.E.3	Explain healthy ways of coping with common stressful situations experienced by children.	
<b>SUPPORTING</b>		
<b>Standard: 2.6</b> All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.		
<b>Strand: A. Fitness and Physical Activity</b>		
<b>CPI# (s):</b>	<b>CPI(s):</b>	<b>Content Statement:</b>
2.6.2.A.1	Explain the role of regular physical activity in relation to personal health.	Appropriate types and amounts of physical activity enhance personal health.
2.6.2.A.2	Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.	
2.6.2.A.3	Develop a fitness goal and monitor progress towards achievement of the goal.	
<b>Unit Essential Questions:</b>		<b>Unit Enduring Understandings:</b>
<ul style="list-style-type: none"> <li>● What are the consequences (especially unforeseen) of our choices in terms of wellness?</li> <li>● What causes optimal growth and development?</li> <li>● What makes food healthy?</li> <li>● How do you determine appropriate portion sizes?</li> <li>● Why is the difference between healthy and</li> </ul>		<ul style="list-style-type: none"> <li>● Current and future personal wellness is dependent upon applying health-related concepts and skills in everyday lifestyle</li> <li>● An individual's health at different life stages is dependent on heredity, environmental factors and lifestyle choices.</li> <li>● There are many short and long term health benefits and risks associated with nutritional choices.</li> <li>● Being consistently aware of the environment and taking safety precautions can reduce the risk of</li> </ul>

<p>unhealthy risks?</p> <ul style="list-style-type: none"> <li>● Why do we sometimes take risks that can cause harm to ourselves or others?</li> <li>● What is the minimum amount of exercise I can do to stay physically fit?</li> </ul>	<p>injury to oneself and others.</p> <ul style="list-style-type: none"> <li>● Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness.</li> <li>● Physical fitness is the ability of your whole body to work together efficiently to be able to do the most work with least amount of effort.</li> </ul>
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**Unit Objectives (unpacking CPIs where needed):**

- *Students will be comfortable using the food pyramid to help determine what a healthy diet looks like.*
- *Students will know how to read and understand the information on a food label.*
- *Students will know about disease and how they can help prevent it through proper health-enhancing behaviors.*
- *Students will be able to correctly identify body parts.*
- *Students will develop a fitness plan and be able to monitor it and make adjustments as needed.*

**Evidence of Learning**

**Formative Assessments:**  
 Students should be assessed on the Unit Objectives listed above. The amount of quizzes/teacher made assessments administered to the students will be determined by the teacher based on their class and their needs. These formative assessments should be woven into your weekly lesson plans.

**Summative Assessments:**

- Common Assessment #1 2.1.2.A.1 (self-care)
- Common Assessment #2 2.1.2.A2 (body parts)
- Common Assessment #3 2.1.2.B.1 (healthy foods)
- Common Assessment #4 2.1.2.B.2 (nutritional content)
- Common Assessment #5 2.1.2.B.3 (product labels)
- Common Assessment #6 2.1.2.C.1 (common diseases)
- Common Assessment #7 2.1.2.C.2 (disease prevention)
- Common Assessment #8 2.1.2.C.3 (feelings)
- Common Assessment #9 2.1.2.E.1 (social and emotional needs)
- Common Assessment #10 2.1.2.E.2 (conflict resolution)
- Common Assessment #11 2.1.2.E.3 (stress)

**Lesson Plans**

<b>Lessons</b>	<b>Timeframe</b>
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Lesson #1 Growth and Development	4 days
Lesson #2 Nutrition/Fitness	4 days
Lesson #3 Disease and Health Conditions	3 days
Lesson #4 Social and Emotional Health	3 days

**Health Curriculum  
Unit Plan # 2**

**Title:** Alcohol, Tobacco, and Other Drugs

**Grade Level Cluster:** K-2

**Length of Time:** 4 Weeks (4 days)

**Unit Summary:** Students will understand when it is appropriate to use different types of medicines and how to identify harmful drugs and their causes.

**Learning Targets**

**Standard:** 2.3 All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.

**Strand:** A. Medicines

<b>CPI# (s):</b>	<b>CPI(s):</b>	<b>Content Statement:</b>
2.3.2.A.1	Explain what medicines are and when some types of medicines are used.	Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.
2.3.2.A.2	Explain why medicines should be administered as directed.	

**Strand:** B. Alcohol, Tobacco, and Other Drugs

<b>CPI# (s):</b>	<b>CPI(s):</b>	<b>Content Statement:</b>
2.3.2.B.1	Identify ways that drugs can be abused.	Use of drugs in unsafe ways is dangerous and harmful.
2.3.2.B.2	Explain effects of tobacco use on personal hygiene, health, and safety.	
2.3.2.B.3	Explain why tobacco smoke is harmful to nonsmokers.	
2.3.2.B.4	Identify products that contain alcohol.	
2.3.2.B.5	List substances that should never be inhaled and explain why.	

**Strand:** C. Dependency/Addiction and Treatment

CPI# (s):	CPI(s):	Content Statement:
2.3.2.C.1	Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.	There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.
2.3.2.C.2	Explain that people who abuse alcohol, tobacco, and other drugs can get help.	
<b>Unit Essential Questions:</b> <ul style="list-style-type: none"> <li>● How do I determine whether or not a medication will be effective?</li> <li>● Why do people choose to use alcohol, tobacco and other drugs when they are aware of the detrimental effects?</li> <li>● How do I make the “right” decisions in the face of peer, media and other pressure?</li> <li>● Why does one person become an addict and another does not?</li> </ul>		<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>● Medicines must be used correctly in order to be safe and have maximum benefit.</li> <li>● Research has clearly established that alcohol, tobacco and other drugs have a variety of harmful effects on the human body.</li> <li>● There are common indicators, stages and influencing factors of chemical dependency.</li> </ul>
<b>Unit Objectives (unpacking CPIs where needed):</b> <ul style="list-style-type: none"> <li>● <i>Students will identify different drugs and how they can be used correctly and how they can be abused.</i></li> <li>● <i>Students will recognize that if someone is having trouble controlling drugs, they can get help</i></li> </ul>		
<b>Evidence of Learning</b>		
<b>Formative Assessments:</b> Students should be assessed on the Unit Objectives listed above. The amount of quizzes/teacher made assessments administered to the students will be determined by the teacher based on their class and their needs. These formative assessments should be woven into your weekly lesson plans.		
<b>Summative Assessments:</b> <ul style="list-style-type: none"> <li>● Common Assessment #1 2.3.2.A.1 (Types of Medicines)</li> <li>● Common Assessment #2 2.3.2.A.2 (Administering Medication)</li> <li>● Common Assessment #3 2.3.2.B.1 (Drug Abuse)</li> <li>● Common Assessment #4 2.3.2.B.2 (Effects of Tobacco on hygiene, health, and safety)</li> <li>● Common Assessment #5 2.3.2.B.3 (Second hand smoke)</li> <li>● Common Assessment #6 2.3.2.B.4 (Alcohol)</li> </ul>		



- Common Assessment #7 2.3.2.B.5 (Inhalants)
- Common Assessment #8 2.3.2.C.1 (Addictions)
- Common Assessment #9 2.3.2.C.2 (Help with addictions)

**Lesson Plans**

<b>Lessons</b>	<b>Timeframe</b>
Lesson #1 Title: Prescription Medicine	1 Day
Lesson #2 Title: Alcohol, Tobacco, and Other Drugs	2 Days
Lesson #3 Title: Dependency, Addiction, and Treatment	1 Day

**Health Curriculum**

**Unit Plan # 3**

**Title:** Family Life

**Grade Level Cluster:** K-2

**Length of Time:** 4 Weeks (4 days)

**Unit Summary:** This unit will include the skills and knowledge associated with the family, family planning gender characteristics.

**Learning Targets**

**Standard:** 2.4 All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

**Strand:** A. Relationships

<b>CPI# (s):</b>	<b>CPI(s):</b>	<b>Content Statement:</b>
2.4.2.A.1	Compare and contrast different kinds of families locally and globally.	The family unit encompasses the diversity of family forms in contemporary society.
2.4.2.A.2	Distinguish the roles and responsibilities of different family members.	
2.4.2.A.3	Determine the factors that contribute to healthy family relationships.	

**Standard: 2.4 Relationships and Sexuality:** All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

**Strand:** B. Sexuality

<b>CPI# (s):</b>	<b>CPI(s):</b>	<b>Content Statement:</b>
2.4.2.B.1	Compare and contrast the physical differences and similarities of the genders.	Content-specific similarities and differences exist between males and females.

**Standard:** 2.4 All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

**Strand:** C. Pregnancy and Parenting

CPI# (s):	CPI(s):	Content Statement:
2.4.2.C.1	Explain the factors of the birth mother impacts the development of the fetus.	The health of the birth mother impacts the development of the fetus.
<p><b>Unit Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● How do we learn to understand and respect diversity in relationship?</li> <li>● How do we know when a relationship is not worth saving?</li> <li>● How do you know when the time is right for you to become sexually active?</li> <li>● Why does the United States have such a high incidence of unintended pregnancies and sexually transmitted infections?</li> <li>● What determines a person’s sexual orientation?</li> <li>● How do you know when you are ready to have a child?</li> </ul>		<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● Tolerance, appreciation and understanding of individual differences are necessary in order to establish healthy relationships.</li> <li>● Reliable personal and professional resources are reliable and available to assist with relationship problems.</li> <li>● Technological advances continue to provide increased opportunities to develop relationship anytime and anyplace with a worldwide audience.</li> <li>● External pressures and opportunities that present themselves may influence a person to become sexually active.</li> <li>● Learning about sexuality and discussing sexual issues is critical for sexual health, but is a sensitive and challenging process.</li> <li>● There are many additional challenges that confront those who are not heterosexual.</li> <li>● Raising a child requires physical, economic, emotional, social and intellectual commitment.</li> <li>● Prenatal care has a direct impact on the delivery and long-term health of the child.</li> </ul>
<p><b>Unit Objectives (unpacking CPIs where needed):</b></p> <ul style="list-style-type: none"> <li>● <i>Students will be able to demonstrate knowledge of different types of families, the role of each family, and the influences that contribute to a healthy family.</i></li> <li>● <i>Students will be able to delineate the physical characteristics of each gender.</i></li> <li>● <i>Students will be able to describe the factors of the birth mother effects the development of the fetus.</i></li> </ul>		
<b>Evidence of Learning</b>		
<p><b>Formative Assessments:</b></p> <p>Students should be assessed on the Unit Objectives listed above. The amount of quizzes/teacher made assessments administered to the students will be determined by the teacher based on their class and their needs. These formative assessments should be woven into your weekly lesson plans.</p>		
<p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Common Assessment #1 2.4.2.A.1 (Types of Families)</li> </ul>		

- Common Assessment #2 2.4.2.A.2 (Roles of Family Members)
- Common Assessment #3 2.4.2.A.3 (Healthy Family Relationships)
- Common Assessment #4 2.4.2.B.1 (Gender Differences)
- Common Assessment #5 2.4.2.C.1 (Health of Birth Mother)

**Lesson Plans**

<b>Lessons</b>	<b>Timeframe</b>
Lesson #1 Family Life	2 days
Lesson #2 All About Me	2 days

**Health Curriculum**

**Unit Plan # 4**

**Title:** SAFETY

**Grade Level Cluster:** K-2

**Length of Time:** 4 Weeks (4 days)

**Unit Summary:** The safety unit will allow students to identify among different types of injuries to self and others. They will also be able to locate and communicate health professionals in their community.

**Learning Targets**

**Standard:** 2.1 All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

**Strand:** D. Safety

<b>CPI# (s):</b>	<b>CPI(s):</b>	<b>Content Statement:</b>
<b>2.1.2.D.1</b>	Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).	Using personal safety strategies reduces the number of injuries to self and others.
<b>2.1.2.D.2</b>	Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches.	
<b>2.1.2.D.3</b>	Identify procedures associated with pedestrian, bicycle, and traffic safety.	

**Standard:** 2.2 All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

**Strand:** A. Interpersonal Communication

<b>CPI# (s):</b>	<b>CPI(s):</b>	<b>Content Statement:</b>
<b>2.2.2.A.1</b>	Express needs, wants, and feelings in health- and safety-related situations.	Effective communication may be a determining factor in the outcome of health- and safety-related situations.

**Strand:** E. Health Services and Information

<b>CPI# (s):</b>	<b>CPI(s):</b>	<b>Content Statement:</b>
<b>2.2.2.E.1</b>	Determine where to access home, school, and community health	Knowing how to locate health professionals in the home,

	professionals.	at school, and in the community assists in addressing health emergencies and obtaining reliable information.
<b>Unit Essential Questions:</b> <ul style="list-style-type: none"> <li>● What are the consequences (especially unforeseen) of our choices in terms of wellness?</li> <li>● To what extent can we keep ourselves disease free?</li> <li>● What is the difference between healthy and unhealthy risks?</li> <li>● Why do we sometimes take risks that can cause harm to ourselves or others?</li> </ul>	<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>● Current and future wellness is dependent upon applying health-related concepts and skills in everyday lifestyle behaviors</li> <li>● Current and emerging diagnostic, prevention and treatment strategies can help people live healthier and longer than ever before.</li> <li>● Being consistently aware of the environment and taking safety precautions can reduce the risks of injury to oneself and others.</li> </ul>	
<b>Unit Objectives (unpacking CPIs where needed):</b> <ul style="list-style-type: none"> <li>● <i>Students will identify ways to prevent injuries.</i></li> <li>● <i>Students will express needs, wants and feelings to health professionals.</i></li> </ul>		
<b>Evidence of Learning</b>		
<b>Formative Assessments:</b> Students should be assessed on the Unit Objectives listed above. The amount of quizzes/teacher made assessments administered to the students will be determined by the teacher based on their class and their needs. These formative assessments should be woven into your weekly lesson plans.		
<b>Summative Assessments:</b> <ul style="list-style-type: none"> <li>● Common Assessment #1: 2.1.2.D.1 (Injury Prevention)</li> <li>● Common Assessment #2: 2.1.2.D.2 (Stranger Danger)</li> <li>● Common Assessment #3: 2.1.2.D.3 (Bike/Traffic Safety)</li> <li>● Common Assessment #4: 2.1.2.A.1 (Safety Situations)</li> <li>● Common Assessment #5: 2.1.2.E.1 (Community Helpers)</li> </ul>		
<b>Lesson Plans</b>		
<b>Lessons</b>	<b>Timeframe</b>	
Lesson #1: Safety	2 days	

Lesson #2: Community Helpers		2 days
<b>Health Curriculum</b> <b>Unit Plan # 5</b>		
<b>Title:</b> CHARACTER DEVELOPMENT		
<b>Grade Level Cluster:</b> K-2		<b>Length of Time:</b> 3 Weeks (3 Days)
<b>Unit Summary:</b> This unit is intended to develop and describe what goes into building character.		
<b>Learning Targets</b>		
<b>Standard:</b> 2.2 All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.		
<b>Strand:</b> C. Character Development		
<b>CPI# (s):</b>	<b>CPI(s):</b>	<b>Content Statement:</b>
2.2.2.C.1	Explain the meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others.	Character traits are often evident in behaviors exhibited by individuals when interacting with others.
2.2.2.C.2	Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities.	
<b>Strand:</b> D. Advocacy and Service		
<b>CPI# (s):</b>	<b>CPI(s):</b>	<b>Content Statement:</b>
<b>2.2.2.D.1</b>	Determine the benefits for oneself and others of participating in a class or school service activity.	Service projects provide an opportunity to have a positive impact on the lives of self and others.
<b>Unit Essential Questions:</b>		<b>Unit Enduring Understandings:</b>
<ul style="list-style-type: none"> <li>• Why is it important to learn about the different types of disabilities?</li> <li>• Why is having good character an important part of one's health?</li> </ul>		<ul style="list-style-type: none"> <li>• It is important to treat others with dignity and respect regardless of disability.</li> <li>• Having good character will affect peer and family relationships in a positive way.</li> </ul>
<b>Unit Objectives (unpacking CPIs where needed):</b>		

- *Students will learn what character is and how they can develop their own character.*
- *Students will also realize the importance of participating in a service activity.*

**Evidence of Learning**

**Formative Assessments:**

Students should be assessed on the Unit Objectives listed above. The amount of quizzes/teacher made assessments administered to the students will be determined by the teacher based on their class and their needs. These formative assessments should be woven into your weekly lesson plans.

**Summative Assessments:**

- Common Assessment #1: 2.2.2.C.1 (Meaning of Character)
- Common Assessment #2: 2.2.2.C.2 (Interaction With People With Disabilities)
- Common Assessment #3: 2.2.2.D.1 (Benefits of Service Activities)

**Lesson Plans**

Lessons	Timeframe
Lesson #1 Character Development	2 days
Lesson #2 Community Service	1 days



**Health Curriculum**

**Unit Plan # 6**

**Title: Decision Making**

**Grade Level Cluster:** K-2

**Length of Time:** 3 Weeks (3 days)

**Unit Summary:** Students will learn strategies and techniques to help them make healthy decisions concerning one's health.

**Learning Targets**

**Standard:** 2.2 All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

**Strand:** B. Decision-Making and Goal Setting

<b>CPI# (s):</b>	<b>CPI(s):</b>	<b>Content Statement:</b>
2.2.2.B.1	Explain what a decision is and why it is advantageous to think before acting.	Effective decision-making skills foster healthier lifestyle choices.
2.2.2.B.2	Relate decision-making by self and others to one's health.	
2.2.2.B.3	Determine ways parents, peers, technology, culture, and the media influence health decisions.	
2.2.2.B.4	Select a personal health goal and explain why setting a goal is important.	

**Unit Essential Questions:**

- Why might educated people make poor health decisions?
- How do I overcome negative influences when making decisions about my personal health?

**Unit Enduring Understandings:**

- Decision-making can be affected by a variety of influences that may not be in a person's best interest.

**Unit Objectives (it is unpacking CPIs where needed):**

- *Students will create a personal health goal.*
- *Students will explain why personal health goals are important.*
- *Students will explain why it is important to think before acting.*

**Evidence of Learning**

**Formative Assessments:**

Students should be assessed on the Unit Objectives listed above. The amount of quizzes/teacher made assessments administered to the students will be determined by the teacher based on their class and their needs. These formative assessments should be woven into your weekly lesson plans.

**Summative Assessments:**

- Common Assessment #1: 2.2.2.B.1 ( Think before acting)
- Common Assessment #2: 2.2.2.B.2 ( Making good decisions)
- Common Assessment #3: 2.2.2.B.3 ( External influences on decision making)
- Common Assessment #4: 2.2.2.B.4 ( Health goals)

Lesson Plans	
Lessons	Timeframe
Lesson #1 Making Good Decisions	2 days
Lesson #2 Setting Goals	1 days

**Kindergarten Health****Nutrition - Taking care of our wonderful bodies**

Objective	Activity	Page Number	Resources
1 & 2	1- Health Riddle 3- The ABC's of Healthy Foods	55 & 58	Puppet, HPW Flashcards Student Activity 8, Healthy Foods
2	2- Grouping Foods	57	Student Activity 7- Food Colors, Magazines for cutting and pasting, Crayons for coloring

**Personal Hygiene**

Objective	Activity	Page Number	Resources
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1	1- Introductory Activity	159	HPW flashcards, puppet, youtube for germ song or use brainpopjr for video
2	1- Keeping Germs Away 2-Washing Hands	160	<i>Wash Your Hands</i> by Tony Ross (if not available, use brainpopjr- germ video)
3	1- Herbie's Health Riddle 2- Your teeth 3-Care of Your teeth	161-162	Puppet, HPW flashcards, Student Activity 30, Student Activity 31
3	4- The Tooth Experiment 5- Guest Speaker	163-164	1 Hardboiled Egg, Can of cola, toothbrush and toothpaste- Ask Kim Parker School Nurse Visit

### Disease Prevention

Objective	Activity	Page Number	Resources
1 2	1- Introductory Activity Objective 2 Activity 1- Spreading Germs	167-168	Germ Song- Youtube Germ Discussion questions Student Activity 32, Spreading Germs
3	1- Disease with Herbie (or any puppet)	169	Puppet, Helping Herbie Scenarios

### Growth and Development

Objective	Activity	Page Number	Resources
1	1- Introductory Activity	139	Herbie's Health Riddle, HPW flashcards

1	3- I Am Growing	142	Student Activity 26, I am Growing
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### Social/Emotional Health

Objective	Activity	Page Number	Resources
1	1- Positive Personal Qualities 3- Making Others Feel Good	17 18	Puppet Student Activity 3, Helping Others
1	4- Music and Motion	19	<i>Song: What Thing Can You Do Best</i>
2	2- Identifying Emotions	20	HPW Poster: Feelings
3	1-Introductory Activity	22	Book: <i>When Sophie Gets Angry</i> , Molly Bang *Any book about anger
1	1- Friendship Introductory Activity	25	Book: <i>Being Friends</i> , Karen Beaumont *Any book about friends HPW Flashcards
2	2- What to look for in a friend 3-Making New Friends	26	Student Activity 4, My Friend is Special
3	2	27	Scenarios on page 28

### Safety

Objective	Activity	Page Number	Resources
1	1 - Introductory	109	Puppet, HPW Flashcards
2	1-Identifying the Need (discussion only if you	110 112	Discussion questions on page 110 Student Activity 19, School Safety

	cannot get video) 2- School Safety		
3	1- Safe Street Behavior 2-Safety Signs 4- Buckle-Up for Safety	113 114 115	Video, <i>Safety Rules for School</i> by AIMS Multimedia (if you cannot find this, use another video online or just discuss) HPW Game: Safety Signs Herbie's Healthy and Safety Songs Audiocassette - Buckle up for safety song- sing together
4	1- Water Safety Rules 2-Practicing Water Safety Behavior	115 117	Student Activity 20, Safe in the water Puppet, scanarios on page 117
1	1- Hitting and Hurting	131	HPW Flashcards, Puppet
2	1	132	Video: <i>Two Kinds of Touch</i> *Discuss if you cannot find video- use discussion questions
2	2- Good Touch vs. Bad Touch	133	Puppet and scenarios on page 133
3	1- Personal Safety Shield	134	Grocery Bag or other brown bag for each child, crayons, markers, glue, magazines
3	2	134	Puppet and Scenarios on page 134-135

**Grade 1 Activities:**

Objective	Activity	Page Number	Resources	
1	1-Creative Introductions	3	Puppet or doll	
2	1-Defining Health 3-Rhyming Poem	4 5	HPW Flash Cards Puppet, art materials	
2	1-Caring for our bodies	96	HPW flashcards (nutrition & exercise), magazines, scissors, glue	
1	1-Food Sources	99-100	Student Activity 11	
2	2- Healthy Foods	100	Student Activity 12	
1	1- I am Growing	163	<i>I Am Growing</i> , by Alik If not available, use Brainpop or youtube	
3	1- Cleanliness and Hygiene  2- Elements of Personal Hygiene  3- Oral Hygiene	165  165  166	HPW Flashcards Art Materials  Student Activity 31  None needed, but toothbrush (borrow from Nurse,) toothpaste, floss will be a helpful visual Brainpop has a tooth brushing short as well.	

1	1- Safety Concept	61-62	HPW Flashcards Art Materials	
2	1- Emergency Information 2- Safety Maze	64 64	HPW Poster: Emergency Art Materials Student Activity 7- Safety Maze	
3	1-Resisting and Avoiding Danger	72-74	Scenarios listed in curriculum	
1	1-Introduction to Fire Safety	83	Puppet	
2	2- Practicing Fire Safety	84	Art Materials	
2	1-Identifying Major Organs 2-Body Functions	156-157 157	Body Chart Poster or Brainpop/online resource Blackline Master-Body Organs Art Supplies	
1	1- Introduction to Germs	175	Student Activity 32	
3	1-The Germ Game	178-179	HPW Germ Game	
2	1- Complimenting Self 2- Kernals of Kindness	13 13-14	Puppet  Popcorn Kernel Master Art Supplies	
2	1- Sharing and Cooperation	17-18	HPW Flashcards, Sharing, Cooperation	

	2- Choices and Consequences	18-19	Puppet	
1	1-Happy Feelings	21	Student Activity 1, Happy Feelings Art Materials	
2	1- Self Expression 2- Expression through Action	22 23	Youtube or itunes Art Materials Bean bags	
3	1- Coping Skills 2- Coping with Unpleasant Feelings	23-24 24	Student Activity 2- Different Feelings  Book: <i>When I Feel Angry</i> , by Cornelia Maude Spelman or another book that deals with anger	
2	1- Sharing Experiences that Deal with Loss	28		
2	1-Drug Concepts Health Riddle 2- New Vocabulary	122 122-123	HPW Flashcards: Medicine, Drug Brianpop	
1	1- Harmful & Helpful Substance	125	Student Activities 14-18	



	Introductory Activity			
2	1-Defining Poison	126	HPW Flashcard: Poison Student Activity 19: What am I?	
	2- Identifying Poisonous Substances	127	A variety of empty poisonous and non-poisonous containers	
1	1-Learning about the dangers of tobacco- Introductory Activity	131	HPW Flashcard: Tobacco Brainpop or other short video on tobacco	
2	1- Getting the Facts	132	Student Activities 20-21 Art Materials	
4	1- Refusing TOBacco	134	Class Pledge	
	2- Tobacco resistance	134-135	Puppet	
1	1- Getting the Facts about Alcohol	138	HPW Flashcard: Alcohol Student Activity 23: Learning About Alcohol Body Chart Poster or online resource depicting body organs	
	2- Damage to the Body	138-139		
1	2- Resisting Alcohol	140	Student Activity 24: Saying No to Alcohol	

	4- Enhancing Refusal Skills	140-141	Puppet	
1	2- Decision Making Process	143-144	HPW Flashcard: Decision Student Activity 25	

### Personal and Mental Health

Objective	Activity	Page Number	Resources
1	1- Introductory Activity	3	Space to sit in a semi-circle
3	1- Health Collage	5	Posterboard, crayons, drawing materials
1	2- Facing Fears	12	None
2	1- Differences and Similarities 2- Special Qualities	12 13	None
2	1- You are Special 2- I am Special	13	Student Activity 1, You are Special  Pencils, crayons, paper
3	1- Defining Honesty 2- Telling the Truth	14	HPW Flashcards Book: <i>The Berenstain Bears and the Truth</i> , Stan and Jan Berenstain *Video on youtube might be available
2	1- Different Faces	17	HPW Poster: Feelings and Student Activity 2, My Many Different Faces

3	4	20	Book: <i>I was so mad</i> , Norma Simon *Or another similar book
1	1-The Importance of Setting Goals- introductory	23	HPW Flashcard
4	1- Setting Goals	25	Student Activity 4, Herbie's Wellness Goals

### Family Life

Objective	Activity	Page Number	Resources
1	1- Family Pride, Introductory Activity 5- Families are Different	31 33	Student Activity 5, Special Feelings for Special People  Pencils, crayons, paper
3	1- Family Roles	34	Student Activity 7, Family Roles
1 & 2	1- Identifying Problems, Introductory 1 (objective 2)- Problem Solving	45 46	HPW Flashcards HPW Problem Solving Cards: Family Life Student activity 10, Solving Problems

### Nutrition

Objective	Activity	Page Number	Resources
1	1- Introductory Activity	67	HPW Nutrition and Fitness Cards Brainpopjr
2	1- MyPlate	68	Student Activity 12, MyPlate Brainpopjr video

3	1- Planning a Healthy Meal	70	HPW Flashcard HPW Game: Refrigerator Poster with Food Group Pieces *You can use the PE department's bag of food pieces
1	1- Sources of Food	75	Student Activity 14, Sources of Healthy Food
4	1- Foods to Grow On	78	Student Activity 16, Foods to Grow On
1	1-Healthy and Unhealthy Choices, Introductory Activity	87	Student Activity 20 (A&B), Staying Healthy
1	3- Healthy Breakfast	88	Student Activity 22, Choosing a Healthy Breakfast
1	4- Food Labels	88	Student Activity 23, Food Labels Empty Cereal Boxes

### Drug Prevention

Objective	Activity	Page Number	Resources
1	1- Intro to Drug Prevention	93	Discussion questions on page 93
2	1- Drug Vocabulary	94	Student Activity 24 (A&B)
2 3	2- Drugs and Body Organs 1- Harmful and Helpful Substances	98 100	Student Activity 25, The Effects of Drugs on Body  Student Activity 26(A&B),

			Harmful and Helpful Substances
1 2	1- Tobacco Information  1(obj.2) - Cigarettes  2- Prevention Messages	103  104  105	Student Activity 27, Facts about Tobacco  Discussion from page 104  Student Activity 28, Anti-Tobacco Bumper Stickers
1	1- Baseline Knowledge (Alcohol Information/Prevention), Introductory	109	Student Activity 29, Facts about alcohol
2	1 - Understanding Drug Use  2-Dealing with Feelings	110  110	Discussion questions from page 110  Student Activity 30, Coping with Feelings

### Growth and Development

Objective	Activity	Page Number	Resources
1	1- Intro to Bones and Muscles, Introductory	131	Book: <i>The Skeleton Inside You</i> , Philip Balestrino & guideline questions on page 131 Alternative- Brainpopjr- videos for bones and muscles
2	1- Vocabulary Words 2- Identifying Major Bones  3- Function of Bones	132  133  133	Student Activity 39 (A&B)  HPW Game: Bones of the Skeletal System Poster with bone pieces OR borrow the rubber skeleton from the PE department

2	4- Protecting the bones	134	Student Activity 40, The Things That I Can Do!
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### Safety

Objective	Activity	Page Number	Resources
1	1- Risky Behaviors	141	HPW Flashcard & Student Activity 42, Risky Behaviors
1	1- Interacting Safely with Strangers	151	Book/Video: <i>Berenstain Bears Learn About Strangers</i>
2	1 - Communication Skills	152	Role-Play Scenarios

### Disease Prevention

Objective	Activity	Page Number	Resources
1 2	1- Defining Disease  2 (obj 2)- Communicable Diseases	157  159	HPW Flashcard, pencils, crayons, paper  Student Activity 46, What Am I?
1 2	1- Communicable Diseases Introductory Activity  1- What is AIDS? 2- Addressing Common Questions 3- Universal Precautions	163  164	Ten index cards  Common HIV/AIDS Questions and Resource Guide