

Bi-Borough Health Curriculum 2015 Grades K - 6



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HEALTH CURRICULUM KINDERGARTEN SUBSTANCE ABUSE PREVENTION

STATE STANDARDS

- 2.3.2.B.1 Identify ways that drugs can be abused.
- 2.3.2.A.1 Explain what medicines are and when some types of medicines are used.
- 2.2.2.A.1 Express needs, wants, and feelings in health- and safety-related situations.
- 9.1.4.A.2 Implement problem- solving strategies to solve a problem in school or the community
- 9.1.4.C.2 Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects
- 9.1.4.D.3 Use effective communication skills face to face and online interactions with peers and adults from home and from diverse cultures
- 9.1.4.E.2 Analyze the role of digital media in sales and marketing and in delivering cultural, political, and other societal methods
- 9.1.4.F.1 Demonstrate how productivity and accountability contribute to realizing individual or group goals within or outside the classroom
- 8.1 Use digital tools to access, manage, evaluate, and synthesize information in order to solve problems and communicate knowledge

BIG IDEAS/COMMON THREADS

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

ENDURING UNDERSTANDINGS

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

ESSENTIAL QUESTIONS

PRIMARY: What are drugs and how do they affect mind and body?

MODULE ASSESSMENT

Students will visually identify dangerous substances/drugs and name the negative effects.

OBJECTIVES

Students will be able to...

- Tell what “drug” means.
- Identify that medicine is a helpful drug when used correctly.
- Give reasons why to say no.
- Identify dangerous substances.
- Show how you should care for your body.

SKILLS

Students will be able to...

- Orally give reasons why to say no to drugs.
- Orally name negative effects of drugs.
- Identify dangerous substances/drugs through picture sort.
- Develop expertise through research about a problem and make a claim to support a solution
- Work as a contributing member of a team to achieve specific outcomes
- Show respect for divergent points of view by acknowledging them
- Recognize how digital media impacts a person’s perspective
- Show the self-discipline to do your best, reach a goal or perform an assigned task with good work quality
- Apply technology to enhance meaning, communication and productivity

HEALTH CURRICULUM KINDERGARTEN PHYSICAL FITNESS

STATE STANDARDS

- 2.1.P.D.1** Use safe practices indoors and out (e.g., wear bike helmets, walk in the classroom, understand how to participate in emergency drills, and understand why car seats and seat belts are used).
- 2.2.2.B.4** Select a personal health goal and explain why setting a goal is important.
- 9.1.4.A.2** Implement problem- solving strategies to solve a problem in school or the community
- 9.1.4.C.2** Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.
- 9.1.4.D.3** Use effective communication skills face-to-face and online interactions with peers and adults from home and from diverse cultures.
- 9.1.4.E.2** Analyze the role of digital media in sales and marketing and in delivering cultural, political, and other societal methods.
- 9.1.4.F.1** Demonstrate how productivity and accountability contribute to realizing individual or group goals within or outside the classroom.
- 8.1** Use digital tools to access, manage, evaluate, and synthesize information in order to solve problems and communicate knowledge

BIG IDEAS/COMMON THREADS

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

ENDURING UNDERSTANDINGS

Exercise and safe playing is an important part of healthful living.

ESSENTIAL QUESTIONS

PRIMARY: Why is it important to exercise and play?

SECONDARY: How do I play safely?

MODULE ASSESSMENT

Students will be able to identify and practice different ways to play.

Students will be able to create and write exercise goals and create and write good sportsmanship rules.

OBJECTIVES

Students will be able to...

- Identify what is and is not play.
- Identify benefits of exercise.
- Identify safe rules for play.

SKILLS

Students will be able to...

- Explain play and why it is important.
- Practice group and individual play.
- Tell why staying fit is good for you.
- Identify safe rules for play.
- Develop expertise through research about a problem and make a claim to support a solution
- Work as a contributing member of a team to achieve specific outcomes
- Show respect for divergent points of view by acknowledging them
- Recognize how digital media impacts a person's perspective
- Show the self-discipline to do your best, reach a goal or perform an assigned task with good work quality
- Apply technology to enhance meaning, communication and productivity

HEALTH CURRICULUM KINDERGARTEN GROWTH & DEVELOPMENT/CYCLE OF FAMILY LIFE

STATE STANDARDS

- 2.2.2.A.1 Express needs, wants, and feelings in health- and safety-related situations.
- 2.2.2.B.1 Explain what a decision is and why it is advantageous to think before acting.
- 2.2.2.B.2 Relate decision-making by self and others to one's health
- 2.1.2.E.1 Identify basic social and emotional needs of all people.
- 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
- 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.
- 2.1.2.C.3 Determine how personal feelings can affect one's wellness.
- 8.1 Use digital tools to access, manage, evaluate, and synthesize information in order to solve problems and communicate knowledge.

BIG IDEAS/COMMON THREADS

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

ENDURING UNDERSTANDINGS

Effective communication and interpersonal skills help people get along with others.

ESSENTIAL QUESTIONS

PRIMARY: How can one reduce impulsive and aggressive behavior in children?

SECONDARY: What are feelings?

MODULE ASSESSMENT

Students will be able to role play different feelings as well as ways to handle them.
Students will be able to draw themselves showing responses to certain feelings.
Students will be able to identify and solve problems using a problem solving approach.

OBJECTIVES

Students will be able to...

- Empathize with others.
- Determine emotional state of another person.
- Distinguish accident vs. on purpose.
- Understand feelings/communicate feelings.
- Identify problems and solutions.
- Discuss bullying.

SKILLS

Students will be able to...

- Understand how to calm self down after feelings are hurt.
- Name feelings and identify body clues when feelings occur.
- Determine who to talk to about feelings.
- Demonstrate several key communication skills.
- Understand what it means to bully.
- Develop expertise through research about a problem and make a claim to support a solution
- Work as a contributing member of a team to achieve specific outcomes
- Show respect for divergent points of view by acknowledging them
- Recognize how digital media impacts a person's perspective
- Show the self-discipline to do your best, reach a goal or perform an assigned task with good work quality
- Apply technology to enhance meaning, communication and productivity

HEALTH CURRICULUM KINDERGARTEN SUBSTANCE ABUSE PREVENTION

STATE STANDARDS

- 2.1.P.A.1** Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).
- 2.1.P.A.2** Demonstrate emerging self-help skills (e.g., develop independence when pouring, serving, and using utensils and when dressing and brushing teeth)
- 2.1.2.A.1** Explain what being “well” means and identify self-care practices that support wellness.
- 2.1.P.C.1** Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).
- 2.1.2.C.2** Summarize strategies to prevent the spread of common diseases and health conditions
- 2.1.2.E.1** Identify basic social and emotional needs of all people.
- 2.3.2.A.1** Explain what medicines are and when some types of medicines are used.
- 2.2.P.E.1** Identify community helpers who assist in maintaining a safe environment
- 2.2.2.E.1** Determine where to access home, school, and community health professionals.
- 2.3.2.A.2** Explain why medicines should be administered as directed
- 9.1.4.A.2** Implement problem- solving strategies to solve a problem in school or the community
- 9.1.4.C.2** Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects
- 9.1.4.D.3** Use effective communication skills face to face and online interactions with peers and adults from home and from diverse cultures

- 9.1.4.E.2** Analyze the role of digital media in sales and marketing and in delivering cultural, political, and other societal methods
- 9.1.4.F.1** Demonstrate how productivity and accountability contribute to realizing individual or group goals within or outside the classroom
- 8.1** Use digital tools to access, manage, evaluate, and synthesize information in order to solve problems and communicate knowledge

BIG IDEAS/COMMON THREADS

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

ENDURING UNDERSTANDINGS

It is important for people to take care of themselves to prevent illness. However, when one gets sick, it is important to know how to get better.

ESSENTIAL QUESTIONS

PRIMARY: What does it mean to be healthy?

SECONDARY: How do you know when you are sick?

What should you do when you are sick?

How do the doctor and dentist help us?

MODULE ASSESSMENT

Students will be able to identify medicines and role play correct use. Students will also be able to create class lists on ways to stay healthy and prevent sickness.

OBJECTIVES

Students will be able to...

- Identify health helpers.
- Define healthy and sick.
- Discover what germs are.
- Identify medicine, who can give, consequences.
- Explain why keeping clean keeps you healthy.

SKILLS

Students will be able to...

- Identify self-care practices that support wellness.
- Distinguish between healthy and sick.
- Identify strategies that prevent spreading germs.
- Identify word medicine and why you should take it.
- Explain what doctors and dentists do.

- Develop expertise through research about a problem and make a claim to support a solution
- Work as a contributing member of a team to achieve specific outcomes
- Show respect for divergent points of view by acknowledging them
- Recognize how digital media impacts a person's perspective
- Show the self-discipline to do your best, reach a goal or perform an assigned task with good work quality
- Apply technology to enhance meaning, communication and productivity

HEALTH CURRICULUM KINDERGARTEN INJURY PREVENTION AND PERSONAL SAFETY

STATE STANDARDS

- 2.1.P.D.1** Use safe practices indoors and out (e.g., wear bike helmets, walk in the classroom, understand how to participate in emergency drills, and understand why car seats and seat belts are used).
- 2.1.P.D.2** Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol, etc.).
- 2.1.P.D.3** Identify community helpers who assist in maintaining a safe environment
- 2.1.P.D.4** Know how to dial 911 for help.
- 9.1.4.A.2** Implement problem- solving strategies to solve a problem in school or the community
- 9.1.4.C.2** Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects
- 9.1.4.D.3** Use effective communication skills face-to-face and online interactions with peers and adults from home and from diverse cultures
- 9.1.4.E.2** Analyze the role of digital media in sales and marketing and in delivering cultural, political, and other societal methods
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BIG IDEAS/COMMON THREADS

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

ENDURING UNDERSTANDINGS

Develop an awareness of potential hazards in the environment that impacts personal health and safety.

ESSENTIAL QUESTIONS

PRIMARY: What is safety?

SECONDARY: How can I avoid accidents?

MODULE ASSESSMENT

Make class rules about safety

Perform routines for safety (fire drill, stop, drop and roll etc.)

OBJECTIVES

Students will be able to...

- Identify safety helpers at home, school, community.
- Identify unsafe situations.
- Demonstrate safety rules and routines.

SKILLS

Students will be able to...

- Decide how to stay safe in different situations.
- Identify dangerous situations.
- Follow safety rules at home, play, and community.
- Develop expertise through research about a problem and make a claim to support a solution
- Work as a contributing member of a team to achieve specific outcomes
- Show respect for divergent points of view by acknowledging them
- Recognize how digital media impacts a person's perspective
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- Apply technology to enhance meaning, communication and productivity

HEALTH CURRICULUM FIRST GRADE SELF-WORTH, MENTAL & EMOTIONAL HEALTH

STATE STANDARDS

- 2.1.2.E.1** Identify basic social and emotional needs of all people.
- 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
- 2.1.2.C.3** Determine how personal feelings can affect one's wellness.
- 2.2.2.B.1** Explain what a decision is and why it is advantageous to think before acting.
- 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.
- 2.2.2.C.2** Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities.
- 2.1.2.A.1** Explain what being "well" means and identify self-care practices that support wellness.
- 9.1.4.A.2** Implement problem- solving strategies to solve a problem in school or the community
- 9.1.4.C.2** Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects
- 9.1.4.D.3** Use effective communication skills face to face and online interactions with peers and adults from home and from diverse cultures
- 9.1.4.E.2** Analyze the role of digital media in sales and marketing and in delivering cultural, political, and other societal methods
- 9.1.4.F.1** Demonstrate how productivity and accountability contribute to realizing individual or group goals within or outside the classroom

- 8.1** Use digital tools to access, manage, evaluate, and synthesize information in order to solve problems and communicate knowledge

BIG IDEAS/COMMON THREADS

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

ENDURING UNDERSTANDINGS

Students will understand the meaning of character in relevance to themselves and others, and how it is reflected in thoughts, feeling, and actions.

ESSENTIAL QUESTIONS

PRIMARY: Can I identify my and others' feelings and signs of feelings?

What are internal and external traits of people?

SECONDARY: How does empathetic thinking/feeling effect the reactions and understandings we have on others?

MODULE ASSESSMENT

Draw faces of feelings such as happy, angry, and sad.

Students will create a model of themselves showing internal and external traits. Make a recipe for friendship.

OBJECTIVES

Students will be able to...

- Identify a variety of feelings and recognize the verbal and non-verbal cues associated with each.
- Demonstrate how to care about people by paying attention to their feelings.
- Practice recognizing various emotions.
- Recognize internal and external traits of individuals.
- Compare and contrast two different two opposite emotions such s happiness and sadness.
- Recognize empathy as an understanding, being aware of, being sensitive to, and vicariously experiencing the feelings or thoughts of another person.
- Recognize basic social and emotional needs or themselves and others. Identify appropriate steps for conflict resolution.

SKILLS

Students will be able to...

- Name feelings and identify body clues when feelings occur.
- Determine who a trusted person to talk about feelings with, and how to talk about them.
- Recognize personality differences in people.
- Appropriately respond to the needs and feelings of others.

- Develop expertise through research about a problem and make a claim to support a solution
- Work as a contributing member of a team to achieve specific outcomes
- Show respect for divergent points of view by acknowledging them
- Recognize how digital media impacts a person's perspective
- Show the self-discipline to do your best, reach a goal or perform an assigned task with good work quality
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HEALTH CURRICULUM FIRST GRADE HIV/AIDS & ILLNESS PREVENTION

STATE STANDARDS

- 2.1.2.A.2** Use correct terminology to identify body parts, and explain how body parts work together to support wellness.
- 2.1.2.C.1** Summarize symptoms of common diseases and health conditions
- 2.1.2.C.2** Summarize strategies to prevent the spread of common diseases and health conditions
- 9.1.4.A.2** Implement problem- solving strategies to solve a problem in school or the community
- 9.1.4.C.2** Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects
- 9.1.4.D.3** Use effective communication skills face to face and online interactions with peers and adults from home and from diverse cultures
- 9.1.4.E.2** Analyze the role of digital media in sales and marketing and in delivering cultural, political, and other societal methods
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BIG IDEAS/COMMON THREADS

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

ENDURING UNDERSTANDINGS

Students will understand why people get sick and how to stay well.

ESSENTIAL QUESTIONS

PRIMARY: How do you keep clean and prevent germs from spreading to others?

MODULE ASSESSMENT

Checklist for healthy behaviors

OBJECTIVES

Students will be able to...

- Identify signs of sickness.
- Show you like yourself enough to promise to take care of yourself when you are sick.
- Identify those you can tell when you do not feel well.
- Predict the consequences of not staying home when you are sick.
- Define germs and discover how they spread.
- Show respect for others by promising not to spread germs.
- Practice ways to keep germs from spreading.
Compare and contrast a communicable and non-communicable illness.
- Identify things you can do which help you get better.
- Do something to thank your family for taking care of you when you are sick.
- Practice different ways to express sympathy for those who are sick.
- Use decision making steps to make a choice to cooperate in following directions to get better.
- Identify rules which help to keep our community free from illness caused by germs.
- Let those in charge now how important you feel it is to keep the community as clean and germ free as possible.
- Practice ways to help keep the community clean.
- Predict what would happen to the cleanliness and health of community without rules to keep it clean.

SKILLS

Students will be able to...

- Identify self care practices that support wellness.
- Identify strategies that prevent the spreading of germs and diseases.
- Identify signs of sickness.
- Develop expertise through research about a problem and make a claim to support a solution
- Work as a contributing member of a team to achieve specific outcomes
- Show respect for divergent points of view by acknowledging them
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- Apply technology to enhance meaning, communication and productivity

HEALTH CURRICULUM FIRST GRADE SUBSTANCE ABUSE PREVENTION

STATE STANDARDS

- 2.2.2.A.1** Express needs, wants, and feelings in health- and safety-related situations.
- 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.E.1** Identify community helpers who assist in maintaining a safe environment
- 2.3.2.B.1** Identify ways that drugs can be abused.
- 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
- 2.3.2.C.1** Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.
- 2.3.2.C.2** Explain that people who abuse alcohol, tobacco, and other drugs can get help.
- 2.3.2.A.1** Explain what medicines are and when some types of medicines are used.
- 2.3.2.A.2** Explain why medicines should be administered as directed
- 9.1.4.A.2** Implement problem- solving strategies to solve a problem in school or the community
- 9.1.4.C.2** Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects

- 9.1.4.D.3** Use effective communication skills face to face and online interactions with peers and adults from home and from diverse cultures
- 9.1.4.E.2** Analyze the role of digital media in sales and marketing and in delivering cultural, political, and other societal methods
- 9.1.4.F.1** Demonstrate how productivity and accountability contribute to realizing individual or group goals within or outside the classroom
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BIG IDEAS/COMMON THREADS

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

ENDURING UNDERSTANDINGS

- Drugs and medicines come in a variety of forms (tobacco, alcohol, other drugs, prescription medicines, over-the-counter medicines, medicinal supplements).
- Drugs are dangerous.
- Medicines are used for numerous reasons, and should be taken as directed in order to be safe and effective.

ESSENTIAL QUESTIONS

PRIMARY: What is medicine?

SECONDARY: When should they be taken? Who can give them to us? How do drugs and alcohol affect the mind and body?

MODULE ASSESSMENT

Name the negative effects of drugs and alcohol by creating a warning label.

Create a “Rap” song to convey the dangers of taking non necessary drugs and who can give them medicines.

OBJECTIVES

Students will be able to...

- Identify what is and what is not medicine.
- Commit to informing others about the dangers of taking medicine not prescribed for them.
- Practice differentiating between medicines and non-medicines.
- Compare and contrast candy to chewable vitamins or chewable pain reliever.
- Name appropriate adults who give medicine to children.
- Show how you respect the knowledge and opinions of adults.

- Practice saying no to those persons who are not responsible for giving you medicine.
- Discover how medicine helps the body.
- Admire the wonder of medicine.
- Demonstrate caring for someone who is ill.
- Predict what would happen if we had no medicine.
- Identify medicines as drugs.
- Respect rules about taking medicines.
- Locate and inspect for safety the best places in your house to keep medicine.
- Use decision making skills to decide not to eat something tht you are unsure is safe.
- Define the word drug and identify various substances as drugs.
- Tell why it is important to have rules and laws about drugs.
- Tell what tobacco and nicotine are and explain the harmful effects of smoking.
- Make a plan to do things to help you keep your lungs healthy.
- Explain why alcohol is a drug, what is does to your body, and reasons why people drink alcohol.
- Create a plan to help your community to be drug free.

SKILLS

Students will be able to...

- Name examples of drugs and alcohol.
- Say NO to drugs with body and words.
- Name negative effects of drugs and alcohol on mind and body.
- Identify that media misrepresents the actual effects of drugs and alcohol.
- Identify the word medicine.
- Identify why you should not take medicines without medical reason.
- Identify that all medicines are drugs.
- Identify who can give you medicine.
- Develop expertise through research about a problem and make a claim to support a solution
- Work as a contributing member of a team to achieve specific outcomes
- Show respect for divergent points of view by acknowledging them
- Recognize how digital media impacts a person's perspective
- Show the self-discipline to do your best, reach a goal or perform an assigned task with good work quality
- Apply technology to enhance meaning, communication and productivity

HEALTH CURRICULUM FIRST GRADE NUTRITION

STATE STANDARDS

- 2.1.2.B.1** Explain why some foods are healthier to eat than others.
- 2.1.2.B.2** Explain how foods in the My Plate differ in nutritional content and value.
- 2.1.2.B.3** Summarize information about food found on product labels
- 2.2.2.B.2** Relate decision-making by self and others to one's health
- 2.2.2.B.4** Select a personal health goal and explain why setting a goal is important.
- 9.1.4.A.2** Implement problem- solving strategies to solve a problem in school or the community
- 9.1.4.C.2** Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects
- 9.1.4.D.3** Use effective communication skills face to face and online interactions with peers and adults from home and from diverse cultures
- 9.1.4.E.2** Analyze the role of digital media in sales and marketing and in delivering cultural, political, and other societal methods
- 9.1.4.F.1** Demonstrate how productivity and accountability contribute to realizing individual or group goals within or outside the classroom
- 8.1** Use digital tools to access, manage, evaluate, and synthesize information in order to solve problems and communicate knowledge

BIG IDEAS/COMMON THREADS

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

ENDURING UNDERSTANDINGS

People who make healthy food choices help their bodies work smarter and better.

ESSENTIAL QUESTIONS

How does our body use food to give us energy?

MODULE ASSESSMENT

Plan a healthy family meal.

OBJECTIVES

Students will be able to ...

- Explain the words food, fuel, and energy and tell how food is transformed into energy.
- Explain the reasons it is important to be responsible in choosing healthful foods.
- Trace the path food takes through your body.
- Respect the workings of the body by explaining consequences of food selections.
- Demonstrate proper food handling techniques and explain effects upon the body.
- List a variety of healthful and less healthful foods, and their effects upon the body.
- Explain the relationship between feelings, appetite, and food choices.
- Plan a healthful meal.
- Explain the rules of eating which are represented by the guide- My Plate.
- State acceptance of familial and cultural differences in healthful food, prepare and try a variety of multicultural foods.

SKILLS

Students will be able to...

- Determine healthy choice food items.
- Explain how food gives us energy.
- Identify the parts of the My Plate.
- Develop expertise through research about a problem and make a claim to support a solution
- Work as a contributing member of a team to achieve specific outcomes
- Show respect for divergent points of view by acknowledging them
- Recognize how digital media impacts a person's perspective
- Show the self-discipline to do your best, reach a goal or perform an assigned task with good work quality
- Apply technology to enhance meaning, communication and productivity

HEALTH CURRICULUM FIRST GRADE INJURY PREVENTION & PERSONAL SAFETY

STATE STANDARDS

- 2.1.2.D.1** Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention)
- 2.1.2.D.2** Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches.
- 2.1.2.D.3** Identify procedures associated with pedestrian, bicycle, and traffic safety
- 2.1.2.C.2** Summarize strategies to prevent the spread of common diseases and health conditions
- 2.2.2.A.1** Express needs, wants, and feelings in health- and safety-related situations.
- 2.4.2.B.1** Compare and contrast the physical differences and similarities of the genders.
- 9.1.4.A.2** Implement problem- solving strategies to solve a problem in school or the community
- 9.1.4.C.2** Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects
- 9.1.4.D.3** Use effective communication skills face to face and online interactions with peers and adults from home and from diverse cultures
- 9.1.4.E.2** Analyze the role of digital media in sales and marketing and in delivering cultural, political, and other societal methods
- 9.1.4.F.1** Demonstrate how productivity and accountability contribute to realizing individual or group goals within or outside the classroom
- 8.1** Use digital tools to access, manage, evaluate, and synthesize information in order to solve problems and communicate knowledge

BIG IDEAS/COMMON THREADS

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

ENDURING UNDERSTANDINGS

Students will understand how to be safe in the home, school, community, and play.

ESSENTIAL QUESTIONS

PRIMARY: Why is safety important?

SECONDARY: How can I avoid accidents by choosing careful behavior?

MODULE ASSESSMENT

Make classroom safety rules.

OBJECTIVES

Students will be able to...

- Define and identify careless and careful behavior.
- Explain the importance of accepting responsibility for your actions.
- Identify ways to make situations safe.
- Predict consequences of careless behavior.
- List rules for different kinds of safe play.
- Show how helping each other helps keep you safe.
- Perform safe ways to play.
- Identify the dangers of fire.
- Create a fire/escape plan.
- Predict what could happen if children play with fire.
- Identify community safety helpers.
- Demonstrate appreciation to community safety helpers.
- Discover how exercise is needed at all ages to make the body healthy and strong.
- Create a daily family exercise plan.
- Predict consequences of being a couch potato.
- Define the word physically fit and explain how good food, exercise, and sleep help you to be physically fit.
- Set a health goal that you can reach in one week.
- Plan and practice different games and exercises that are good for different parts of your body.
- List rules for playing fairly.
- Show how you value a friend who is a good sport.
- Practice controlling anger when you get mad at someone with whom you are playing.

SKILLS

Students will be able to...

- Choose careful behavior to stay safe.
- Follow safety rules in home, school, community, and play.
- Develop expertise through research about a problem and make a claim to support a solution
- Work as a contributing member of a team to achieve specific outcomes
- Show respect for divergent points of view by acknowledging them
- Recognize how digital media impacts a person's perspective
- Show the self-discipline to do your best, reach a goal or perform an assigned task with good work quality
- Apply technology to enhance meaning, communication and productivity

HEALTH CURRICULUM FIRST GRADE GROWTH & DEVELOPMENT/CYCLE OF FAMILY LIFE

STATE STANDARDS

- 2.1.2.A.1** Explain what being “well” means and identify self-care practices that support wellness.
- 2.1.2.A.2** Use correct terminology to identify body parts, and explain how body parts work together to support wellness.
- 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.
- 2.4.2.A.1** Compare and contrast different kinds of families locally and globally.
- 9.1.4.A.2** Implement problem- solving strategies to solve a problem in school or the community
- 9.1.4.C.2** Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects
- 9.1.4.D.3** Use effective communication skills face-to-face and online interactions with peers and adults from home and from diverse cultures
- 9.1.4.E.2** Analyze the role of digital media in sales and marketing and in delivering cultural, political, and other societal methods
- 9.1.4.F.1** Demonstrate how productivity and accountability contribute to realizing individual or group goals within or outside the classroom
- 8.1** Use digital tools to access, manage, evaluate, and synthesize information in order to solve problems and communicate knowledge

BIG IDEAS/COMMON THREADS

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

ENDURING UNDERSTANDINGS

Students will understand parts of the body, how the body functions as a system, and how some bodies are different than others.

ESSENTIAL QUESTIONS

How does the body function as a system “team”? How do we take care of the body?
Can I identify the differences among people specifically with gender and disabilities?

MODULE ASSESSMENT

Role-play the body parts working as a system.

OBJECTIVES

Students will be able to...

- Identify body parts.
- Listen and respond to what your senses tell you.
- Practice protecting your body from harm by learning various safety routines.
- Explain how blood works.
- Respect difference in different people.

SKILLS

Students will be able to...

- Name the body parts and tell how they work as a team.
- Identify ways to take good care of your body.
- Demonstrate appropriate behavior when interacting with people with disabilities.
- Develop expertise through research about a problem and make a claim to support a solution
- Work as a contributing member of a team to achieve specific outcomes
- Show respect for divergent points of view by acknowledging them
- Recognize how digital media impacts a person’s perspective
- Show the self-discipline to do your best, reach a goal or perform an assigned task with good work quality
- Apply technology to enhance meaning, communication and productivity

HEALTH CURRICULUM SECOND GRADE FUNCTIONS OF THE BODY

STATE STANDARDS

- 2.1.2.A.2** Use correct terminology to identify body parts, and explain how body parts work together to support wellness.
- 2.2.2.B.1** Explain what a decision is and why it is advantageous to think before acting.
- 9.1.4.A.2** Implement problem- solving strategies to solve a problem in school or the community
- 9.1.4.C.2** Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects
- 9.1.4.D.3** Use effective communication skills face to face and online interactions with peers and adults from home and from diverse cultures
- 9.1.4.E.2** Analyze the role of digital media in sales and marketing and in delivering cultural, political, and other societal methods
- 9.1.4.F.1** Demonstrate how productivity and accountability contribute to realizing individual or group goals within or outside the classroom
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BIG IDEAS/COMMON THREADS

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

ENDURING UNDERSTANDINGS

Students will gain an understanding of the brain and how it helps the body function.

ESSENTIAL QUESTIONS

What is the brain and how does its function in the body?

MODULE ASSESSMENT

Students will construct and label a diagram/brain hat.

OBJECTIVES

Students will be able to...

- Explain the major parts of the brain and how it works to control the body.
- Practice using different functions and activities controlled by the brain.
- Explore the different ways the brain handles the needs of the body.
- Develop an understanding that people learn in different ways.
- List ways to protect your brain from injury and harm.

SKILLS

Students will be able to...

- Identify and label the parts of the brain.
- Demonstrate locomotor and non-locomotor skills.
- Discuss and reflect on ways in which the brain helps students learn.
- Develop expertise through research about a problem and make a claim to support a solution
- Work as a contributing member of a team to achieve specific outcomes
- Show respect for divergent points of view by acknowledging them
- Recognize how digital media impacts a person's perspective
- Show the self-discipline to do your best, reach a goal or perform an assigned task with good work quality
- Apply technology to enhance meaning, communication and productivity

HEALTH CURRICULUM SECOND GRADE SUBSTANCE ABUSE PREVENTION

STATE STANDARDS

- 2.3.2.A.1** Explain what medicines are and when some types of medicines are used.
- 2.3.2.A.2** Explain why medicines should be administered as directed
- 2.3.2.B.1** Identify ways that drugs can be abused.
- 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
- 2.3.2.C.1** Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.
- 2.3.2.C.2** Explain that people who abuse alcohol, tobacco, and other drugs can get help.
- 2.4.2.C.1** Explain the factors that contribute to a mother having a healthy baby.
- 2.2.2.D.1** Determine the benefits for oneself and others of participating in a class or school service activity.
- 9.1.4.A.2** Implement problem- solving strategies to solve a problem in school or the community
- 9.1.4.C.2** Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects
- 9.1.4.D.3** Use effective communication skills face to face and online interactions with peers and adults from home and from diverse cultures
- 9.1.4.E.2** Analyze the role of digital media in sales and marketing and in delivering cultural, political, and other societal methods

- 9.1.4.F.1** Demonstrate how productivity and accountability contribute to realizing individual or group goals within or outside the classroom
- 8.1** Use digital tools to access, manage, evaluate, and synthesize information in order to solve problems and communicate knowledge

BIG IDEAS/COMMON THREADS

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

ENDURING UNDERSTANDINGS

Students will develop a healthy understanding of the benefits of medicine and the dangers of drug abuse

ESSENTIAL QUESTIONS

What are the dangers of drugs and their usage?

MODULE ASSESSMENT

Cut out pictures and classify into safe and unsafe groups. Identify the different body parts that are affected.

OBJECTIVES

Students will be able to...

- Identify various types of drugs.
- Identify what is and what is not a medicine and how and why they are used.
- Recognize that some people abuse drugs and need to seek help.
- Realize that drugs don't solve problems.

SKILLS

Students will be able to...

- Predict what could happen if you took medicine that is not meant for you.
- Develop expertise through research about a problem and make a claim to support a solution
- Work as a contributing member of a team to achieve specific outcomes
- Show respect for divergent points of view by acknowledging them
- Recognize how digital media impacts a person's perspective
- Show the self-discipline to do your best, reach a goal or perform an assigned task with good work quality
- Apply technology to enhance meaning, communication and productivity

HEALTH CURRICULUM SECOND GRADE SELF-WORTH, MENTAL & EMOTIONAL HEALTH

STATE STANDARDS

- 2.1.2.E.3** Explain healthy ways in coping with common stressful situations experienced by children

- 2.2.2.A.1** Express needs, wants, and feelings in health-and safety-related situations.

- 2.1.2.D.2** Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches.

- 2.1.2.E.3** Explain healthy ways of coping with common stressful situations experienced by children

- 9.1.4.A.2** Implement problem- solving strategies to solve a problem in school or the community

- 9.1.4.C.2** Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects

- 9.1.4.D.3** Use effective communication skills face-to-face and online interactions with peers and adults from home and from diverse cultures

- 9.1.4.E.2** Analyze the role of digital media in sales and marketing and in delivering cultural, political, and other societal methods

- 9.1.4.F.1** Demonstrate how productivity and accountability contribute to realizing individual or group goals within or outside the classroom

- 8.1** Use digital tools to access, manage, evaluate, and synthesize information in order to solve problems and communicate knowledge

BIG IDEAS/COMMON THREADS

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

ENDURING UNDERSTANDINGS

Students will gain an understanding of how fearful situations affect their body physically and emotionally.

ESSENTIAL QUESTIONS

What is fear and how to successfully manage it?

MODULE ASSESSMENT

Role-play different fearful situations and apply positive coping strategies.

OBJECTIVES

Students will be able to...

- List common causes of being afraid.
- Gain an understanding of fear and coping positively with fears.
- Recognize the signs of fear in your body.
- Distinguish between safe, unsafe and confusing touches and secrets.

SKILLS

Students will be able to...

- Share by writing and verbalizing personal fears.
- Practice responding appropriately to a frightening situation.
- List physical changes that occur in a state of fear.
- Develop expertise through research about a problem and make a claim to support a solution
- Work as a contributing member of a team to achieve specific outcomes
- Show respect for divergent points of view by acknowledging them
- Recognize how digital media impacts a person's perspective
- Show the self-discipline to do your best, reach a goal or perform an assigned task with good work quality
- Apply technology to enhance meaning, communication and productivity

HEALTH CURRICULUM SECOND GRADE HIV/AIDS & ILLNESS PREVENTION

STATE STANDARDS

- 2.1.2.C.1** Summarize symptoms of common diseases and health conditions
- 2.1.2.C.2** Summarize strategies to prevent the spread of common diseases and health conditions
- 2.1.2.A.1** Explain what being “well” means and identify self-care practices that support wellness
- 2.1.2.A.2** Use correct terminology to identify body parts, and explain how body parts work together to support wellness
- 9.1.4.A.2** Implement problem- solving strategies to solve a problem in school or the community
- 9.1.4.C.2** Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects
- 9.1.4.D.3** Use effective communication skills face-to-face and online interactions with peers and adults from home and from diverse cultures
- 9.1.4.E.2** Analyze the role of digital media in sales and marketing and in delivering cultural, political, and other societal methods
- 9.1.4.F.1** Demonstrate how productivity and accountability contribute to realizing individual or group goals within or outside the classroom
- 8.1** Use digital tools to access, manage, evaluate, and synthesize information in order to solve problems and communicate knowledge

BIG IDEAS/COMMON THREADS

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

ENDURING UNDERSTANDINGS

Students will develop habits that will protect them from unnecessary illness.

ESSENTIAL QUESTIONS

How germs can be avoided and controlled to maintain health?

MODULE ASSESSMENT

List specific preventative behaviors to avoid contact with germs.

OBJECTIVES

Students will be able to...

- Identify specific germs and how they spread and make you sick.
- Explain routines for healthy living.
- Gain an understanding on how a body fights illness.

SKILLS

Students will be able to...

- Respond to specific health situations with appropriate written and role playing responses.
- Generate a list of daily healthy routines.
- Develop expertise through research about a problem and make a claim to support a solution
- Work as a contributing member of a team to achieve specific outcomes
- Show respect for divergent points of view by acknowledging them
- Recognize how digital media impacts a person's perspective
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HEALTH CURRICULUM SECOND GRADE NUTRITION

STATE STANDARDS

- 2.1.2.B.1** Explain why some foods are healthier to eat than others.
- 2.1.2.B.2** Explain how foods in the guide My Plate differ in nutritional content and value.
- 2.1.2.B.3** Summarize information about food found on product labels
- 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
- 9.1.4.A.2** Implement problem- solving strategies to solve a problem in school or the community
- 9.1.4.C.2** Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects
- 9.1.4.D.3** Use effective communication skills face-to-face and online interactions with peers and adults from home and from diverse cultures
- 9.1.4.E.2** Analyze the role of digital media in sales and marketing and in delivering cultural, political, and other societal methods
- 9.1.4.F.1** Demonstrate how productivity and accountability contribute to realizing individual or group goals within or outside the classroom
- 8.1** Use digital tools to access, manage, evaluate, and synthesize information in order to solve problems and communicate knowledge

BIG IDEAS/COMMON THREADS

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

ENDURING UNDERSTANDINGS

Oradell and River Edge Public School Districts
Health Curriculum – K - 6
RE BOE Approved 07/29/15
OPS BOE Approved 08/19/15

Students will gain an understanding of healthy food choices and how they support a healthy, active lifestyle.

ESSENTIAL QUESTIONS

What is nutritional food? How do you become responsible for making healthy choices?

MODULE ASSESSMENT

Students will classify foods into the guide called My Plate. Students will create a food journal of healthy menus.

OBJECTIVES

Students will be able to...

- Explain how the food pyramid helps you choose healthful food.
- Classify the foods into each the guide called My Plate.
- Define and explain the role of nutrients in the body and how eating foods with a high nutritional value can increase self worth.

SKILLS

Students will be able to...

- List food items that belong in each group of the My Plate.
- Decide if various foods are health or unhealthy by looking food labels and being knowledgeable of ingredients.
- Develop expertise through research about a problem and make a claim to support a solution
- Work as a contributing member of a team to achieve specific outcomes
- Show respect for divergent points of view by acknowledging them
- Recognize how digital media impacts a person's perspective
- Show the self-discipline to do your best, reach a goal or perform an assigned task with good work quality
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HEALTH CURRICULUM SECOND GRADE GROWTH & DEVELOPMENT/CYCLE OF FAMILY LIFE

STATE STANDARDS

- 2.4.2.A.1** Compare and contrast different kinds of families locally and globally.
- 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 relationships.
- 2.4.2.B.1** Compare and contrast the physical differences and similarities of the genders.
- 2.2.2.C.2** Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities.
- 9.1.4.A.2** Implement problem- solving strategies to solve a problem in school or the community
- 9.1.4.C.2** Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects
- 9.1.4.D.3** Use effective communication skills face-to-face and online interactions with peers and adults from home and from diverse cultures
- 9.1.4.E.2** Analyze the role of digital media in sales and marketing and in delivering cultural, political, and other societal methods
- 9.1.4.F.1** Demonstrate how productivity and accountability contribute to realizing individual or group goals within or outside the classroom
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BIG IDEAS/COMMON THREADS

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

ENDURING UNDERSTANDINGS

A healthy family has roles and responsibilities for each member.

ESSENTIAL QUESTIONS

PRIMARY: What is a family? How does each member contribute to the unit?

MODULE ASSESSMENT

Create a family portrait with a descriptive piece on their responsibilities and roles.

OBJECTIVES

Students will be able to...

- Define the word family and describe the roles and responsibilities of members.
- Practice ways to show you respect differences in families.
- Understand and predict consequences for major life changing events in a family.
- Gain an understanding of changes that occur throughout your life.

SKILLS

Students will be able to...

- Create a drawing or painting that depicts how we grow.
- Create a family portrait.
- Make an acrostic poem that describes why their family is special.
- Role-play different situations within a family.
- Develop expertise through research about a problem and make a claim to support a solution
- Work as a contributing member of a team to achieve specific outcomes
- Show respect for divergent points of view by acknowledging them
- Recognize how digital media impacts a person's perspective
- Show the self-discipline to do your best, reach a goal or perform an assigned task with good work quality
- Apply technology to enhance meaning, communication and productivity

HEALTH CURRICULUM SECOND GRADE INJURY PREVENTION & PERSONAL SAFETY

STATE STANDARDS

- 2.1.2.D.1** Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention)
- 2.1.2.D.2** Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches.
- 2.1.2.D.3** Identify procedures associated with pedestrian, bicycle, and traffic safety
- 9.1.4.A.2** Implement problem- solving strategies to solve a problem in school or the community
- 9.1.4.C.2** Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects
- 9.1.4.D.3** Use effective communication skills face-to-face and online interactions with peers and adults from home and from diverse cultures
- 9.1.4.E.2** Analyze the role of digital media in sales and marketing and in delivering cultural, political, and other societal methods
- 9.1.4.F.1** Demonstrate how productivity and accountability contribute to realizing individual or group goals within or outside the classroom
- 8.1** Use digital tools to access, manage, evaluate, and synthesize information in order to solve problems and communicate knowledge

BIG IDEAS/COMMON THREADS

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

ENDURING UNDERSTANDINGS

Being consistently aware of the environment and taking safety precautions can reduce the risk of injury to oneself and others.

ESSENTIAL QUESTIONS

Oradell and River Edge Public School Districts
Health Curriculum – K - 6
RE BOE Approved 07/29/15
OPS BOE Approved 08/19/15

How can we keep ourselves and others safe?

MODULE ASSESSMENT

Students will role-play different reactions to safety scenarios.

OBJECTIVES

Students will be able to...

- Identify safe vs. unsafe conditions for certain common hazards on the street.
- Practice safe street habits.
- List common emergencies and list steps to take in each case.
- Name ways that one might hurt others and vice versa.

SKILLS

Students will be able to...

- Role-play appropriate safety behaviors.
- Decide whether a situation is safe or unsafe.
- Utilize conflict resolution to keep situations safe on a daily basis.
- Develop expertise through research about a problem and make a claim to support a solution
- Work as a contributing member of a team to achieve specific outcomes
- Show respect for divergent points of view by acknowledging them
- Recognize how digital media impacts a person's perspective
- Show the self-discipline to do your best, reach a goal or perform an assigned task with good work quality
- Apply technology to enhance meaning, communication and productivity

HEALTH CURRICULUM THIRD GRADE INJURY PREVENTION & PERSONAL SAFETY

STATE STANDARDS

- 2.1.4.D.1** Determine the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).
- 2.1.4.D.3** Examine the impact of unsafe behaviors when traveling in vehicles, as a pedestrian, and when using other modes of transportation.
- 2.2.4.A.1** Demonstrate effective interpersonal communication in health- and safety-related situations
- 2.2.4.A.2** Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others
- 2.2.4.E.2** Explain when and how to seek help when experiencing a health problem.
- 9.1.4.A.2** Implement problem- solving strategies to solve a problem in school or the community
- 9.1.4.C.2** Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects
- 9.1.4.D.3** Use effective communication skills face to face and online interactions with peers and adults from home and from diverse cultures
- 9.1.4.E.2** Analyze the role of digital media in sales and marketing and in delivering cultural, political, and other societal methods
- 9.1.4.F.1** Demonstrate how productivity and accountability contribute to realizing individual or group goals within or outside the classroom
- 8.1** Use digital tools to access, manage, evaluate, and synthesize information in order to solve problems and communicate knowledge

BIG IDEAS/COMMON THREADS

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

ENDURING UNDERSTANDINGS

Good decision makers keep themselves physically safe.

ESSENTIAL QUESTIONS

How can I keep myself physically safe?

MODULE ASSESSMENT

Draw or list ways to make safe choices in an unsafe situation through rol- playing.

OBJECTIVES

Students will be able to...

- Define the concept of safety.
- Demonstrate the importance of safety rules.
- Practice changing unsafe situations into safe ones.
- Compare and contrast safe and unsafe practices and situations.
- Identify true emergencies
- Identify possible risky situations in the community.
- Explain how to use refusal skills to say, “No!” in an unsafe situation.

SKILLS

Students will be able to...

- Change unsafe situations into safe ones.
- Respond appropriately to an emergency.
- Make good judgments for risky situations.
- Demonstrate how to use refusal skills in an unsafe/risky situation.
- Develop expertise through research about a problem and make a claim to support a solution
- Work as a contributing member of a team to achieve specific outcomes
- Show respect for divergent points of view by acknowledging them
- Recognize how digital media impacts a person’s perspective
- Show the self-discipline to do your best, reach a goal or perform an assigned task with good work quality
- Apply technology to enhance meaning, communication and productivity

HEALTH CURRICULUM THIRD GRADE FUNCTIONS OF THE BODY

STATE STANDARDS

- 2.1.4.A.2** Determine the relationship of personal health practices and behaviors on an individual's body systems.

- 9.1.4.A.2** Implement problem- solving strategies to solve a problem in school or the community

- 9.1.4.C.2** Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects

- 9.1.4.D.3** Use effective communication skills face-to-face and online interactions with peers and adults from home and from diverse cultures

- 9.1.4.E.2** Analyze the role of digital media in sales and marketing and in delivering cultural, political, and other societal methods

- 9.1.4.F.1** Demonstrate how productivity and accountability contribute to realizing individual or group goals within or outside the classroom

- 8.1** Use digital tools to access, manage, evaluate, and synthesize information in order to solve problems and communicate knowledge

BIG IDEAS/COMMON THREADS

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

ENDURING UNDERSTANDINGS

Students will have a general understanding of how the eye works.

ESSENTIAL QUESTIONS

How can I care for my eyes?

MODULE ASSESSMENT

Students will match eye problems with definitions and remedies.

OBJECTIVES

Students will be able to...

- Explain the function and operation of the eyes.
- Explain how all of our senses are involved in what we see.
- List at least five eyesight problems and describe common solutions.
- Identify health professionals who help with eye problems.
- Identify ways your body protects your eyes and ways you can help.

SKILLS

Students will be able to...

- Compare and contrast perfect vision with a variety of common vision problems.
- Make safe choices to protect your eyes.
- Develop expertise through research about a problem and make a claim to support a solution
- Work as a contributing member of a team to achieve specific outcomes
- Show respect for divergent points of view by acknowledging them
- Recognize how digital media impacts a person's perspective
- Show the self-discipline to do your best, reach a goal or perform an assigned task with good work quality
- Apply technology to enhance meaning, communication and productivity

HEALTH CURRICULUM THIRD GRADE NUTRITION

STATE STANDARDS

- 2.1.4.B.1** Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.
- 2.1.4.B.2** Differentiate between healthy and unhealthy eating practices.
- 2.1.4.B.3** Create a healthy meal based on nutritional content, value, calories, and cost.
- 2.1.4.B.4** Interpret food product labels based on nutritional content.
- 9.1.4.A.2** Implement problem- solving strategies to solve a problem in school or the community
- 9.1.4.C.2** Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects
- 9.1.4.D.3** Use effective communication skills face-to-face and online interactions with peers and adults from home and from diverse cultures
- 9.1.4.E.2** Analyze the role of digital media in sales and marketing and in delivering cultural, political, and other societal methods
- 9.1.4.F.1** Demonstrate how productivity and accountability contribute to realizing individual or group goals within or outside the classroom
- 8.1** Use digital tools to access, manage, evaluate, and synthesize information in order to solve problems and communicate knowledge

BIG IDEAS/COMMON THREADS

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

ENDURING UNDERSTANDINGS

Students will make healthy choices to maintain good health.

ESSENTIAL QUESTIONS

What resources help students make healthy choices?

MODULE ASSESSMENT

Create a healthy lunch menu for yourself.

OBJECTIVES

Students will be able to...

- Explain how the body uses nutrients.
- State the principles and reasons for the guide, My Plate.
- Explain the importance of food labels in making healthful selections.
- Describe responsible eating habits.

SKILLS

Students will be able to...

- Explain how to include more nutrients in food choices.
- Apply the food pyramid to create diverse meal plans.
- Read and interpret food labels.
- Analyze personal eating habits.
- Develop expertise through research about a problem and make a claim to support a solution
- Work as a contributing member of a team to achieve specific outcomes
- Show respect for divergent points of view by acknowledging them
- Recognize how digital media impacts a person's perspective
- Show the self-discipline to do your best, reach a goal or perform an assigned task with good work quality
- Apply technology to enhance meaning, communication and productivity

HEALTH CURRICULUM THIRD GRADE SELF-WORTH, MENTAL & EMOTIONAL HEALTH

STATE STANDARDS

- 2.1.4.A.1** Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.
- 2.1.4.E.1** Compare and contrast how individuals and families attempt to address basic human needs.
- 2.1.4.E.4** Summarize the causes of stress and explain ways to deal with stressful situations.
- 2.1.4.C.3** Explain how mental health impacts one's wellness.
- 2.2.4.B.4** To develop a personal health goal and track progress
- 2.5.4.B.2** Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.
- 2.5.4.C.1** Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.
- 9.1.4.A.2** Implement problem- solving strategies to solve a problem in school or the community
- 9.1.4.C.2** Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects
- 9.1.4.D.3** Use effective communication skills face-to-face and online interactions with peers and adults from home and from diverse cultures
- 9.1.4.E.2** Analyze the role of digital media in sales and marketing and in delivering cultural, political, and other societal methods
- 9.1.4.F.1** Demonstrate how productivity and accountability contribute to realizing individual or group goals within or outside the classroom
- 8.1** Use digital tools to access, manage, evaluate, and synthesize information in order to solve problems and communicate knowledge

BIG IDEAS/COMMON THREADS

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

ENDURING UNDERSTANDINGS

Maintaining a positive attitude and demonstrating respect for self and others is important to social growth and setting personal goals.

ESSENTIAL QUESTIONS

PRIMARY: How can I respect the uniqueness of myself as well as others?

SECONDARY: How can I achieve my goals by having a positive attitude?

MODULE ASSESSMENT

Demonstrate their personal best in relationships and activities.

Set a goal and map a plan of how to achieve it.

Write a script demonstrating how one would behave in a bullying situation.

OBJECTIVES

Students will be able to...

- Define the word attitude.
- Describe the connection between attitudes, values, and goals.
- Describe how your attitude can affect the choices you make about your health (refusal skills).
- Develop ways to improve your attitude by identifying an area of needed improvement.
- Describe causes of stress and ways to deal with stressful situations.

SKILLS

Students will be able to...

- Role-play various scenarios, which demonstrate positive and negative attitudes.
- Compare and contrast two community sponsored teams; each with a positive or negative attitude.
- Strive to do their best at home and at school.
- Apply appropriate assertive strategies when confronted with a bully.
- Identify when a bullying situation needs adult intervention.
- Develop expertise through research about a problem and make a claim to support a solution

- Work as a contributing member of a team to achieve specific outcomes
- Show respect for divergent points of view by acknowledging them
- Recognize how digital media impacts a person's perspective
- Show the self-discipline to do your best, reach a goal or perform an assigned task with good work quality
- Apply technology to enhance meaning, communication and productivity

HEALTH CURRICULUM THIRD GRADE GROWTH & DEVELOPMENT/CYCLE OF FAMILY LIFE

STATE STANDARDS

- 2.4.4.A.1** Explain how families typically share common values, provide love and emotional support, and set boundaries and limits.
- 2.4.4.A.2** Explain why healthy relationships are fostered in some families and not in others
- 2.1.4.D.2** Summarize the various forms of abuse and ways to get help.
- 2.1.4.E.1** Compare and contrast how individuals and families attempt to address basic human needs.
- 9.1.4.A.2** Implement problem- solving strategies to solve a problem in school or the community
- 9.1.4.C.2** Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects
- 9.1.4.D.3** Use effective communication skills face-to-face and online interactions with peers and adults from home and from diverse cultures
- 9.1.4.E.2** Analyze the role of digital media in sales and marketing and in delivering cultural, political, and other societal methods
- 9.1.4.F.1** Demonstrate how productivity and accountability contribute to realizing individual or group goals within or outside the classroom
- 8.1** Use digital tools to access, manage, evaluate, and synthesize information in order to solve problems and communicate knowledge

BIG IDEAS/COMMON THREADS

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

ENDURING UNDERSTANDINGS

Families share common values and provide support. Families can help foster healthy relationships.

ESSENTIAL QUESTIONS

What are family roles and responsibilities?

MODULE ASSESSMENT

Chart responsibilities within the family for different members.

Write about something that makes a student a unique individual.

OBJECTIVES

Students will be able to...

- Define the word family.
- Identify different types of families.
- Determine what makes individuals special.
- Define “child abuse” and “violence” .
- Identify where to go to get help in protecting yourself.

SKILLS

Students will be able to...

- Name things that make you special.
- List personal qualities.
- Respect different kinds of families.
- Develop expertise through research about a problem and make a claim to support a solution
- Work as a contributing member of a team to achieve specific outcomes
- Show respect for divergent points of view by acknowledging them
- Recognize how digital media impacts a person’s perspective
- Show the self-discipline to do your best, reach a goal or perform an assigned task with good work quality
- Apply technology to enhance meaning, communication and productivity

HEALTH CURRICULUM THIRD GRADE SUBSTANCE ABUSE PREVENTION

STATE STANDARDS

- 2.2.4.B.1** Use the decision-making process when addressing health-related issues.
- 2.3.4.A.1** Distinguish between over-the-counter and prescription medicines.
- 2.3.4.A.2** Determine possible side effects of common types of medicines.
- 2.3.4.B.1** Explain why it is illegal to use or possess certain drugs/substances and the possible consequences.
- 2.3.4.B.2** Compare the short- and long-term physical effects of all types of tobacco use.
- 2.3.4.B.3** Identify specific environments where second-hand/passive smoke may impact the wellness of nonsmokers.
- 2.3.4.B.4** Summarize the short- and long-term physical and behavioral effects of alcohol use and abuse.
- 2.3.4.B.5** Identify the short- and long- term physical effects of inhaling certain substances.
- 2.3.4.C.1** Identify signs that a person might have an alcohol, tobacco, and/or drug use problem.
- 2.3.4.C.2** Differentiate between drug use, abuse, and misuse.
- 2.3.4.C.3** Determine how advertising, peer pressure, and home environment influence children and teenagers to experiment with alcohol, tobacco, and other drugs.
- 9.1.4.A.2** Implement problem- solving strategies to solve a problem in school or the community
- 9.1.4.C.2** Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects

- 9.1.4.D.3** Use effective communication skills face-to-face and online interactions with peers and adults from home and from diverse cultures
- 9.1.4.E.2** Analyze the role of digital media in sales and marketing and in delivering cultural, political, and other societal methods
- 9.1.4.F.1** Demonstrate how productivity and accountability contribute to realizing individual or group goals within or outside the classroom
- 8.1** Use digital tools to access, manage, evaluate, and synthesize information in order to solve problems and communicate knowledge

BIG IDEAS/COMMON THREADS

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

ENDURING UNDERSTANDINGS

All drugs affect the body.

ESSENTIAL QUESTIONS

PRIMARY: What are drugs?

SECONDARY: Which drugs help me and which drugs harm me?

MODULE ASSESSMENT

Provide a list of various situations and have the students select from the list those times when saying “no” would help them stay safe and healthy.

OBJECTIVES

Students will be able to...

- Identify a drug.
- Define the word addiction.
- Explain what it means to be addicted to drugs and how it can happen.
- Identify products that contain nicotine.
- Identify products that contain alcohol.
- Recognize the harmful effects of tobacco and alcohol.

SKILLS

Students will be able to...

- Discover how to say “no!” in a threatening or at-risk situation involving smoking, drinking, and drugs.
- Predict the consequences of giving in to pressure to smoke, drink, or drugs.
- Recognize the effects of various drugs on the body.

- Develop expertise through research about a problem and make a claim to support a solution
- Work as a contributing member of a team to achieve specific outcomes
- Show respect for divergent points of view by acknowledging them
- Recognize how digital media impacts a person's perspective
- Show the self-discipline to do your best, reach a goal or perform an assigned task with good work quality
- Apply technology to enhance meaning, communication and productivity

HEALTH CURRICULUM THIRD GRADE HIV/AIDS & ILLNESS PREVENTION

STATE STANDARDS

- 2.1.4.C.1** Explain how most diseases and health conditions are preventable.
- 2.1.4.C.2** Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls prevent diseases and health conditions.
- 9.1.4.A.2** Implement problem- solving strategies to solve a problem in school or the community
- 9.1.4.C.2** Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects
- 9.1.4.D.3** Use effective communication skills face-to-face and online interactions with peers and adults from home and from diverse cultures
- 9.1.4.E.2** Analyze the role of digital media in sales and marketing and in delivering cultural, political, and other societal methods
- 9.1.4.F.1** Demonstrate how productivity and accountability contribute to realizing individual or group goals within or outside the classroom
- 8.1** Use digital tools to access, manage, evaluate, and synthesize information in order to solve problems and communicate knowledge

BIG IDEAS/COMMON THREADS

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

ENDURING UNDERSTANDINGS

What makes me sick?

ESSENTIAL QUESTIONS

PRIMARY: How can I stay healthy and well?

SECONDARY: How can I prevent illness?

MODULE ASSESSMENT

Demonstrate good health practices by personal behavior.
Sketch a proper hygiene skill that others should use.

OBJECTIVES

Students will be able to...

- Discover how germs spread.
- Explain the role of the body's defense system in fighting germs.
- Identify ways to keep clean and healthy.
- Identify how medicines, including vaccines, help to prevent or cure illnesses.

SKILLS

Students will be able to...

- Practice proper hygiene skills.
- Distinguish between communicable and non-communicable diseases.
- Take care of your defense system.
- Develop expertise through research about a problem and make a claim to support a solution
- Work as a contributing member of a team to achieve specific outcomes
- Show respect for divergent points of view by acknowledging them
- Recognize how digital media impacts a person's perspective
- Show the self-discipline to do your best, reach a goal or perform an assigned task with good work quality
- Apply technology to enhance meaning, communication and productivity

HEALTH CURRICULUM THIRD GRADE FUNCTIONS OF THE BODY

STATE STANDARDS

- 2.2.4.C.3** Determine how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them.
- 9.1.4.A.2** Implement problem- solving strategies to solve a problem in school or the community
- 9.1.4.C.2** Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects
- 9.1.4.D.3** Use effective communication skills face-to-face and online interactions with peers and adults from home and from diverse cultures
- 9.1.4.E.2** Analyze the role of digital media in sales and marketing and in delivering cultural, political, and other societal methods
- 9.1.4.F.1** Demonstrate how productivity and accountability contribute to realizing individual or group goals within or outside the classroom
- 8.1** Use digital tools to access, manage, evaluate, and synthesize information in order to solve problems and communicate knowledge

BIG IDEAS/COMMON THREADS

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

ENDURING UNDERSTANDINGS

Sometimes, body parts have problems.

ESSENTIAL QUESTIONS

PRIMARY: What kinds of problems can bodies have?

SECONDARY: What are some strategies/modifications that can help people overcome/manage disabilities?

MODULE ASSESSMENT

List what is being done in the community to help people with physical and learning disabilities.

OBJECTIVES

Students will be able to...

- Describe different kinds of body problems, their causes, and effects.
- Define physical impairment.
- Describe the work done by different health individuals that help people with various kinds of physical impairments.
- Explain the different ways that people learn.

SKILLS

Students will be able to...

- Show respect for people with body problems.
- Name some ways you can be sensitive to the feelings of a person with a physical impairment.
- Show how you can be a good friend to someone who does not learn the same way you do.
- Develop expertise through research about a problem and make a claim to support a solution
- Work as a contributing member of a team to achieve specific outcomes
- Show respect for divergent points of view by acknowledging them
- Recognize how digital media impacts a person's perspective
- Show the self-discipline to do your best, reach a goal or perform an assigned task with good work quality
- Apply technology to enhance meaning, communication and productivity

HEALTH CURRICULUM FOURTH GRADE HEALTH & SAFETY (VIOLENCE PREVENTION)

STATE STANDARDS

- 2.1.4.D.1** Determine the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).
- 2.1.4.D.2** Summarize the various forms of abuse and ways to get help.
- 2.1.4.D.3** Examine the impact of unsafe behaviors when traveling in vehicles, as a pedestrian, and when using other modes of transportation.
- 2.1.4.D.4** Demonstrate simple first-aid procedures for choking, bleeding, burns, and poisoning
- 2.2.3.E.1** Identify health services and resources provided in the school and community and determine how each assists in addressing health needs and emergencies.
- 9.1.4.A.2** Implement problem- solving strategies to solve a problem in school or the community
- 9.1.4.C.2** Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects
- 9.1.4.D.3** Use effective communication skills face to face and online interactions with peers and adults from home and from diverse cultures
- 9.1.4.E.2** Analyze the role of digital media in sales and marketing and in delivering cultural, political, and other societal methods
- 9.1.4.F.1** Demonstrate how productivity and accountability contribute to realizing individual or group goals within or outside the classroom
- 8.1** Use digital tools to access, manage, evaluate, and synthesize information in order to solve problems and communicate knowledge

BIG IDEAS/COMMON THREADS

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

ENDURING UNDERSTANDINGS

Students will understand how to recognize unsafe situations and choose appropriate ways to reduce or eliminate risks in order to contribute to the safety of themselves and others.

ESSENTIAL QUESTIONS

PRIMARY: How can we keep safe within our community?

SECONDARY: What should we do in an unsafe situation?

MODULE ASSESSMENT

When given an unsafe scenario, students will formulate a safety plan.

OBJECTIVES

Students will be able to...

- Determine characteristics of safe and unsafe situations.
- Develop strategies to reduce risk of injuries in the community.
- Recognize and respond to safety hazards.
- Use common sense and make good decisions in safety situations.
- Know when to seek help from an adult.

SKILLS

Students will be able to...

- Read and interpret an unknown, unsafe scenario.
- Formulate ideas for a safety plan.
- Develop expertise through research about a problem and make a claim to support a solution
- Work as a contributing member of a team to achieve specific outcomes
- Show respect for divergent points of view by acknowledging them
- Recognize how digital media impacts a person's perspective
- Show the self-discipline to do your best, reach a goal or perform an assigned task with good work quality
- Apply technology to enhance meaning, communication and productivity

HEALTH CURRICULUM FOURTH GRADE GROWTH & DEVELOPMENT/CYCLE OF FAMILYLIFE

STATE STANDARDS

- 2.1.4.A.2** Determine the relationship of personal health practices and behaviors on an individual's body systems.
- 2.4.4.B.1** Differentiate the physical, social, and emotional changes occurring at puberty and explain why puberty begins and ends at different ages.
- 9.1.4.A.2** Implement problem- solving strategies to solve a problem in school or the community
- 9.1.4.C.2** Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects
- 9.1.4.D.3** Use effective communication skills face-to-face and online interactions with peers and adults from home and from diverse cultures
- 9.1.4.E.2** Analyze the role of digital media in sales and marketing and in delivering cultural, political, and other societal methods
- 9.1.4.F.1** Demonstrate how productivity and accountability contribute to realizing individual or group goals within or outside the classroom
- 8.1** Use digital tools to access, manage, evaluate, and synthesize information in order to solve problems and communicate knowledge

BIG IDEAS/COMMON THREADS

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

ENDURING UNDERSTANDINGS

Students will understand how personal health practices and behaviors are interrelated and impact social and emotional well-being.

ESSENTIAL QUESTIONS

How do personal health practices and behaviors impact one's social and emotional wellness?

MODULE ASSESSMENT

Invent a personal care product or create a commercial about the benefits of personal hygiene.

OBJECTIVES

Students will be able to...

- Identify self-care practices that support wellness.
- Understand the impact that personal hygiene can have on an individual's Physical, social, and emotional wellness.
- Understand that the body goes through changes as one grows.

SKILLS

Students will be able to...

- Draw/design a personal care product.
- List and/or describe uses and benefits of product.
- Write a short script for a commercial with group. (about benefits and/or uses)
- Perform/present finished product or commercial.
- Develop expertise through research about a problem and make a claim to support a solution
- Work as a contributing member of a team to achieve specific outcomes
- Show respect for divergent points of view by acknowledging them
- Recognize how digital media impacts a person's perspective
- Show the self-discipline to do your best, reach a goal or perform an assigned task with good work quality
- Apply technology to enhance meaning, communication and productivity

HEALTH CURRICULUM FOURTH GRADE SELF-WORTH, MENTAL & EMOTIONAL HEALTH

STATE STANDARDS

- 2.1.4.E.1** Compare and contrast how individuals and families attempt to address basic human needs.
- 2.1.4.E.2** Distinguish among violence, harassment, gang violence, discrimination, and bullying and demonstrate strategies to prevent and resolve these types of conflicts.
- 2.1.4.E.3** Determine ways to cope with rejection, loss, and separation
- 2.1.4.E.4** Summarize the causes of stress and explain ways to deal with stressful situations.
- 2.2.4.B.2** Differentiate between situations when a health-related decision should be made independently or with the help of others.
- 2.2.4.B.3** Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.
- 2.2.4.C.1** Determine how an individual's character develops over time and impacts personal health.
- 2.2.4.C.2** Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community.
- 2.2.4.D.1** Explain the impact of participation in different kinds of service projects on community wellness.
- 9.1.4.A.2** Implement problem- solving strategies to solve a problem in school or the community
- 9.1.4.C.2** Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects
- 9.1.4.D.3** Use effective communication skills face to face and online interactions with peers and adults from home and from diverse cultures

- 9.1.4.E.2** Analyze the role of digital media in sales and marketing and in delivering cultural, political, and other societal methods
- 9.1.4.F.1** Demonstrate how productivity and accountability contribute to realizing individual or group goals within or outside the classroom
- 8.1** Use digital tools to access, manage, evaluate, and synthesize information in order to solve problems and communicate knowledge

BIG IDEAS/COMMON THREADS

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

ENDURING UNDERSTANDINGS

Students will understand various factors that impact social and emotional health and learn strategies for coping with social situations.

ESSENTIAL QUESTIONS

How can we handle stressful and dangerous situations in order to promote our social and emotional wellness?

MODULE ASSESSMENT

When given a dangerous or stressful scenario, students will be able to role play an appropriate course of action.

OBJECTIVES

Students will be able to...

- Identify the causes of stress and explain ways to deal with stressful situations.
- Distinguish among violence, harassment, discrimination, and bullying.
- Demonstrate strategies to prevent conflicts in home, school, and community.
- Determine ways to cope with rejection, loss, and separation.
- Learn how to resolve conflict peacefully.

SKILLS

Students will be able to...

- Analyze a dangerous or stressful scenario.
- Brainstorm ideas for a role play with a partner or group.
- Perform a role play or skit with partners to resolve the scenario.
- Recognize how different points of view can lead to respect for others.
- Develop expertise through research about a problem and make a claim to support a solution
- Work as a contributing member of a team to achieve specific outcomes
- Show respect for divergent points of view by acknowledging them

- Recognize how digital media impacts a person's perspective
- Show the self-discipline to do your best, reach a goal or perform an assigned task with good work quality
- Apply technology to enhance meaning, communication and productivity

HEALTH CURRICULUM FIFTH GRADE INJURY PREVENTION & PERSONAL SAFETY

STATE STANDARD

- 2.1.6.D.1 Summarize the common causes of intentional and unintentional injuries in adolescents and related prevention strategies.
- 2.1.6.D.2 Explain what to do if abuse is suspected or occurs.
- 2.1.6.D.3 Summarize the components of the traffic safety system and explain how people contribute to making the system effective.
- 2.1.6.D.4 Assess when to use basic first-aid procedures.
- 9.1.4.A.2 Implement problem- solving strategies to solve a problem in school or the community
- 9.1.4.C.2 Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects
- 9.1.4.D.3 Use effective communication skills face to face and online interactions with peers and adults from home and from diverse cultures
- 9.1.4.E.2 Analyze the role of digital media in sales and marketing and in delivering cultural, political, and other societal methods
- 9.1.4.F.1 Demonstrate how productivity and accountability contribute to realizing individual or group goals within or outside the classroom
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BIG IDEAS/COMMON THREADS

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

ENDURING UNDERSTANDINGS

Define first aid and explain the role it plays in both life-threatening situations and situations that are not life threatening.

Good decision makers respond to minor and major emergencies appropriately.

ESSENTIAL QUESTIONS

PRIMARY: What is first aid and how should it be used in an emergency situation?

SECONDARY: What response steps should be followed for specific emergency situations?

MODULE ASSESSMENT

Students will respond to an unknown emergency scenario using proper first aid steps. Create a handbook addressing appropriate ways to respond to a specific emergency.

OBJECTIVES

Students will be able to ...

- Define first aid and explain the role it plays in emergency situations.
- Explain the importance of being of service to others in a time of need.
- List and practice emergency response steps.
- Follow the decision making steps to determine who should be called in an emergency situation.
- Simulate a first aid station where you triage the patients, administer first aid, and refer other patients to appropriate resources for help.
- Compare and contrast major and minor emergencies and evaluate the suitability of resources.
- Identify the roles of public safety groups and the importance of calling 911 when appropriate.

SKILLS

Students will be able to...

- Role play various emergency scenarios following first aid emergency response steps.
- Develop expertise through research about a problem and make a claim to support a solution
- Work as a contributing member of a team to achieve specific outcomes
- Show respect for divergent points of view by acknowledging them
- Recognize how digital media impacts a person's perspective
- Show the self-discipline to do your best, reach a goal or perform an assigned task with good work quality
- Apply technology to enhance meaning, communication and productivity

HEALTH CURRICULUM FIFTH GRADE NUTRITION

STATE STANDARD

- 2.1.6.A.1** Explain how health data can be used to assess and improve each dimension of personal wellness.
- 2.1.6.B.1** Determine factors that influence food choices and eating patterns
- 2.1.6.B.2** Summarize the benefits and risks associated with nutritional choices, based on eating patterns.
- 2.1.6.B.3** Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost.
- 2.1.6.B.4** Compare and contrast nutritional information on similar food products in order to make informed choices.
- 2.2.6.B.4** Apply personal health data and information to support achievement of one's short- and long-term health goals
- 2.2.6.B.1** Use effective decision-making strategies.
- 2.2.6.B.2** Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made
- 2.2.6.B.3** Determine how conflicting interests may influence one's decisions.
- 2.1.6.A.2** Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage.
- 9.1.4.A.2** Implement problem- solving strategies to solve a problem in school or the community
- 9.1.4.C.2** Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects
- 9.1.4.D.3** Use effective communication skills face to face and online interactions with peers and adults from home and from diverse cultures
- 9.1.4.E.2** Analyze the role of digital media in sales and marketing and in delivering cultural, political, and other societal methods
- 9.1.4.F.1** Demonstrate how productivity and accountability contribute to realizing individual or group goals within or outside the classroom
- 8.1** Use digital tools to access, manage, evaluate, and synthesize information in order to solve problems and communicate knowledge

BIG IDEAS/COMMON THREADS

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

ENDURING UNDERSTANDINGS

Students make healthy food choices following the dietary guidelines.

ESSENTIAL QUESTIONS

PRIMARY: What are the basic nutritional guidelines?

SECONDARY: How can we choose healthy foods to meet those dietary guidelines?

MODULE ASSESSMENT

Students will create a menu, including healthful food choices.

OBJECTIVES

Students will be able to...

- Explain the basic nutritional guidelines.
- Write an assessment of your own choices regarding nutrition.
- Propose alternate menus for the family that meet dietary guidelines.

SKILLS

Students will be able to...

- Create a menu, consistent with body needs.
- Develop expertise through research about a problem and make a claim to support a solution
- Work as a contributing member of a team to achieve specific outcomes
- Show respect for divergent points of view by acknowledging them
- Recognize how digital media impacts a person's perspective
- Show the self-discipline to do your best, reach a goal or perform an assigned task with good work quality
- Apply technology to enhance meaning, communication and productivity

HEALTH CURRICULUM FIFTH GRADE SELF-WORTH, MENTAL & EMOTIONAL HEALTH

STATE STANDARD

- 2.4.6.B.1** Compare growth patterns of males and females during adolescence
- 2.2.6.C.1** Explain how character and core ethical values can be useful in addressing challenging situations
- 2.2.6.C.2** Predict situations that may challenge an individual's core ethical values
- 2.2.6.C.3** Develop ways to proactively include peers with disabilities at home, at school, and in community activities
- 2.2.6.A.1** Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others
- 2.2.6.A.2** Demonstrate use of refusal, negotiation, and assertiveness skills in different situations
- 2.1.6.E.1** Examine how personal assets and protective factors support healthy social and emotional development.
- 2.1.6.C.3** Compare and contrast common mental illnesses (such as depression, anxiety and panic disorders, and phobias) and ways to detect and treat them.
- 2.1.6.E.3** Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation.
- 9.1.4.A.2** Implement problem- solving strategies to solve a problem in school or the community
- 9.1.4.C.2** Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects
- 9.1.4.D.3** Use effective communication skills face to face and online interactions with peers and adults from home and from diverse cultures
- 9.1.4.E.2** Analyze the role of digital media in sales and marketing and in delivering cultural, political, and other societal methods
- 9.1.4.F.1** Demonstrate how productivity and accountability contribute to realizing individual or group goals within or outside the classroom
- 8.1** Use digital tools to access, manage, evaluate, and synthesize information in order to solve problems and communicate knowledge

BIG IDEAS/COMMON THREADS

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

ENDURING UNDERSTANDINGS

Students develop respect for the power of emotions to influence your health, and understand the normal growth process of puberty.

ESSENTIAL QUESTIONS

What is puberty and what is the connection between our range of emotions and our growing bodies?

MODULE ASSESSMENT

Students will discuss puberty and its effects on the body.
Children will be able to share ways to communicate their emotions.

OBJECTIVES

Students will be able to...

- Describe human emotions and their effects on the body.
- Build respect for the power of emotions to influence your health.
- Express emotions appropriately through communication skills.
- Practice positive skills for coping with stress, conflict, disappointment and failure.
- Distinguish between appropriate, inappropriate, and confusing touches and secrets.
- Explain the major glands in the reproductive system and the role hormones play in stimulating body functions.
- Describe puberty in girls and boys.
- Practice speaking to opposite sex respectfully, abstaining from sexual harassment.
- Identify good hygiene routines for personal use.
- Define maturity and evaluate peer pressure to determine if it's positive or negative.

SKILLS

Students will be able to...

- Discuss puberty with anonymous question and answer box.
- Engage in class discussion following videos on puberty.
- Communicate feelings through role-playing.
- Develop expertise through research about a problem and make a claim to support a solution
- Work as a contributing member of a team to achieve specific outcomes
- Show respect for divergent points of view by acknowledging them
- Recognize how digital media impacts a person's perspective

- Show the self-discipline to do your best, reach a goal or perform an assigned task with good work quality
- Apply technology to enhance meaning, communication and productivity

HEALTH CURRICULUM FIFTH GRADE SUBSTANCE ABUSE PREVENTION

STATE STANDARD

- 2.2.6.D.2** Develop a position about a health issue in order to inform peers.
- 2.2.6.E.1** Determine the validity and reliability of different types of health resources.
- 2.2.6.E.2** Distinguish health issues that warrant support from trusted adults or health professionals.
- 2.3.6.A.1** Compare and contrast short- and long-term effects and the potential for abuse of commonly used over-the-counter and prescription medicines and herbal and medicinal supplements.
- 2.3.6.A.2** Compare information found on over-the-counter and prescription medicines
- 2.3.6.C.3** Determine the extent to which various factors contribute to the use and abuse of alcohol, tobacco, and other drugs by adolescents, such as peer pressure, low self-esteem, genetics, and poor role models.
- 2.1.6.A.3** Determine factors that influence the purchase of healthcare products and use of personal hygiene practices.
- 9.1.4.A.2** Implement problem- solving strategies to solve a problem in school or the community
- 9.1.4.C.2** Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects
- 9.1.4.D.3** Use effective communication skills face to face and online interactions with peers and adults from home and from diverse cultures
- 9.1.4.E.2** Analyze the role of digital media in sales and marketing and in delivering cultural, political, and other societal methods
- 9.1.4.F.1** Demonstrate how productivity and accountability contribute to realizing individual or group goals within or outside the classroom
- 8.1** Use digital tools to access, manage, evaluate, and synthesize information in order to solve problems and communicate knowledge

BIG IDEAS/COMMON THREADS

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

ENDURING UNDERSTANDINGS

Students demonstrate skills needed to be a wiser consumer regarding purchasing and using products that affect health.

ESSENTIAL QUESTIONS

PRIMARY: What are the characteristics of a good consumer?

SECONDARY: What is the role of advertising in consumer behavior?

MODULE ASSESSMENT

Students will analyze various advertising strategies

Students will demonstrate responsible ways to manage money.

OBJECTIVES

Students will be able to...

- Demonstrate responsibility for checking out advertising claims before making purchasing decisions.
- Practice smart consumer techniques, including unit price shopping, reading labels and evaluating advertising claims.
- Explain what a budget is, how it works and why it is an important tool for financial success.

SKILLS

Students will be able to...

- Analyze various print ads and identify advertisement strategies used in each.
- Practice being a consumer advocate by locating a product or advertisement that misleads the consumer and to take appropriate action to correct the situation.
- Create a budget.
- Develop expertise through research about a problem and make a claim to support a solution
- Work as a contributing member of a team to achieve specific outcomes
- Show respect for divergent points of view by acknowledging them
- Recognize how digital media impacts a person's perspective
- Show the self-discipline to do your best, reach a goal or perform an assigned task with good work quality
- Apply technology to enhance meaning, communication and productivity

HEALTH CURRICULUM SIXTH GRADE SUBSTANCE ABUSE PREVENTION

STATE STANDARD

- 2.3.6.C.1** Summarize the signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction.
- 2.3.6.C.3** Determine the extent to which various factors contribute to the use and abuse of alcohol, tobacco, and other drugs by adolescents, such as peer pressure, low self-esteem, genetics, and poor role models.
- 2.3.6.C.4** Determine effective strategies to stop using alcohol, tobacco and other drugs, and that support the ability to remain drug-free.
- 9.1.4.A.2** Implement problem- solving strategies to solve a problem in school or the community
- 9.1.4.C.2** Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects
- 9.1.4.D.3** Use effective communication skills face to face and online interactions with peers and adults from home and from diverse cultures
- 9.1.4.E.2** Analyze the role of digital media in sales and marketing and in delivering cultural, political, and other societal methods
- 9.1.4.F.1** Demonstrate how productivity and accountability contribute to realizing individual or group goals within or outside the classroom
- 8.1** Use digital tools to access, manage, evaluate, and synthesize information in order to solve problems and communicate knowledge

BIG IDEAS/COMMON THREADS

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

ENDURING UNDERSTANDINGS

Substance abuse and addictions result in physical and emotional changes in the body. These addictions require professional intervention.

ESSENTIAL QUESTIONS

PRIMARY: What is the difference between a physical and psychological addiction?

SECONDARY: What are the external and internal pressures common in adolescence, and what is the best way to cope with them?

What resources are available to help a person who may be addicted to drugs and/or alcohol?

What can be done to build self-esteem?

MODULE ASSESSMENT

Students will engage in role-playing scenarios where they practice dealing with peer pressure and saying, “No.” Included in the scenarios will be the students’ knowledge of physical and psychological addictions, as well as the positive effects of living drug and alcohol free.

Define physical and psychological addictions, and describe the effects of addiction to various behaviors and substances. Recognize the need for help with drug and alcohol addiction, and identify the appropriate resources to get that help. Describe what can be done to build self-esteem.

OBJECTIVES

Students will be able to...

- Define physical addiction.
- Define psychological addiction
- State the value and positive benefits of a drug free lifestyle.
- Identify external and internal pressures that are common in adolescence.
- Examine why a person in trouble often finds it difficult to get help.
- Identify appropriate resources for help with drug and/or alcohol addiction.
- Describe ways to build self-esteem.
- Demonstrate self-respect by setting goals to overcome areas of weakness.

SKILLS

Students will be able to...

- Identify the difference between physical and psychological addictions when given certain scenarios.
- List the benefits of living drug and alcohol free.
- Role-play scenarios where external and internal pressures are placed on adolescence, and ways to appropriate ways to cope with these pressures.
- Use the internet to research appropriate resources to help a person suffering from addiction.
- List the appropriate resources to help a person suffering from addiction.
- Role-play scenarios in which students help a peer who is struggling with drug and/or alcohol addiction by using appropriate resources.
- Identify personal strengths, weaknesses, and assets as a way to help build
- Develop expertise through research about a problem and make a claim to support a solution
- Work as a contributing member of a team to achieve specific outcomes
- Show respect for divergent points of view by acknowledging them
- Recognize how digital media impacts a person’s perspective
- Show the self-discipline to do your best, reach a goal or perform an assigned task with good work quality
- Apply technology to enhance meaning, communication and productivity

HEALTH CURRICULUM SIXTH GRADE SELF-WORTH, MENTAL & EMOTIONAL HEALTH

STATE STANDARD

- 2.4.6.A.1** Compare and contrast how families may change over time.
- 2.4.6.A.2** Analyze the characteristics of healthy friendships and other relationships.
- 2.4.6.A.3** Examine the types of relationships adolescents may experience.
- 2.4.6.A.4** Demonstrate successful resolution of a problem(s) among friends and in other relationships
- 2.4.6.A.5** Compare and contrast the role of dating and dating behaviors in adolescence.
- 9.1.4.A.2** Implement problem- solving strategies to solve a problem in school or the community
- 9.1.4.C.2** Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects
- 9.1.4.D.3** Use effective communication skills face to face and online interactions with peers and adults from home and from diverse cultures
- 9.1.4.E.2** Analyze the role of digital media in sales and marketing and in delivering cultural, political, and other societal methods
- 9.1.4.F.1** Demonstrate how productivity and accountability contribute to realizing individual or group goals within or outside the classroom
- 8.1** Use digital tools to access, manage, evaluate, and synthesize information in order to solve problems and communicate knowledge

BIG IDEAS/COMMON THREADS

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

ENDURING UNDERSTANDINGS

Empathetic students recognize and accept differences among people and act accordingly and behave in a healthy and respectful manner.

ESSENTIAL QUESTIONS

PRIMARY: Why is it important to be accepting of others' differences?

SECONDARY: How can families change over time?

What types of relationships can one be involved in?

What can you do when you witness a classmate/friend being treated in an unfair manner?

MODULE ASSESSMENT

Meet in small cooperative groups and share their family dynamics. Students will then write an essay comparing and contrasting their family with a classmate's family.

OBJECTIVES

Students will be able to...

- Determine the different kinds of families that can exist.
- List qualities present in healthy friendships.
- Respect and recognize differences among people.
- Recognize intolerance in themselves and others.
- Identify disrespectful behavior within groups.

SKILLS

Students will be able to...

- Describe what constitutes a family.
- Write and identify their own family dynamics and if they follow the norm established by society.
- List different types of unacceptable behaviors that are present in groups.
- Role play different situations where conflict is present and the appropriate response.
- Read books/stories that reflect positive conflict resolution.
- Discuss ways in which each child can play an active role when witnessing behavior that constitutes bullying.
- After listing qualities present in healthy relationships, write an essay describing one in their own lives.
- Develop expertise through research about a problem and make a claim to support a solution
- Work as a contributing member of a team to achieve specific outcomes
- Show respect for divergent points of view by acknowledging them
- Recognize how digital media impacts a person's perspective
- Show the self-discipline to do your best, reach a goal or perform an assigned task with good work quality
- Apply technology to enhance meaning, communication and productivity

HEALTH CURRICULUM SIXTH GRADE INJURY PREVENTION & PERSONAL SAFETY

STATE STANDARD

- 2.1.6.A.1** Explain how health data can be used to assess and improve each dimension of personal wellness.
- 2.1.6.A.2** Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage.
- 9.1.4.A.2** Implement problem- solving strategies to solve a problem in school or the community
- 9.1.4.C.2** Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects
- 9.1.4.D.3** Use effective communication skills face to face and online interactions with peers and adults from home and from diverse cultures
- 9.1.4.E.2** Analyze the role of digital media in sales and marketing and in delivering cultural, political, and other societal methods
- 9.1.4.F.1** Demonstrate how productivity and accountability contribute to realizing individual or group goals within or outside the classroom
- 8.1** Use digital tools to access, manage, evaluate, and synthesize information in order to solve problems and communicate knowledge

BIG IDEAS/COMMON THREADS

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

ENDURING UNDERSTANDINGS

Understand the benefits of appropriate exercise. Understand the causes of common injuries in exercise, and the negative effects of performance enhancing drugs.

ESSENTIAL QUESTIONS

PRIMARY: What are the benefits of exercise?

SECONDARY: Why are good exercise habits important to a person, especially as they get older? How often should you exercise?

What exercises help to strengthen what parts of the human body?

What are common injuries related to exercise, and what can a person do to avoid them?

What are the negative effects of steroids on the human body?

MODULE ASSESSMENT

Using a computer program such as Word, Excel, etc. to create a Fitness brochure including various exercise programs, including the various benefits exercise and nutrition has over time.

Calculate Body Mass Index using a BMI device.

For a day, track the calories taken in throughout the day, and then the calories burned during exercise, and find the difference between the two.

Develop a fitness plan to strengthen your entire body.

OBJECTIVES

Students will be able to...

- List the benefits of exercise.
- List various exercises and describe the body parts they will strengthen.
- Create an exercise plan that will strengthen all parts of the human body.
- Demonstrate the importance of exercising properly to avoid injury.
- Predict the consequences of improper exercise.
- List the negative effects that steroids have on the human body.
- Practice refusal skills.

SKILLS

Students will be able to...

- List at least seven benefits of exercise which include both physical and mental benefits.
- Use the internet to research different exercises, and the areas of fitness that those exercises will improve. (21st Century skill)
- List exercises that will help strengthen; cardiovascular fitness, flexibility, upper body strength and endurance, lower body strength and endurance, core strength and endurance.
- Create an exercise plan that will strengthen all parts of the human body.
- Input this exercise plan into some type of spreadsheet, displaying the type of exercise, frequency, and area of improvement.*
- List the precautions and behaviors a person should take before, during, and after exercising to help avoid injury.
- Demonstrate how to perform certain exercises safely in order to avoid injury.
- Role play scenarios in which students refuse steroids because they understand the negative effects they have on the human body.
- Develop expertise through research about a problem and make a claim to support a solution
- Work as a contributing member of a team to achieve specific outcomes
- Show respect for divergent points of view by acknowledging them
- Recognize how digital media impacts a person's perspective

- Show the self-discipline to do your best, reach a goal or perform an assigned task with good work quality
- Apply technology to enhance meaning, communication and productivity

HEALTH CURRICULUM SIXTH GRADE GROWTH & DEVELOPMENT/CYCLE OF FAMILY LIFE

STATE STANDARD

- 2.4.6.B.1** Compare growth patterns of males and females during adolescence.
- 2.4.6.B.2** Summarize strategies to remain abstinent and resist pressures to become sexually active
- 2.4.6.B.3** Determine behaviors that place one at risk for HIV/AIDS, STI's, HPV, or unintended pregnancy
- 2.4.6.B.4** Predict the possible physical, social, and emotional impacts of adolescent decisions regarding sexual behavior.
- 2.4.6.C.1** Summarize the sequence of fertilization, embryonic growth, and fetal development during pregnancy.
- 9.1.4.A.2** Implement problem- solving strategies to solve a problem in school or the community
- 9.1.4.C.2** Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects
- 9.1.4.D.3** Use effective communication skills face to face and online interactions with peers and adults from home and from diverse cultures
- 9.1.4.E.2** Analyze the role of digital media in sales and marketing and in delivering cultural, political, and other societal methods
- 9.1.4.F.1** Demonstrate how productivity and accountability contribute to realizing individual or group goals within or outside the classroom
- 8.1** Use digital tools to access, manage, evaluate, and synthesize information in order to solve problems and communicate knowledge

BIG IDEAS/COMMON THREADS

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

ENDURING UNDERSTANDINGS

Recognize the ability of the human body to reproduce. Students will demonstrate an understanding of the preventative measures in controlling the spread of disease.

ESSENTIAL QUESTIONS

PRIMARY: What are the physical changes that occur during puberty?

SECONDARY: What are the social changes that occur during puberty?

What are the emotional changes that occur during puberty?

What are the stages of growth from fertilization to birth?

How can we prevent the spread of communicable diseases?

MODULE ASSESSMENT

Students will list questions during this unit that was answered through the lessons and discussions, as well as any other questions they may have.

Describe the physical, social, and emotional changes that occur during puberty.

OBJECTIVES

Students will be able to...

- Understand the process the body goes through during puberty.
- Compare and contrast the physical changes of each gender during puberty.
- Identify that after puberty, an adolescent is physically able to reproduce.
- Understand that because a person is physically able to have children does not mean they are emotionally mature enough to reproduce.
- Identify communicable diseases.
- Understand ways to prevent contracting and/or spreading certain communicable diseases.

SKILLS

Students will be able to...

- List the changes the male and female body goes through during puberty.
- Describe the ways the human body is able to reproduce.
- Discuss the stages that occur during pregnancy.
- Discuss what makes people emotionally mature enough to reproduce, and make responsible decisions to protect themselves from the spread of diseases.
- Develop expertise through research about a problem and make a claim to support a solution
- Work as a contributing member of a team to achieve specific outcomes
- Show respect for divergent points of view by acknowledging them
- Recognize how digital media impacts a person's perspective
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- Apply technology to enhance meaning, communication and productivity

HEALTH CURRICULUM SIXTH GRADE NUTRITION

STATE STANDARD

- 2.1.6.B.1** Determine factors that influence food choices and eating patterns.
- 2.1.6.B.2** Summarize the benefits and risks associated with nutritional choices, based on eating patterns.
- 2.1.6.B.3** Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost.
- 2.1.6.B.4** Compare and contrast nutritional information on similar food products in order to make informed choices.
- 9.1.4.A.2** Implement problem-solving strategies to solve a problem in school or the community
- 9.1.4.C.2** Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects
- 9.1.4.D.3** Use effective communication skills face to face and online interactions with peers and adults from home and from diverse cultures
- 9.1.4.E.2** Analyze the role of digital media in sales and marketing and in delivering cultural, political, and other societal methods
- 9.1.4.F.1** Demonstrate how productivity and accountability contribute to realizing individual or group goals within or outside the classroom
- 8.1** Use digital tools to access, manage, evaluate, and synthesize information in order to solve problems and communicate knowledge

BIG IDEAS/COMMON THREADS

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

ENDURING UNDERSTANDINGS

- Food labels provide some important nutritional facts about the food you eat.
- Allergies can result from physical reactions to food or the environment.

ESSENTIAL QUESTIONS

PRIMARY: Why is it important to know if you have any allergies?

SECONDARY: Why is it important to be aware of food labels?

MODULE ASSESSMENT

Create a daily menu for a restaurant that includes foods from every area of the guide, My Plate. The daily menu should accommodate and include warnings for foods that could trigger a food allergy. Students should include the cost of the various meals listed on their menu, as well as a total price for their meals for the day.

Define allergy, asthma, and anaphylactic reactions to foods.
Analyze food labels and identify how they relate to the guide My Plate.

OBJECTIVES

Students will be able to...

- Determine if they are allergic to any foods.
- Develop an understanding of what to do if they or a classmate has an allergic reaction.
- Respect each other's health differences and support their right to a safe environment.
- Read a food label and determine what a serving is considered.
- Determine whether the food is considered nutritionally healthy.
- Recognize which food group a desired food is classified under.

SKILLS

Students will be able to...

- Describe what foods can trigger certain allergic reactions.
- List different types of allergic reactions.
- Role-play a possible food reaction scenario and how they would react in a crisis.
- Read and analyze food labels from different packages.
- Discuss which foods are considered healthy described by the food pyramid.
- Create a list of healthy snacks.
- Develop expertise through research about a problem and make a claim to support a solution
- Work as a contributing member of a team to achieve specific outcomes
- Show respect for divergent points of view by acknowledging them
- Recognize how digital media impacts a person's perspective
- Show the self-discipline to do your best, reach a goal or perform an assigned task with good work quality
- Apply technology to enhance meaning, communication and productivity

HEALTH CURRICULUM SIXTH GRADE COMMUNITY HEALTH & SAFETY (VIOLENCE PREVENTION)

STATE STANDARD

- 2.1.6.E.1** Examine how personal assets and protective factors support healthy social and emotional development.
- 2.1.6.E.2** Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying.
- 2.1.6.E.3** Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation.
- 9.1.4.A.2** Implement problem- solving strategies to solve a problem in school or the community
- 9.1.4.C.2** Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects
- 9.1.4.D.3** Use effective communication skills face to face and online interactions with peers and adults from home and from diverse cultures
- 9.1.4.E.2** Analyze the role of digital media in sales and marketing and in delivering cultural, political, and other societal methods
- 9.1.4.F.1** Demonstrate how productivity and accountability contribute to realizing individual or group goals within or outside the classroom
- 8.1** Use digital tools to access, manage, evaluate, and synthesize information in order to solve problems and communicate knowledge

BIG IDEAS/COMMON THREADS

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

ENDURING UNDERSTANDINGS

The social and emotional needs of a person must be developed before any other goals can be pursued and met. Respect and accept people, regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture. Stress management skills can impact an individual's ability to deal with various types of emotional situations.

ESSENTIAL QUESTIONS

PRIMARY: What are some ways a person can develop socially and emotionally?

SECONDARY: Who are people you can talk to make sure your social/emotional needs are being met? In what ways are people in your family, your peer group, your

community, etc. different from you? What are the stressors that are present in your life? What are stressors that may be present in other people's lives? How do you deal with stressors in your life? Who can you turn to if you are having trouble dealing with issues that are causing stress in your life?

MODULE ASSESSMENT

Use a computer program to create a WEB portraying the individual student, the stressors in that student's life, people who can help the student deal with his/her stressors, and strategies used to deal with those stressors.

OBJECTIVES

Students will be able to...

- Describe how personal assets and protective factors support healthy social/emotional development.
- List various people from your family, your school, and your community that you can talk with to help make sure your social/emotional needs are being met.
- List the ways people in your life are similar, and different than you.
- Identify common types of stressors, and highlight the stressors evident in your life.
- Brainstorm different strategies to deal with these stressors.
- List various people in your family, school, and community that can help you deal with the stress in your life.

SKILLS

Students will be able to...

- Write an essay describing how personal assets and protective factors are key components to healthy social/emotional development.
- Create scenarios where a family member, community member, or teacher creates an environment where a student can develop socially and emotionally.
- Chart differences in people based on: gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture.
- List common stressors, and ways to deal with them.
- Research on the internet ways to deal with and manage stress. (21st Century skill)
- Create scenarios where a family member, community member, or teacher helps a student deal with and manage a stressful situation.
- Develop expertise through research about a problem and make a claim to support a solution
- Work as a contributing member of a team to achieve specific outcomes
- Show respect for divergent points of view by acknowledging them
- Recognize how digital media impacts a person's perspective

- Show the self-discipline to do your best, reach a goal or perform an assigned task with good work quality
- Apply technology to enhance meaning, communication and productivity

<p>8.1 Educational Technology 8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming</p>	<p>As teaching, learning, and curriculum across New Jersey evolves to better meet student needs, when addressing Physical Education & Health topics, teachers are expected to integrate the adopted 8.1 Educational Technology, 8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming, and 21st Century Skills into their classroom practice. To that end, teachers will be expected to apply the following anchor standards into their classroom practice as part of regular instruction:</p> <p>8.1.8.D.1: Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.</p> <p>8.1.8.D.5: Understand appropriate uses for social media and the negative consequences of misuse.</p> <p>8.2.2.B.1: Identify how technology impacts or improves life.</p>
<p>Pacing Guide</p>	<p>The Comprehensive Health and Physical Education curriculum is taught over the school year, covering the content areas of Wellness, Integrated Skills, Drugs and Medicine, Human Relationships, Motor Skills and Fitness. The scope and sequence of the content covered is determined locally based upon the way the curriculum is delivered.</p> <p>The following are suggested units that may be implemented, depending on district resources:</p> <ol style="list-style-type: none"> 1. Basic Movement Skills/Concepts/Fine and Gross Motor Skills 2. Team Sports & Officiating 3. Individual Sports 4. Fitness and Physical Activity/Core Strength and Fitness Training 5. Project Adventure/Team Building/Problem Solving 6. Guided Discovery
<p>Assessments</p>	<p>According to the Comprehensive Health & Physical Education standards, the objectives of <i>health literacy</i> include the following:</p> <ul style="list-style-type: none"> ● Obtaining, interpreting, and understanding basic health information and services and using such information and services in ways that are health enhancing. ● Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance, and stress reduction. ● Using available information to make appropriate health-related decisions. ● Establishing and monitoring personal and family health goals. ● Understanding national and international public health and safety issues.

Assessments should be developed to monitor student progress related to these objectives throughout unit.

Differentiation/Modifications

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<p><i>(content, process, product and learning environment)</i></p> <p>Teachers differentiate learning for high achieving students by providing a <i>specialized setting</i> in each district for students identified as eligible for Gifted and Talented <i>services</i> through a Screening/Identification Process.</p> <p>During the development process, <i>appropriate standards</i> are referenced from the Common Core, and the National Association for Gifted Children's Gifted Program Standards Pre-K - Grade 12.</p> <p>Based upon a student's ability, the teacher can adjust instruction, content, and environment based upon a student's interest, ability, and learning profile. Needs assessments should be used to modify and differentiate instruction and assessment for these students.</p>	<p>In general, ELL students have the following accommodations:</p> <ul style="list-style-type: none"> ● Use of a bilingual dictionary during class and during assessments ● Extended time (time-and-a-half) for all assessments ● Word banks for tests and quizzes ● Access to teacher-created notes ● Simplification of requirements (for example, accepting a 2-page paper rather than 5 that focuses on key concepts, or accepting a PowerPoint vs. paper) ● Use of TPR (Total Physical Response) linked to physical actions which are designed to reinforce comprehension of particular basic skills. <p>Students are expected to perform for the five ELL proficiency levels -</p>	<p><i>(Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)</i></p> <p>Special needs students receive a high quality specialized education to meet their individual social, emotional and educational needs. Within each individual school district there are programs designed to meet the needs of students in the "least restrictive environment". These programs, from least restrictive to most restrictive, include; In-Class-Support, whereby a special education teacher or instructional aide is assigned to assist special education students in the general education classroom and Resource Room replacement, whereby students are pulled from their general education class for Math or Language Arts to a separate room for small group instruction with a special education teacher. The students who require this level of support, in some</p>	<p>At risk students will be identified via the Intervention and Referral Services process. The purpose of the Intervention and Referral Team (I&RS) is to provide in-house professional assistance to an administrator or teacher for a pupil who demonstrates social, emotional or educational problems. The I&RS provides assistance in understanding the pupil's problem(s) in developing strategies, which will, hopefully, help the pupil overcome the problem.</p> <p>When a child encounters a problem, the teacher, after in-class interventions and ongoing parental contact/conferences, identify the student to the I&RS Committee. The I&RS Committee will convene to review the form and determine if follow-up is warranted. If</p>

	<p>Entering, Beginning, Developing, Expanding, and Bridging - with appropriate graphic, auditory and visual support set forth by WIDA.</p>	<p>cases, receive modified curriculum and differentiated instruction, study guides, extended time on assessments, assistive technology in the form of an internet-ready device or computer programs such as co-writer/word predictor to assist with written assignments. All modifications are stated specifically in a student's Individual Education Plan or IEP to ensure that each student consistently receives the appropriate level of support.</p> <p>In addition to the programs within the mainstream and/or resource room setting, districts may utilize Regional Programs and Services to meet the needs of special education students with a variety of disabilities. Each school district must ensure that all students receive a high quality, consistent level of education and services. Additional services include occupational therapy, physical therapy, speech therapy, behavior consultation, social skills, and counseling (individual and/or group). These "related services" are provided by specialists certified in their</p>	<p>necessary, an action plan will be created with instructional adjustments.</p> <p>After the plan has been in effect for a reasonable amount of time, the I&RS Committee may recommend continuation of the recommended strategies or consider additional/alternative strategies. The student may be referred to the Child Study Team after all building resources have been exhausted and the student continues to demonstrate significant social, emotional, and/or educational difficulties.</p>
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