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| **Unit Overview**  |
| **Content Area: Health** |
| **Unit Titles:** Injury Prevention and Personal Safety, Functions of the Body, Nutrition, Community Health and Safety (Violence Prevention), Self-Worth, Mental and Emotional Health, Growth and Development / Cycle of Family, Substance Abuse Prevention, Disease and Illness Prevention, Environmental and Consumer Health  |
| **Target Course/Grade Level: K-2** |
| **Duration: Sep. to June (est. 4 weeks per unit)**  |
| **Description** Students in K to 2 are introduced to health issues and topics affecting everyday lives, but at their level. The goal is to allow students to demonstrate health decisions, habits, and behaviors. |
| **Enduring Understandings** |
| Understandings @ age-appropriate levelUnit 1 Injury Prevention and Personal Safety (accident & fire prevention; sexual assault prevention, sexual abuse & assault awareness and prevention)•Safety rules and helpers•Effect of no rules •Where injuries happen•Safety awards•Routines for fire, storms, floods; decision making; emergencies•Safe and unsafe play•Personal safety•Refusal skills•Who to trust•Safe and unsafe touches Unit 2Functions of the BodyDrugs, Alcohol, Tobacco, Controlled Dangerous Substances & anabolic steroids•Functions of and care routines for the five senses•Responsibility•Empathy•Practicing being helpful•Heeding body signals•How senses protect you•Predicting effects of sense impairment•Respecting self and others•Responsible self- care•Self-awareness •Impact of drugs on the bodyUnit 3Nutrition(Cancer Awareness)•Healthful food choices•Safe food handling•Cultural, familial, and individual preferences•Goals for healthful eating to prevent disease•Decision-making for a healthy diet •Food needs of living things•Healthful vs. Unhealthful•Variety•Meal Plans•Healthful breakfast•Food groupsUnit 4 Community Health and Safety (Violence Prevention, Bullying, Gang Awareness)• How to define community •Community helpers•How being a responsible citizen helps your community •Rules and laws* Unsafe and violent actions
* Safety routines to avoid violence and danger
* Bully prevention
* Domestic Violence & Child abuse prevention awareness
* Social awareness
* Conflict resolution
* Decision making
* Respect for diversity among community helpers & their contributions
 |  Unit 5Self-Worth, Mental and Emotional Health Suicide prevention•Identifying personal talents, qualities, and feelings•Methods of communication•Respecting self and others•Helping others•Setting goals•Using Refusal skills•Locating trusting adults•Talking about feelings•Making friends•Positive character traits•Self-management of emotions Unit 6Growth and Development/ Cycle of Family Life•Defining family and team•Identifying love, trust, and caring•Family similarities and differences•Growing and changing•A special person at every stage•Family rules and jobs•Consequences of no rules•Comparing and contrasting different bodies•Self-awareness•Self-management•Social awareness of differences Unit 7 Substance Abuse PreventionDrugs, Alcohol, Tobacco, Controlled Dangerous Substances & anabolic steroids•Defining drugs and medicines•Knowing the importance of saying no•Identifying dangerous substances•Practicing identifying different drugs (tobacco, alcohol)•Following drug safety rules•Drugs vs. Non-drugs•Drug effects•Where to go for help •Refusal skills•Predicting consequences•Medicine rules Unit 8Disease & Illness Prevention(Cancer Awareness, Lyme DiseaseStress Abstinence)•What doctors, dentists, nurses and others do•Responsibility for following directions when sick•MD’s & dentist’s tools•Knowing emergency phone numbers•Good hygiene•Decision-making•When and what not to share•Defining sick•Showing concern•Medicine rules•Communicable and non-communicable diseases Unit 9Environmental and Consumer HealthClimate Change•How to identify healthy and clean communities•Good citizenship•Routines for a clean environment•Types of Pollution•How to identify health care professionals and services•Safety rules for medicines and health care -products•Influences on health•Advocacy for clean communities•How to access health services and products•Media influences  |
| **Learning Targets** |
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| 2.1.2.PGD.1; 2.1.2.PGD.2 ; 2.1.2.PGD.3; 2.1.2.PGD.4 2.1.2.PGD.5; 2.1.2.EH.1; 2.1.2.EH.2; 2.1.2.EH.32.1.2.EH.4; 2.1.2.EH.5; 2.1.2.SSH.1 ;2.1.2.SSH.22.1.2.SSH.3; 2.1.2.SSH.4; 2.1.2.SSH.5; 2.1.2.SSH.62.1.2.SSH.7; 2.1.2.SSH.8; 2.1.2.SSH.9; 2.1.2. CHSS.1 2.1.2. CHSS.2; 2.1.2. CHSS.3; 2.1.2. CHSS.42.1.2. CHSS.5; 2.1.2. CHSS.6; 2.3.2.PS.12.3.2.PS.2; 2.3.2. PS.3; 2.3.2. PS.4; 2.3.2.PS.5; 2.3.2.PS.6  2.3.2.PS.7; 2.3.2.PS.8; 2.3.2. HCDM.1; 2.3.2. HCDM.2 2.3.2. HCDM.3; 2.3.2.ATD.1; 2.3.2.ATD.2; 2.3.2.ATD.32.3.2. DSDT.1; 2.3.2. DSDT.2 | **Interdisciplinary New Jersey Student Learning Standards, Career Readiness Practices, SEL Competencies** **ELA**SL.K.1SL.K.3SL.K.6SL.1.1SL.1.3SL.1.6SL.2.1SL.2.3SL.2.6**Computer Science Design Thinking**-8.1.2. DA.1; 8.1.2. DA.4 **Career Readiness, Life Literacies & Key Skills**9.1.2.CAP.1; 9.4.2. CT.1;9.4.2. CT.3;9.4.2.DC.3;9.4.2.DC.7; 9.4.2.GCA:1**Career Readiness Practices**-Act as a responsible and contributing community members and employee- Consider the environmental, social and economic impacts of decisions-Work productively in teams while using cultural/global competence\*Global awareness, health literacy, critical thinking & problem solving, communication & collaboration**SEL Competencies**-Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision-Making.**Comprehensive Health and Physical Education Practices*** **Acting as responsible and contributing member of society**
* **Building and maintaining healthy relationships**
* **Communicating clearly and effectively (verbal and nonverbal)**
* **Resolving conflict**
* **Attending to personal health, emotional, social and physical well-being**
* **Using technology tools responsibly**

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| **Essential Questions** |
| **GRADE K*** How do we prevent injury from dangers around us?
* How do we stay safe at home, in school and in the community?
* How do we use our five senses?
* How do good food choices help me to be healthy?
* How does each person in my family work as a team to keep each other healthy? How are we all special and unique?
* How do we respond when we don't feel well?
* How can some drugs help us?
* What does it mean that some drugs can hurt us?
* How do we get sick?
* How do we prevent illness?

**GRADE 1*** How do we prevent injury from dangers around us?
* What is safe play?
* How do we handle fire dangers?
* Who are our community helpers and how do we use them?
* How does the body work?
* Why should we take care of our body?
* How do we prevent injury from dangers around us?
* How does the food we eat affect our health?
* How does medicine help our bodies?
* How can we cope when in stressful situations?
* In what ways are families similar in how they keep their children safe?
* How can smoking and drinking alcohol affect our bodies?
* What skills can be used to refuse alcohol and smoking?
* How does our body get sick and heal?
* How can pollution affect our breathing and health?

**GRADE 2** * How do we prepare for emergencies?
* How do we care for the brain?
* How does eating healthy help our health?
* How do we care for our heart?
* How can we cope with fear?
* How do babies develop?
* How do babies affect the family?
* How do drugs affect a community?
* How do germs affect our bodies, families, and communities?
* How can we care for our skin?
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| **Student Learning Objectives** |
| ***Students will ...***Grade K

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* Explain safety rules and list Safety Helpers for home, school, and community.
* Identify situations, in the home, where unintentional injuries or safety threats might happen.
* Explain how you would show respect for yourself and the safety of others while playing

 * Identify the five senses and the body part with which each is associated.
* Explain how your senses help you to learn.
* Predict what might happen if you don’t pay attention to your senses.
* Develop empathy for people with physical challenges.

 * Demonstrate an appreciation of the role choosing healthful food has in developing a positive self-image.
* Identify healthful and less healthful foods
* Identify family and cultural preferences in choosing food
* Demonstrate rules for safe food handling.

 * Identify the elements of love, trust, and caring in families.
* Discuss how you are a “special person” at every stage of your life.
* Describe some family rules and list jobs that each family member does for the family and why it is important to have these rules/jobs
* Define the word community and tell what communities do to help you and your family.

 * Identify ways bodies can differ physically and respect for those whose bodies seem different than yours
* Develop personal responsibility for basic health and safety routines
* Classify the things you need to help you keep your body safe and healthy

 * Identify health helpers, including the doctor, and the dentist, and explain the role that each play in keeping you healthy
* Explain what your family doctor or pediatrician does when you are sick and when you have a checkup
* Identify various tools that the doctor uses in a checkup and show how you and your doctor work as a team to check your health

 * Describe how you can help to keep yourself healthy by making good decisions
* Identify substances that are drugs and describe the meaning of the word drugs
* List rules for taking medicine, including naming the people who can give it to you.
* Describe what the word medicine means and explain why medicines are drugs.
* Identify dangerous substances at home, at school, and on the playground.
* Show how you can be responsible in taking care of yourself

 * List things you need to do to stay as healthy as possible.
* Discover what germs are and how they make us sick.
* Predict the consequences of not following directions in taking medicine, including the consequences of taking medicine not meant for you.

 * Explain why keeping clean can help to keep you healthy.
* Identify ways that communities can be kept clean and healthy.
* Explain how being careful about what you share can keep disease away.
* Practice routines to keep the community clean and to protect the environment from pollution.

GRADE 1 * Define and identify careless and careful behavior
* Explain the importance of accepting responsibility for your actions.
* Identify ways to make situations safe.
* Predict what will happen in different situations if children follow or don’t follow the rules of safe play.
* Identify the dangers of fire, ways to prevent fires, and what to do in case of fire.
* Identify community safety helpers.
* Practice asking for help including reading, writing, and saying your name, address, and phone number.
* Identify body parts and functions including the five senses, brain, lungs, heart, teeth, bones, and skin.
* List age-appropriate ways to take good care of one’s body.
* Explain the words food, fuel, and energy and tell how food is transformed into energy.
* Trace the path that food takes through the body.
* List a variety of healthful and less healthful foods, and their effects upon the body.
* Differentiate between medicines and non-medicines.
* List the different parts of the body that help us to talk and to hear and show how each process works.
* Develop respect for people who have speaking and hearing problems.
* Show how you can take care of your ears to prevent injury.
* Compare the way you talk when you are sad or mad or glad.
* Discuss why talking to somebody about problems helps you feel better.
* List people you trust to talk to when you feel bad.
* Practice ways to talk things out or work things out nonviolently.
* Describe different kinds of families
* Determine differences between oneself and others
* Learn how to set goals
* Define the word *drug* and identify various substances as drugs.
* Tell why it is important to have rules and laws about drugs.
* Explain why alcohol is a drug, what it does to the body, and reasons why people drink alcohol
* Describe what tobacco and nicotine are and explain the harmful effects of smoking.
* Predict the consequences of various situations in which you do not use good refusal skills.
* Describe people in your community who are there to help keep you safe and healthy.
* Show that you feel proud that you can say “No!” when you need to.
* Define germs and discover how they spread.
* Compare and contrast communicable and noncommunicable illnesses.
* Identify things you can do which help you get better.
* Identify rules which help to keep our community free from illness caused by germs.
* Practice ways to help keep the community clean.
* Identify the basic need of all humans to breathe; describe what happens when you breathe and how your sense of smell works.
* Tell why it is important to always have good, clean air to breathe.
* Define the word pollution and give different examples of pollution, including identifying substances that pollute the air and harm your lungs
* Describe how exercise affects your breathing and your respiratory health.
* Grade Identify safe vs. unsafe conditions for certain common hazards on the street
* List community safety rules and laws

Grade 2 * Identify safe vs. unsafe conditions for certain common hazards on the street
* Demonstrate responsibility to “play it safe” to keep your body from harm by designing appropriate role-play
* List community safety rules and laws
* Demonstrate acceptance of rules and people in charge who protect your safety
* Name common emergencies and list steps to take in each case
* Name ways that you might hurt others and they might hurt you
* Explain the major parts of the brain and how the brain works as a control center for your body
* Respect different perspectives and patterns of thinking
* List ways to protect your brain from injury and from damage due to drugs
* Demonstrate responsibility for making healthful food choices by eating healthful foods at mealtime
* Define and explain the role of nutrients in the body
* Analyze the influences upon your food choices
* Explain the effects of healthful and less healthy foods on the body
* Explain why guidelines for food handling and storage should be respected
* Explain why a good breakfast is such an important meal
* Show respect for different cultures by preparing a multicultural breakfast.
* Describe what your heart does and explain why it is called “the hardest working machine.”
* Explain how a healthy diet and exercise helps you to have a healthy heart
* Describe some of the problems people can have with their hearts and some of the ways unhealthy hearts can be helped
* Show why caring for other people is important in making you feel good about yourself
* List common causes of being afraid.
* Practice various methods of coping positively with fears
* Describe the common physical effects of fear on the body
* Develop awareness of some of the positive benefits of fear as an emotion by describing how fear helps people stay safe
* Describe real dangers you might face under different circumstances and what to do about each of them
* Increase sense of responsibility for yourself and others in at-risk situations
* Define the term private parts and explain the rights you have to keep your body “private.”
* Demonstrate respect for your own body and your rights to privacy by using the Saying “NO!” Steps
* Define the word *unique.* Explain why everyone is different, and that each person has special qualities
* Identify various types of drugs, including nicotine, alcohol, and street drugs
* Show why it is important to make a habit of making healthful choices
* Identify what is and is not a medicine
* Tell why pharmacists and physicians and nurses are very important people
* Explain why drugs do not solve problems when taken for any reason other than medical with the permission of a doctor and parent
* Discover the importance of communicating thoughts and feelings
* Describe what constitutes a drug-free and safe community
* Tell why you think it is important to be a good citizen
* Explain what germs are, where you find them, and what they can do to you
* Identify community health helpers and explain the things they do to help prevent germs from spreading
* Use decision making skills to follow safety routines
* List the different functions of the skin
* Respect the important role your skin plays in taking care of you
* Describe what skin is made of and how it grows
* Show how each part of the skin helps the other parts
* List injuries and other conditions that harm your skin and remedies for them

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| **Suggested Activities** |
| ***The following activities can be incorporated into the daily lessons:* Teacher will alter activity based on Grade Level, K, 1 and Grade 2** * Read/listen to stories related to topic
* sing songs related to topic

**Grade K****Injury Prevention and Personal Safety** * Puppet Role Play
* Know the Facts Activity
* Learn how to call 911 when appropriate
* Different Safety Helpers in our community
* Create a class Decision Making Poster
* Draw a picture related to safety
* Bicycle Safety – role play, draw a picture and label
* Safety in the Community – Take a walk around the community, role play safe actions
* Create a class picture book of safe community helper

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 **The Five Senses -** * Senses and Body Parts – Use graphic organizer and manipulatives to demonstrate
* Taking Care of My Senses – Students color a graph of the 5 senses and share with a partner how to take care
* Activity w. Puppets or cards to demonstrate use of healthy use senses

   **The Family Team** DEI* Draw a family picture, label each member
* Pictures showing various types of families & discuss
* See How Families Grow and Change Activity
* Baby pictures of students & current pictures to compare contrast
* Name people (roles) who make the neighborhood or town/city community a better place for families to live.
* Identify things students can do for their families that also help the neighborhood.

 **Self-Worth** * Using pictures of people of varying sizes, ages, shapes, colors, ability/disability, etc. discuss verbally, Venn Diagram,
* I’m Special Because… activity
* Create a Feelings Mobile
* Draw and label one health goal to put in a class journal
* Create a list of adults you can trust, draw a picture of who and label

 **Going to the Doctor and Dentist** * Bring in play toys of tools that a dr. or dentist might use
* Puppet Play of Dr. and Dentists – when do you need to see them?
* Body Parts Puzzle
* Look How Much I’ve Grown Activity
* Toothbrushes, toothpaste, floss (optional for demonstration purposes – using puppets)
* Discuss Pictures of people demonstrating healthy and unhealthy behaviors
* Draw a picture of a healthy decision

 **My Great Body** * Use promethean board to view pictures of drugs (age appropriate)
* List what happens when someone smokes, takes drugs, etc.
* Look Out for dangerous substances activity, how to say NO to drugs
* Discuss how and when to call 911
* Pictures of dangerous items you might find around the home, school, and playground
* Create a class book on keeping bodies healthy

  **Getting Sick** * Think, pair share with a classmate
* Review class created books; journals created about being healthy
* Use puppets to demonstrate when someone is sick
* Talk about different types of illnesses
* Talk about how you can help someone who is sick
* Create a get-well card

**Clean and Healthy*** Students can share how they stay clean and healthy, then draw a picture
* Talk about how you feel when you stay clean and healthy
* Draw a picture to show how you feel
* Clean Community Activity (Climate Change)

 **Grade 1** **Injury Prevention and Personal Safety*** Create a Safety Checklist
* Neighborhood Safety Rules Activity
* Draw a picture of how you can be a safety helper and write a sentence to explain
* Community/Safety Helpers – Identify in our town & discuss differences and roles
* Safety in the Digital World – view video
* Role play activity “Puppets”
* Create a fire safety poster

 **Parts of the Body*** Graphic Organizer & Diagram activity
* Create a dance to demonstrate how blood circulates
* With a partner, share how you keep safe and take care of yourself
* My Body Is Extra Special Activity – My talents, what makes me unique
* Family Treasure Hunt – activity working together to talk and listen at home

 **Nutrition*** View video on nutrition (age appropriate)
* Bring in a nutrition label & share
* View Pictures of healthful foods
* Draw or cut and paste pictures of a healthy meal on a paper plate
* Share favorite traditional family foods and compare across cultures (DEI)
* Create a food pyramid graph

 **All About Medicines*** Create a Safety Message about medicine
* Pictures of various kinds of medicine such as prescription, OTC (age appropriate)
* Discuss how medicine helps us
* Who can we trust to give us medicine - discuss
* Compare contrast good vs. bad drugs
* How can drugs make us sick?
* View age-appropriate video

 **Communication and Feelings** * Ear Care activity
* Helping Abbie to Hear, Helping Abbie to Learn Story
* I Can Use the Phone Activity
* Draw and label ways people communicate DEI
* Family & community helpers activity
* puppets role play
* How to be a good listener activity

 **Social Emotional Learning and Well-Being** * Puppet role play
* Wellness Activity
* Draw a picture and label feelings
* Personal Safety Rules Review
* Saying “NO!” Steps-NO, GO, TELL Activity
* My Trusted Adult – Draw and label

 **Drugs- Substance Abuse Prevention** * Review good vs. bad medicine/drugs
* Safe, Not Safe, Ask First Graphic Organizer
* The Drug Puzzle
* Keeping My Lungs Healthy Activity
* I’m So Proud certificate I know how to say “No!”

**Germs/Disease/Illness Prevention** * Puppet role play
* Demo how to wash hands / use sanitizer
* Video on germs
* Discuss how to keep community free from illness caused by germs
* Think, pair, share: How to get healthy when you are sick

 **Environmental and Consumer Health** (Climate Change)* Pledge to join The Healthy Lung Club
* Healthful Habits for the Lungs activity
* View video why we need clean air
* Read story how pollution hurts the environment and our health
* Demonstrate breathing -Wind instruments such as tin whistle, recorder, harmonica
* Create healthy breathing exercise

 ***Grade 2*** **Safety -*** Draw Safe Habits Cartoon
* Create a list of rules and laws
* Stay Safe on the Street – role play
* Safety in the Digital World activity
* Respecting others discussion
* Safety Helpers discuss how they protect us
* Conflict Resolution Graphic Organizer
* Read story on how people think differently
* I Can Help Protect My Brain Poster

 **Nutrition -*** Create a healthy food shopping list
* Bring in a traditional healthy family recipe (DEI), AAPI
* Design a healthy snack advertisement
* My Food Journal
* Goal Setting Graphic Organizer
* Classify breakfast foods according to food group

 **Your Heart -*** Demonstrate heartbeat with Rhythm instruments
* View video on the heart functions
* Label parts of the heart- Graphic Organizer
* Create a personal health plan for heart health
* Read about heart disease and its causes
* Discuss who helps with heart issues
* Think, pair, share why it’s important to make people feel good about themselves and stay healthy

**Coping Skills -Fear** * Write a story about a time you were afraid and how you overcame
* Interview a Family Member About Fear
* Discuss when it’s smart to be afraid
* What Should I Do? Whom Shall I Call? activity
* When I Feel Afraid checklist
* Discuss personal Safety Rules (respect for body & rights to privacy) and that if feeling unsafe & confused, you can get help
* Saying “NO!” Steps-NO, GO, TELL – graphic organizer
* Who Are My Superstars – adults I can trust (draw a poster/interview)

  **How you Grow/Families** * Read story or view age-appropriate video on animals having babies and how they grow
* Choose an animal and create a timeline picture of how it changes Ex.: Kitten to cat
* Discuss how humans grow and change from baby, toddler, child, teen, adult, etc.
* Compare contrast with pictures of self as a baby and self as 2nd grader
* Create a family tree
* Read stories about different types of families (DEI)
* There’s No One Like Me! Create a poster

 **Drugs are Dangerous** -* Review drugs/ medicines and dangers
* Create a slide show on staying away from drugs and keeping healthy
* List good choices for solving problems (create a graph)
* Age-appropriate video on staying away from drugs and gangs to help our community
* Drug and safety awareness- create a poster, commercial, slide show

 **Germs/Illness*** Review how germs make us sick
* Create a song about being germ-free
* Create a diagram of how our body fights germs
* Decision Making Poster
* Interview a health professional

 **My Skin and Me** * View age-appropriate video
* Brainstorm ways to take care of your skin
* Discuss how the sun can damage skin (burn, cancer) (climate change)
* Design soap, lotion, sunscreen advertisement
* Discuss differences in skin based on age, color, etc. (read a story) DEI, AAPI
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| **Assessments** |
|  * Assessments: Unit Formative & Summative - Nutrition, Personal Growth, Diseases & Health, Safety, Social Emotional Health
* Rubrics for: Poster projects, digital projects, written assignments, Health and Safety Role Playing activities, class discussions
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| **Materials** |
| * NewsELA
* IXL
* The Great Body Shop – digital and print
* Health sites such as: redcross.org, kidshealth.org, scc.gov.org, cdc.gov, afineparent.org
* Health videos
* Health fiction and non-fiction books
* Promethean Board, Laptops, Internet
* Posters, cue cards
* Manipulatives/puppets
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| **MODIFICATIONS** |
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| **English Language Learners**  | **Special Education**  | **At-Risk**  | **Gifted and Talented**  | **504**  |
| Scaffolding Word walls Sentence/paragraph frames Bilingual dictionaries/translation Think alouds Read alouds Highlight key vocabulary Annotation guides Think-pair- share Visual aides Modeling Cognates  | Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast  | Teacher tutoring Peer tutoring Study guides Graphic organizers Extended time Parent communication Modified assignments Counseling   | Curriculum compacting Challenge assignments Enrichment activities Tiered activities Independent research/inquiry Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities  | Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast Parent communication Modified assignments Counseling  |

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