

MILLSTONE TOWNSHIP SCHOOL DISTRICT
Health Education
GRADE: K-2

Unit of Study: Physical, Mental/Emotional, Social/Family Health

Unit Overview: In this unit students will apply health promotion concepts and health related fitness concepts and skills to support a healthy active lifestyle. Students will incorporate personal and interpersonal skills as it applies to each type of health as well as human relationships and family life.

Pacing: Integrated throughout the school year in Physical Education Class and Character Education

The following standards will be taught as At Home Learning Standards:

- 2.1.2.PGD.5: List medically accurate names for body parts, including the genitals. **This is an at-home learning standard only**
- 2.1.2.PP.1: Define reproduction. **This is an at-home learning standard only**
- 2.1.2.PP.2: Explain the ways in which parents may care for their offspring (e.g., animals, people, fish). **This is an at-home learning standard only**
- 2.1.2.SSH.2: Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior. **This is an at-home learning standard only**

Enduring Understandings:

- There are appropriate and inappropriate ways to resolve conflicts.
- There are appropriate and inappropriate ways to express different emotions.
- There are appropriate and inappropriate ways to calm down.

Essential Questions:

- How can we resolve a problem or conflict?
- What makes me happy/mad/sad/etc?
- How should I act when I feel mad/sad/happy/etc?
- What can I do to make myself feel better?
- What can I do if I see bullying happening?

Objectives/Teaching Points:

- Types of Health: Physical, Mental/Emotional, Social/Family - Understand what each type of health means and provide examples of each.
- Health is Well-Being - Understand the concept of what it means to be well and totally healthy
- Self-Concept - Identifying how a person views oneself and the effect that has on daily life
- Your Mind and Emotions - Identifying the types of emotions and how to regulate them.
- Setting Health Goals - Self-assessment to

NJSLS:

Personal Growth and Development

- 2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy.
- 2.1.2.PGD. 2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).
- 2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness.

develop and accomplish goals

- Good Character - Connecting this with Social/Emotional well being.
- Making Responsible Decisions - Identifying healthful and risk behaviors and consequences on general health.

- 2.1.2.PGD.4: Use correct terminology to identify body parts and explain how body parts work together to support wellness.
- 2.1.2.PGD.5: List medically accurate names for body parts, including the genitals. **This is an at-home learning standard only**

Pregnancy and Parenting

- 2.1.2.PP.1: Define reproduction. **This is an at-home learning standard only**
- 2.1.2.PP.2: Explain the ways in which parents may care for their offspring (e.g., animals, people, fish). **This is an at-home learning standard only**

Emotional Health

- 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.
- 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities.
- 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).
- 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors.
- 2.1.2.EH.5: Explain healthy ways of coping with stressful situations.

Physical Fitness

- 2.2.2.PF.1: Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles).
- 2.2.2.PF.2: Explore how to move different body parts in a controlled manner.
- 2.2.2.PF.3: Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building).

- 2.2.2.PF.4: Demonstrate strategies and skills that enable team and group members to achieve goals

Lifelong Fitness

- 2.2.2.LF.1: Express one's feelings and emotions when involved in movement and physical activities to increase positive behaviors.
- 2.2.2.LF.2: Perform movement skills that involve controlling and adapting posture and balance, to successfully negotiate different environments (e.g., mats, turf fields, grass fields, hard surfaces, gym floors, sand, water, snow) during physical activity.
- 2.2.2.LF.3: Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).
- 2.2.2.LF.4: Identify physical activities available outside of school that are in the community.

Social and Sexual Health

- 2.1.2.SSH.1: Discuss how individuals make their own choices about how to express themselves.
- 2.1.2.SSH.2: Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior. **This is an at-home learning standard only**
- 2.1.2.SSH.3: Describe different kinds of families locally, nationally and globally and note similarities in the ways in which they keep their children safe.
- 2.1.2.SSH.4: Determine the factors that contribute to healthy relationships within a family
- 2.1.2.SSH.5: Identify basic social needs of all people.
- 2.1.2.SSH.6: Determine the factors that contribute to healthy relationships.
- 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another.

	<ul style="list-style-type: none"> ● 2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer). ● 2.1.2.SSH.9: Define bullying and teasing and explain why they are wrong and harmful.
<p>Learning Experiences:</p>	<p>Assessments:</p>
<p>The following learning experiences will help students explore the big ideas and essential questions:</p> <ul style="list-style-type: none"> ● Types of health charades ● It's All About Poster ● My Behavior Contract ● Turn and Talk ● Instructional Videos ● Skits ● Do Now: Instant question posed to the group to get focused on the lesson. Example: Suppose you have an argument with a friend. Which part of your health is affected? ● Use of current health information and evidence based facts ● KWL Charts ● 3-2-1 ● Generating Questions ● Sharing Health goals to generate ideas ● Exit Slips 	<p>Formative:</p> <ul style="list-style-type: none"> ● Teacher Observation ● Exit Slips ● KWL Charts ● Question/Answer ● Anecdotal Notes ● 3-2-1 Comprehension Assessments ● Describe actions that can help you have a healthful self-concept. ● Describe how to share emotions in a healthy way. ● List ways to stay in a good mood. ● Describe ways to keep your mind healthy. ● Describe ways to communicate effectively. ● Explain the difference between healthful stress and harmful stress. ● Explain what it means to be a family. <p>Summative:</p> <ul style="list-style-type: none"> ● Final Projects ● Health Behavior Contract ● List and apply 4 steps to use for resolving conflict. ● Identify the 6 parts of good character. ● Describe and apply the four steps in making responsible decisions. ● Describe ways to manage your stress. ● List ways to be a responsible family member.

	<p>Benchmark:</p> <ul style="list-style-type: none"> • Students will make connections to the three types of Health which are Physical, Mental/Emotional, and Social. As the unit progresses students will identify and provide evidence as to how content relates to specific types of Health. <p>Alternative:</p> <ul style="list-style-type: none"> • Self-Assessment • Peer-Assessment • Individual oral explanation of concepts and skills demonstration. • Assignment choice: Collage or Letter to Self • Student creation of scenario to problem solve • Producing multiple health goals and ways to build upon the success of current health goals • Providing students with realistic health goal options • Develop a list of things that can be created if possessing specific life skills
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Ideas for Differentiation:

English Language Learners:

- Speak and display terminology and movement
- Teacher modeling
- Peer modeling
- Develop and post routines
- Label centers (stations) and classroom materials
- Content specific word walls and visual cues

IEP/504 Learners:

- Utilize modifications and accommodations delineated in the student's IEP
- Work with paraprofessional
- Use multi-sensory teaching approaches. Provide helpful visual, auditory, and tactile reinforcement of ideas.
- Work with a partner
- Provide concrete examples and relate all new strategies to previously learned strategies.

- Solidify and refine concepts through repetition.
- Change movement requirements to reduce activity time
- Give activity descriptions ahead of time and allow for students to ask questions about the activity prior to the class scheduled time.

Students at Risk of Failure:

- Using visual demonstrations, illustrations, and models (includes video of activity being played and skill tutorial)
- Give directions/instructions verbally and in simple written format.
- Peer Support
- Increase one-on-one time
- Teachers may modify instructions by modeling what the student is expected to do

Gifted and Talented Learners:

- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher order thinking skills
- Adjusting the pace of lessons
- Interest based content
- Real world scenarios

Interdisciplinary Connections:

ELA- Reading text, using vocabulary appropriately in context of concepts, answering questions

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RI.1.10. With prompting and support, read informational texts at grade level text complexity or above.

2020 NJSLC Career Readiness, Life Literacies, & Key Skills:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP10. Plan education and career paths aligned to personal goals.

9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource

Suggested Resources:**Student Materials:**

- Paper
- Pencil
- Supporting documents
- Classroom supplies
- Post-Its
- Index Cards
- Related text

Teaching Materials:

- Appropriate technology
- Lesson Plans

Teacher Resources:

- www.kidshealth.org
- www.brainpop.com
- www.gonoodle.com

Unit of Study: Growth and Nutrition

Unit Overview: Students will demonstrate creativity, critical thinking, collaboration, and problem solving skills while exploring nutrition concepts and body system functions. Students will acquire how to promote appropriate bodily maintenance and improvement concepts and skills in order to support a healthy, active lifestyle.

Pacing: 8-10 days; integrated throughout the school year in Physical Education Class and Science Class

Enduring Understandings:

- Your body requires proper maintenance and care in order to reach its potential over a lifespan.
- Improvement and maintenance is

Essential Questions:

- How can your actions determine what happens to your body?
- Why is it important to know how your body works in order to care for it?
- What are ways to improve upon your body's function?

<p>constantly required to lead a healthy lifestyle.</p>	<ul style="list-style-type: none"> • How does food affect how your body operates?
<p>Objectives/Teaching Points:</p>	<p>NJSLS:</p>
<p>Students will know:</p> <ul style="list-style-type: none"> • Heart and Lungs- How they function and how to keep healthy • Importance of Food - What are the nutrients in food and how do they provide the body with what is necessary to be healthy • Dietary Guidelines/My Food Plate • Choosing Healthful Foods - How does food selection affect the human body? • Food Safety - What are some foods to avoid consuming? • Digestive System- How it functions and how to keep it healthy 	<p>Movement Skills and Concepts</p> <ul style="list-style-type: none"> • 2.2.2.MSC.1: Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running). • 2.2.2.MSC.2: Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling). • 2.2.2.MSC.3: Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges. • 2.2.2.MSC.4: Differentiate manipulative movements (e.g., throwing, catching, dribbling). • 2.2.2.MSC.5: Adjust and correct movements and skill in response to feedback. • 2.2.2.MSC.6: Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment. • • 2.2.2.MSC.7: Demonstrate kindness towards self and others during physical activity to create a safe and caring environment. • 2.2.2.MSC.8: Explain the difference between offense and defense. <p>Nutrition</p> <ul style="list-style-type: none"> • 2.2.2.N.1: Explore different types of foods and food groups. • 2.2.2.N.2: Explain why some foods are healthier to eat than others. • 2.2.2.N.3: Differentiate between healthy and unhealthy eating habits <p>Health Conditions, Diseases, and Medicine</p> <ul style="list-style-type: none"> • 2.3.2.HCDM.1: Explain the consequences on a person's health if he or she does not have adequate food and a clean environment.

	<ul style="list-style-type: none"> ● 2.3.2.HCDM.2: Demonstrate personal hygiene and the use of necessary and appropriate health-enhancing behaviors that can keep a person healthy (e.g., precautions to avoid illnesses, handle food hygienically, brush teeth, regular physical activity, adequate sleep, appropriate dress for various weather conditions). ● 2.3.2.HCDM.3: Explain strategies and develop skills to prevent the spread of communicable diseases and health conditions (e.g., Lyme disease, influenza, cardiovascular diseases).
<p>Learning Experiences:</p>	<p>Assessments:</p>
<p>The following learning experiences will help students explore the big ideas and essential questions:</p> <ul style="list-style-type: none"> ● Finding pulse activity - station rotation with different exercises ● KWL Chart ● Technology - informational videos to show organ function ● Labeling body parts and explaining function ● Turn and Talk ● Trace through the heart to show the pathway of blood ● Identify structures and parts of the heart and lungs to better understand function. ● Do Now- Explain or jot down what you already know about the heart and lungs. Explain or jot down what you know about nutrition. How many 	<p>Formative:</p> <ul style="list-style-type: none"> ● Teacher Observation ● Exit Slips ● KWL Charts ● Question/Answer ● Anecdotal Notes ● 3-2-1 Comprehension Assessments ● Describe how to care for your heart and lungs. ● Explain how your digestive system works and how to care for it. ● Identify the food groups according to MY Food Plate. ● Explain how the Food Plate is designed to help one make healthful choices. ● Understand the Dietary Guidelines. ● Describe what facts are on food labels. ● Plan a menu for a healthful meal. <p>Summative:</p> <ul style="list-style-type: none"> ● Final Projects: labeling body parts, Pulse Station Rotation, Sequencing bodily functions such as blood

<p>reasons can you come up with for why we eat food?</p> <ul style="list-style-type: none"> ● Use of current health information and evidence based facts ● Interactive digestive system tract activity ● Generating Questions ● Student ideas generated to keep heart and lungs healthy 	<p>flow, respiration, and digestion.</p> <ul style="list-style-type: none"> ● Describe the function of the circulatory and respiratory systems. ● Planning calories that fall within range for age. ● Identify the nutrients your body needs and what they do. <p>Benchmark:</p> <ul style="list-style-type: none"> ● Students will make connections to the three types of Health which are Physical, Mental/Emotional, and Social. As the unit progresses students will identify and provide evidence as to how content relates to specific types of Health. <p>Alternative</p> <ul style="list-style-type: none"> ● Self-Assessment ● Peer-Assessment ● Individual oral explanation of concepts and skills demonstration. ● Students can create activities to perform before they take a pulse ● Students may look into micronutrients of foods ● Students will be provided keywords in order to stimulate applying concepts
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Ideas for Differentiation:

English Language Learners:

- Speak and display terminology and movement
- Teacher modeling
- Peer modeling
- Develop and post routines
- Label centers (stations) and classroom materials
- Content specific word walls and visual cues

IEP/504 Learners:

- Utilize modifications and accommodations delineated in the student's IEP
- Work with paraprofessional
- Use multi-sensory teaching approaches. Provide helpful visual, auditory, and tactile reinforcement of ideas.
- Work with a partner

- Provide concrete examples and relate all new strategies to previously learned strategies.
- Solidify and refine concepts through repetition.
- Change movement requirements to reduce activity time
- Give activity descriptions ahead of time and allow for students to ask questions about the activity prior to the class scheduled time.

Students at Risk of Failure:

- Using visual demonstrations, illustrations, and models (includes video of activity being played and skill tutorial)
- Give directions/instructions verbally and in simple written format.
- Peer Support
- Increase one-on-one time
- Teachers may modify instructions by modeling what the student is expected to do

Gifted and Talented Learners:

- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher order thinking skills
- Adjusting the pace of lessons
- Interest based content
- Real world scenarios
- Oral prompts can be given

Interdisciplinary Connections:

Math - number sense as to what pulse means during rest and during exercise, counting calories and macronutrients and explaining what they mean if consuming too little or too much.

2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

2020 NJSLS Career Readiness, Life Literacies & Key Skills:

- CRP1. Act as a responsible and contributing citizen and employee.
 - CRP3. Attend to personal health and financial well-being.
 - CRP4. Communicate clearly and effectively and with reason.
 - CRP5. Consider the environmental, social and economic impacts of decisions.
 - CRP7. Employ valid and reliable research strategies.
 - CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job
- 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource

Suggested Resources:**Student Materials:**

- Paper
- Pencil
- Supporting documents
- Classroom supplies
- Post-Its
- Index Cards
- Related text

Teaching Materials:

- Appropriate technology
- Lesson Plans

Teacher Resources:

- www.kidshealth.org
- www.brainpop.com
- www.gonoodle.com

Unit of Study: Drugs and Disease Prevention**Unit Overview:**

All students will acquire health promotion concepts and drug misuse and abuse resistance skills. Furthermore, students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle. Students will incorporate creativity, critical thinking, collaboration, and problem-solving skills needed to successfully complete unit objectives.

Pacing: 8-10 days integrated throughout the school year in Physical Education Class, Science Class, and Character Education

Enduring Understandings:

- There are substances that can negatively affect our health in all aspects. It is important to keep our bodies clear of such substances and be

Essential Questions:

- Why do people use medications? Why do people misuse and abuse OTC medications and illegal drugs?
- How could you prevent all types of diseases and germs from spreading?

<p>educated about these drugs.</p> <ul style="list-style-type: none"> • Drugs and medications when used correctly have vastly improved the health of many people. Developments in medications and pharmaceuticals are progressing every day. • Developing strong resistance skills when it comes to illegal drugs is necessary to lead a healthful lifestyle. • It is important to be informed of the types of diseases so one knows how to treat an illness, how to receive treatment, and how to avoid behaviors that could cause the spreading of diseases. 	
<p>Objectives/Teaching Points:</p>	<p>NJSLS:</p>
<ul style="list-style-type: none"> • Using medicines safely - Understanding the ways medicines are received and to whom should be administering medications. • Following directions of frequency and dosage as prescribed and the importance of adhering to doctors orders on prescriptions. • Tobacco - Understanding the effects of smoking on all levels of health. • Firsthand and secondhand smoke can cause similar health risks. • Raising awareness of the health risks involved, addiction, and ways to address these issues appropriately. • Identifying the difference between drug use, misuse, and abuse • Fighting disease - Using universal precautions to prevent spreading disease. 	<p>Alcohol, Tobacco, and Other Drugs</p> <ul style="list-style-type: none"> • 2.3.2.ATD.1: Explain what medicines are, how they are used, and the importance of utilizing medications properly. • 2.3.2.ATD.2: Identify ways in which drugs, including some medicines, can be harmful. • 2.3.2.ATD.3: Explain effects of tobacco use on personal hygiene, health, and safety. <p>Dependency, Substances Disorder and Treatment</p> <ul style="list-style-type: none"> • 2.3.2.DSDT.1: Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs. • 2.3.2.DSDT.2: Explain that individuals who abuse alcohol, tobacco, and other drugs can get help.
<p>Learning Experiences:</p>	<p>Assessments:</p>
<p>The following learning experiences will help</p>	<p>Formative:</p>

students explore the big ideas and essential questions:

- Interactive activities
- Identifying diseases and how to lower the risk of contracting
- Turn and Talk
- Instructional Videos - Brainpop or other video platforms
- Do Now - Instant question posed to the group to get focused on the lesson.
- Use of current health information and evidence based facts
- Generating Questions

- Teacher Observation
- Exit Slips
- KWL Charts
- Question/Answer
- Anecdotal Notes
- Small group assignments
- 3-2-1 Comprehension Assessments
- Explain why medicines can help health
- List ways alcohol affects the types of health: physical, mental, social
- List ways to resist alcohol, drugs, tobacco, and illegal drugs.
- Describe how tobacco is harmful to health.
- Explain how to get help for a drug related problem
- Describe ways to prevent diseases and the spread of germs.
- List some types of chronic diseases and how to lower your risk of contracting such diseases.

Summative:

- Final Projects/Assignments
- Explain the difference between OTC and prescription drugs.
- Explain the difference between drug use, misuse, and abuse.
- Describe and apply the four steps in using resistance skills.
- List the harmful effects of drugs.
- Explain how the body fights disease and how the immune system works.

Benchmark:

- Students will make connections to the three types of Health which are Physical, Mental/Emotional, and Social. As the unit progresses students will identify

and provide evidence as to how content relates to specific types of Health.

Alternative:

- Self-Assessment
- Peer-Assessment
- Authentic Assessment
- Individual oral explanation of concepts and skills demonstration.
- Choose between designing a t-shirt or brochure
- Write a letter to a tobacco company voicing your concerns
- Create a video to send to a tobacco company

Ideas for Differentiation:

English Language Learners:

- Speak and display terminology and movement
- Teacher modeling
- Peer modeling
- Develop and post routines
- Label centers (stations) and classroom materials
- Content specific word walls and visual cues

IEP/504 Learners:

- Utilize modifications and accommodations delineated in the student's IEP
- Work with paraprofessional
- Use multi-sensory teaching approaches. Provide helpful visual, auditory, and tactile reinforcement of ideas.
- Work with a partner
- Provide concrete examples and relate all new strategies to previously learned strategies.
- Solidify and refine concepts through repetition.
- Change movement requirements to reduce activity time
- Give activity descriptions ahead of time and allow for students to ask questions about the activity prior to the class scheduled time.

Students at Risk of Failure:

- Using visual demonstrations, illustrations, and models (includes video of activity being played and skill tutorial)
- Give directions/instructions verbally and in simple written format.
- Peer Support
- Increase one-on-one time
- Teachers may modify instructions by modeling what the student is expected to do

Gifted and Talented Learners:

- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher order thinking skills
- Adjusting the pace of lessons
- Interest based content
- Real world scenarios
- Oral prompts can be given

Interdisciplinary

Math - statistics on costs and other drug related statistics

Mathematical Practices:

5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.

2020 NJSL Career Readiness, Life Literacies & Key Skills

- CRP1. Act as a responsible and contributing citizen and employee.
 - CRP3. Attend to personal health and financial well-being.
 - CRP4. Communicate clearly and effectively and with reason.
 - CRP5. Consider the environmental, social and economic impacts of decisions.
 - CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
 - CRP9. Model integrity, ethical leadership and effective management.
- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job
- 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource

Suggested Resources:

Student Materials:

- Paper
- Pencil
- Supporting documents
- Classroom supplies
- Post-Its
- Index Cards

- Related text

Teaching Materials:

- Appropriate technology
- Lesson Plans

Teacher Resources:

- www.kidshealth.org
- www.brainpop.com
- www.gonoodle.com

Unit of Study: Personal Health and Safety/Community Health

Unit Overview:

All students will develop and use personal and interpersonal skills to support and acquire health promotion concepts and skills. Such concepts and skills encompass health-related fitness concepts and body system functions that should be developed in order to support a healthy, active lifestyle.

Pacing: Integrated throughout the school year in Physical Education Class and Character Education

The following standards will be taught as At Home Learning Standards:

- 2.3.2.PS.7: Identify behaviors that would be considered child abuse (e.g., emotional, physical, sexual). **This is an at-home learning standard only**
- 2.3.2.PS.8: Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse). **This is an at-home learning standard only**

Enduring Understandings:

- Regular check-ups and dentist visits are required to maintain a healthy lifestyle.
- Learning how to exercise and be safe during exercise will help achieve fitness and health goals.
- Being aware that there are risk factors in everyday life can help you avoid

Essential Questions:

- What does preventative health mean to you?
- Who can you trust and why?
- Why is it important to be observant and prepared when it comes to your personal safety?
- What is the purpose of teeth?
- Why is it important to perform exercises correctly?
- What would a community be like without schools, police, fire personnel, and health services?

<p>potential dangers to your health.</p> <ul style="list-style-type: none"> • You can prevent some mouth issues by brushing, flossing, and dental visits. • There are ways to correct issues with your teeth. • A community can be a safe and healthful place where people live, work, and play. Everyone can share in the responsibilities of achieving and maintaining such a place. 	
<p>Objectives/Teaching Points:</p>	<p>NJSLS:</p>
<ul style="list-style-type: none"> • Checkups and Dental health - The importance of preventative care. Identify the parts of the tooth. • Eyes and ears- may learn if time allows • A good workout • Safety: computer, strangers, fire, walking, biking, water, outdoor • Be a wise consumer • Community health helpers • How to be an active community member that makes positive contributions 	<p>Movement Skills and Concepts</p> <ul style="list-style-type: none"> • 2.2.2.MSC.1: Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hoping, skipping, running). • 2.2.2.MSC.2: Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling). • 2.2.2.MSC.3: Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges. • 2.2.2.MSC.4: Differentiate manipulative movements (e.g., throwing, catching, dribbling). • 2.2.2.MSC.5: Adjust and correct movements and skill in response to feedback. • 2.2.2.MSC.6: Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment. • 2.2.2.MSC.7: Demonstrate kindness towards self and others during physical activity to create a safe and caring environment. • 2.2.2.MSC.8: Explain the difference between offense and defense. <p>Personal Safety</p>

- 2.3.2.PS.1: Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.
- 2.3.2.PS.2: Discuss healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicle, water, weather safety).
- 2.3.2. PS.3: Recognize and demonstrate safety strategies to prevent injuries at home, school, in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention).
- 2.3.2. PS.4: Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol).
- 2.3.2.PS.5: Define bodily autonomy and personal boundaries.
- 2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family.
- 2.3.2.PS.7: Identify behaviors that would be considered child abuse (e.g., emotional, physical, sexual). **This is an at-home learning standard only**
- 2.3.2.PS.8: Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse). **This is an at-home learning standard only**

Community Health Services and Support

- 2.1.2.CHSS.1: Identify community professionals and school personnel who address health emergencies and provide reliable health information to us.
- 2.1.2.CHSS.2: Determine where to access home, school and community health professionals.
- 2.1.2.CHSS.3: Demonstrate how to dial and text 911 in case of an emergency.

	<ul style="list-style-type: none"> ● 2.1.2.CHSS.4: Describe how climate change affects the health of individuals, plants and animals. ● 2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared. ● 2.1.2.CHSS.6: Identify individuals who can assist with expressing one’s feelings (e.g., family members, teachers, counselors, medical professionals).
<p>Learning Experiences:</p>	<p>Assessments:</p>
<p>The following learning experiences will help students explore the big ideas and essential questions:</p> <ul style="list-style-type: none"> ● Turn and Talk ● Instructional Videos ● Describe how braces corrects different types of bites ● Do Now ● Problem Solving Scenarios ● Use of current health information and evidence based facts ● KWL Charts ● Generating Questions ● Exit Slips ● Model community design project ● Explain why it is important to have rules ● Identify different resources a town or city has to keep community safe and healthy ● Generating Questions ● Describe what role the student has in contributing to a healthy town / school 	<p>Formative:</p> <ul style="list-style-type: none"> ● Teacher Observation ● Exit Slips ● KWL Charts ● Question/Answer ● Anecdotal Notes ● Small group assignments ● 3-2-1 Comprehension Assessments ● Explain the need for medical checkups. ● Describe how to keep your eyes and ears healthy. ● Explain how to protect your eyes and ears. ● Explain why grooming your skin, hair, and nails is important. ● Discuss ways to prevent injury during physical activity. ● List the safety equipment necessary for different sports/activities. ● Explain trusted adults in the community and what resources they provide. <p>Summative:</p> <ul style="list-style-type: none"> ● Final Projects/Assignments ● Describe how you can work on physical fitness.

- Describe how to improve fitness skills.
- List the steps to include in a fitness plan.
- Develop a model community

Benchmark:

- Students will make connections to the three types of Health which are Physical, Mental/Emotional, and Social. As the unit progresses students will identify and provide evidence as to how content relates to specific types of Health.

Alternative

- Self-Assessment
- Peer-Assessment
- Authentic Assessment
- Individual explanation of concepts and skills demonstration.
- Having supplemental text for students wanting to learn more in depth about subtopic areas.
- Student-developed scenarios for other students/groups to process and solve.

Ideas for Differentiation:**English Language Learners:**

- Speak and display terminology and movement
- Teacher modeling
- Peer modeling
- Develop and post routines
- Label centers (stations) and classroom materials
- Content specific word walls and visual cues

IEP/504 Learners:

- Utilize modifications and accommodations delineated in the student's IEP
- Work with paraprofessional
- Use multi-sensory teaching approaches. Provide helpful visual, auditory, and tactile reinforcement of ideas.
- Work with a partner
- Provide concrete examples and relate all new strategies to previously learned strategies.
- Solidify and refine concepts through repetition.
- Change movement requirements to reduce activity time
- Give activity descriptions ahead of time and allow for students to ask questions about the activity prior to the class scheduled time.

Students at Risk of Failure:

- Using visual demonstrations, illustrations, and models (includes video of activity being played and skill tutorial)
- Give directions/instructions verbally and in simple written format.
- Peer Support
- Increase one-on-one time
- Teachers may modify instructions by modeling what the student is expected to do

Gifted and Talented Learners:

- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher order thinking skills
- Adjusting the pace of lessons
- Interest based content
- Real world scenarios

Interdisciplinary

Math- Counting teeth, timing of brushing teeth, number sense,
Mathematical Practices
4. Model with mathematics

2020 NJSL Career Readiness, Life Literacies & Key Skills

- CRP1. Act as a responsible and contributing citizen and employee.
 - CRP2. Apply appropriate academic and technical skills.
 - CRP4. Communicate clearly and effectively and with reason.
 - CRP5. Consider the environmental, social and economic impacts of decisions.
 - CRP6. Demonstrate creativity and innovation.
 - CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job
9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource

Suggested Resources:**Student Materials:**

- Paper
- Pencil
- Supporting documents
- Classroom supplies
- Post-Its
- Index Cards
- Related text

Teaching Materials:

- Appropriate technology
- Lesson Plans

Teacher Resources:

- www.kidshealth.org
- www.brainpop.com
- www.gonoodle.com