

Comprehensive Health

Grade 1

Unit: Character Education

Overview: This unit focuses on the wellness standards for Grade 1. During this unit students will consider the qualities of a person that has good character and makes healthy choices. Next, students will consider concepts related to healthy communication: listening, understanding one's emotions, coping with stress, and being a good friend.

Time Frame: One Marking Period

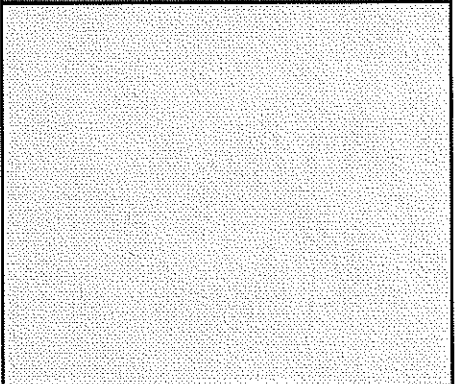
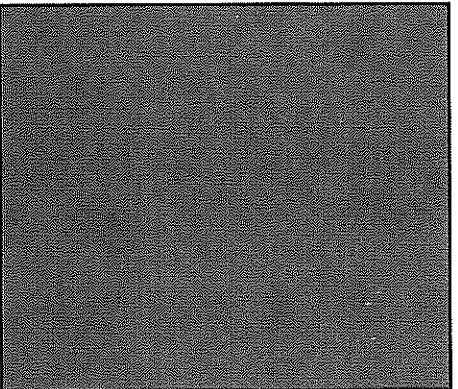
Enduring Understandings:

- Developing self-esteem, resiliency, tolerance and coping skills support social and emotional health.
- Stress is a natural part of life, yet everyone has different stressors. The key is to find the methods of dealing with stress that makes you feel better.
- Character is who you are when no one is looking.
- Character can be developed and supported through individual and group activities, the influence of positive role models and involvement in community service.

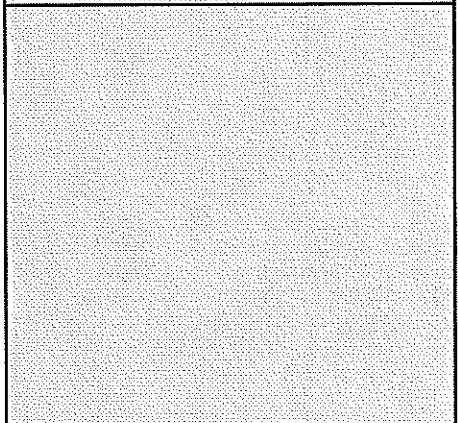
Essential Questions:

- How can we cope with being angry?
- Who gets stressed out?
- What causes stress?
- How can we deal with stress in healthy ways?

Standards	Topics and Objectives	Activities	Resources	Assessments
<p>Comprehensive Health</p> <p>2.1.2.A.1 Explain what being “well” means and identify self-care practices that support wellness.</p> <p>2.1.2.E.1 Identify basic social and emotional needs of all people.</p> <p>2.2.2.A.1 Express needs, wants, and feelings in health- and safety-related situations.</p> <p>2.2.2.B.1 Explain what a decision is and why it is advantageous to think before acting.</p> <p>2.1.2.A.2 Use correct terminology to identify body parts, and explain how body parts work together to support wellness.</p>	<p>Topics</p> <p>Wellness</p> <p>Good Character</p> <p>Objectives</p> <p>Students will understand how to dress oneself, use utensils, and develop independence.</p> <p>Students will describe a healthy child and what it means to make healthy choices.</p> <p>Students will explain what being “well” means.</p> <p>Students will understand the importance of being clean.</p>	<p>Students dress a doll with proper outfit for sports or weather, or use magazines to cut out clothing and figure.</p> <p>As a class, create a class T-Chart of good and bad personal hygiene techniques.</p> <p>Teacher led discussion about appropriate ways to express needs, wants, and feelings using digital cartoons (povtoon.com)</p> <p>After a teacher led presentation, as a class, students will define what they believe the word character means.</p> <p>CRP1</p> <p>Create a Superhero: Children can create their own hero based on the six pillars of good character.</p> <p>Discuss how we can be a Superhero by helping others through volunteering and charity. Brainstorm ways they can help at their age.</p> <p>Create an “I Am Special”</p>	<p>How to Keep Your Body Clean, Nexus, Iken Edu https://youtu.be/i6wB95mumaY</p> <p>How to Keep Our Body Neat and Clean to Stay Fit and Healthy, Nexus, Iken Edu https://youtu.be/VndaHWVXXYo</p> <p>The Best Me I can Be! Shades Cahaba Elementary School, Character.org http://character.org/lessons/lesson-plans/elementary/shades-cahaba-elementary-school-3/</p> <p>The Healthy Habits Song, Neurotic Films Official https://youtu.be/9FtIHDqemjY</p> <p>Practicing Patience, Bierbaum Elementary School, Character.org http://character.org/lessons/lesson-plans/elementary/bierbaum-elementary-school/</p> <p>Fishy Friends, Platin Primary School, Character.org http://character.org/lessons/lesson-plans/elementary/platin-primary-school/</p>	<p>Formative Assessments:</p> <p>Instructors will observe students as they consider the proper outfit for different events and environments to ascertain their understanding of protecting oneself.</p> <p>Students will receive a participation grade for classroom discussions.</p> <p>Benchmark Assessment:</p> <p>Common Formative Assessment</p> <p>Summative Assessment:</p> <p>Instructors will evaluate student’s description of what it means to make healthy choices</p> <p>Create a Superhero</p> <p>Alternative Assessment:</p> <p>Students will create a bookmark to represent</p>



poster. Invite partners to trace each other on butcher paper. Have each student draw the partner's face and decorate the clothes. Have all students write positive characteristics about their classmates on their poster



the proper outfits for different events. Students will create paper dolls and costume changes for each character geared toward their consideration of the proper outfit for different events and environments using the four seasons.

<p>2.1.2.C.3 Determine how personal feelings can affect one's wellness.</p>	<p>Topics</p> <p>Feelings and Emotions</p> <p>Stress and Coping</p>	<p>Discuss feelings and how to recognize various emotions.</p> <p>SL.1.1</p>	<p>Stress Reduction Activities for Students, Lawman http://www.vsacca.org/pdf/2008Presentations/LawmanStressReductionActivities.pdf</p>	<p>Formative Assessment: Instructors will observe students as they discuss rules for fair play.</p>
<p>2.1.2.C.1 Summarize symptoms of common diseases and health conditions.</p>	<p>Locating Trusting Adults</p> <p>Objectives</p>	<p>Discuss who to talk to about your feelings. SL.1.1</p>	<p>How Full Is Your Bucket? For Kids, Tom Rath</p> <p>Have You Filled a Bucket Today? Carol McCloud</p>	<p>Students will receive a grade for participating in all activities.</p>
<p>2.1.2.C.3 Determine how personal feelings can affect one's wellness.</p>	<p>Students will explain the meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others.</p>	<p>After a teacher read aloud, discuss the term violent and how to solve situations without being violent.</p> <p>RI.1.2</p>	<p>Be Happy! A Little Book for a Happy You, Monica Sheehan</p> <p>www.Kimochis.com</p>	<p>Summative Assessment: With the help of an adult, students will make a list of things they can do when they feel angry and ways they can employ to resolve each issue.</p>
<p>2.2.2.C.1 Explain the meaning of <u>character</u> and how it is reflected in the thoughts, feelings, and actions of oneself and others.</p>	<p>Explain healthy ways of coping with common stressful situations experienced by children.</p>	<p>Whole group discussion on how to identify situations that make you feel angry and how to resolve these situations in a safe way.</p> <p>RI.1.1</p>	<p>www.readworks.org</p> <p>www.powtoons.com</p>	<p>Alternative Assessments:</p>
<p>2.2.2.B.1 Explain what a decision is and why it is advantageous to think before acting.</p>	<p>Students will identify common stressors.</p>	<p>Discuss the rules for fair play.SL.1.1</p>		<p>Self-Assessment</p> <p>Peer Assessment</p>

<p>2.1.2.E.2 Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.</p> <p>2.1.2.F.3 Explain healthy ways of coping with common stressful situations experienced by children.</p> <p>2.1.2.F.1 Identify basic social and emotional needs of all people.</p> <p>2.2.2.A.1 Express needs, wants, and feelings in health- and safety-related situations.</p>	<p style="text-align: center;">Topics</p> <p>Communication Skills</p> <p>Expression of Feelings</p> <p>Helping Others</p> <p style="text-align: center;">Objectives</p> <p>Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.</p> <p>Explain healthy ways of coping with common stressful situations experienced by children.</p> <p>Determine the benefits for oneself and others of participating in a class or school service activity.</p>	<p>Discuss the different parts of the body associated with communication and listening.</p> <p>SL.1.1, SL1.2</p> <p>Discuss what it means to be a good listener. Students will create a class webpage where they write about times when they were a good listener.</p> <p>SL.1.1A, W.1.6</p> <p>Give examples of how to communicate when you are sad, mad, or glad. Students will role play times when they experienced different types of emotions.</p> <p>SL.1.2</p> <p>Discuss communication skills for getting help in a variety of situations.</p> <p>SL.1.3</p> <p>In small groups, respond and role-play to teacher-created scenarios that require them to seek help when sick, scared, sad, lonely or bullied.</p> <p>SL.1.5</p>	<p>Say What? 5 Ways to Get Students to Listen, Edutopia https://www.edutopia.org/blog/five-listening-strategies-rebecca-alber</p> <p>Class Webpage https://education.weebly.com/</p> <p>Listening to Others, Goodcharacter.com http://www.goodcharacter.com/_/GROARK/Listening.html</p> <p>I Am a Good Listener, Affes4kids.org https://youtu.be/bul0OxyTklU</p> <p>Teaching Students to be Helpful, CFCC cfcc.info/handouts/teachkidshe lp.pdf</p>	<p>Formative Assessment: Students will receive a grade for participating in all activities.</p> <p>Summative Assessment: Instructors will observe students as they role-play scenarios that require them to seek help.</p> <p>Alternative Assessments:</p> <p>Self-Assessment</p> <p>Peer Assessment</p>
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Key Vocabulary:

- Wellness – a healthy state of wellbeing free from disease.
- Character – a characteristic property that defines the apparent individual nature of something.
- Emotions – any strong feeling.
- Feelings – emotional or moral sensitivity.
- Trust – the trait of believing in the honesty and reliability of others.
- Stress – state of mental or emotional strain or suspense.
- Help – give help or assistance; be of service.
- Expressions – the communication (in speech or writing) of your beliefs or opinions.
- Communications – something that is communicated by or to or between people or groups.
- Coping – come to terms with.

Interdisciplinary Connections

ELA - NJSL/ELA:

- RI.1.1. Ask and answer questions about key details in a text.
- RI.1.2. Identify the main topic and retell key details of a text.
- NJSLS SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Integration of 21st Century Standards:

- 9.1.4.F.2 Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.

Integration of Technology Standards NJSL 8:

- 8.2.2.E.1 List and demonstrate the steps to an everyday task.
- 8.2.2.A.2 Describe how designed products and systems are useful at school, home and work.
- 8.1.2. A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- 8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.
- 8.1.2. E.1 Use digital tools and online resources to explore a problem or issue.

Career Ready Practices:

- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this curriculum.

ELL/ESL students: Students will be supported according to the recommendations for "can do's" as outlined by WIDA
 - https://www.wida.us/standards/CAN_DOs/

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the requirements.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> - Relate to and identify commonalities in health practices in students home country - Speak and display terminology - Teacher Modeling - Peer Modeling - Label Classroom Materials - Word Walls 	<ul style="list-style-type: none"> - Utilize modifications & accommodations delineated in the student's IEP - Work with paraprofessional - Break tasks into manageable chunks - Use multi-sensory teaching approaches. In order to provide a visual, auditory, and tactile reinforcement of health ideas. - Work with a partner - Provide concrete examples and relate all new concepts to previously taught concepts. 	<ul style="list-style-type: none"> - Increase one on one time - Teachers may modify instructions by modeling what the student is expected to do - Review behavior expectations and make adjustments as needed. - Oral prompts can be given. - Using visual demonstrations, illustrations, and models - Give directions/instructions verbally and in simple written format. - Peer Support 	<ul style="list-style-type: none"> - Students can extend research outside of the classroom - Inquiry-based instruction - Independent study - Higher order thinking skills - Adjusting the pace of lessons - Interest based content - Project Based Learning - Real world scenarios - Student Driven Instruction

	<ul style="list-style-type: none">- Solidify and refine concepts through repetition.- Focus on student's attempts to complete an assignment instead of precise form		
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Comprehensive Health

Grade 1

Unit: Nutrition

Overview: During this unit, students will learn about the role of food in creating and maintaining a healthy body. Additionally, students will begin to consider the connection between exercise and nutrition in maintaining a healthy body. Students will also practice activities to ensure that they know and practice good sportsmanship.

Time Frame: One Marking Period

Enduring Understandings:

- Health-enhancing behaviors contribute to wellness.
- Physical activity enhances personal health.
- Every health-related decision has short and long term consequences.

Essential Questions:

- What is the role of food in good health?
- Why is it important to eat healthy foods?
- What would happen to your body if you didn't eat healthy foods?
- What is the relationship between food and exercise?
- Why is it important to display good sportsmanship?

Standards	Topics and Objectives	Activities	Resources	Assessments
<p>Comprehensive Health</p> <p>2.1.2.B.1 Explain why some foods are healthier to eat than others.</p>	<p>Topics</p> <p>Understanding my Body Physical Differences and Similarities</p> <p>Objectives</p> <p>Students will recall and employ appropriate</p>	<p>The instructor will lead a discussion regarding the different types of food.</p> <p>SL.1.1A, CRP3, CRP4</p> <p>Students will make a poster that displays healthy and unhealthy food choices.</p> <p>8.2.2.E.1</p>	<p>How the Body Works, Kids Health http://kidshealth.org/kid/htb/w/</p> <p>Nutrition for Kids http://nutritionforkids.com/</p> <p>Super Kids Nutrition http://www.superkidsnutrition.com/</p>	<p>Formative Assessment: Identify a list of healthy and unhealthy food choices and provide an explanation for their choices.</p> <p>Benchmark Assessment: Common Formative Assessment</p>
<p>2.1.2.B.2</p>	<p>Students will recall and employ appropriate</p>	<p>8.2.2.E.1</p>	<p>Super Kids Nutrition http://www.superkidsnutrition.com/</p>	<p>Benchmark Assessment: Common Formative Assessment</p>

<p>Explain how foods on MyPlate differ in nutritional content and value.</p> <p>2.1.2.B.3 Summarize information about food found on product labels.</p> <p>2.2.2.B.2 Relate decision-making by self and others to one's health.</p> <p>2.2.2.B.3 Determine ways parents, peers, technology, culture, and the media influence health decisions.</p> <p>2.1.2.A.1 Explain what being "well" means and identify self-care practices that support wellness.</p> <p>2.2.2.B.4 Select a personal health goal and explain why setting a goal is important.</p>	<p>terminology to name body parts.</p> <p>Students will explain the function of body parts.</p> <p>Students will compare and contrast the physical differences and similarities between the sexes.</p> <p>Explain the factors that contribute to a mother having a healthy baby.</p>	<p>As a class, discuss the benefits of eating healthy food, compared to eating unhealthy food.</p> <p>SL.1.1A, CRP3, CRP4 Using videos and books, the instructor will display how the body uses food.</p> <p>8.1.2.A.4 Using My Plate from the USDA students will consider the type of foods and the quantities they should eat to maintain a healthy body. 1.MD.C.4</p> <p>8.1.2.C.1 Students will identify food from plants and animals.</p> <p>1-LS1-1. Students will explain why breakfast is so important by writing an email or letter to a friend. W.1.6, NJSLA.SL1</p>	<p>on.com/</p> <p>Choose My Plate, USDA http://www.choosemyplate.gov/</p> <p>The Nutrition Song, NuBeat Music http://www.youtube.com/watch?v=bNpTPX5gyIQ</p> <p>Suggested Texts How to Teach Nutrition to Kids, Connie Liakos Evers</p> <p>Oh the Things You Can Do That Are Good for You!: All About Staying Healthy, Tish Rabe and Aristides Ruiz</p> <p>The Monster Health Book: A Guide to Eating Healthy, Being Active & Feeling Great for Monsters & Kids!, Edward Miller</p> <p>The Berenstain Bears and Too Much Junk Food, Stan Berenstain and Jan Berenstain</p>	<p>Summative Assessment: Using props, students will create a healthy meal for breakfast, lunch or dinner.</p> <p>Students will be evaluated on classroom discussion and participation.</p> <p>Quiz</p> <p>Alternative Assessments Oral Based Assessments</p> <p>Assisted Technology Based Assessments using Computers</p>
<p><u>Comprehensive Health</u></p>	<p>Topics American Red Cross</p>	<p>Formative</p>	<p>Assessment:</p>	

<p>2.1.2.C.3 Determine how personal feelings can affect one's wellness.</p>	<p>Relationship between exercise and nutrition</p> <p>Benefits of exercise throughout life</p>	<p>Instructors will discuss the connection between exercise, nutrition and the heart:</p> <ol style="list-style-type: none"> 1. The Heart and Blood 2. Strong Hearts 3. Anytime Snacks 4. Health Heart Recipes 	<p>https://www.heart.org/en/prfessional/educator</p> <p>Kids in Control – Teaching Students to Make Healthy Choices, Scholastic https://www.scholastic.com/teachers/blog-posts/jennifer-solis-and-jennifer-boatwright/kids-control-teaching-students-make-healthy-choices/</p>	<p>Students will explain what foods they would select to display a healthy meal.</p> <p>Summative Assessment: Students will write a daily menu plan with nutritious food choices.</p>
<p>2.2.2.A.1 Express needs, wants, and feelings in health- and safety-related situations.</p>	<p>Good sportsmanship and anger management</p>	<p>Objectives</p> <p>Students will relate the implementation of proper diet to the maintenance of a healthy body.</p>	<p>Students will participate in scenarios where they display good sportsmanship.</p>	<p>Alternative Assessments</p> <p>Oral Based Assessments</p> <p>Self-Assessment</p>
<p>2.1.2.A.2 Use correct terminology to identify body parts, and explain how body parts work together to support wellness.</p>	<p>Students will discuss the health benefits of participating in class, school, or community service projects.</p>	<p>Students will relate the implementation of proper diet to the maintenance of a healthy body.</p>	<p>Sportsmanship, Kids Health in the Classroom https://classroom.kidshealth.org/prekto2/personal/fitness/sportsmanship.pdf</p>	<p>Students will participate in scenarios where they display good sportsmanship.</p>
<p>2.2.2.D.1 Determine the benefits for oneself and others of participating in a class or school service activity.</p>	<p>Students will discuss the health benefits of participating in class, school, or community service projects.</p>	<p>Instructors can support students understanding of what it means to display good sportsmanship by implementing the Good Sports Charades and the Good Sport Award lesson plans.</p> <p><u>All You Need to Know About Sportsmanship!</u> This lesson teaches students how to win without bragging, how to lose without complaining, and how to treat opponents and referees with respect. 8.1.2.E.1</p>	<p>All You Need to Know About Good Sportsmanship!, Mr. Sickler Physical Education.com http://www.mrsicklerphysicaleducation.com/6thGrade/6thGradeHWfiles/Segment1PacketSportsmanship1314.pdf</p>	<p>Students will participate in scenarios where they display good sportsmanship.</p>

Key Vocabulary:

- Food** – Anything that you can eat and digest.
Healthy – Free from disease.
Unhealthy – Not in good health in body or mind.
Exercise – The activity of exerting your muscles in various ways to keep fit.
Body – Everything that makes up your physical self, including your skin, bones, muscles, and organs.
Choice – The act of choosing or selecting.
Management – The act of controlling something.
Anger – a strong feeling of displeasure; a strong feeling of being upset or annoyed because of something wrong or bad
Benefits – Something that promotes well-being.
Diet – The usual food and drink consumed by a person or animal.

Interdisciplinary Connections**ELA - NJSL/ELA:**

- NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
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Comprehensive Health

Grade 1

Unit: Our Bodies, Our Families, And Our Health

Overview: This is a complex unit with concepts related to student's understanding of their bodies, family life, and healthy relationships. The unit will begin with a consideration of physical differences and similarities between people and males and females. Next, instructors will have students consider the nature of their family structure and how to develop healthy relationships. By the end of the unit, students will have a strong foundation of understanding that life is always evolving and we can have a positive and lifelong impact on our wellness as we develop.

Time Frame: One Marking Period

Enduring Understandings:

- Wellness is a way of life.
- There are physical, emotional and social aspects to every human relationship.
- Health-enhancing behaviors contribute to wellness.
- Gender-specific similarities and differences exist between males and females.

Essential Questions:

- Why is it important to take care of your body?
- Can you identify some of the different parts of your body and tell me what they do?
- What are some different ways to take care of your body?
- What are some different types of feelings/emotions?
- What is a good way to show someone that you appreciate them?

Standards	Topics and Objectives	Activities	Resources	Assessments
<p>Comprehensive Health</p> <p>2.1.2.A.2 Use correct terminology to identify body parts, and explain how body parts work together to support wellness.</p>	<p>Topics</p> <p>Understanding my Body</p> <p>Physical Differences and Similarities</p> <p>Objectives</p>	<p>Class discussion regarding the appropriate terminology for body parts, after reading a picture book about the body.</p> <p>(NJSLSA.SL1)(NJSLSA.SL2)(NJSLSA.R7)(1-LS1-1)</p>	<p>How the Body Works, Kids Health http://kidshealth.org/kid/htb/w/</p> <p>Pete's PowerPoint Station, Body, The Human Body</p>	<p>Formative Assessment: Students will properly identify the appropriate terminology for body parts.</p> <p>Benchmark Assessment: Common Formative</p>

<p>2.1.2.A.1 Explain what being “well” means and identify self-care practices that support wellness.</p>	<p>Students will recall and employ appropriate terminology to name body parts.</p> <p>Students will explain the function of body parts.</p>	<p>Students keep a digital Wellness Journal. (NJSL S.W.1.2) http://www.diaryzapp.com/</p>	<p>System http://science.pppst.com/hu/manbody/bodyparts.html</p> <p>Body Parts Lesson, http://youthu.be/OaNIeKu9 Uk0</p>	<p>Assessment</p> <p>Summative Assessment: Instructors will evaluate the concepts developed in each student’s wellness journal. http://www.diaryzapp.com/ (8.1.2.A.1)</p>
<p>2.4.2.B.1 Compare and contrast the physical differences and similarities of the genders.</p> <p>2.4.2.C.1 Explain the factors that contribute to a mother having a healthy baby.</p>	<p>Students will compare and contrast the physical differences and similarities between the sexes.</p> <p>Explain the factors that contribute to a mother having a healthy baby.</p>	<p>Students make a Personal Hygiene T-Chart (NJLSA.SL5)</p> <p>Discuss that everybody’s body is unique and not the same. Students will create a presentation discussing how everybody is unique (8.1.2.A.1)(CRP2)(CRP3) (NJLSA.SL1) (1-LS1-1)</p> <p>Discuss the word private and how it can relate to your body, and personal items (NJLSA.SL1)(8.1.2.C.1)</p>	<p>Suggested Book</p> <p>Body Parts, Bev Schumacher</p>	<p>Presentation with rubric</p> <p>Alternative Assessments: Class discussion Participation</p>
<p>Comprehensive Health</p> <p>2.4.2.A.2 Distinguish the roles and responsibilities of different family members</p> <p>2.4.2.A.3 Determine the factors that contribute to healthy relationships.</p> <p>2.4.2.A.1 Compare and contrast</p>	<p>Topics</p> <p>Family Life</p> <p>Healthy Relationships</p> <p>Objectives</p> <p>Students will compare and contrast different kinds of families locally and globally.</p> <p>Students will distinguish</p>	<p>Students identify the members of their family.</p> <p>Students will define: what is a family, how am I a member of a family, and in what ways do families look different by illustrating or bringing in pictures.</p> <p>Students discuss the meaning of celebration and then make a graph that</p>	<p>All About My Family Worksheet, Teacher Vision https://www.teachervision.com/family-learning/all-about-my-family</p> <p>My Family Counts, Scholastic Education https://www.scholastic.com/teachers/lesson-plans/teaching-content/we-are-family-grades-k-l/</p> <p>Family Celebrations, PNW</p>	<p>Formative Assessment: Instructors will evaluate the accuracy of student’s understanding of the roles and responsibilities of different family members.</p> <p>Summative Assessments: Students will identify the trusted adults in their lives and place them on the tree of trust.</p> <p>Create a picture book</p>

<p>different kinds of families locally and globally.</p>	<p>the roles and responsibilities of different family members.</p> <p>Students will determine the factors that contribute to healthy relationships.</p>	<p>identifies their unique family celebrations. (NJSLSA.SL1)(8.1.2.C.1) (1.MD.C.4)</p> <p>Students watch a video about the roles of different family members.</p> <p>As a class, compare and contrast different kinds of families locally and globally. (6.1.4.D.13)</p> <p>Teacher led discussion regarding the factors that contribute to a mother having a healthy baby. Students can share from experiences within their families.</p> <p>Read books and view pictures that comprise the “Around the World Series” by Ann Morris: and create a graphic organizer that summarizes the similarities and differences between your family and those in the books and share with the class. (NJSLSA.R7)</p> <p>Students define affection and discuss the impact of affection in a family and on individual mental health. (NJSLSA.SL1) (8.1.2.C.1)</p>	<p>BOCES https://pnwboces.org/ssela/Sample_Lessons/FirstGrade/Unit2/Unit2_Lesson4.htm</p> <p>Family Roles, Maite Valencia https://youtu.be/4lY7laNZ2u40</p> <p>What’s My Role in the Family?, Jacqueline Costello https://youtu.be/b7r13CBiYeK0</p> <p>Suggested Series</p> <p>“Around the World Series” by Ann Morris</p>	<p>depicting their personal contribution to their family.</p> <p>Alternative Assessments:</p> <p>Participation</p> <p>Self-Assessment</p>
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	Students watch the video “What’s My Role in the Family” and create a picture book depicting their personal contribution to their family goals.		

Key Vocabulary:

Personal Hygiene – Practices that serve to promote or preserve health.

Responsibility – Something you’re required to do as an upstanding member of a community.

Roles – The actions and activities that assigned to a person or group.

Similarities – The quality of being alike.

Differences – The quality of being unlike.

Private – Confined to particular persons or groups or providing privacy.

Sexes – Either of the two categories (male or female) into which most organisms are divided.

Family – Primary social group; parents and children.

Relationship – A mutual connection between people.

Locally – Belonging to a particular area.

Globally – Throughout the world.

Interdisciplinary Connections

ELA - NJSL/ELA:

NJLSA.SL1 - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively

NJLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. N JSLSA.R7 Use the illustrations and details in a text to describe its key ideas

W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Math

1.MD.C.4

Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

Social Studies

6.1.4. D.13 Describe how culture is expressed through and influenced by the behavior of people.

Science

LS1.A: Structure and Function

All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow. (1-LS1-1)

Twenty First Century Standards:

9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.

Integration of Technology Standards NJSEL 8:

8.2.2. E.1 List and demonstrate the steps to an everyday task.

8.1.2.A.1 Identify the basic features of a computer and explain how to use them effectively

8.2.2.A.2 Describe how designed products and systems are useful at school, home and work.

8.1.2. A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

Career Ready Practices:

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this curriculum.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA
- https://www.wida.us/standards/CAN_DOs/

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the requirements.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> • Look for children's books in students native languages • Speak and display terminology and movement • Teacher modeling • Peer modeling • Develop and post routines • Label classroom materials • Word walls 	<ul style="list-style-type: none"> • Lower level text provided • Provide a mat to sit on to teach boundaries • Utilize modifications & accommodations delineated in the student's IEP • Work with paraprofessional • Use multi-sensory teaching approaches. Pictures, scarves, hula hoops, and other props provide helpful visual, auditory, and tactile reinforcement of ideas. • Work with a partner • Provide concrete examples and relate all new movements to previously learned moves (i.e., walking on a balance beam, kicking a ball). • Solidify and refine concepts through repetition. • Change movement requirements to reduce activity time 	<ul style="list-style-type: none"> • Using visual demonstrations, illustrations, and models • 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 • Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. • Review behavior expectations and make adjustments for personal space or other behaviors as needed. • Oral prompts can be given. 	<ul style="list-style-type: none"> • Students that can read can read the book aloud to peers • Students can extend research about families outside of class • Inquiry-based instruction • Independent study • Higher order thinking skills • Adjusting the pace of lessons • Interest based content • Real world scenarios • Student Driven Instruction

Comprehensive Health

Grade 1

Unit: Safety, Wellness and Disease Prevention

Overview: This unit presents several topics related to safety including: bike safety, fire safety, careful and careless behaviors, and how to keep one's body safe. Instructors will also focus on dental health by practicing proper tooth brushing and flossing. The second half of this unit will present disease prevention and the appropriate use of medicines.

Time Frame: One Marking Period

Enduring Understandings:

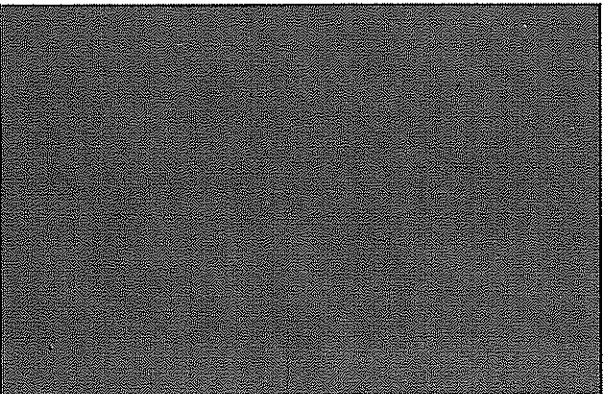
- Being consistently aware of the environment and taking safety precautions can reduce the risk of injury.
- Wellness is a way of life.
- People can protect themselves from germs.
- Just because it's medicine doesn't mean it's good for you.
- Only a trusted adult can give you medicine.

Essential Questions:

- How can we prevent accidents from happening?
- Why should we floss our teeth?
- Why must medicines be used correctly?
- What is the symbol for poison?

Standards	Topics and Objectives	Activities	Resources	Assessments
Comprehensive Health 2.1.2.D.3 Identify procedures associated with pedestrian, bicycle, and traffic safety.	Topics Careful and Careless Behavior Bike safety Fire safety Keeping your body safe	Class discussion regarding examples of careful and careless play (NJSL SL2.1) Using different scenarios, and as a jigsaw approach, students present different ways to play safe.	Fire Safety Resource Center, Scholastic http://www.scholastic.com/teachers/unit/fire-safety-resource-center-everything-you-need Fire Prevention and Safety, Teachers First http://www.teachersfirst.co	Formative Assessment: Students will role-play and display safe behaviors during different scenarios including fire safety and bike safety. Benchmark Assessment: Common Formative Assessment

<p>safety, poison safety, accident prevention).</p> <p>2.1.2.A.1 Explain what being "well" means and identify self-care practices that support wellness.</p> <p>2.1.2.D.3 Identify procedures associated with pedestrian, bicycle, and traffic safety.</p> <p>2.1.2.D.2 Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches.</p>	<p>Rules for safe play</p> <p>Objectives</p> <p>Students will recognize, identify and alert adults to potentially harmful conditions/situations.</p> <p>Students will model how to take care of a nosebleed, scratch, insect bite and other common injuries.</p> <p>Students will explain and/or demonstrate the proper way to cross the street.</p> <p>Students will explain what we wear while riding in a car, and why we wear it.</p> <p>Students will explain what we wear while riding a bicycle or skateboard and why we wear it.</p>	<p>Local fire responders will do a read aloud explaining how to construct a fire emergency plan. Students will ask and answer questions. (NJSLSL RI 1.1)(NJSLSL RI 1.2)</p> <p>After reading Lisa Herrington's book (or other bicycle safety book) the class constructs pictures depicting the steps that would take to be safe while: Biking, Walking, Skating, Skateboarding, and scootering including elements such as wearing a helmet and pad, and watching traffic and signals. (NJSLSL RI 1.1)(NJSLSL RI 1.2)</p> <p>As a class, discuss who can help children in case of an emergency and the role of 911. (NJSLSL SL 1.1)</p> <p>As a class, role-play a variety of different safety situations.</p>	<p>m/spectopics/firepreventionandsafety.cfm</p> <p>Sparky's Firehouse http://www.sparky.org/</p> <p>Teaching Your Child How to Use 911, Kids Health http://kidshealth.org/en/parents/911.html</p> <p>Suggested Text</p> <p>Ride Right: Bicycle Safety, Jill Urban Donahue, Capstone Publishing</p> <p>Bicycle Safety, Lisa M. Herrington</p>	<p>Summative Assessment:</p> <p>Students will be evaluated based upon their contribution to the class picture book regarding safe behaviors.</p> <p>Alternative Assessment:</p> <p>Class participation and discussion will be evaluated to ascertain student's understanding of each topic.</p>
<p>Comprehensive Health</p> <p>2.1.2.A.1 Explain what being "well" means and identify self-care practices that support wellness.</p>	<p>Topics</p> <p>Dental Care</p> <p>Objectives</p>	<p>As a class, discuss what the dentist is and what the dentist does. Watch a video about what it's like to visit the dentist. (NJSLSL SL 1.1)</p>	<p>Going to the Dentist, Steph Mac https://youtu.be/pqU56Asc9hQ</p>	<p>Formative Assessment:</p> <p>Class participation and discussion will be evaluated to ascertain student's understanding of good</p>



Students will demonstrate how to properly floss.

Students will tell how often to floss.

The school nurse or a visiting dentist or dental hygienist will do a read aloud and will demonstrate how to floss properly. (NJSEL RI 1.1)(NJSEL RI 1.2)

Students will display their ability to brush their teeth and floss and will explain how often they should do so.

Students will watch tooth care and flossing videos.

Child's First Trip to the Dentist, Livonia Dental

Group
<https://youth.be/l-pDzpWNGQM>

How to Floss Like a Boss, Your Smile Clinic
<https://youth.be/28CNh14YIvw>

dental care.

Summative Assessment: Students will be evaluated on their demonstration of proper flossing and brushing techniques.

2.3.2.B.1 Identify ways that drugs can be abused.

2.3.2.B.4 Identify products that contain alcohol.

Students will define "medicine".

them as "healthful" or "harmful."

Students will discuss the effect that smoking has on your health. (NJSL

<https://www.drugabuse.gov/publications/brain-power/brain-power-grades-k-1>

give me medicine? Students will identify who the trusted adults are in their lives from whom they can take medicine.

2.3.2.C.2 Explain that people who abuse alcohol, tobacco, and other drugs can get help.

Students will explain how medicines can help the body.

SL 1.1)

Suggested Text
Kids' Power Too: Words To Grow By by Cathey Brown, Betty LaPorte and Jerry Moe

Alternative Assessment:
Participation

Students will identify the difference between a medicine and a drug.

The instructor will lead a discussion regarding what medicines are and why we take them. As a class, discuss the difference between medicine and candy.

My Dad Loves Me, My Dad has a Disease by Claudia Black

Self-Assessment

Students will state who can give a child medicine.

(NJSL SL 1.1)

Key Vocabulary:

Careful – Exercising caution or show attention.

Careless – Lack of attention or consideration or forethought or thoroughness; not careful.

Safety – The condition of being protected from or unlikely to cause danger, risk, or injury.

Fire – The process of combustion of inflammable materials producing heat and light and (often) smoke.

Harmful – Causing or capable of causing damage.

Injuries – Physical damage to the body caused by violent or accidents.

Floss – A soft thread for cleaning the spaces between the teeth.

Disease – Health condition that has a specific set of symptoms and traits.

Medicines – Something that treats or prevents the symptoms of disease.

Drug – Substances that have some form of stimulating effect and have the potential for addiction when used in an abusive way.

Interdisciplinary Connections

ELA - NJSL/ELA:

NJLSA.SL.5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

RI.1.1. Ask and answer questions about key details in a text. RI.1.2. Identify the main topic and retell key details of a text.

SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Integration of 21st Century Standards:
 9.2.4. A.2 Identify various life roles and civic and work - related activities in the school, home, and community.

Integration of Technology Standards NJSL 8:

- 8.2.2. E.1 List and demonstrate the steps to an everyday task.
- 8.2.2.A.2 Describe how designed products and systems are useful at school, home and work.
- 8.1.2. A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- 8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.
- 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.

Career Ready Practices:

- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this curriculum.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA
 - https://www.wida.us/standards/CAN_DOs/

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the requirements.

English language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> - Relate to and identify commonalities in health practices in students home country 	<ul style="list-style-type: none"> - Utilize modifications & accommodations delineated in the student’s IEP - Work with paraprofessional 	<ul style="list-style-type: none"> - Increase one on one time - Teachers may modify instructions by modeling what the student is expected to do 	<ul style="list-style-type: none"> - Students can complete extend research outside of the classroom - Inquiry-based instruction - Independent study

<ul style="list-style-type: none"> - Speak and display terminology and movement - Teacher Modeling - Peer Modeling - Label Classroom Materials - Word Walls 	<ul style="list-style-type: none"> - Break tasks into manageable chunks - Use multi-sensory teaching approaches. In order to provide a visual, auditory, and tactile reinforcement of health ideas. - Work with a partner - Provide concrete examples and relate all new concepts to previously taught concepts. - Solidify and refine concepts through repetition. - Focus on student's attempts to complete an assignment instead of precise form 	<ul style="list-style-type: none"> - Review behavior expectations and make adjustments as needed. - Oral prompts can be given. - Using visual demonstrations, illustrations, and models - Give directions/instructions verbally and in simple written format. - Peer Support 	<ul style="list-style-type: none"> - Higher order thinking skills - Adjusting the pace of lessons - Interest based content - Project Based Learning - Real world scenarios - Student Driven Instruction
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PACING GUIDE
Health: GRADE 1

SEPTEMBER	<p>Character Education</p> <ul style="list-style-type: none"> - Dress, use utensils, and develop independence. - Describe a healthy child and what means to make healthy choices. - What does 'well' mean. - Importance of being clean. 	OCTOBER	<p>Character Education</p> <ul style="list-style-type: none"> - Character and how it is reflected in thoughts, feelings, and actions. - Coping with stressful situations, age appropriate. - Identify age appropriate common stressors 	NOVEMBER	<p>Character Education</p> <ul style="list-style-type: none"> - Conflict between people and ways to solve them - Coping with stressful situations, age appropriate - Benefits for oneself and others to participate in class or school service activity. 	DECEMBER	<p>Our Bodies, Families, & Health</p> <ul style="list-style-type: none"> - Name body parts - Functions of body parts - Compare and contrast males and females - Factors that contribute to a mother having a healthy baby. 	JANUARY	<p>Our Bodies, Families, & Health</p> <ul style="list-style-type: none"> - Compare different types of families locally and globally - Roles of different family members - Factors that contribute to healthy relationships
FEBRUARY	<p>Nutrition</p> <ul style="list-style-type: none"> - Name body parts - Functions of body parts - Compare and contrast males and females - Factors that contribute to a mother having a healthy baby. 	MARCH	<p>Nutrition</p> <ul style="list-style-type: none"> - Relationship between Exercise and Nutrition - Benefits of Exercise throughout life - Good sportsmanship - Anger Management 	APRIL	<p>Safety, Wellness, & Disease Prevention</p> <ul style="list-style-type: none"> - Recognize, identify, and alert adults of harmful situations. - Model how to take care of nosebleed, scratch, insect bite, and other age appropriate common injuries. - How to cross the street. - What we wear while riding in a car and why. - What we wear while 	MAY	<p>Safety, Wellness, & Disease Prevention</p> <ul style="list-style-type: none"> - Recognize, identify, and alert adults of harmful situations. - Model how to take care of nosebleed, scratch, insect bite, and other age appropriate common injuries. - How to cross the street. - What we wear while riding in a car and why. - What we wear while 	JUNE	<p>Safety, Wellness, & Disease Prevention</p> <ul style="list-style-type: none"> - How to properly floss. - How often to floss - Identify proper dental care and routines
	<p>Standards</p> <p>2.1.2.A.1 2.1.2.E.1 2.2.2.A.1 2.2.2.B.1 2.1.2.A.2</p>		<p>Standards</p> <p>2.1.2.C.3 2.1.2.C.1 2.2.2.C.1 2.2.2.B.1</p>		<p>Standards</p> <p>2.1.2.E.2 2.1.2.E.3 2.1.2.E.1 2.2.2.A.1</p>		<p>Standards</p> <p>2.1.2.A.2 2.1.2.A.1 2.4.2.B.1 2.4.2.C.1</p>		<p>Standards</p> <p>2.4.2.A.2 2.4.2.A.3 2.4.2.A.1</p>
	<p>Standards</p> <p>2.1.2.B.1 2.1.2.B.2 2.1.2.B.3 2.2.2.B.2</p>		<p>Standards</p> <p>2.1.2.C.3 2.2.2.A.1 2.1.2.E.1</p>		<p>Standards</p> <p>2.1.2.A.1</p>				

2.1.2.A.1 2.2.2.B.4	2.1.2.A.2 2.2.2.D.1	riding a bicycle, and why. <u>Standards</u> 2.1.2.D.3 2.1.2.D.1 2.1.2.A.1 2..1.2.D.3 2.1.2.D.2	riding a bicycle, and why. <u>Standards</u> 2.1.2.D.3 2.1.2.D.1 2.1.2.A.1 2.1.2.D.3 2.1.2.D.2	
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