

### Unit Overview

**Content Area:** Health

**Unit Title:** Mental, Emotional, and Social Health

**Grade Level:** K-2

**Unit Summary:**

In this unit students will explore appropriate behavior and responses to a variety of social situations. Students will also discuss friendship and conflict resolution.

**Interdisciplinary**

**Connections:** The students will be exposed to many scenarios in which they will have to make appropriate choices when it comes to handling emotions. The skills they learn in this unit will connect to each of their other subjects, including the lunch and recess.

**21<sup>st</sup> Century**

**Themes and Skills:**

CRP 1. Act as a responsible and contributing citizen and employee.

CRP 3. Attend to personal health and financial well-being.

CRP 4. Communicate clearly and effectively and with reason.

CRP 6. Demonstrate creativity and Innovation

CRP 8. Utilize critical thinking and make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP 12. Work productively in teams while using cultural global competence.

### Learning Targets

**Standards (Content and Technology):**

CPI#:	Statement:
2.1.2.E.1	Identify basic social and emotional needs of all people
2.1.2.E.2	Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.
2.1.2.E.3	Explain health ways of coping with common stressful situations experienced by children
2.4.2.A.1	Compare and contrast different kinds of families locally and globally.
1.4.2.A.2	Distinguish the roles and responsibilities of different family members.
2.4.2.A.3	Determine the factors that contribute to healthy relationships.
8.1.P .E.1	Use the Internet to explore and investigate questions with a teacher's support.
8.1.2.E.1	Use digital tools and online resources to explore a problem or issue.
8.2.2.B.1	Identify how technology impacts or improves life.
8.2.2.C.1	Brainstorm ideas on how to solve a problem or build a product.

**Unit Essential Question(s):**

- How should we react when faced with difficult emotions

**Unit Enduring Understandings:**

- Students will recognize appropriate reactions to specific emotions.

**Unit Learning Targets/Objectives:**

*Students will...*

- Be able to define self-esteem, and demonstrate an understanding of the importance of self-esteem to the general

health and well being of a person.

- Be able to identify emotions, as well as give examples of causes for the onset of different emotions.
- Be able to identify appropriate responses to anger.
- Be able to identify the components of a healthy friendship.
- Compare and contrast different types of families.
- Be able to distinguish roles and responsibilities of family members.

### Evidence of Learning

#### Formative Assessments:

Teacher observation

Student feedback

#### Summative/Benchmark Assessment(s):

Unit quiz

#### Resources/Materials

(copy hyperlinks for digital resources):

Teacher created

resources (i.e.

worksheets)

#### Modifications:

- Special Education Students
  - Consult with case manager and follow IEP accommodations and modifications.
  - Allow errors and extended time to complete tasks.
- English Language Learners
  - Allow errors in speaking
  - Grant extended tie to complete assignments.
  - Rephrase questions, directions, and explanations.
- At-Risk Students
  - Follow I&RS action plans.
  - Allow extended time to complete assignments.
  - Consult with classroom teacher.
- Gifted and Talented Students
  - Provide extension activities

### Lesson Plans

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Self-esteem	Students will demonstrate the ability to define self-esteem. Students will demonstrate an understanding of the importance of self-esteem in emotional health.	2 days
Emotions	Students will demonstrate the ability to identify different emotions. Students will demonstrate an understanding of appropriate	2 weeks

	<b>responses to anger.</b>	
<b>Friendships</b>	<b>Students will demonstrate and understanding of an appropriate relationship between friends.</b>	1 week
<b>Families</b>	<b>Students will demonstrate an understanding of different types of families locally and globally.</b>	1 week
<b>Teacher Notes:</b>		
<b>Additional Resources</b> Click links below to access additional resources used to design this unit:		

### Unit Overview

**Content Area:** Health

**Unit Title:** Safety

**Grade Level:** K-2

#### Unit Summary:

In this unit students will explore situations where there may be a potential for injury. Although it is impossible to avoid all danger, students will learn how to lower the risk of injury in a variety of scenarios.

#### Interdisciplinary

**Connections:** The students will be exposed to many scenarios in which they will have to make appropriate choices when it comes to handling emotions. The skills they learn in this unit will connect to each of their other subjects, including the lunch and recess.

#### 21<sup>st</sup> Century

##### Themes and Skills:

CRP 1. Act as a responsible and contributing citizen and employee.

CRP 3. Attend to personal health and financial well-being.

CRP 4. Communicate clearly and effectively and with reason.

CRP 6. Demonstrate creativity and Innovation

CRP 8. Utilize critical thinking and make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP 12. Work productively in teams while using cultural global competence.

### Learning Targets

**Standards (Content and Technology):**

CPI#:	Statement:
<b>2.1.2.D.1</b>	Identify ways to prevent injuries at home, school, and in the community (e.g. fire safety, poison safety, accident prevention)
<b>2.1.2.D.2</b>	Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches.
<b>2.1.2.D.3</b>	Identify procedures associated with pedestrian, bicycle, and traffic safety.
<b>2.2.2.A.1</b>	Express needs, wants, and feelings in health and safety related situations.
<b>2.2.2.B.1</b>	Explain What a decision is and why it is advantageous to think before acting
<b>2.2.2.B.2</b>	Relate decision making by self and others to one's health.
<b>2.2.2.B.3</b>	Determine ways parents, peers, technology, culture, and media influence health decisions.
<b>8.1.P .E.1</b>	Use the Internet to explore and investigate questions with a teacher's support.
<b>8.1.2.E.1</b>	Use digital tools and online resources to explore a problem or issue.
<b>8.2.2.B.1</b>	Identify how technology impacts or improves life.
<b>8.2.2.C.1</b>	Brainstorm ideas on how to solve a problem or build a product.

**Unit Essential Question(s):**

- How do I stay safe in various situations?

**Unit Enduring Understandings:**

- Students will identify how to stay safe in various situations.

**Unit Learning Targets/Objectives:**

*Students will...*

- Be able to show an understanding of fire safety.
- Be able to show an understanding of being safe around strangers
- Be able to identify safe and unsafe Halloween practices.
- Be able to identify the aspect of bicycle, scooter, skateboard, (or any other object with wheels) safety.

### Evidence of Learning

**Formative Assessments:**

Teacher observation  
Student feedback

**Summative/Benchmark Assessment(s):**

Unit quiz

**Resources/Materials**

(copy hyperlinks for digital resources):  
Teacher created resources (i.e. worksheets)

**Modifications:**

- Special Education Students
  - Consult with case manager and follow IEP
- At-Risk Students
  - Follow I&RS action plans.

- accommodations and modifications.
- Allow errors and extended time to complete tasks.
- English Language Learners
  - Allow errors in speaking
  - Grant extended tie to complete assignments.
  - Rephrase questions, directions, and explanations.
- Allow extended time to complete assignments.
- Consult with classroom teacher.
- Gifted and Talented Students
  - Provide extension activities

### Lesson Plans

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Fire Safety	Students will demonstrate the ability to identify fire as a useful, but potentially dangerous tool. Students will demonstrate an understanding of an emergency plan, and the importance of practicing that plan.	2 days
Stranger safety	Students will demonstrate the ability define stranger. Students will demonstrate proper protocol if approached by a stranger. Students will demonstrate the ability to differentiate between strangers, acquaintances, and trusted adults, and identify appropriate behaviors/touches (Grade 2)	2 days
Halloween Safety	Students will demonstrate an understanding of staying safe during Halloween celebrations.	1 day
Bicycle Safety	Students will demonstrate an understanding of the importance of the brain, and protecting it with a helmet while riding. Students will demonstrate the ability to give examples of safe and unsafe bicycle riding practices.	2 days

Teacher Notes:

### Additional Resources

Click links below to access additional resources used to design this unit:

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<b>Content Area:</b> Health	
<b>Unit Title:</b> Disease prevention and control	
<b>Grade Level:</b> K-2	
<b>Unit Summary:</b> In this unit students will discuss the causes of disease, as well as ways to prevent the spread of disease.	
<b>Interdisciplinary</b> <b>Connections:</b> The students will be exposed to many scenarios in which they will have to make appropriate choices when it comes to handling emotions. The skills they learn in this unit will connect to each of their other subjects, including the lunch and recess.	
<b>21<sup>st</sup> Century</b> <b>Themes and Skills:</b> CRP 1. Act as a responsible and contributing citizen and employee.  CRP 3. Attend to personal health and financial well-being.  CRP 4. Communicate clearly and effectively and with reason.  CRP 6. Demonstrate creativity and Innovation  CRP 8. Utilize critical thinking and make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management.  CRP 12. Work productively in teams while using cultural global competence.	
<b>Learning Targets</b>	
<b>Standards</b> (Content and Technology):	
<b>CPI#:</b>	<b>Statement:</b>
2.1.2.C.1	Summarize symptoms of common diseases and health conditions.
2.1.2.C.2	Summarize strategies to prevent the spread of common diseases and health conditions.
2.1.2.C.3	Determine how personal feelings can affect one's wellness.
2.2.2.E.1	Determine where to access home, school, and community health professionals.
8.1.P .E.1	Use the Internet to explore and investigate questions with a teacher's support.
8.1.2.E.1	Use digital tools and online resources to explore a problem or issue.
8.2.2.B.1	Identify how technology impacts or improves life.
8.2.2.C.1	Brainstorm ideas on how to solve a problem or build a product.
<b>Unit Essential Question(s):</b> <ul style="list-style-type: none"> <li>How can we avoid becoming ill?</li> <li>If I get sick, how do I get healthy?</li> </ul>	<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>Students will identify the causes of common illness.</li> <li>Students will identify what to do if the become sick.</li> </ul>

<b>Unit Learning Targets/Objectives:</b> <i>Students will...</i> <ul style="list-style-type: none"> <li>● Be able to identify the germs that most commonly cause common diseases (i.e. strep throat).</li> <li>● Be able to identify strategies to keep themselves, and their classmates from getting and spreading germs.</li> </ul>		
<b>Evidence of Learning</b>		
<b>Formative Assessments:</b> Teacher observation Student feedback  <b>Summative/Benchmark Assessment(s):</b> Unit quiz  <b>Resources/Materials</b> (copy hyperlinks for digital resources): Teacher created resources (i.e. worksheets)		
<b>Modifications:</b> <ul style="list-style-type: none"> <li>● Special Education Students <ul style="list-style-type: none"> <li>- Consult with case manager and follow IEP accommodations and modifications.</li> <li>- Allow errors and extended time to complete tasks.</li> </ul> </li> <li>● English Language Learners <ul style="list-style-type: none"> <li>- Allow errors in speaking</li> <li>- Grant extended tie to complete assignments.</li> <li>- Rephrase questions, directions, and explanations.</li> </ul> </li> <li>● At-Risk Students <ul style="list-style-type: none"> <li>- Follow I&amp;RS action plans.</li> <li>- Allow extended time to complete assignments.</li> <li>- Consult with classroom teacher.</li> </ul> </li> <li>● Gifted and Talented Students <ul style="list-style-type: none"> <li>- Provide extension activities</li> </ul> </li> </ul>		
<b>Lesson Plans</b>		
<b>Lesson Name/Topic</b>	<b>Lesson Objective(s)</b>	<b>Time frame (day(s) to complete)</b>
<b>Germs and disease.</b>	<b>Students will demonstrate the ability to identify the viruses and bacteria as the most common causes of common illness.</b> <b>Students will demonstrate an understanding of common causes of the spread of germs from person to person.</b>	2 day
<b>Hygiene/Disease prevention</b>	<b>Students will identify properly washing hands as the best defense against the spread of germs.</b>	2 days

	<p><b>Students will demonstrate the ability to identify proper personal hygiene practices (i.e. bathing, washing clothes, brushing hair).</b></p> <p><b>Students will demonstrate the ability to properly wash their hands.</b></p>	
<p><b>(Grade 2)</b></p> <p><b>Contagious v.s. noncontagious diseases</b></p>	<p><b>Students will be able to define contagious.</b></p> <p><b>Students will demonstrate the ability to differentiate diseases that are easy to catch from those that are difficult or impossible to catch from another person.</b></p>	1 day
<p><b>Teacher Notes:</b></p>		
<p><b>Additional Resources</b></p> <p>Click links below to access additional resources used to design this unit:</p>		

### Unit Overview

<b>Content Area:</b>	Health
<b>Unit Title:</b>	Growth and Development
<b>Grade Level:</b>	K-2
<b>Unit Summary:</b>	In this unit students will explore the systems of the human body, as well as physical growth and development.
<b>Interdisciplinary Connections:</b>	The students will be exposed to many scenarios in which they will have to make appropriate choices when it comes to handling emotions. The skills they learn in this unit will connect to each of their other subjects, including the lunch and recess.
<b>21<sup>st</sup> Century Themes and Skills:</b>	<p>CRP 1. Act as a responsible and contributing citizen and employee.</p> <p>CRP 3. Attend to personal health and financial well-being.</p> <p>CRP 4. Communicate clearly and effectively and with reason.</p> <p>CRP 6. Demonstrate creativity and Innovation</p>



CRP 8. Utilize critical thinking and make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP 12. Work productively in teams while using cultural global competence.

### Learning Targets

**Standards** (Content and Technology):

CPI#:	Statement:
<b>2.1.2.A.1</b>	Explain what being “well” means and identify self-care practices that support wellness.
<b>2.1.2.A.2</b>	Use correct terminology to identify body parts, and explain how body parts work together to support wellness.
<b>2.4.2.B.1</b>	Compare and contrast the physical differences and similarities of the genders.
<b>2.4.2.C.1</b>	Explain the factors that contribute to a mother having a healthy baby.
<b>8.1.P .E.1</b>	Use the Internet to explore and investigate questions with a teacher’s support.
<b>8.1.2.E.1</b>	Use digital tools and online resources to explore a problem or issue.
<b>8.2.2.B.1</b>	Identify how technology impacts or improves life.
<b>8.2.2.C.1</b>	Brainstorm ideas on how to solve a problem or build a product.

**Unit Essential Question(s):**

- How do the systems of the body work together to keep us healthy?

**Unit Enduring Understandings:**

- The students will recognize the systems of the body as machine that works to keep us healthy

**Unit Learning Targets/Objectives:**

*Students will...*

- Be able to identify the human body as a collection of systems that allows them to survive. (K-2)
- Be able to identify the parts and function of the digestive system, circulatory system, and respiratory system. (1-2)
- Be able to identify the parts of the eye and ear. (Grade 2)

### Evidence of Learning

**Formative Assessments:**

Teacher observation  
Student feedback

**Summative/Benchmark Assessment(s):**

Unit quiz

**Resources/Materials** (copy

hyperlinks for digital resources):

Teacher created resources (i.e. worksheets)

**Modifications:**

- |                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                          |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Special Education Students <ul style="list-style-type: none"> <li>Consult with case manager and follow IEP accommodations and modifications.</li> <li>Allow errors and extended time to complete tasks.</li> </ul> </li> <li>English Language Learners <ul style="list-style-type: none"> <li>Allow errors in speaking</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>At-Risk Students <ul style="list-style-type: none"> <li>Follow I&amp;RS action plans.</li> <li>Allow extended time to complete assignments.</li> <li>Consult with classroom teacher.</li> </ul> </li> <li>Gifted and Talented Students</li> </ul> |
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- Grant extended tie to complete assignments.
- Rephrase questions, directions, and explanations.
- -Provide extension activities

### Lesson Plans

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Growth and development	Students will demonstrate an understanding of the growth that has taken place from their birth, to present.	1 day
Digestive system (Grades 1-2)	Students will demonstrate the ability to identify, and label the parts and functions of the digestive system.	1 day
Circulatory/respiratory systems (Grades 1-2)	Students will demonstrate the ability to identify, and label the parts and functions of the circulatory/respiratory system.	2 day
The eye (Grade 2)	Students will demonstrate the ability to identify, and explain the parts of the eye	2 days
The ear (Grade 2)	Students will demonstrate the ability to identify and explain the parts of the ear. Students will demonstrate an understanding of common reasons for hearing loss, and possible remedies for it.	2 days

**Teacher Notes:**

### Additional Resources

Click links below to access additional resources used to design this unit:

Unit Overview	
<b>Content Area:</b>	Health
<b>Unit Title:</b>	Nutrition
<b>Grade Level: K-2</b>	
<p><b>Unit Summary:</b> In the nutrition unit students will learn the importance of a balanced diet.</p> <p><b>Interdisciplinary</b> <b>Connections:</b> The students will be exposed to many scenarios in which they will have to make appropriate choices when it comes to handling emotions. The skills they learn in this unit will connect to each of their other subjects, including the lunch and recess.</p> <p><b>21<sup>st</sup> Century</b> <b>Themes and Skills:</b> CRP 1. Act as a responsible and contributing citizen and employee.</p> <p>CRP 3. Attend to personal health and financial well-being.</p> <p>CRP 4. Communicate clearly and effectively and with reason.</p> <p>CRP 6. Demonstrate creativity and Innovation</p> <p>CRP 8. Utilize critical thinking and make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP 12. Work productively in teams while using cultural global competence.</p>	
Learning Targets	
<b>Standards (Content and Technology):</b>	
<b>CPI#:</b>	<b>Statement:</b>
2.1.2.B.1	Explain why some foods are healthier to eat than others.
2.1.2.B.2	Explain how foods on MyPlate differ in nutritional content and value.

<b>2.1.2.B.3</b>	Summarize information about food found on product labels	
<b>8.1.P .E.1</b>	Use the Internet to explore and investigate questions with a teacher's support.	
<b>8.1.2.E.1</b>	Use digital tools and online resources to explore a problem or issue.	
<b>8.2.2.B.1</b>	Identify how technology impacts or improves life.	
<b>8.2.2.C.1</b>	Brainstorm ideas on how to solve a problem or build a product.	
<b>Unit Essential Question(s):</b> <ul style="list-style-type: none"> <li>Why is it important to eat healthy food?</li> </ul>		<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>Students will recognize food as our fuel and energy source.</li> </ul>
<b>Unit Learning Targets/Objectives:</b> <i>Students will...</i> <ul style="list-style-type: none"> <li>Be able to identify the sources of food. (plants or animals)</li> <li>Be able to show an understanding of the food groups in the Food Plate.</li> <li>Be able to identify food as our fuel source.</li> </ul>		
<b>Evidence of Learning</b>		
<b>Formative Assessments:</b> Teacher observation Student feedback  <b>Summative/Benchmark Assessment(s):</b> Unit quiz  <b>Resources/Materials</b> (copy hyperlinks for digital resources): Teacher created resources (i.e. worksheets)		
<b>Modifications:</b> <ul style="list-style-type: none"> <li>Special Education Students <ul style="list-style-type: none"> <li>Consult with case manager and follow IEP accommodations and modifications.</li> <li>Allow errors and extended time to complete tasks.</li> </ul> </li> <li>English Language Learners <ul style="list-style-type: none"> <li>Allow errors in speaking</li> <li>Grant extended time to complete assignments.</li> <li>Rephrase questions, directions, and explanations.</li> </ul> </li> <li>At-Risk Students <ul style="list-style-type: none"> <li>Follow I&amp;RS action plans.</li> <li>Allow extended time to complete assignments.</li> <li>Consult with classroom teacher.</li> </ul> </li> <li>Gifted and Talented Students <ul style="list-style-type: none"> <li>-Provide extension activities</li> </ul> </li> </ul>		
<b>Lesson Plans</b>		
<b>Lesson Name/Topic</b>	<b>Lesson Objective(s)</b>	<b>Time frame (day(s) to complete)</b>
Plants or Animals	Students will demonstrate the ability to identify plants and animals as our food source. Students will demonstrate the ability to differentiate	1 day

	<b>between foods that come from plants, and those that come from animals. (Grades 1-2)</b>	
<b>Food is fuel</b>	<b>Students will demonstrate the ability to recognize food as our source of fuel for energy.</b>	1 day
<b>Food Groups</b>	<b>Students will demonstrate the ability to identify the 5 food groups. Students will demonstrate the ability to separate foods by their food group.</b>	2 days
<b>Teacher Notes:</b>		
<b>Additional Resources</b> Click links below to access additional resources used to design this unit:		

### Unit Overview

**Content Area:** Health

**Unit Title:** Medicine and Drugs

**Grade Level:** K-2

**Unit Summary:**

In this unit students will explore the proper use of drugs as medication, along with use of illegal and legal drugs.

**Interdisciplinary**

**Connections:** The students will be exposed to many scenarios in which they will have to make appropriate choices when it comes to handling emotions. The skills they learn in this unit will connect to each of their other subjects, including the lunch and recess.

**21<sup>st</sup> Century**

**Themes and Skills:**

CRP 1. Act as a responsible and contributing citizen and employee.

CRP 3. Attend to personal health and financial well-being.

CRP 4. Communicate clearly and effectively and with reason.

CRP 6. Demonstrate creativity and Innovation

CRP 8. Utilize critical thinking and make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP 12. Work productively in teams while using cultural global competence.

### Learning Targets

**Standards (Content and Technology):**

<b>CPI#:</b>	<b>Statement:</b>
<b>2.3.2.A.1</b>	Explain what medicines are and when some types of medicines are used
<b>2.3.2.A.2</b>	Explain why medicines should be administered as directed
<b>2.3.2.B.1</b>	Identify ways that drugs can be abused.
<b>2.3.2.B.2</b>	Explain the effects of tobacco use on personal hygiene, health, and safety.
<b>2.3.2.B.3</b>	Explain why tobacco smoke is harmful to nonsmokers.
<b>2.3.2.B.4</b>	Identify products that contain alcohol.
<b>2.3.2.B.5</b>	List substances that should never be inhaled and why.
<b>2.3.2.C.1</b>	Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.
<b>2.3.2.C.2</b>	Explain that people who abuse alcohol, tobacco, and other drugs can get help.
<b>8.1.P .E.1</b>	Use the Internet to explore and investigate questions with a teacher's support.
<b>8.1.2.E.1</b>	Use digital tools and online resources to explore a problem or issue.
<b>8.2.2.B.1</b>	Identify how technology impacts or improves life.
<b>8.2.2.C.1</b>	Brainstorm ideas on how to solve a problem or build a product.

**Unit Essential Question(s):**

- What is the appropriate way to take medicine?
- Why do people use drugs if they know they are bad for them?

**Unit Enduring Understandings:**

- Students will identify the appropriate use of medicines.

**Unit Learning Targets/Objectives:**

*Students will...*

- **Be able to identify the proper use of medication.**
- **Be able to differentiate between drugs used for medicinal purposes vs. recreations purposes.**
- **Be able to show an understanding of addiction.**

### Evidence of Learning

**Formative Assessments:**

Teacher observation  
Student feedback

**Summative/Benchmark Assessment(s):**

Unit quiz

## Resources/Materials

(copy hyperlinks for digital resources):

Teacher created resources (i.e. worksheets)

## Modifications:

- Special Education Students
  - Consult with case manager and follow IEP accommodations and modifications.
  - Allow errors and extended time to complete tasks.
- English Language Learners
  - Allow errors in speaking
  - Grant extended tie to complete assignments.
  - Rephrase questions, directions, and explanations.
- At-Risk Students
  - Follow I&RS action plans.
  - Allow extended time to complete assignments.
  - Consult with classroom teacher.
- Gifted and Talented Students
  - Provide extension activities

## Lesson Plans

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Medicines	Students will demonstrate the ability to identify medicines as drugs that are used to help people who are sick.	1 day
Tobacco	Students will demonstrate the ability to identify tobacco/nicotine as a harmful product that is legal for adults. Students will demonstrate an understanding of the harmful effects of tobacco use.	1 day
Alcohol	Students will demonstrate the ability to identify alcohol as a product that is legal for adults. Students will demonstrate an understanding of the term "alcoholic"	1 day

## Teacher Notes:

## Additional Resources

Click links below to access additional resources used to design this unit:

<b>Unit Overview</b>																
<b>Content Area: Health Education</b>																
<b>Unit Title: Mindfulness</b>																
<b>Grade Level: K-2</b>																
<b>Unit Summary:</b> Within the Mindfulness unit, students will be taught how to be in the moment and present with their mind, their thoughts, and the environment around them. In this unit, students learn mindful reactions to given emotions. The 7 Mindsets course is an age-appropriate overview of the 7 Mindsets for elementary students. The course is primarily instructor-led but requires extensive student participation. Additionally, some student-led components are included. The course uses developmentally-appropriate games, activities, and videos to create an understanding of the four learning objectives contained in each Mindset. This unit will be taught by elementary certified staff members in a general education classroom for a minimum of 30 minutes each week throughout the duration of the school year during the weekly SEL period																
<b>Learning Targets</b>																
<b>Standards (Content and Technology):</b>																
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	<b>21st Century Skills:</b>	
<b>CRP1.</b>	Act as a responsible and contributing citizen and employee.	
<b>CRP5.</b>	Consider the environmental, social and economic impacts of decisions.	
	<b>NJ SEL Competencies</b>	
<b>Competency 1</b>	Self-Awareness	
<b>Competency 2</b>	Self-Management	
<b>Competency 3</b>	Social Awareness	
<b>Competency 4</b>	Responsible Decision making	
<b>Competency 5</b>	Relationship Skills	
<b>Unit Essential Question(s):</b> <ul style="list-style-type: none"><li>• What is mindfulness?</li><li>• Why is mindfulness important?</li><li>• How can we take small steps to turn mistakes into opportunities?</li><li>• How can we align our interests with our core values and our passions with what matters most to us?</li><li>• How does surrounding ourselves with people who build us up and inspire us help us to live our best life?</li><li>• How can we celebrate successes and setbacks while on the journey to achieve our goals?</li><li>• How does seeking the positive in every situation and showing gratitude more often help us feel better and become happier?</li><li>• How can we give back through our interests and passions?</li><li>• How can we be brave, try new things, and stay focused on the path to achieving our dreams?</li></ul>		
<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"><li>• Students will utilize the skills of mindful listening, and mindful bodies in situations where it is necessary.</li><li>• Students will use breathing and other techniques learned to help diffuse situations and emotions.</li><li>• Students will be able to embrace creativity and imagination and look on the bright side of things.</li><li>• Students will understand that they are all unique individuals with unique passions and talents.</li><li>• Students will learn to actively seek ways to offer kindness in order to strengthen these relationships.</li><li>• Students will learn to focus their energy on achieving their goals and that their lives are a journey paved with setbacks and celebrations that we learn from all along the way.</li><li>• Students will learn to look for the positive in all situations, big or small, and notice how it changes the outcome.</li></ul>		

- Students will learn that by giving back through their interests and passions, they will help other people and leave a lasting legacy in the world.
- Students will understand that by being brave, trying new things, and staying focused on the path to achieving our dreams, every step we take should be purposeful and align with our goals and beliefs.

#### Unit Learning Targets/Objectives:

*Students will...*

- be able to be present in a moment when faced with a difficult decision.
- utilize mindful listening to try and understand what someone is trying to communicate.
- think before reacting to ensure the reaction is purposeful and appropriate.
- Change their mindset to find the good in situations.
- Identify their strengths and areas of growth.

#### Evidence of Learning

##### Formative Assessments:

- Teacher observations
- Teacher feedback
- Pre and post tests on the fundamentals of mindfulness

##### Summative/Benchmark Assessment(s):

- Post survey at the end of the year.

##### Resources/Materials (copy hyperlinks for digital resources):

7 Mindsets Link: <https://7mindsets.com/> (See Tech Department for login)

##### Modifications:

- Special Education Students

Consult with case manager and follow IEP

accommodations and modifications.

- Allow errors and extended time to complete tasks.

- English Language Learners

- Allow errors in speaking

- Grant extended tie to complete assignments.

- Rephrase questions, directions, and explanations.

- At-Risk Students

- Follow I&RS action plans.

- Allow extended time to complete assignments.

- Consult with classroom teacher.

- Gifted and Talented Students'

- Provide extension activities

### Lesson Plans

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Mindfulness SEL- Everything is Possible	Students will learn how to look at the bright side when things do not go their way.	4-5 weeks
Mindfulness SEL- Passion First	Students will be able to focus on their interests and what makes them unique and align them with their values and passions.	4-5 weeks
Mindfulness SEL- We are Connected	Students will be able to seek out and maximize positive relationships with people that can help us achieve our dreams.	4-5 weeks
Mindfulness SEL- 100% Accountable	Students will be able to understand that we are responsible for our own success and happiness.	4-5 weeks
Mindfulness SEL- Attitude	Students will be able to understand that we are all unique, and if we focus on what we enjoy and what brings us happiness,	4-5 weeks

<b>of Gratitude</b>	<b>these things will multiply.</b>	
<b>Mindfulness</b> <b>SEL- Live to Give</b>	<b>Students will focus on giving love and respect to others, and receiving new and exciting things that come into their lives gracefully.</b>	4-5 weeks
<b>Mindfulness</b> <b>SEL- The Time is Now</b>	<b>Students will learn to find and embrace circumstances that create positive emotions.</b>	4-5 weeks

#### Teacher Notes:

Mindfulness falls under the Mental/Emotional Health portion of the Midland Park Health Curriculum. It is one unit taught from September through June by an elementary certified teacher for a minimum of 30 minutes each week. This can spread over the course of the week as needed

#### Additional Resources

Click links below to access additional resources used to design this unit:

<https://www.edutopia.org/blog/integrating-mindfulness-in-classroom-curriculum-giselle-shardlow>

<https://positivepsychologyprogram.com/mindfulness-for-children-kids-activities/>

<https://www.mindfulschools.org/resources/explore-mindful-resources/>

<http://www.mindfulteachers.org/p/free-resources-and-lesson-plans.html>

<https://www.teachstarter.com/blog/classroom-mindfulness-activities-for-children/>

## **TITLE K-2 Health**

### **Course Description:**

The K-2 health course will introduce age appropriate health issues that affect their everyday lives. The goal of the K-2 health program is to use the knowledge and skills to foster healthy habits and behaviors, and to prevent unhealthy habits and behaviors

### **Course Sequence:**

Unit 1: Mental, Emotional, and Social health: 7 weeks

Unit 2: Safety: 7 weeks

Unit 3: Disease prevention and control: 6 weeks

Unit 4: Growth and Development: 9 weeks

Unit Unit 5: Nutrition: 5 weeks

Unit 6: Medicine and Drugs: 5 weeks

Unit 7 Mindfulness 35 weeks

**Pre-requisite: None**