



K Health: Self-management Skills

Unit Focus

In this unit, students will be introduced to health topics that will be built upon in upcoming grades. Students will engage with the health lessons through the lens of self-management, culminating in a performance-based assessment focused on demonstrating the self-management skills practiced throughout the unit.

Lessons will include nutrition, hygiene, body health, and safety. Students will also have lessons in Sexual Assault and Abuse Prevention. At this age, it will focus on close family and what is appropriate touch (hugging parents, grandparents).

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
Healthy and Balanced Living Curriculum Framework Health Education PK-2 - Identify dangerous household products that are harmful if intentionally, swallowed, inhaled, or absorbed. (ANOD 1.1.2) - Explain the importance of trying new foods. (HEPA 1.1.2) - Identify and describe functions of body parts (e.g., stomach, feet, hands, ears, eyes, mouth). (SH 1.1.2) - Identify different ways that disease-causing germs are transmitted (i.e., skin, mucus membranes, coughing, and contact with bodily fluids). (OWDP 1.1.2) - Identify ways to prevent the spread of germs that cause common communicable diseases (e.g., cover wounds, cover mouth when sneezing/ coughing, wash hands, and do not touch other bodily fluids). (OWDP 1.2.2) - Identify “appropriate” and “inappropriate” or “safe” and “unsafe” touches (SAAP 1.1.2) - Identify safe behaviors when getting on and off and while riding on a bus. (SIP 1.3.2) - Identify safety hazards in the home. (SIP 1.8.2) - Identify how household products are harmful if ingested or inhaled. (SIP 1.9.2) - Demonstrate how to effectively tell a trusted adult when feeling threatened or harmed. (IC 4.4.2) - Identify practices that reduce or prevent health risks. (SM 7.1.2) - Demonstrate healthy practices (SM 7.2.2) Madison Public Schools Profile of a Graduate - Self-Awareness: Examining current performance critically to identify steps/ strategies to persist. (POG.4.1)	<i>Students will be able to independently use their learning to...</i> T1 Analyze risk factors and evaluate the consequences to self and others before taking action.	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 Individuals tackle obstacles by using a variety of strategies and techniques that move them forward. U2 Students demonstrate various strategies when making decisions to enhance health. U3 People analyze all possible options and outcomes before taking action.	<i>Students will keep considering...</i> Q1 What control do I have over the path my life takes? Q2 What behaviors should I employ in my current situation? Q3 What strategies do I have to make health-enhancing decisions?
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<i>Students will know...</i> K1 examples of healthy and non-healthy food as well as the importance of a healthy diet to overall health and well-being. K2 germs cause sickness and good hygiene can prevent or limit infection.	<i>Students will be skilled at...</i> S1 explaining the importance of trying new foods. S2 identifying different ways that disease-causing germs are transmitted and ways to prevent the spread of germs that cause common communicable diseases.

Stage 1: Desired Results - Key Understandings

	K3 good hygiene for preventing illness includes covering coughs and sneezes, washing hands regularly, and staying home when you are feeling ill. K4 names for basic body parts: stomach, feet, hands, ears, eyes, mouth. K5 there are different people in your life and the amount and way that they behave with you depends on their relationship with you. K6 if someone makes you feel uncomfortable, you should always talk to a trusted adult such as a parent or and adult at school. K7 it is important to make decisions and behave in a way that support your overall health and well-being, such as eating nutritious food, staying away from unknown or dangerous substances, protecting your personal space and wearing safety equipment when necessary. K8 Vocabulary: hygiene, germs, bacteria, viruses, health, trusted adult	S3 identifying dangerous household products that are harmful if intentionally, swallowed, inhaled, or absorbed. S4 identifying and describing the functions of body parts (e.g., stomach, feet, hands, ears, eyes, mouth). S5 identifying “appropriate” and “inappropriate” or “safe” and “unsafe” touches S6 demonstrating the ability to use decision making skills to enhance health. S7 identifying situations which need a health-related decision. S8 explaining the potential positive and negative outcomes from health-related decisions.
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