

Personal and Mental Health: Unit 1

Grade Level: 1st Grade

Length of Unit: 8 Weeks

Unit Rationale: Personal and mental health are lifelong processes of physical, behavioral, emotional, social, and cognitive change. They are directly related to keeping our body healthy and encompasses who we are, how we grow and the impact that our interactions with others has on us.

Stage 1 - Desired Results

Understandings:

Students will understand that...

- Individuals enjoy different activities and grow at different rates.
- Personal hygiene and self help skills promote healthy habits.
- Everyone has unique skills and qualities.
- Conflicts between people occur and there are effective ways to resolve them.
- Families shape the way we think about our bodies, our health and our behaviors.
- There are different ways that individuals handle stress, and some are healthier than others.

Essential Questions:

1. Why is it important to practice healthy habits?
2. What are some ways that you can resolve conflicts and difficult situations?
3. How do families impact your thoughts and decisions?

Content:

Students will know...

- How to develop and demonstrate an awareness of healthy habits and skills that support personal wellness.
- Independence when applying emerging self-help skills.
- Ways to resolve conflicts, difficult situations and manage stress.

Skills:

Students will be able to...

- List and identify healthy habits and self-help skills.
- Identify independence when applying self-help skills.
- Know responsibilities and roles of family members.

NJ Student Learning Standards

2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy.

2.1.2.PGD. 2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).

2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness.

2.1.2.PGD.4: Use correct terminology to identify body parts and explain how body parts work together to support wellness.

- 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.
- 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities.
- 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).
- 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors.
- 2.1.2.EH.5: Explain healthy ways of coping with stressful situations.
- 2.1.2.SSH.1: Discuss how individuals make their own choices about how to express themselves.
- 2.1.2.SSH.2: Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.
- 2.1.2.SSH.3: Describe different kinds of families locally, nationally and globally and note similarities in the ways in which they keep their children safe.
- 2.1.2.SSH.4: Determine the factors that contribute to healthy relationships within a family.
- 2.1.2.SSH.5: Identify basic social needs of all people.
- 2.1.2.SSH.6: Determine the factors that contribute to healthy relationships.
- 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another.
- 2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer).
- 2.1.2.SSH.9: Define bullying and teasing and explain why they are wrong and harmful.

Career Education (Career Readiness, Life Literacies, and Key Skills Practices and 9.2 Standards)

CLKS Practices:

- 1 .Act as a responsible and contributing community members and employee
- 5. Utilize critical thinking to make sense of problems and persevere in solving them
- 6. Model integrity, ethical leadership and effective management

Explanation of how CLKs connect to the unit: Types of jobs and skills are closely tied gender stereotypes which will be addressed in this unit

Explanation of how 9.2 standards connect to the unit: Having good personal, social, and emotional and behavioral health and skills are important for job success.

Interdisciplinary Standards

- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.**
- 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions**

Explanation of how interdisciplinary standards connect to the unit: Students will listen to one another and work together to resolve conflicts

Technology Integration (9.4 Standards) -

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
 9.4.2.CT.2: Identify possible approaches and resources to execute a plan

Explanation of how 9.4 standards connect to the unit: Students will be learning different ideas and problem solving techniques.

Stage 2- Assessment Evidence:

Assessment:

Formative	Informal assessment through questioning, exit tickets, health and wellness journal, student reflections
Summative	Student portfolios, end of unit project based on journal entries, Kahoot, Quizlet, presentations
Alternative	Slideshow, poster, oral presentation
Benchmark	Questionnaire, survey

Stage 3 - Learning Plan

<p>Learning Activities:</p> <ul style="list-style-type: none"> ● Illustrate a healthy choice and self-care booklet ● Enter their personal journal responses in the “Healthy Choice Booklet.” ● Chart daily health habits using a chart/template on the computer prepared by the teacher. ● Bring in pictures of family and friends and create a booklet of his/her life. • ● Fill in the answer to the following teacher questions: 1. “My family is special because...” 2. I have family members ● Create a class collage with each child drawing something representing their family. ● Compare and contrast different families globally ● Create a Venn diagram comparing two students of different genders. • respond to teacher-generated questions. ● Create a graph indicating the varieties of eye color, hand dominance, favorite fruit, and discuss similarities and differences 	<p>ELL:</p> <ul style="list-style-type: none"> ● Plan meaningful activities that intergrate lesson concepts with language practices opportunities for reading, writing, listening, and/or speaking ● Emphasize key vocabulary for students ● Use a variety of techniques to make content concepts clear (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language) ● Use group configurations that support language and content objectives of the lesson ● ProvideSupport language objectivies clearly activities that integrate all language skills ● Support content objectives clearly
--	--

	<p>G&T:</p> <ul style="list-style-type: none"> ● Competitions ● Differentiated Instruction
	<p>Special Ed:</p> <ul style="list-style-type: none"> ● Limit number of items student is expected to learn at one time ● Allow extra time for task completion ● Modify curriculum content based on student's ability level ● Use a consistent daily routine ● Assist student in setting short-term goals ● Frequently check for understanding ● Simplify task directions ● Provide hands-on learning activities ● Provide modeling ● Provide guided instruction ● Modify pace of instruction to allow additional processing time ● Provide small group instruction ● Allow for repetition and/or clarification of directions, as needed ● Give direct and uncomplicated directions ● Provide easier tasks first ● Directions repeated, clarified or reworded ● Use interests to increase motivation ● Modified grading ● Stand in proximity to student to focus attention ● Provide short breaks when refocusing is needed ● Refocusing and redirection ● Discuss behavioral issues privately with student ● Provide opportunities for peer interactions ● Encourage student to self-advocate ● Identify triggers ● Provide positive reinforcement
	<p>504:</p> <ul style="list-style-type: none"> ● Frequently check for understanding ● Directions repeated, clarified, or reworded ● Break down tasks into manageable units ● Frequent breaks during class ● Provide buddy system ● Modification in grading system ● Communication with parents ● Modify curriculum content based on student's ability level ● Utilize nurse/Health Office/counselor/SAC during episodes of presenting problem ● Provide short breaks ● Preferential seating ● Refocusing and redirection ● Behavior/time management system

	<ul style="list-style-type: none"> ● Excused from activities that affect presenting issue ● Allow use of assistive devices ● Monitor presenting issue
	<p>Students at Risk:</p> <ul style="list-style-type: none"> ● Prompt before directions/questions are verbalized with visual cue between teacher and student ● Preferential seating ● Provide structure and positive reinforcements ● Frequently check for understanding ● Limit number of items student is expected to learn at one time ● Directions repeated, clarified, or reworded ● Modify curriculum content based on student's ability level ● Communication with parents ● Provide short breaks ● Praise whenever possible ● Seat student near front of room ● Arrange private signal to cue student to off-task behavior ● Stand in proximity to student to focus attention ● Refocusing and redirection ● Behavior/time management system ● Provide buddy system

Core Instructional Resources

Teacher Pedagogical Resources: [cdc.org](https://www.cdc.org), [commonsensemedia.org](https://www.common sense media.org), [joinonelove.org](https://www.joinonelove.org), [mindfulschools.org](https://www.mindfulschools.org), <https://www.shapeamerica.org/events/healthmovesminds/>

Student Materials: What materials are provided to students during this unit. All student materials must list a lexile level (which can be found on this site: <https://hub.lexile.com/find-a-book/search>)

DOE Mandates: A statement of how this is shown within the unit. Each component may not be in every unit, as long as it is hit upon at some point within the course.

Diversity, Equity, and Inclusion Mandate:

Gender - Will be discussed when talking about student expressions and stereotypes

Sexual Orientation -

Race - When discussing families and decisions

Ethnicity -

Religious Tolerance - Understanding everyone's differences

**Unconscious Bias Impact on Individuals -
 Unconscious Bias Impact on Society -
 Economic Disparity Impact on Individuals -
 Economic Disparity Impact on Society -**

Notes:

Community Health: Unit 2

Grade Level: First Grade

Length of Unit: 8 weeks

Unit Rationale: Community health services provide resources and assistance to help support disease and injury prevention, promote public health, health equity and healthy lifestyles.

Stage 1 - Desired Results

Understandings:

Students will understand that...

- People in the community work to keep us safe.
- Individuals face a variety of situations that may result in different types of feelings.
- Learning to take about feelings is important.

Essential Questions:

1. How does our community keep us safe?
2. Does everyone have the same experiences?
3. Does everyone feel the same way about the same experience?
4. Why is it important to learn how to talk about your feeling?

Content:

Students will know...

- Where to access home, school, and community health professionals.
- How to dial and/or text 9-1-1 for emergencies.

Skills:

Students will be able to...

- Identify community and school professionals who address health emergencies.
- Identify community and school professionals who provide reliable health information.
- Identify situations that may result in feeling sad, angry, frustrated, or scared.
- Identify individuals who can assist with expressing one's feelings.

NJ Student Learning Standards

2.1.2.CHSS.1: Identify community professionals and school personnel who address health emergencies and provide reliable health information to us.

2.1.2.CHSS.2: Determine where to access home, school and community health professionals.

- 2.1.2.CHSS.3: Demonstrate how to dial and text 911 in case of an emergency.
- 2.1.2.CHSS.4: Describe how climate change affects the health of individuals, plants and animals.
- 2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared.
- 2.1.2.CHSS.6: Identify individuals who can assist with expressing one’s feelings (e.g., family members, teachers, counselors, medical professionals).

Career Education (Career Readiness, Life Literacies, and Key Skills Practices and 9.2 Standards)

CLKS Practices:

- 1. Act as a responsible and contributing community members and employee
- 3. Consider the environmental, social and economic impacts of decisions
- 5. Utilize critical thinking to make sense of problems and persevere in solving them
- 6. Model integrity, ethical leadership and effective management

Explanation of how CLKs connect to the unit: Learning how to be a responsible and contributing community member helps support community health. Being able to use critical thinking and possessing integrity and good ethics helps support community health.

Explanation of how 9.2 standards connect to the unit:

Interdisciplinary Standards

- 6.1.2.CivicsPI.2: Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members
- 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.

Explanation of how interdisciplinary standards connect to the unit: There are many programs and places within the community that can help keep students safe.

Technology Integration (9.4 Standards) -

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems

Explanation of how 9.4 standards connect to the unit: There are many different ways that they can solve their problems.

Stage 2- Assessment Evidence:

Assessment:

Formative	Informal assessment through questioning, exit tickets, health and wellness journal, student reflections
------------------	--

Summative	Student portfolios, end of unit project based on journal entries, Kahoot, Quizlet, presentations
Alternative	Slideshow, poster, oral presentation
Benchmark	Questionnaire, survey

Stage 3 - Learning Plan

Learning Activities:

1. Discuss various character traits and have students role-play good character traits. Have class identify a trait and explain why or why not it exemplifies good character.
 2. Students create a *“Good Character”* book, where each student creates and illustrates a page demonstrating good character. Compile the student pages to create a class book and take turns sending home to share with families.
 3. Participate in a school or grade level service project related to a current community and/or global need. I.e: animal shelter donations, creating mats for soup kitchen, and making valentines for veterans
 4. To reflect on service projects, students write about how participating in a class or school service activity impacted them.
 5. Create thank you notes for health helpers in the community/school
 6. Identify and apply the four steps in setting health goals:
 1. name what you want to do
 2. make a plan
 3. keep track of it
 4. tell how you did it
- Model creating a class goal to plan and track. Then, students create their own goal chart to track and fill in periodically.
7. Present conflict scenarios on index cards and have students discuss the appropriate way to problem solve. Discuss conflict-resolution skills, such as sharing, using iMessages.
 8. Students watch multiple commercials. Discussion: what if a TV ad told you the opposite of what you have learned- would you listen?

Differentiation:

ELL:

- Plan meaningful activities that intergrade lesson concepts with language practices opportunities for reading, writing, listening, and/or speaking
- Emphasize key vocabulary for students
- Use a variety of techniques to make content concepts clear (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language)
- Use group configurations that support language and content objectives of the lesson
- ProvideSupport language objectives clearly activities that integrate all language skills
- Support content objectives clearly

G&T:

- Competitions
- Differentiated Instruction

Special Ed:

- Limit number of items student is expected to learn at one time
- Allow extra time for task completion
- Modify curriculum content based on student's ability level
- Use a consistent daily routine
- Assist student in setting short-term goals
- Frequently check for understanding
- Simplify task directions
- Provide hands-on learning activities
- Provide modeling
- Provide guided instruction
- Modify pace of instruction to allow additional processing time
- Provide small group instruction
- Allow for repetition and/or clarification of directions, as needed
- Give direct and uncomplicated directions
- Provide easier tasks first
- Directions repeated, clarified or reworded

- Use interests to increase motivation
- Modified grading
- Stand in proximity to student to focus attention
- Provide short breaks when refocusing is needed
- Refocusing and redirection
- Discuss behavioral issues privately with student
- Provide opportunities for peer interactions
- Encourage student to self-advocate
- Identify triggers
- Provide positive reinforcement

504:

- Frequently check for understanding
- Directions repeated, clarified, or reworded
- Break down tasks into manageable units
- Frequent breaks during class
- Provide buddy system
- Modification in grading system
- Communication with parents
- Modify curriculum content based on student's ability level
- Utilize nurse/Health Office/counselor/SAC during episodes of presenting problem
- Provide short breaks
- Preferential seating
- Refocusing and redirection
- Behavior/time management system
- Excused from activities that affect presenting issue
- Allow use of assistive devices
- Monitor presenting issue

Students at Risk:

- Prompt before directions/questions are verbalized with visual cue between teacher and student
- Preferential seating
- Provide structure and positive reinforcements
- Frequently check for understanding
- Limit number of items student is expected to learn at one time
- Directions repeated, clarified, or reworded
- Modify curriculum content based on student's ability level
- Communication with parents
- Provide short breaks
- Praise whenever possible
- Seat student near front of room
- Arrange private signal to cue student to off-task behavior
- Stand in proximity to student to focus attention
- Refocusing and redirection

- Behavior/time management system
- Provide buddy system

Core Instructional Resources

Teacher Pedagogical Resources: cdc.org, commonsensemedia.org, joinonelove.org, mindfulschools.org, <https://www.shapeamerica.org/events/healthmovesminds/>

Student Materials: What materials are provided to students during this unit. All student materials must list a “lexile” level (which can be found on this site: <https://hub.lexile.com/find-a-book/search>)

DOE Mandates: A statement of how this is shown within the unit. Each component may not be in every unit, as long as it is hit upon at some point within the course.

Diversity, Equity, and Inclusion Mandate:

Gender -

Sexual Orientation -

Race -

Ethnicity -

Religious Tolerance -

Unconscious Bias Impact on Individuals -

Unconscious Bias Impact on Society -

Economic Disparity Impact on Individuals - Community programs help those less fortunate

Economic Disparity Impact on Society - Community programs help those less fortunate

Notes:

Nutrition: Unit 3

Grade Level: 1st Grade

Length of Unit: 8 weeks

Unit Rationale: An adequate and well-balanced diet, in combination with regular physical activity, is a cornerstone of physical wellness. Learning how to develop good eating habits, including healthy choices and proper portion size is vitally important to nutritional wellness.

Stage 1 - Desired Results	
<p>Understandings:</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● There are different types of food and food groups. ● Some food is healthier than others to eat. ● Nutritious food choices promotes wellness. 	<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. Why is it important to make healthy decisions when eating? 2. What are the different food groups? 3. Why are some foods healthier than others? 4. What is the difference between healthy and unhealthy eating habits?
<p>Content:</p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● The different food groups. ● Which foods are considered healthy or unhealthy. ● How healthy food choices affects their health. 	<p>Skills:</p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Identify the differences between unhealthy and healthy foods. ● Name the different food groups. ● Make healthy choices when eating.
<p>NJ Student Learning Standards</p> <p>2.2.2.N.1: Explore different types of foods and food groups. 2.2.2.N.2: Explain why some foods are healthier to eat than others. 2.2.2.N.3: Differentiate between healthy and unhealthy eating habits.</p>	
<p>Career Education (Career Readiness, Life Literacies, and Key Skills Practices and 9.2 Standards) N/A</p> <p>CLKS Practices:</p> <ol style="list-style-type: none"> 3. Consider the environmental, social and economic impacts of decisions 4. Demonstrate creativity and innovation 5. Utilize critical thinking to make sense of problems and persevere in solving them 	
<p>Explanation of how CLKs connect to the unit: The health of an individual affects their productivity and can have either a positive or negative impact on society.</p>	
<p>Explanation of how 9.2 standards connect to the unit:</p>	
<p>Interdisciplinary Standards</p> <p>6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions. 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make</p>	

decisions

Explanation of how interdisciplinary standards connect to the unit: Students will be engaged in discussions throughout the unit with their classmates.

Technology Integration (9.4 Standards) -

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
 9.4.2.CT.2: Identify possible approaches and resources to execute a plan

Explanation of how 9.4 standards connect to the unit: Students will learn new ideas and be asked to create an eating plan

Stage 2- Assessment Evidence:

Assessment:

Formative	Informal assessment through questioning, exit tickets, health and wellness journal, student reflections
Summative	Student portfolios, end of unit project based on journal entries, Kahoot, Quizlet, presentations
Alternative	Slideshow, poster, oral presentation
Benchmark	Questionnaire, survey

Stage 3 - Learning Plan

Learning Activities:

- **Illustrate a healthy choice and self-care booklet**
- **Enter their personal journal responses in the “Healthy Choice Booklet.”**
- **Chart daily health habits using a chart/template on the computer prepared by the teacher.**
- **Make a class chart identifying five food groups listing foods from each group using a teacher prepared spreadsheet-template.**
- **Create a collage food plate**
- **Create food group flashcards.**
- **Plan a healthful meal using five food groups and discuss what they chose and why it is healthy.**

Differentiation:

ELL:

- **Plan meaningful activities that integrate lesson concepts with language practices opportunities for reading, writing, listening, and/or speaking**
- **Emphasize key vocabulary for students**
- **Use a variety of techniques to make content concepts clear (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language)**
- **Use group configurations that support language and content objectives of the lesson**
- **ProvideSupport language objectives clearly activities that integrate all language skills**
- **Support content objectives clearly**

- **Make a sample food plate to bring home**

G&T:

- Competitions
- Differentiated Instruction

Special Ed:

- Limit number of items student is expected to learn at one time
- Allow extra time for task completion
- Modify curriculum content based on student's ability level
- Use a consistent daily routine
- Assist student in setting short-term goals
- Frequently check for understanding
- Simplify task directions
- Provide hands-on learning activities
- Provide modeling
- Provide guided instruction
- Modify pace of instruction to allow additional processing time
- Provide small group instruction
- Allow for repetition and/or clarification of directions, as needed
- Give direct and uncomplicated directions
- Provide easier tasks first
- Directions repeated, clarified or reworded
- Use interests to increase motivation
- Modified grading
- Stand in proximity to student to focus attention
- Provide short breaks when refocusing is needed
- Refocusing and redirection
- Discuss behavioral issues privately with student
- Provide opportunities for peer interactions
- Encourage student to self-advocate
- Identify triggers
- Provide positive reinforcement

504:

- Frequently check for understanding
- Directions repeated, clarified, or reworded
- Break down tasks into manageable units
- Frequent breaks during class
- Provide buddy system
- Modification in grading system
- Communication with parents
- Modify curriculum content based on student's ability level
- Utilize nurse/Health Office/counselor/SAC during episodes of presenting problem
- Provide short breaks
- Preferential seating
- Refocusing and redirection

- Behavior/time management system
- Excused from activities that affect presenting issue
- Allow use of assistive devices
- Monitor presenting issue

Students at Risk:

- Prompt before directions/questions are verbalized with visual cue between teacher and student
- Preferential seating
- Provide structure and positive reinforcements
- Frequently check for understanding
- Limit number of items student is expected to learn at one time
- Directions repeated, clarified, or reworded
- Modify curriculum content based on student's ability level
- Communication with parents
- Provide short breaks
- Praise whenever possible
- Seat student near front of room
- Arrange private signal to cue student to off-task behavior
- Stand in proximity to student to focus attention
- Refocusing and redirection
- Behavior/time management system
- Provide buddy system

[Link](#) to discipline accommodations chart

Core Instructional Resources

Teacher Pedagogical Resources: [cdc.org](https://www.cdc.org), [commonsensemedia.org](https://www.commonsemia.org), [joinonelove.org](https://www.joinonelove.org), [mindfulschools.org](https://www.mindfulschools.org), <https://www.shapeamerica.org/events/healthmovesminds/>, [myplate.gov](https://www.myplate.gov)

Student Materials: What materials are provided to students during this unit. All student materials must list a lexile level (which can be found on this site: <https://hub.lexile.com/find-a-book/search>)

DOE Mandates: A statement of how this is shown within the unit. Each component may not be in every unit, as long as it is hit upon at some point within the course.

Diversity, Equity, and Inclusion Mandate:
Gender -

Sexual Orientation -
Race -
Ethnicity -
Religious Tolerance -
Unconscious Bias Impact on Individuals -
Unconscious Bias Impact on Society -
Economic Disparity Impact on Individuals -
Economic Disparity Impact on Society -

Notes:

Safety: Unit 4

Grade Level: 1st Grade

Length of Unit: 8 weeks

Unit Rationale: The ability to identify potential risks and an awareness of the steps that can likely prevent injuries and diseases are key to being safe. Being aware of your surroundings and understanding how certain situations and/or unhealthy behaviors can lead to harm results in personal safety.

Stage 1 - Desired Results

Understandings:

Students will understand that...

- Environment can impact personal health and safety.
- People need food, water, air, waste removal and temperatures to stay healthy.
- The use of alcohol tobacco and other drugs in unsafe ways harm one's health.
- Substance abuse is caused by a variety of factors.

Essential Questions:

1. What are some ways you can keep yourself safe?
2. Who are some people that you could reach out to for help?
3. What does it mean to abuse alcohol, tobacco, and other drugs?
4. Why do we use medicines when we are not feeling well?

Content:

Students will know...

- How to keep themselves safe.
- Appropriate uses of medicines.
- Effects of alcohol tobacco and other drugs.
- What people need to survive.

Skills:

Students will be able to...

- Identify how certain decisions we make may affect the way we feel (physical/emotionally, socially, etc.).
- Determine why we use medicines when we are not feeling well.
- Determine the harmful effects of alcohol, tobacco, and other drugs and how it impacts the personal wellness of the user and nonuser.

- Describe products in an environment that contain alcohol.
- Recognize that people may have difficulty controlling their alcohol, tobacco, and other drugs and identify health professionals who may provide help.

NJ Student Learning Standards

2.3.2.PS.1: Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.

2.3.2.PS.2: Discuss healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicle, water, weather safety).

2.3.2. PS.3: Recognize and demonstrate safety strategies to prevent injuries at home, school, in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention).

2.3.2. PS.4: Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol)."

2.3.2.PS.5: Define bodily autonomy and personal boundaries.

2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family.

2.3.2.PS.7: Identify behaviors that would be considered child abuse (e.g., emotional, physical, sexual).

2.3.2.PS.8: Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse)."

2.3.2.HCDM.1: Explain the consequences on a person's health if he or she does not have adequate food and a clean environment.

2.3.2.HCDM.2: Demonstrate personal hygiene and the use of necessary and appropriate health-enhancing behaviors that can keep a person healthy (e.g., precautions to avoid illnesses, handle food hygienically, brush teeth, regular physical activity, adequate sleep, appropriate dress for various weather conditions).

2.3.2.HCDM.3: Explain strategies and develop skills to prevent the spread of communicable diseases and health conditions (e.g., Lyme disease, influenza, cardiovascular diseases)."

2.3.2.ATD.1: Explain what medicines are, how they are used, and the importance of utilizing medications properly.

2.3.2.ATD.2: Identify ways in which drugs, including some medicines, can be harmful.

2.3.2.ATD.3: Explain effects of tobacco use on personal hygiene, health, and safety."

2.3.2.DSDT.1: Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.

2.3.2.DSDT.2: Explain that individuals who abuse alcohol, tobacco, and other drugs can get help.

Career Education (Career Readiness, Life Literacies, and Key Skills Practices and 9.2 Standards)

N/A

CLKS Practices:

1. Act as a responsible and contributing community members and employee
3. Consider the environmental, social and economic impacts of decisions
6. Model integrity, ethical leadership and effective management

Explanation of how CLKs connect to the unit: By making healthy choices, students will be acting responsibly.

Explanation of how 9.2 standards connect to the unit:

Interdisciplinary Standards

6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions

Explanation of how interdisciplinary standards connect to the unit: Students will be engaged throughout the unit and working together

Technology Integration (9.4 Standards) -

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
 9.4.2.CT.2: Identify possible approaches and resources to execute a plan

Explanation of how 9.4 standards connect to the unit: Students will be learning how to keep themselves safe and create plans in order to do so

Stage 2- Assessment Evidence:

Assessment:

Formative	Informal assessment through questioning, exit tickets, health and wellness journal, student reflections
Summative	Student portfolios, end of unit project based on journal entries, Kahoot, Quizlet, presentations
Alternative	Slideshow, poster, oral presentation
Benchmark	Questionnaire, survey

Stage 3 - Learning Plan

Learning Activities:

- **Create a class list of safe ways to use medicine**
- **Create a class list of various types of medicines**
- **Draw pictures of ways they stay safe around medicine.**
- **Act out situations in which they refuse to take someone else’s medicine**
- **List examples of drugs they have heard about**

Differentiation:

- ELL:**
- **Plan meaningful activities that intergrade lesson concepts with language practices opportunities for reading, writing, listening, and/or speaking**
 - **Emphasize key vocabulary for students**
 - **Use a variety of techniques to make content concepts clear (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language)**
 - **Use group configurations that support language**

- Categorize harmful and illegal drugs
- Create an anti-drugs ad (poster).

Safety in My Online Neighborhood

- Show “Safety in My Online Neighborhood” video. Discuss rules for being online:
 1. Always ask your parent (or adult you trust) first.
 2. Only talk to people you know.
 3. Stick to places that are just right for you.
- Internet Field Trip: Choose a website to explore as a class. Explore the website you selected with your class, allowing students to choose pages

and content objectives of the lesson

- ProvideSupport language objectives clearly
- activities that integrate all language skills
- Support content objectives clearly

G&T:

- Competitions
- Differentiated Instruction

Special Ed:

- Limit number of items student is expected to learn at one time
- Allow extra time for task completion
- Modify curriculum content based on student’s ability level
- Use a consistent daily routine
- Assist student in setting short-term goals
- Frequently check for understanding
- Simplify task directions
- Provide hands-on learning activities
- Provide modeling
- Provide guided instruction
- Modify pace of instruction to allow additional processing time
- Provide small group instruction
- Allow for repetition and/or clarification of directions, as needed
- Give direct and uncomplicated directions
- Provide easier tasks first
- Directions repeated, clarified or reworded
- Use interests to increase motivation
- Modified grading
- Stand in proximity to student to focus attention
- Provide short breaks when refocusing is needed
- Refocusing and redirection
- Discuss behavioral issues privately with student
- Provide opportunities for peer interactions
- Encourage student to self-advocate
- Identify triggers
- Provide positive reinforcement

504:

- Frequently check for understanding
- Directions repeated, clarified, or reworded
- Break down tasks into manageable units
- Frequent breaks during class
- Provide buddy system
- Modification in grading system
- Communication with parents
- Modify curriculum content based on

- student's ability level
- Utilize nurse/Health Office/counselor/SAC during episodes of presenting problem
 - Provide short breaks
 - Preferential seating
 - Refocusing and redirection
 - Behavior/time management system
 - Excused from activities that affect presenting issue
 - Allow use of assistive devices
 - Monitor presenting issue

Students at Risk:

- Prompt before directions/questions are verbalized with visual cue between teacher and student
- Preferential seating
- Provide structure and positive reinforcements
- Frequently check for understanding
- Limit number of items student is expected to learn at one time
- Directions repeated, clarified, or reworded
- Modify curriculum content based on student's ability level
- Communication with parents
- Provide short breaks
- Praise whenever possible
- Seat student near front of room
- Arrange private signal to cue student to off-task behavior
- Stand in proximity to student to focus attention
- Refocusing and redirection
- Behavior/time management system
- Provide buddy system

[Link](#) to discipline accommodations chart

Core Instructional Resources

Teacher Pedagogical Resources: [cdc.org](https://www.cdc.org), [commonsensemedia.org](https://www.common Sense Media.org), [joinonelove.org](https://www.joinonelove.org), [mindfulschools.org](https://www.mindfulschools.org), <https://www.shapeamerica.org/events/healthmovesminds/>

Student Materials: What materials are provided to students during this unit. All student materials must list a lexile level (which can be found on this site: <https://hub.lexile.com/find-a-book/search>)

DOE Mandates: A statement of how this is shown within the unit. Each component may not be in every unit, as

long as it is hit upon at some point within the course.

Diversity, Equity, and Inclusion Mandate:

Gender -

Sexual Orientation -

Race -

Ethnicity -

Religious Tolerance -

Unconscious Bias Impact on Individuals - Preconceived notions on people who abuse alcohol tobacco and drugs

Unconscious Bias Impact on Society - Preconceived notions on people who abuse alcohol tobacco and drugs

Economic Disparity Impact on Individuals -

Economic Disparity Impact on Society -

Notes: