

# Curriculum Framework for Health

School: Mapleton Charter School

Curricular Tool: Noted in the map

Grade: K

Teacher: \_\_\_\_\_

| Standards Alignment  | Unit Concepts<br>Big Ideas  | Essential Questions<br>Student Learning Targets  | Assessments  |
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| <b>Unit One: It's Great to be Me! (DOE Health Model Unit)</b><br><b>Timeline : 5 hours</b>   |   |  |  |
| <p><b>Standard 1</b><br/>Students will understand essential health concepts in order to transfer knowledge into healthy actions for life</p> <p><b>1.1</b> Recognize that healthy behaviors impact personal health</p> <p><b>1.2</b> Recognize that there are multiple dimensions of health.</p> <p><b>Standard 4</b><br/>Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p><b>4.1</b> Model healthy ways to express needs, wants and feelings.</p> <p><b>4.2</b> Utilize listening skills to enhance health.</p> <p><b>4.3</b> Role play ways to respond when in an unwanted, threatening or dangerous situation.</p> <p><b>Standard 5</b><br/>Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p><b>5.1</b> Identify situations when a health-related decision is needed.</p> <p><b>5.2</b> Differentiate between situations when a health-related decision can be made individually or when assistance is needed.</p> <p><b>Standard 7</b><br/>Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p><b>7.1</b> Show healthy practices to maintain or improve</p> | <p>Emotional Health</p> <p>Everyone has special characteristics</p> <p>Everyone has feelings.</p> <p>Everyone needs help and support sometimes.</p> <p>Identifying and responding appropriately to a wide range of emotions contributes to a healthy lifestyle.</p> | <p><b>Essential Questions:</b></p> <p>What makes people unique?</p> <p>Are feelings healthy?</p> <p>Who can help?</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate their family relationships and accomplishments.</li> <li>• Make positive choices that will make them feel better.</li> <li>• Identify and respond appropriately to a wide range of emotions.</li> <li>• Articulate ways to ask for help with feelings.</li> </ul> | <p><b>Informal:</b><br/>Teacher observation</p> <p>Opportunities for self-monitoring learning (e.g., reflection journals, learning logs, pre- and post-tests, self-editing—based on ongoing formative assessments).</p> <p><b>Formal Assessment:</b><br/>Students will design and make a scrapbook entitled “It’s Great to be ME!”</p> <p>With a partner, students will pretend they are a grandparent telling the story of a favorite grandchild using the scrapbook as their template.</p> <p>Varied evidence that checks for understanding (e.g., tests, quizzes, prompts, student work samples, observations).</p> <p>A family diagram will be completed with family assistance.</p> <p>Students will role-play responses to a scenario about anger due to</p> |

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| personal health.  |   |   | being refused permission to sleepover at a friend's house.   |
| <b>Unit Two: Foods to Help Me Grow Healthy! (DOE Health Model Unit)</b><br><b>Timeline: 4 hours</b>   |   |   |  |
| <p><b>Standard 1</b><br/>Students will understand essential health concepts in order to transfer knowledge into healthy actions for life</p> <p><b>1.1</b> Recognize that healthy behaviors impact personal health</p> <p><b>1.2</b> Recognize that there are multiple dimensions of health.</p> <p><b>Standard 2</b><br/>Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p> <p><b>2.1</b> Describe how the family influences personal health practices.</p> <p><b>2.2</b> Identify how the school can support personal health practices.</p> <p><b>2.3</b> Describe how the media can influence health behaviors.</p> <p><b>Standard 3</b><br/>Students will demonstrate the ability to access information, products and services to enhance health.</p> <p><b>3.1</b> Recognize trusted adults and professionals who can help promote health.</p> <p><b>3.2</b> Describe ways to locate school and community health helpers.</p> | <p>Nutrition</p> <p>Health is influenced by many factors</p> <p>People, places, and things compete for our health choices</p> <p>Food packages help me make healthy choices</p> | <p><b>Essential Questions:</b><br/>Who is right and who is wrong?</p> <p>How do I choose?</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>Identify foods in the five food groups.</li> <li>Select foods for healthy eating.</li> </ul> | <p><b>Informal:</b><br/>Teacher observation</p> <p>Varied evidence that checks for understanding (e.g., tests, quizzes, prompts, student work samples, observations)</p> <p><b>Formal Assessment:</b><br/>Contextualized experiences that allow student to apply their knowledge of health to real life. Examples of fully developed assessments include: Role plays, dramas, puppet shows, shared letter writing, shared writing (advertisements, speeches, children's books, brochures), projects, visual arts integration (posers and artwork), bulletin board design, and presentations.</p> |
| <b>Unit Three: Better Your Own Body (B.Y.O.B)! (Alcohol and Tobacco Kidfit.org)</b><br><b>Timeline: 4 hours</b>   |   |   |  |
| <p><b>Standard 1</b><br/>Students will understand essential health concepts in order to transfer knowledge into healthy actions for life</p> <p><b>1.1</b> Recognize that healthy behaviors impact personal</p>   | <p>Functional knowledge of health concepts impacts health behavior</p>  | <p><b>Essential Questions:</b><br/>What is health? What prevents people from practicing healthy behaviors?</p>  | <p><b>Informal:</b><br/>Teacher observation</p> <p>Varied evidence that checks for</p>   |

| Standards Alignment  | Unit Concepts<br>Big Ideas   | Essential Questions<br>Student Learning Targets   | Assessments   |
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| <p>health</p> <p><b>1.2</b> Recognize that there are multiple dimensions of health.</p> <p><b>Standard 2</b><br/>Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p> <p><b>2.1</b> Describe how the family influences personal health practices.</p> <p><b>2.2</b> Identify how the school can support personal health practices.</p> <p><b>2.3</b> Describe how the media can influence health behaviors</p> <p><b>Standard 3</b><br/>Students will demonstrate the ability to access information, products and services to enhance health.</p> <p><b>3.1</b> Recognize trusted adults and professionals who can help promote health.</p> <p><b>3.2</b> Describe ways to locate school and community health helpers.</p> <p><b>Standard 5</b><br/>Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p><b>5.1</b> Identify situations when a health-related decision is needed.</p> <p><b>5.2</b> Differentiate between situations when a health-related decision can be made individually or when assistance is needed.</p> <p><b>Standard 6</b><br/>Students will demonstrate the ability to use goal-setting skills to enhance health.</p> <p><b>6.1</b> Identify a short-term personal health goal and take action toward achieving the goal.</p> <p><b>6.2</b> Identify who can help when assistance is needed to achieve a personal health goal.</p> | <p>Health is influenced by multiple factors</p> <p>Utilizing valid resources facilitates health</p> <p>Decision making is a process that impacts health</p> <p>Goal setting enhances health outcomes</p> <p>Practicing and adopting healthy behaviors leads to a healthy lifestyle</p> | <p><b><u>Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>• Identify up to five adults whom students can turn to for help with making healthy choices and solving problems</li> <li>• Show the parts of the body that alcohol can harm</li> <li>• Identify the negative effects of smoking on the body</li> </ul> | <p>understanding (e.g., tests, quizzes, prompts, student work samples, observations)</p> <p><b><u>Formal Assessment:</u></b><br/>Contextualized experiences that allow student to apply their knowledge of health to real life. Examples of fully developed assessments include: Role plays, dramas, puppet shows, shared letter writing, shared writing (advertisements, speeches, children’s books, brochures), projects, visual arts integration (posers and artwork), bulletin board design, and presentations.</p> |

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| <p><b>Standard 7</b><br/>Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p><b>7.1</b> Show healthy practices to maintain or improve personal health.</p> <p><b>7.2</b> Share examples of health practices to avoid reduce health risks.</p>  |  |  |  |
| <p><b>Unit Four: The ABC's of Diseases and Conditions (combined lessons from kidfit.org: asthma, diabetes, allergies, obesity)</b><br/><b>Timeline: 7 hours</b></p>  |  |  |  |
| <p><b>Standard 1</b><br/>Students will understand essential health concepts in order to transfer knowledge into healthy actions for life</p> <p><b>1.1</b> Recognize that healthy behaviors impact personal health.</p> <p><b>1.2</b> Recognize that there are multiple dimensions of health.</p> <p><b>1.3</b> Describe ways to prevent communicable diseases.</p> <p><b>1.4</b> Illustrate ways to prevent common childhood injuries.</p> <p><b>1.5</b> Describe why it is important to seek health care.</p> <p><b>Standard 2</b><br/>Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p> <p><b>2.1</b> Describe how the family influences personal health practices.</p> <p><b>2.2</b> Identify how the school can support personal health practices.</p> <p><b>Standard 4</b><br/>Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p><b>4.1</b> Model healthy ways to express needs, wants and feelings.</p> <p><b>Standard 5</b></p> | <p>Functional knowledge of health concepts impacts health behavior.</p> <p>Health is influenced by multiple factors</p> <p>Effective communication protects and enhances health</p> <p>Goal setting enhances health outcomes</p> | <p><b>Essential Questions:</b><br/>What is health? What prevents people from practicing healthy behaviors?</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• Explain basic parts of the respiratory system</li> <li>• Identify symptoms and signs of asthma attacks</li> <li>• Identify sources and reasons for flare ups of asthma</li> <li>• Identify how Type 2 diabetes can be prevented</li> <li>• Explain the role of glucose in the body</li> <li>• Identify different types of food allergies.</li> <li>• Identify “go” “slow” and “whoa” foods in making healthy food choices</li> </ul> | <p><b>Informal:</b><br/>Teacher observation</p> <p>Varied evidence that checks for understanding (e.g., tests, quizzes, prompts, student work samples, observations)</p> <p><b>Formal Assessment:</b><br/>Contextualized experiences that allow student to apply their knowledge of health to real life. Examples of fully developed assessments include: Role plays, dramas, puppet shows, shared letter writing, shared writing (advertisements, speeches, children’s books, brochures), projects, visual arts integration (posers and artwork), bulletin board design, and presentations.</p> |

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| <p>Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p><b>5.1</b> Identify situations when a health-related decision is needed.</p> <p><b>5.2</b> Differentiate between situations when a health-related decision can be made individually or when assistance is needed.</p> <p><b>Standard 6</b><br/>Students will demonstrate the ability to use goal-setting skills to enhance health.</p> <p><b>6.1</b> Identify a short-term personal health goal and take action toward achieving the goal.</p>   |   |   |  |
| <p><b>Unit Five: I Help My Body, My Body Helps Me! (combined lessons from kidfit.org: hearing, sleep, five senses, vision)</b><br/> <b>Timeline: 5 hours</b></p>  |   |   |  |
| <p><b>Standard 2</b><br/>Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p> <p><b>2.1</b> Describe how the family influences personal health practices.</p> <p><b>Standard 3</b><br/>Students will demonstrate the ability to access information, products and services to enhance health.</p> <p><b>3.1</b> Recognize trusted adults and professionals who can help promote health.</p> <p><b>Standard 4</b><br/>Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p><b>4.1</b> Model healthy ways to express needs, wants and feelings.</p> <p><b>4.2</b> Utilize listening skills to enhance health</p> <p><b>Standard 5</b></p> | <p>Utilizing valid resources facilitates health</p> <p>Health is influenced by multiple factors</p> <p>Effective communication protects and enhances health</p> <p>Decision making is a process that impacts health</p> | <p><b>Essential Questions:</b><br/>What is health? What prevents people from practicing healthy behaviors?</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• Sequence loud and soft sounds in the correct indicated order</li> <li>• Explain how to tell if you've had enough sleep.</li> <li>• Explain healthy activities or routines that can help prepare them for a good night's sleep.</li> <li>• Investigate and identify how the different senses provide us information.</li> <li>• Explain different ways the eyes naturally protect themselves.</li> <li>• Explain how your two</li> </ul> | <p><b>Informal:</b><br/>Teacher observation</p> <p>Varied evidence that checks for understanding (e.g., tests, quizzes, prompts, student work samples, observations)</p> <p><b>Formal Assessment:</b><br/>Contextualized experiences that allow student to apply their knowledge of health to real life. Examples of fully developed assessments include: Role plays, dramas, puppet shows, shared letter writing, shared writing (advertisements, speeches, children's books, brochures), projects, visual arts integration (posers and artwork), bulletin board design, and presentations.</p> |

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| Students will demonstrate the ability to use decision-making skills to enhance health.<br><b>5.1</b> Identify situations when a health-related decision is needed.   |   | eyes work together.   |  |
| <b>Unit Six: All My Parts (combined Lessons from kidfit.org: bones, muscles and joints; mouth and teeth; skin)</b><br><b>Timeline: 4 hours</b>   |   |   |  |
| <p><b>Standard 1</b><br/>           Students will understand essential health concepts in order to transfer knowledge into healthy actions for life<br/> <b>1.4</b> Illustrate ways to prevent common childhood injuries.<br/> <b>1.5</b> Describe why it is important to seek health care.</p> <p><b>Standard 2</b><br/>           Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.<br/> <b>2.1</b> Describe how the family influences personal health practices.</p> <p><b>Standard 3</b><br/>           Students will demonstrate the ability to access information, products and services to enhance health.<br/> <b>3.1</b> Recognize trusted adults and professionals who can help promote health.</p> <p><b>Standard 4</b><br/>           Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.<br/> <b>4.1</b> Model healthy ways to express needs, wants and feelings.<br/> <b>4.2</b> Utilize listening skills to enhance health.</p> | <p>Functional knowledge of health concepts impacts health behavior.</p> <p>Health is influenced by multiple factors</p> <p>Utilizing valid resources facilitates health</p> <p>Effective communication protects and enhances health</p> | <p><b>Essential Questions:</b><br/>           What is health? What prevents people from practicing healthy behaviors?</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• Explore the bones in the skeletal system.</li> <li>• Identify muscles and joints in the body</li> <li>• Draw a detailed picture of the teeth, tongue and gums</li> <li>• Tell why sugary foods can be harmful</li> <li>• Identify the foods that can cause tooth decay</li> <li>• Identify and sequence the steps of effective hand washing</li> </ul> | <p><b>Informal:</b><br/>           Teacher observation</p> <p>Varied evidence that checks for understanding (e.g., tests, quizzes, prompts, student work samples, observations)</p> <p><b>Formal Assessment:</b><br/>           Contextualized experiences that allow student to apply their knowledge of health to real life. Examples of fully developed assessments include: Role plays, dramas, puppet shows, shared letter writing, shared writing (advertisements, speeches, children’s books, brochures), projects, visual arts integration (posers and artwork), bulletin board design, and presentations.</p> |
| <b>Unit Seven: Yuck! Germs! (kidfit.org)</b><br><b>Timeline: 1 hour</b>  |   |   |  |
| <b>Standard 1</b><br>Students will understand essential health concepts in   | Functional knowledge of health concepts impacts   | <b>Essential Questions:</b><br>What is health? What prevents  | <b>Informal:</b><br>Teacher observation  |

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| <p>order to transfer knowledge into healthy actions for life</p> <p><b>1.1</b> Recognize that healthy behaviors impact personal health.</p> <p><b>1.3</b> Describe ways to prevent communicable diseases.</p> <p><b>Standard 5</b><br/>Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p><b>5.1</b> Identify situations when a health-related decision is needed.</p> <p><b>5.2</b> Differentiate between situations when a health-related decision can be made individually or when assistance is needed.</p> <p><b>Standard 7</b><br/>Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p><b>7.1</b> Show healthy practices to maintain or improve personal health.</p> <p><b>7.2</b> Share examples of health practices to avoid and reduce health risks</p> <p><b>Standard 8</b><br/>Students will demonstrate the ability to advocate for personal, family and community health.</p> <p><b>8.1</b> Make requests to promote personal health.</p> <p><b>8.2</b> Encourages peers to make positive health choices.</p> | <p>health behavior.</p> <p>Decision making is a process that impacts health</p> <p>Practicing and adopting healthy behaviors leads to a healthy lifestyle</p> | <p>people from practicing healthy behaviors?</p> <p><b><u>Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>• Define germs and tell how they can make people sick.</li> <li>• Illustrate and describe how skin protects the body.</li> </ul> | <p>Varied evidence that checks for understanding (e.g., tests, quizzes, prompts, student work samples, observations)</p> <p><b><u>Formal Assessment:</u></b><br/>Contextualized experiences that allow student to apply their knowledge of health to real life. Examples of fully developed assessments include: Role plays, dramas, puppet shows, shared letter writing, shared writing (advertisements, speeches, children’s books, brochures), projects, visual arts integration (posers and artwork), bulletin board design, and presentations.</p> |

# Curriculum Framework for Health

School: Mapleton Charter School

Curricular Tool: Noted in the map

Grade: 1

Teacher: \_\_\_\_\_

| Standards Alignment   | Unit Concept<br>Big Ideas   | Essential Questions<br>Student Learning Targets   | Assessments  |
|---|---|---|--|
| <b>Unit One: Risk Watch: Safety Detectives (DOE Model Unit)</b><br><b>Timeline : 8 Hours</b>  |   |   |  |
| <p><b>Standard 1</b><br/>Students will understand essential health concepts in order to transfer knowledge into healthy actions for life</p> <p><b>1.1</b> Recognize that healthy behaviors impact personal health</p> <p><b>1.2</b> Recognize that there are multiple dimensions of health.</p> <p><b>1.4</b> Illustrate ways to prevent common childhood injuries.</p> <p><b>1.5</b> Describe why it is important to seek health care.</p> <p><b>Standard 3</b><br/>Students will demonstrate the ability to access information, products and services to enhance health.</p> <p><b>3.1</b> Recognize trusted adults and professionals who can help promote health.</p> <p><b>3.2</b> Describe ways to locate school and community health helpers.</p> <p><b>Standard 4</b><br/>Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p><b>4.1</b> Model healthy ways to express needs, wants and feelings.</p> <p><b>4.2</b> Utilize listening skills to enhance health.</p> <p><b>4.3</b> Role play ways to respond when in an unwanted, threatening or dangerous situation.</p> <p><b>Standard 5</b><br/>Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p><b>5.1</b> Identify situations when a health-related decision is needed.</p> | <p>It is important to grow up safe and healthy.</p> <p>Lesson One:<br/>Fire and Burn Protection</p> <p>Lesson Two:<br/>Choking, Suffocation, and Strangulation</p> <p>Lesson Three:<br/>Poisoning Prevention</p> <p>Lesson Four:<br/>Falls Prevention</p> | <p><b>Essential Questions:</b><br/>What is health?</p> <p>What prevents people from practicing healthy behavior?</p> <p>Why choose safety?</p> <p>Why does safety matter?</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate stop, drop, and roll if clothes catch on fire</li> <li>• Practice an escape plan</li> <li>• Conduct a home safety assessment</li> <li>• Demonstrate proper rules on the playground for safe play</li> <li>• Identify possible poisons throughout their home with their parents and explain the definition of a poison</li> <li>• Practice how to call 9-1-1 and give the proper information to the operator using the 9-1-1</li> </ul> | <p><b>Informal:</b><br/>Teacher Observation<br/>Varied evidence that checks for understanding (e.g., tests, quizzes, prompts, student work samples, observations)</p> <p><b>Formal Assessment:</b><br/>Transfer task<br/>As safety detectives, you discovered that your dad removed the battery from the smoke alarm because he needed it for your baby brother's new toy car. How would you convince your dad that this is a safety violation? OR, could you do a skit that would show your dad how important smoke alarms are? You can also do a skit that shows what to do when the smoke alarm goes off and how to safely exit the building you are in?</p> <p>As safety detectives, you see poisons in your home. What should you do if you find a poison? What is a poison? Have the students close their eyes, picture themselves in a room in their home, and have them tell you some of the</p> |



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| <p><b>5.2</b> Differentiate between situations when a health-related decision can be made individually or when assistance is needed.</p> <p><b>Standard 7</b><br/>Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p><b>7.1</b> Show healthy practices to maintain or improve personal health.</p> <p><b>Standard 8</b><br/>Students will demonstrate the ability to advocate for personal, family and community health.</p> <p><b>8.1</b> Make requests to promote personal health.</p> <p><b>8.2</b> Encourages peers to make positive health choices.</p>   |  | <p>simulator available from the Delaware State Fire School</p>   | <p>things they see that could be a poison. Have the students cut out pictures in magazines and turn in a page showing different things that could be a poison.</p>  |
| <p><b>Unit Two: CATCH Me Having Fun!</b><br/><b>Timeline: 6 hours</b></p>   |  |  |   |
| <p><b>Standard 1</b><br/>Students will understand essential health concepts in order to transfer knowledge into healthy actions for life</p> <p><b>1.1</b> Recognize that healthy behaviors impact personal health</p> <p><b>1.2</b> Recognize that there are multiple dimensions of health.</p> <p><b>1.4</b> Illustrate ways to prevent common childhood injuries.</p> <p><b>1.5</b> Describe why it is important to seek health care.</p> <p><b>Standard 4</b><br/>Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p><b>4.1</b> Model healthy ways to express needs, wants and feelings.</p> <p><b>4.2</b> Utilize listening skills to enhance health.</p> <p><b>4.3</b> Role play ways to respond when in an unwanted, threatening or dangerous situation.</p> <p><b>Standard 5</b><br/>Students will demonstrate the ability to use decision-</p> | <p>It is important to grow up healthy.</p> <p>Good nutrition and active play contribute to heart health.</p> | <p><b>Essential Questions:</b><br/>What is health?</p> <p>What prevents people from practicing healthy behaviors?</p> <p>How may I practice healthy eating and activity?</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• Choose fruits and vegetables as “Go” foods</li> <li>• Explain why fruits and vegetables are “Go” foods important to health</li> <li>• Connect a healthy heart to exercise</li> <li>• Describe how Activity increases the heart rate and makes it stronger</li> </ul> | <p><b>Informal:</b><br/>Teacher observation</p> <p>Varied evidence that checks for understanding (e.g., tests, quizzes, prompts, student work samples, observations)</p> <p><b>Formal Assessment:</b><br/>Contextualized experiences that allow student to apply their knowledge of health to real life. Examples of fully developed assessments include: Role plays, dramas, puppet shows, shared letter writing, shared writing (advertisements, speeches, children’s books, brochures), projects, visual arts integration (posers and artwork), bulletin board design,</p> |

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| <p>making skills to enhance health.</p> <p><b>5.1</b> Identify situations when a health-related decision is needed.</p> <p><b>5.2</b> Differentiate between situations when a health-related decision can be made individually or when assistance is needed.</p> <p><b>Standard 6</b><br/>Students will demonstrate the ability to use goal-setting skills to enhance health.</p> <p><b>6.1</b> Identify a short-term personal health goal and take action toward achieving the goal.</p> <p><b>6.2</b> Identify who can help when assistance is needed to achieve a personal health goal.</p> <p><b>Standard 7</b><br/>Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p><b>7.1</b> Show healthy practices to maintain or improve personal health.</p> <p><b>7.2</b> Share examples of health practices to avoid or reduce health risks</p> |  | <ul style="list-style-type: none"> <li>• Create a healthy breakfast menu</li> <li>• Perform and document a “Go” activity every day</li> </ul>  | <p>and presentations.</p>  |
| <p><b>Unit Three: Who Can You Trust?</b><br/><b>Timeline: 11 hours</b></p>   |  |  |  |
| <p><b>Standard 1</b><br/>Students will understand essential health concepts in order to transfer knowledge into healthy actions for life</p> <p><b>1.1</b> Recognize that healthy behaviors impact personal health</p> <p><b>1.2</b> Recognize that there are multiple dimensions of health.</p> <p><b>1.4</b> Illustrate ways to prevent common childhood injuries.</p> <p><b>1.5</b> Describe why it is important to seek health care.</p> <p><b>Standard 2</b><br/>Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p> <p><b>2.1</b> Describe how the family influences personal health</p>   | <p>Substances may be safe or dangerous, depending on use.</p> <p>Healthy behaviors need to be practiced to stay healthy.</p> <p>It’s OK to say No to your friends.</p> <p>Combined lessons from: kidshealth.org</p> <ul style="list-style-type: none"> <li>• Drugs</li> <li>• Smoking</li> </ul> | <p><b>Essential Questions:</b><br/>What is health?</p> <p>What prevents people from practicing healthy behaviors?</p> <p><b>Learning Targets:</b><br/>Drugs and Alcohol</p> <ul style="list-style-type: none"> <li>• Evaluate the benefits of medicine when used correctly</li> <li>• Identify trusted adults to whom they can turn for help with problems</li> <li>• Identify safety</li> </ul> | <p><b>Informal:</b><br/>Teacher observation</p> <p>Varied evidence that checks for understanding (e.g., tests, quizzes, prompts, student work samples, observations)</p> <p><b>Formal Assessment:</b><br/>Contextualized experiences that allow student to apply their knowledge of health to real life. Examples of fully developed assessments include: Role</p> |

| Standards Alignment   | Unit Concept<br>Big Ideas  | Essential Questions<br>Student Learning Targets  | Assessments   |
|---|--|--|---|
| <p>practices.</p> <p><b>2.2</b> Identify how the school can support personal health practices.</p> <p><b>2.3</b> Describe how the media can influence health behaviors</p> <p><b>Standard 4</b><br/>Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p><b>4.1</b> Model healthy ways to express needs, wants and feelings.</p> <p><b>4.2</b> Utilize listening skills to enhance health.</p> <p><b>4.3</b> Role play ways to respond when in an unwanted, threatening or dangerous situation.</p> <p><b>Standard 6</b><br/>Students will demonstrate the ability to use goal-setting skills to enhance health.</p> <p><b>6.1</b> Identify a short-term personal health goal and take action toward achieving the goal.</p> <p><b>6.2</b> Identify who can help when assistance is needed to achieve a personal health goal.</p> <p><b>Standard 7</b><br/>Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p><b>7.1</b> Show healthy practices to maintain or improve personal health.</p> <p><b>7.2</b> Share examples of health practices to avoid or reduce health risks</p> <p><b>Standard 8</b><br/>Students will demonstrate the ability to advocate for personal, family and community health.</p> <p><b>8.1</b> Make requests to promote personal health.</p> <p><b>8.2</b> Encourages peers to make positive health choices.</p> | <ul style="list-style-type: none"> <li>• Healthteacher.com</li> <li>• Resolving conflict</li> <li>• Positive Self-Image</li> </ul> <p>NC Dept. of Public Instruction</p> <ul style="list-style-type: none"> <li>• Benefits of Medicine</li> <li>• Do Not Touch!</li> <li>• Refusal Skills: Green Eggs and Ham</li> </ul> <p><a href="http://www.nchealthyschools.org/lessonplans/">www.nchealthyschools.org/lessonplans/</a></p> | <p>procedures for handling situations where medicines or drugs are involved</p> <ul style="list-style-type: none"> <li>• Role-play and discuss situations where they would need to make a decision about medicines or drugs</li> <li>• Demonstrate how to identify a harmful medicine or substance and how to respond when offered or discovering one of these substances</li> <li>• Demonstrate how to report and not touch needles/syringes or containers for alcohol, tobacco, or other drugs</li> </ul> <p>Smoking</p> <ul style="list-style-type: none"> <li>• Identify the negative effects of smoking on the body</li> <li>• Use this knowledge to create a postcard that could be used to persuade someone to stop smoking</li> </ul> <p>Positive Self-Image and Conflict Resolution</p> <ul style="list-style-type: none"> <li>• Identify conflicts</li> <li>• Demonstrate conflict resolution techniques</li> <li>• Explain the importance of appreciating yourself</li> </ul> | <p>plays, dramas, puppet shows, shared letter writing, shared writing (advertisements, speeches, children’s books, brochures), projects, visual arts integration (posers and artwork), bulletin board design, and presentations.</p> <p>Create a postcard to persuade someone you know to stop smoking.</p> |

| <b>Standards Alignment</b> | <b>Unit Concept<br/>Big Ideas</b> | <b>Essential Questions<br/>Student Learning Targets</b>  | <b>Assessments</b> |
|----------------------------|-----------------------------------|--|--------------------|
|                            |                                   | <ul style="list-style-type: none"><li data-bbox="1220 188 1535 245">• Identify trusted adults as resources</li></ul> |                    |

# Curriculum Framework for Health

School: Mapleton Charter School      Curricular Tool: Noted in the Map      Grade: 2      Teacher: \_\_\_\_\_

| Standards Alignment  | Unit Concept<br>Big Ideas   | Essential Questions<br>Student Learning Targets  | Assessments  |
|--|---|--|--|
| <b>Unit One: Risk Watch – Street Smarts (DOE Model Unit)</b><br><b>Timeline : 8 hours</b>  |   |  |  |
| <p><b>Standard 1</b><br/>Students will understand essential health concepts in order to transfer knowledge into healthy actions for life</p> <p><b>1.1</b> Recognize that healthy behaviors impact personal health</p> <p><b>1.2</b> Recognize that there are multiple dimensions of health.</p> <p><b>1.4</b> Illustrate ways to prevent common childhood injuries.</p> <p><b>1.5</b> Describe why it is important to seek health care.</p> <p><b>Standard 3</b><br/>Students will demonstrate the ability to access information, products and services to enhance health.</p> <p><b>3.1</b> Recognize trusted adults and professionals who can help promote health.</p> <p><b>3.2</b> Describe ways to locate school and community health helpers.</p> <p><b>Standard 4</b><br/>Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p><b>4.1</b> Model healthy ways to express needs, wants and feelings.</p> <p><b>4.2</b> Utilize listening skills to enhance health.</p> <p><b>4.3</b> Role play ways to respond when in an unwanted, threatening or dangerous situation.</p> <p><b>Standard 5</b></p> | <p>It is important to grow up safe and healthy.</p> <p>Lesson One: Motor Vehicle Safety</p> <p>Lesson Six: Firearms Injury Prevention</p> <p>Lesson Seven: Bike and Pedestrian Safety</p> <p>Lesson Eight: Water Safety</p> | <p><b>Essential Questions:</b><br/>What is Health?</p> <p>What prevents people from practicing healthy behavior?</p> <p>Why choose safety?</p> <p>Why does safety matter?</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• Share stories of safe and unsafe behavior around walking and riding a bike</li> <li>• Practice the correct use of protective safety gear (helmet, pads, personal flotation devices (PFDs), correct clothing and shoes, safety belts, child safety seats, etc.)</li> <li>• Demonstrate the danger zone around a bus</li> <li>• Demonstrate how to follow safety directions using the Safety Town scenario</li> </ul> | <p><b>Informal:</b><br/>Teacher observation<br/>Varied evidence that checks for understanding (e.g., tests, quizzes, prompts, student work samples, observations)<br/>Self-Assessments<br/>Pre-Post Tests</p> <p><b>Formal:</b><br/>Students will demonstrate many aspects of safety guided by community experts and high school student mentors using "Safety Town" available through the University of Delaware.</p> <p>Using the prompt “what area of safety is most difficult for me?”, students will write, draw, or discuss how they can better practice safety.</p> |

| Standards Alignment  | Unit Concept<br>Big Ideas   | Essential Questions<br>Student Learning Targets  | Assessments  |
|--|---|--|--|
| <p>Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p><b>5.1</b> Identify situations when a health-related decision is needed.</p> <p><b>5.2</b> Differentiate between situations when a health-related decision can be made individually or when assistance is needed.</p> <p><b>Standard 7</b><br/>Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p><b>7.1</b> Show healthy practices to maintain or improve personal health.</p> <p><b>Standard 8</b><br/>Students will demonstrate the ability to advocate for personal, family and community health.</p> <p><b>8.1</b> Make requests to promote personal health.</p> <p><b>8.2</b> Encourage peers to make positive health choices.</p> |   |  |  |
| <p><b>Unit Two: Drug Safety</b><br/><b>Timeline: 6 hours</b></p>   |   |  |  |
| <p><b>Standard 4</b><br/>Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p><b>4.1</b> Model healthy ways to express needs, wants and feelings.</p> <p><b>4.2</b> Utilize listening skills to enhance health.</p> <p><b>4.3</b> Role play ways to respond when in an unwanted, threatening or dangerous situation.</p> <p><b>Standard 5</b><br/>Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p><b>5.1</b> Identify situations when a health-related decision is</p>   | <p>Some but not all adults are reliable sources of information and can be trusted.</p> <p>It's important to make smart choices and grow up healthy.</p> | <p><b>Essential Questions:</b><br/>What is health?</p> <p>What prevents people from practicing healthy behaviors?</p> <p><b>Learning Targets:</b><br/>Who Do You Trust? (also <a href="http://www.acde.org">www.acde.org</a>)</p> <ul style="list-style-type: none"> <li>Identify trusted adults to whom they can turn for help with problems</li> <li>Create a class book of all the trusted adults in their lives</li> </ul> | <p><b>Informal:</b><br/>Teacher observation</p> <p>Varied evidence that checks for understanding (e.g., tests, quizzes, prompts, student work samples, observations)</p> <p><b>Formal Assessment:</b><br/>Contextualized experiences that allow student to apply their knowledge of health to real life. Examples of fully developed assessments include: Role plays, letters, written documents</p> |

| Standards Alignment   | Unit Concept Big Ideas   | Essential Questions Student Learning Targets  | Assessments   |
|---|--|---|---|
| <p>needed.</p> <p><b>5.2</b> Differentiate between situations when a health-related decision can be made individually or when assistance is needed.</p> <p><b>Standard 7</b><br/>Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p><b>7.1</b> Show healthy practices to maintain or improve personal health</p> |  | <p>Looking at Medicine Labels (Healthteacher.com)</p> <ul style="list-style-type: none"> <li>• Explain the importance of following label directions when taking medicines</li> <li>• Identify people from whom they can accept medicine</li> </ul> <p>What Should You Do?</p> <ul style="list-style-type: none"> <li>• Identify safety procedures for handling situations where medicines or drugs are involved</li> <li>• Role-play and discuss situations where they would need to make a decision about medicines or drugs</li> </ul> <p>I'd Rather Be Drug Free!</p> <ul style="list-style-type: none"> <li>• Learn reasons why people use substances or gamble</li> <li>• Learn about healthy alternatives to alcohol, tobacco, and other drugs</li> <li>• Understand the benefits of making healthy choices</li> <li>• Identify healthy activities</li> </ul> | <p>(advertisements, speeches, children's books, brochures), projects, visual arts integration (posers and artwork), bulletin boards, and presentations.</p> |
| <p><b>Unit Three: Smoking Stinks! (kidshealth.org)</b><br/><b>Timeline: 5 hours</b></p>   |  |   |   |
| <p><b>Standard 1</b><br/>Students will understand essential health concepts in order to transfer knowledge into healthy actions for life</p> <p><b>1.3</b> Recognize that healthy behaviors impact personal</p>   | <p>My goal of staying healthy depends on my behavior and the choices I make.</p> | <p><b>Essential Questions:</b><br/>What is health?</p>  | <p><b>Informal:</b><br/>Teacher observation</p> <p>Varied evidence that checks for</p>  |

| Standards Alignment   | Unit Concept<br>Big Ideas | Essential Questions<br>Student Learning Targets  | Assessments  |
|---|---------------------------|--|--|
| <p>health</p> <p><b>1.4</b> Recognize that there are multiple dimensions of health.</p> <p><b>1.4</b> Illustrate ways to prevent common childhood injuries.</p> <p><b>1.5</b> Describe why it is important to seek health care.</p> <p><b>Standard 6</b><br/>Students will demonstrate the ability to use goal-setting skills to enhance health.</p> <p><b>6.1</b> Identify a short-term personal health goal and take action toward achieving the goal.</p> <p><b>6.2</b> Identify who can help when assistance is needed to achieve a personal health goal.</p> <p><b>Standard 7</b><br/>Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p><b>7.1</b> Show healthy practices to maintain or improve personal health.</p> <p><b>Standard 8</b><br/>Students will demonstrate the ability to advocate for personal, family and community health.</p> <p><b>8.1</b> Make requests to promote personal health.</p> <p><b>8.2</b> Encourage peers to make positive health choices.</p> |                           | <p>What prevents people from practicing healthy behaviors?</p> <p><b><u>Learning Targets:</u></b><br/>Take a Breath!</p> <ul style="list-style-type: none"> <li>• Understand why we need to breathe</li> <li>• Demonstrate what happens inside our lungs when we inhale and exhale</li> </ul> <p>Mr. Sadlungs</p> <ul style="list-style-type: none"> <li>• Identify activities that exercise the respiratory system</li> <li>• Explain ways to keep the breathing system healthy</li> </ul> <p>Pollution In and Out of Your Lungs</p> <ul style="list-style-type: none"> <li>• Students will identify some of the harmful effects of smoking cigarettes</li> <li>• Students will improve decision-making ability</li> <li>• Students will clarify personal values and attitudes</li> </ul> <p>Persuasive Postcard</p> <ul style="list-style-type: none"> <li>• Identify the negative effects of smoking on the body</li> <li>• Use this knowledge to create a postcard that could be used</li> </ul> | <p>understanding (e.g., tests, quizzes, prompts, student work samples, observations)</p> <p><b><u>Formal Assessment:</u></b><br/>Contextualized experiences that allow student to apply their knowledge of health to real life. Examples of fully developed assessments include: Role plays, letters, written documents (advertisements, speeches, children’s books, brochures), projects, visual arts integration (posers and artwork), bulletin boards, and presentations.</p> |



| Standards Alignment  | Unit Concept<br>Big Ideas  | Essential Questions<br>Student Learning Targets   | Assessments   |
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|  |  | to persuade someone to stop smoking   |   |
| <b>Unit Four: Changing and Growing Up (Healthteacher.com)</b><br><b>Timeline: 2 hours</b>  |  |   |   |
| <p><b>Standard 1</b><br/>Students will understand essential health concepts in order to transfer knowledge into healthy actions for life</p> <p><b>1.1</b> Recognize that healthy behaviors impact personal health</p> <p><b>1.2</b> Recognize that there are multiple dimensions of health.</p> <p><b>1.4</b> Illustrate ways to prevent common childhood injuries.</p> <p><b>1.5</b> Describe why it is important to seek health care.</p> <p><b>Standard 5</b><br/>Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p><b>5.1</b> Identify situations when a health-related decision is needed.</p> <p><b>5.2</b> Differentiate between situations when a health-related decision can be made individually or when assistance is needed.</p> <p><b>Standard 7</b><br/>Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p><b>7.1</b> Show healthy practices to maintain or improve personal health.</p> | <p>It is important to grow up healthy at all ages.</p>                                       | <p><b>Essential Questions:</b><br/>What is health?</p> <p>What prevents people from practicing healthy behaviors?</p> <p><b>Learning Targets:</b><br/>Growth and Development</p> <ul style="list-style-type: none"> <li>Identify types of changes</li> <li>Describe how growth and development influence behavior</li> </ul> <p>Responsibility</p> <ul style="list-style-type: none"> <li>Students will define responsibility</li> <li>Students will identify things they do that demonstrate responsibility</li> </ul> | <p><b>Informal:</b><br/>Teacher observation</p> <p>Varied evidence that checks for understanding (e.g., tests, quizzes, prompts, student work samples, observations)</p> <p><b>Formal Assessment:</b><br/>Contextualized experiences that allow student to apply their knowledge of health to real life. Examples of fully developed assessments include: Role plays, letters, written documents (advertisements, speeches, children’s books, brochures), projects, visual arts integration (posers and artwork), bulletin boards, and presentations.</p> |
| <b>Unit Five: Me and You (Healthteacher.com)</b><br><b>Timeline: 5 hours</b>   |  |   |   |
| <p><b>Standard 1</b><br/>Students will understand essential health concepts in order to transfer knowledge into healthy actions for life</p> <p><b>1.1</b> Recognize that healthy behaviors impact personal health</p> <p><b>1.2</b> Recognize that there are multiple dimensions of</p>   | <p>My family and community help me to grow up healthy.</p> <p>Everyone is different, and</p> | <p><b>Essential Questions:</b><br/>What is health?</p> <p>What prevents people from practicing healthy behaviors?</p>   | <p><b>Informal:</b><br/>Teacher observation</p> <p>Varied evidence that checks for understanding (e.g., tests, quizzes, prompts, student work</p>   |

| Standards Alignment  | Unit Concept Big Ideas | Essential Questions Student Learning Targets   | Assessments   |
|--|------------------------|--|---|
| <p>health.</p> <p><b>1.4</b> Illustrate ways to prevent common childhood injuries.</p> <p><b>1.5</b> Describe why it is important to seek health care.</p> <p><b>Standard 2</b><br/>Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p> <p><b>2.1</b> Describe how the family influences personal health practices.</p> <p><b>2.2</b> Identify how the school can support personal health practices.</p> <p><b>2.3</b> Describe how the media can influence health behaviors.</p> <p><b>Standard 4</b><br/>Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p><b>4.1</b> Model healthy ways to express needs, wants and feelings.</p> <p><b>4.2</b> Utilize listening skills to enhance health.</p> <p><b>4.3</b> Role play ways to respond when in an unwanted, threatening or dangerous situation.</p> <p><b>Standard 7</b><br/>Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p><b>7.1</b> Show healthy practices to maintain</p> <p><b>Standard 8</b><br/>Students will demonstrate the ability to advocate for personal, family and community health.</p> <p><b>8.1</b> Make requests to promote personal health.</p> <p><b>8.2</b> Encourage peers to make positive health choices.</p> | <p>that's OK.</p>      | <p><b><u>Learning Targets:</u></b></p> <p>I Am Unique</p> <ul style="list-style-type: none"> <li>Describe ways they are unique</li> <li>Demonstrate ways to respect the uniqueness of other</li> </ul> <p>Feelings</p> <ul style="list-style-type: none"> <li>Explain why feelings are important</li> <li>Identify ways to express feelings</li> </ul> <p>Family Connections</p> <ul style="list-style-type: none"> <li>Identify themselves as a member of a family</li> <li>Identify a family member as a source for help</li> </ul> <p>Friends</p> <ul style="list-style-type: none"> <li>Explain why it is important to have friends</li> <li>Describe things that friends do for each other</li> </ul> <p>People I Admire</p> <ul style="list-style-type: none"> <li>Identify admirable traits</li> <li>Identify people they admire as positive role models</li> </ul> | <p>samples, observations)</p> <p><b><u>Formal Assessment:</u></b><br/>Contextualized experiences that allow student to apply their knowledge of health to real life. Examples of fully developed assessments include: Role plays, letters, written documents (advertisements, speeches, children's books, brochures), projects, visual arts integration (posers and artwork), bulletin boards, and presentations.</p> |

| Standards Alignment   | Unit Concept<br>Big Ideas   | Essential Questions<br>Student Learning Targets   | Assessments   |
|---|---|---|---|
| <b>Unit Six: Getting Sick, Staying Well (Kidshealth.org)</b><br><b>Timeline: 4 hours</b>  |   |   |   |
| <p><b>Standard 1</b><br/>Students will understand essential health concepts in order to transfer knowledge into healthy actions for life</p> <p><b>1.1</b> Recognize that healthy behaviors impact personal health</p> <p><b>1.2</b> Recognize that there are multiple dimensions of health.</p> <p><b>1.4</b> Illustrate ways to prevent common childhood injuries.</p> <p><b>1.5</b> Describe why it is important to seek health care.</p> <p><b>Standard 3</b><br/>Students will demonstrate the ability to access information, products and services to enhance health.</p> <p><b>3.1</b> Recognize trusted adults and professionals who can help promote health.</p> <p><b>3.2</b> Describe ways to locate school and community health helpers.</p> <p><b>Standard 5</b><br/>Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p><b>5.1</b> Identify situations when a health-related decision is needed.</p> <p><b>5.2</b> Differentiate between situations when a health-related decision can be made individually or when assistance is needed.</p> <p><b>Standard 6</b><br/>Students will demonstrate the ability to use goal-setting skills to enhance health.</p> <p><b>6.1</b> Identify a short-term personal health goal and take action toward achieving the goal.</p> <p><b>6.2</b> Identify who can help when assistance is needed to achieve a personal health goal.</p> | <p>Understanding how my body works can help me make healthy choices.</p> <p>It is important to grow up healthy.</p> | <p><b>Essential Questions:</b><br/>What is health?</p> <p>What prevents people from practicing healthy behaviors?</p> <p><b>Learning Targets:</b><br/>Keeping Our Systems Healthy!</p> <p>Cardiovascular System</p> <ul style="list-style-type: none"> <li>• Feel their pulse, at rest and after exercise.</li> <li>• Count and compare heart rates</li> <li>• Understand how exercising is one way to keep their heart healthy</li> <li>• Understand how the heart circulates blood in the body and the role of arteries and veins</li> </ul> <p>Digestive System</p> <ul style="list-style-type: none"> <li>• Learn that fiber keeps the digestive system healthy</li> <li>• Discover which foods are good sources of fiber</li> <li>• Explore the path food takes through the digestive system</li> <li>• Learn about the parts of the digestive system</li> </ul> | <p><b>Informal:</b><br/>Teacher observation</p> <p>Varied evidence that checks for understanding (e.g., tests, quizzes, prompts, student work samples, observations)</p> <p><b>Formal Assessment:</b><br/>Contextualized experiences that allow student to apply their knowledge of health to real life. Examples of fully developed assessments include: Role plays, letters, written documents (advertisements, speeches, children’s books, brochures), projects, visual arts integration (posers and artwork), bulletin boards, and presentations.</p> |

| Standards Alignment  | Unit Concept<br>Big Ideas | Essential Questions<br>Student Learning Targets  | Assessments |
|--|---------------------------|--|-------------|
| <p><b>Standard 7</b><br/>Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p><b>7.1</b> Show healthy practices to maintain or improve personal health.</p> |                           | <p>Germ</p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge of germs and how germs can make people sick</li> <li>• Illustrate and describe how skin protects the body from germs</li> <li>• Demonstrate knowledge of germs and what they can do to the body</li> <li>• Observe what happens to their hands when they play</li> <li>• Demonstrate proper hand washing techniques and explain the importance of washing hands</li> </ul> <p>Sleep</p> <ul style="list-style-type: none"> <li>• Explain how to tell if they're getting enough sleep</li> <li>• Explain healthy activities or routines that can help them prepare for a good night's sleep</li> </ul> |             |

# Curriculum Framework for Health

School: Mapleton Charter School      Curricular Tool: Noted in the Map      Grade: 3      Teacher: \_\_\_\_\_

| Standards Alignment  | Unit Concept<br>Big Ideas  | Essential Questions<br>Student Learning Targets   | Assessments  |
|--|--|---|--|
| <b>Unit One: Risk Watch: Household Hazards Reporter (DOE Model Unit)</b><br><b>Timeline : 8 Hours</b>  |  |   |  |
| <p><b>Standard 1</b><br/>Students will understand essential health concepts in order to transfer knowledge into healthy actions for life</p> <p><b>1.1</b> Describe the relationship between healthy behaviors and personal health.</p> <p><b>1.2</b> Identify indicators of intellectual, emotional, social, and physical health.</p> <p><b>1.3</b> Describe ways in which a safe and healthy school and community environment can promote personal health.</p> <p><b>1.4</b> Describe ways to prevent common childhood injuries and health problems.</p> <p><b>1.5</b> Describe when it is important to seek health care.</p> <p><b>Standard 3</b><br/>Students will demonstrate the ability to access information, products and services to enhance health.</p> <p><b>3.1</b> Compare and contrast characteristics of valid health information, products and services.</p> <p><b>3.2</b> Locate resources from home, school and community that provide valid health information.</p> <p><b>Standard 4</b><br/>Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p><b>4.1</b> Demonstrate effective verbal and non-verbal communication skills to enhance health.</p> <p><b>4.2</b> Demonstrate refusal skills to avoid or reduce health risks.</p> | <p>It is important to grow up safe and healthy.</p> <p>Lesson Two: Fire and Burn Protection</p> <p>Lesson Three: Choking, Suffocation, and Strangulation</p> <p>Lesson Four: Poisoning Prevention</p> <p>Lesson Five: Falls Prevention</p> | <p><b>Essential Questions:</b><br/>What is Health?</p> <p>What prevents people from practicing healthy behavior?</p> <p>Why choose safety?</p> <p>Why does safety matter?</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• Draw and practice a home escape plan.</li> <li>• Explain and assist their parents in testing the smoke alarm and show where the alarms need to be placed inside their home.</li> <li>• Correctly identify household items that could be a potential poison and how to properly secure them from younger siblings and relatives.</li> <li>• Demonstrate stop, drop, roll, cool, and call as the correct procedure to</li> </ul> | <p><b>Informal:</b><br/>Teacher Observation</p> <p>Varied evidence that checks for understanding (e.g., tests, quizzes, prompts, student work samples, observations)</p> <p><b>Formal Assessment:</b><br/>Students will</p> <ul style="list-style-type: none"> <li>• draw a home escape plan with their parents</li> <li>• practice writing their Emergency Contact information</li> <li>• identify potential choking, suffocation, and strangulation risks and explain why they are considered a risk</li> <li>• write 5 safety tips on one of the risk areas</li> </ul> <p>As a county home inspector, you will take all of the risk areas in this unit and choose one room in your home to investigate for safety violations. Identify potential hazards in the</p> |

| Standards Alignment   | Unit Concept<br>Big Ideas | Essential Questions<br>Student Learning Targets  | Assessments   |
|---|---------------------------|--|---|
| <p><b>4.3</b> Recognize the benefits of non-violent strategies to manage or resolve conflict.</p> <p><b>4.4</b> Demonstrate how to ask for assistance to enhance personal health.</p> <p><b>Standard 5</b><br/>Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p><b>5.1</b> Identify health-related situations that might require a thoughtful decision.</p> <p><b>5.2</b> Analyze when assistance is needed when making a health-related decision.</p> <p><b>5.3</b> List healthy options to health-related issues or problems.</p> <p><b>5.4</b> Predict outcomes of each option when making health-related decision.</p> <p><b>5.5</b> Choose a health option when making decisions.</p> <p><b>5.6</b> Describe the outcome(s) of a health-related decision.</p> <p><b>Standard 7</b><br/>Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p><b>7.1</b> Identify responsible personal health behaviors.</p> <p><b>7.2</b> Consider a variety of healthy practices to maintain or improve personal health.</p> <p><b>7.3</b> Explore a variety of practices to avoid or reduce health risks.</p> <p><b>Standard 8</b><br/>Students will demonstrate the ability to advocate for personal, family and community health.</p> <p><b>8.1</b> Express opinions and give accurate information about health issues.</p> <p><b>8.2</b> Encourage others in making positive health choices.</p> |                           | <p>extinguish a clothing fire.</p> <ul style="list-style-type: none"> <li>Practice how to call 9-1-1 and give the proper information to the operator using the 9-1-1 simulator available from the Delaware State Fire School.</li> </ul> | <p>home, unsafe items, fire hazards, and items that should be locked up or out of reach of children.</p> <p>Present a PowerPoint presentation to the class explaining what hazards were found and how each hazard should be eliminated to make the room safe.</p> |

| Standards Alignment   | Unit Concept<br>Big Ideas                  | Essential Questions<br>Student Learning Targets  | Assessments  |
|---|--|--|--|
| <b>Unit Two: CATCH a Healthy Heart (DOE Model Unit)</b><br><b>Timeline: 5 hours</b>   |  |  |  |
| <p><b>Standard 1</b><br/>Students will understand essential health concepts in order to transfer knowledge into healthy actions for life</p> <p><b>1.1</b> Describe the relationship between healthy behaviors and personal health.</p> <p><b>1.2</b> Identify indicators of intellectual, emotional, social, and physical health.</p> <p><b>1.3</b> Describe ways in which a safe and healthy school and community environment can promote personal health.</p> <p><b>1.4</b> Describe ways to prevent common childhood injuries and health problems.</p> <p><b>1.5</b> Describe when it is important to seek health care.</p> <p><b>Standard 5</b><br/>Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p><b>5.1</b> Identify health-related situations that might require a thoughtful decision.</p> <p><b>5.2</b> Analyze when assistance is needed when making a health-related decision.</p> <p><b>5.3</b> List healthy options to health-related issues or problems.</p> <p><b>5.4</b> Predict outcomes of each option when making health-related decision.</p> <p><b>5.5</b> Choose a health option when making decisions.</p> <p><b>5.6</b> Describe the outcome(s) of a health-related decision.</p> <p><b>Standard 6</b><br/>Students will demonstrate the ability to use goal-setting skills to enhance health.</p> <p><b>6.1</b> Set a personal health goal and track progress toward its achievement.</p> <p><b>6.2</b> Identify resources to assist in achieving a personal health goal.</p> <p><b>Standard 7</b></p> | <p>It is important to grow up healthy.</p> | <p><b>Essential Questions:</b><br/>What is health?</p> <p>What prevents people from practicing healthy behaviors?</p> <p>Why is it important to eat well and exercise regularly?</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• Choose heart healthy foods from a clues poster.</li> <li>• Compare labels for salt and fat content.</li> <li>• Distinguish between Everyday foods and Sometimes foods.</li> <li>• Set a goal for physical activity.</li> </ul> | <p><b>Informal:</b><br/>Teacher observation</p> <p>Varied evidence that checks for understanding (e.g., tests, quizzes, prompts, student work samples, observations and supplements the evidence provided by the task).</p> <p><b>Formal Assessment:</b><br/>Students will choose their favorite vending machine snack food. Using the food label on the back, they will analyze for fat, salt, and sugar and compare to the recommended daily amount indicated on the label. Using that information as an after-school caregiver, they will write a letter to their supervisor asking him/her to include/exclude that item from the after-school snacks offered to the children in the aftercare program.</p> <p>At the end of lesson five, students will write a paragraph describing how they feel about what they have learned about everyday foods and many snack foods. They will describe how they plan to choose foods when they are permitted to choose for</p> |

| Standards Alignment   | Unit Concept<br>Big Ideas   | Essential Questions<br>Student Learning Targets  | Assessments   |
|---|---|--|---|
| <p>Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p><b>7.1</b> Identify responsible personal health behaviors.</p> <p><b>7.2</b> Consider a variety of healthy practices to maintain or improve personal health.</p> <p><b>7.3</b> Explore a variety of practices to avoid or reduce health risks.</p>   |   |  | <p>themselves.</p>  |
| <p><b>Unit Three: Free to be You and Me (healthteacher.com)</b><br/> <b>Timeline: 7 hours</b></p>   |   |  |   |
| <p><b>Standard 1</b><br/> Students will understand essential health concepts in order to transfer knowledge into healthy actions for life</p> <p><b>1.1</b> Describe the relationship between healthy behaviors and personal health.</p> <p><b>1.2</b> Identify indicators of intellectual, emotional, social, and physical health.</p> <p><b>1.3</b> Describe ways in which a safe and healthy school and community environment can promote personal health.</p> <p><b>1.4</b> Describe ways to prevent common childhood injuries and health problems.</p> <p><b>1.5</b> Describe when it is important to seek health care.</p> <p><b>Standard 2</b><br/> Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p> <p><b>2.1</b> Describe how a person’s family and culture influence personal health practices.</p> <p><b>2.2</b> Express how peers can influence healthy and unhealthy behaviors.</p> <p><b>2.3</b> Describe how the school and community support personal health practices.</p> <p><b>2.4</b> Explain how media influences thoughts, feelings, and health behaviors.</p> <p><b>2.5</b> Describe ways technology can influence personal health.</p> | <p>Everyone has some quality that makes him/her special and different from everyone else; being different is OK.</p> <p>The world I live in teaches me to be healthy or not.</p> <p>I need to develop my communication skills, including non-violent strategies and refusal skills to help me stay healthy.</p> | <p><b>Essential Questions:</b><br/> What is health?<br/> <br/> What prevents people from practicing healthy behaviors?<br/> <br/> How do I show respect for people who are different from me.</p> <p><b>Learning Targets:</b><br/> I’m Unique</p> <ul style="list-style-type: none"> <li>• Students will describe ways they are unique.</li> <li>• Students will demonstrate ways to respect the uniqueness of others.</li> </ul> <p>Family Connections</p> <ul style="list-style-type: none"> <li>• Students will identify themselves as a member of a family.</li> <li>• Students will identify a family member as a source for help.</li> </ul> | <p><b>Informal:</b><br/> Teacher observation</p> <p>Varied evidence that checks for understanding (e.g., tests, quizzes, prompts, student work samples, observations)</p> <p><b>Formal Assessment:</b><br/> Contextualized experiences that allow student to apply their knowledge of health to real life. Examples of fully developed assessments include: Role plays, dramas, written documents (advertisements, letters, speeches, children’s books, brochures), projects, visual arts integration (posers and artwork), bulletin boards, and presentations.</p> |



| Standards Alignment  | Unit Concept<br>Big Ideas | Essential Questions<br>Student Learning Targets   | Assessments |
|--|---------------------------|---|-------------|
| <p><b>Standard 3</b><br/>Students will demonstrate the ability to access information, products and services to enhance health.</p> <p><b>3.1</b> Compare and contrast characteristics of valid health information, products and services.</p> <p><b>3.2</b> Locate resources from home, school and community that provide valid health information.</p> <p><b>Standard 4</b><br/>Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p><b>4.1</b> Demonstrate effective verbal and non-verbal communication skills to enhance health.</p> <p><b>4.2</b> Demonstrate refusal skills to avoid or reduce health risks.</p> <p><b>4.3</b> Recognize the benefits of non-violent strategies to manage or resolve conflict.</p> <p><b>4.4</b> Demonstrate how to ask for assistance to enhance personal health.</p> <p><b>Standard 7</b><br/>Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p><b>7.1</b> Identify responsible personal health behaviors.</p> <p><b>7.2</b> Consider a variety of healthy practices to maintain or improve personal health.</p> <p><b>7.3</b> Explore a variety of practices to avoid or reduce health risks.</p> |                           | <p>People We Admire</p> <ul style="list-style-type: none"> <li>• Students will identify admirable traits.</li> <li>• Students will identify people they admire as positive role models.</li> </ul> <p>Feelings</p> <ul style="list-style-type: none"> <li>• Students will explain why feelings are important.</li> <li>• Students will identify ways to express feelings.</li> </ul> <p>Friends</p> <ul style="list-style-type: none"> <li>• Students will explain why it is important to have friends.</li> <li>• Students will describe things that friends do for each other.</li> </ul> <p>How to Listen</p> <ul style="list-style-type: none"> <li>• Students will identify components of being a good listener.</li> <li>• Students will demonstrate good listening skills.</li> </ul> <p>Conflict Resolution</p> <ul style="list-style-type: none"> <li>• Students will explain the importance of learning to resolve conflicts</li> </ul> |             |

| Standards Alignment   | Unit Concept<br>Big Ideas   | Essential Questions<br>Student Learning Targets  | Assessments   |
|---|---|--|---|
|   |   | peacefully.<br><ul style="list-style-type: none"> <li>Students will demonstrate ways to resolve conflicts without hurting others.</li> </ul>   |   |
| <b>Unit Four: Some Drugs Help – Some Drugs Hurt (healthteacher.com)</b><br><b>Timeline: 8 hours</b>   |   |  |   |
| <p><b>Standard 1</b><br/>Students will understand essential health concepts in order to transfer knowledge into healthy actions for life</p> <p><b>1.1</b> Describe the relationship between healthy behaviors and personal health.</p> <p><b>1.2</b> Identify indicators of intellectual, emotional, social, and physical health.</p> <p><b>1.3</b> Describe ways in which a safe and healthy school and community environment can promote personal health.</p> <p><b>1.4</b> Describe ways to prevent common childhood injuries and health problems.</p> <p><b>1.5</b> Describe when it is important to seek health care.</p> <p><b>Standard 3</b><br/>Students will demonstrate the ability to access information, products and services to enhance health.</p> <p><b>3.1</b> Compare and contrast characteristics of valid health information, products and services.</p> <p><b>3.2</b> Locate resources from home, school and community that provide valid health information.</p> <p><b>Standard 5</b><br/>Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p><b>5.1</b> Identify health-related situations that might require a thoughtful decision.</p> <p><b>5.2</b> Analyze when assistance is needed when making a health-related decision.</p> | <p>My knowledge and attitudes about health help me act in healthy ways.</p> <p>The world I live in teaches me to be healthy or not.</p> <p>Using a decision making process will enhance my health outcomes.</p> | <p><b>Essential Questions:</b><br/>What is health?</p> <p>What prevents people from practicing healthy behaviors?</p> <p>How do my knowledge and attitudes about health help me make smart choices?</p> <p><b>Learning Targets:</b><br/>You Can't Tell by Looking</p> <ul style="list-style-type: none"> <li>Students will explain why you cannot tell what a drug is by looking at it.</li> <li>Students will explain why medicines have safety caps.</li> </ul> <p>Drugs and Goals Don't Mix</p> <ul style="list-style-type: none"> <li>Students will identify elements of decision making.</li> <li>Students will define the concept of risk.</li> </ul> <p>Over the Counter and Prescription Medicines</p> | <p><b>Informal:</b><br/>Teacher observation</p> <p>Varied evidence that checks for understanding (e.g., tests, quizzes, prompts, student work samples, observations)</p> <p><b>Formal Assessment:</b><br/>Contextualized experiences that allow student to apply their knowledge of health to real life. Examples of fully developed assessments include: Role plays, written documents (advertisements, letters, speeches, children's books, brochures), projects, visual arts integration (posers and artwork), bulletin boards, and presentations.</p> |

| Standards Alignment   | Unit Concept<br>Big Ideas | Essential Questions<br>Student Learning Targets  | Assessments |
|---|---------------------------|--|-------------|
| <p>5.3 List healthy options to health-related issues or problems.<br/>5.4 Predict outcomes of each option when making health-related decision.<br/>5.5 Choose a health option when making decisions.<br/>5.6 Describe the outcome(s) of a health-related decision.</p> <p><b>Standard 6</b><br/>Students will demonstrate the ability to use goal-setting skills to enhance health.<br/>6.1 Set a personal health goal and track progress toward its achievement.<br/>6.2 Identify resources to assist in achieving a personal health goal.</p> <p><b>Standard 7</b><br/>Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.<br/>7.1 Identify responsible personal health behaviors.<br/>7.2 Consider a variety of healthy practices to maintain or improve personal health.<br/>7.3 Explore a variety of practices to avoid or reduce health risks.</p> |                           | <ul style="list-style-type: none"> <li>• Students will explain why all medicines must be used correctly.</li> <li>• Students will identify reliable sources of drug information.</li> </ul> <p>Looking at Medicine Labels</p> <ul style="list-style-type: none"> <li>• Students will explain the importance of following label directions when taking medicines.</li> <li>• Students will identify people from whom they can accept medicine.</li> </ul> <p>My Incredible Machine</p> <ul style="list-style-type: none"> <li>• Students will identify substances that are good for their bodies.</li> <li>• Students will identify things to do to stay healthy.</li> </ul> <p>Hazardous to My Health</p> <ul style="list-style-type: none"> <li>• Students will describe how using alcohol, and other drugs affect the body and mind.</li> <li>• Students will illustrate decision-making steps to use in problem solving.</li> </ul> |             |

| Standards Alignment   | Unit Concept<br>Big Ideas   | Essential Questions<br>Student Learning Targets   | Assessments   |
|---|---|---|---|
| <b>Unit Five: Be Smart, Don't Start! (healthteacher.com)</b><br><b>Timeline: 3 hours</b>  |   |   |   |
| <p><b>Standard 1</b><br/>Students will understand essential health concepts in order to transfer knowledge into healthy actions for life</p> <p><b>1.1</b> Describe the relationship between healthy behaviors and personal health.</p> <p><b>1.2</b> Identify indicators of intellectual, emotional, social, and physical health.</p> <p><b>1.3</b> Describe ways in which a safe and healthy school and community environment can promote personal health.</p> <p><b>1.4</b> Describe ways to prevent common childhood injuries and health problems.</p> <p><b>1.5</b> Describe when it is important to seek health care.</p> <p><b>Standard 2</b><br/>Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p> <p><b>2.1</b> Describe how the family influences personal health practices.</p> <p><b>2.2</b> Identify how the school can support personal health practices.</p> <p><b>Standard 3</b><br/>Students will demonstrate the ability to access information, products and services to enhance health.</p> <p><b>3.1</b> Recognize trusted adults and professionals who can help promote health.</p> <p><b>3.2</b> Describe ways to locate school and community health helpers.</p> <p><b>Standard 4</b><br/>Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p><b>4.1</b> Model healthy ways to express needs, wants and</p> | <p>My knowledge and attitudes about health help me act in healthy ways.</p> <p>The world I live in teaches me to be healthy or not.</p> | <p><b>Essential Questions:</b><br/>What is health?</p> <p>What prevents people from practicing healthy behaviors?</p> <p>How can I help my friends make healthy choices?</p> <p><b>Learning Targets:</b><br/>Be Smart, Don't Start</p> <ul style="list-style-type: none"> <li>• Students will describe effects of cigarette smoking on breathing.</li> <li>• Students will identify credible sources of health information.</li> </ul> <p>Real Friends Protect Us</p> <ul style="list-style-type: none"> <li>• Students will identify characteristics of friends.</li> <li>• Students will support their friends in not using tobacco.</li> </ul> | <p><b>Informal:</b><br/>Teacher observation</p> <p>Varied evidence that checks for understanding (e.g., tests, quizzes, prompts, student work samples, observations)</p> <p><b>Formal Assessment:</b><br/>Contextualized experiences that allow student to apply their knowledge of health to real life. Examples of fully developed assessments include: Role plays, written documents (advertisements, letters, speeches, children's books, brochures), projects, visual arts integration (posers and artwork), bulletin boards, and presentations.</p> |

| Standards Alignment  | Unit Concept<br>Big Ideas   | Essential Questions<br>Student Learning Targets  | Assessments   |
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| <p>feelings.</p> <p><b>4.2</b> Utilize listening skills to enhance health.</p> <p><b>4.3</b> Role play ways to respond when in an unwanted, threatening or dangerous situation.</p> <p><b>Standard 8</b><br/>Students will demonstrate the ability to advocate for personal, family and community health.</p> <p><b>8.1</b> Make requests to promote personal health.</p> <p><b>8.2</b> Encourages peers to make positive health choices.</p>  |   |  |   |
| <p><b>Unit Six: Look at Me – I’m Healthy! (healthteacher.com)</b><br/><b>Timeline: 6 hours</b></p>   |   |  |   |
| <p><b>Standard 1</b><br/>Students will understand essential health concepts in order to transfer knowledge into healthy actions for life</p> <p><b>1.1</b> Recognize that healthy behaviors impact personal health</p> <p><b>1.2</b> Recognize that there are multiple dimensions of health.</p> <p><b>1.4</b> Illustrate ways to prevent common childhood injuries.</p> <p><b>1.5</b> Describe why it is important to seek health care.</p> <p><b>Standard 2</b><br/>Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p> <p><b>2.1</b> Describe how a person’s family and culture influence personal health practices.</p> <p><b>2.2</b> Express how peers can influence healthy and unhealthy behaviors.</p> <p><b>2.3</b> Describe how the school and community support personal health practices.</p> <p><b>2.4</b> Explain how media influences thoughts, feelings, and health behaviors.</p> <p><b>2.5</b> Describe ways technology can influence personal health</p> <p><b>Standard 3</b><br/>Students will demonstrate the ability to access information, products and services to enhance health.</p> | <p>What I know about my body can help me be healthy.</p> <p>Sometimes the dangers to my body are invisible or hard to see; that doesn’t mean the dangers aren’t real.</p> | <p><b>Essential Questions:</b><br/>What is health?</p> <p>What prevents people from practicing healthy behaviors?</p> <p><b>Learning Targets:</b><br/>Yikes, Lice!</p> <ul style="list-style-type: none"> <li>Students will explain that lice are insects that can spread easily.</li> <li>Students will demonstrate methods to avoid spreading lice.</li> </ul> <p>Safe in the Sun</p> <ul style="list-style-type: none"> <li>Students will describe how sun exposure can damage the skin.</li> <li>Students will identify ways to protect their skin from sun exposure.</li> </ul> | <p><b>Informal:</b><br/>Teacher observation</p> <p>Varied evidence that checks for understanding (e.g., tests, quizzes, prompts, student work samples, observations)</p> <p><b>Formal Assessment:</b><br/>Contextualized experiences that allow student to apply their knowledge of health to real life. Examples of fully developed assessments include: Role plays, letters, written documents (advertisements, speeches, children’s books, brochures), projects, visual arts integration (posers and artwork), bulletin boards, and presentations.</p> |

| Standards Alignment  | Unit Concept<br>Big Ideas | Essential Questions<br>Student Learning Targets   | Assessments |
|--|---------------------------|---|-------------|
| <p><b>3.1</b> Compare and contrast characteristics of valid health information, products and services.</p> <p><b>3.2</b> Locate resources from home, school and community that provide valid health information.</p> <p><b>Standard 5</b><br/>Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p><b>5.1</b> Identify health-related situations that might require a thoughtful decision.</p> <p><b>5.2</b> Analyze when assistance is needed when making a health-related decision.</p> <p><b>5.3</b> List healthy options to health-related issues or problems.</p> <p><b>5.4</b> Predict outcomes of each option when making health-related decision.</p> <p><b>5.5</b> Choose a health option when making decisions.</p> <p><b>5.6</b> Describe the outcome(s) of a health-related decision.</p> <p><b>Standard 7</b><br/>Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p><b>7.1</b> Identify responsible personal health behaviors.</p> <p><b>7.2</b> Consider a variety of healthy practices to maintain or improve personal health.</p> <p><b>7.3</b> Explore a variety of practices to avoid or reduce health risks.</p> |                           | <p>Care of Eyes and Ears</p> <ul style="list-style-type: none"> <li>• Students will explain why it is important to take care of the eyes and ears.</li> <li>• Students will identify ways to take care of the eyes and ears.</li> </ul> <p>Well-care Visits</p> <ul style="list-style-type: none"> <li>• Students will identify people who can provide well-care exams.</li> <li>• Students will identify what happens during well-care exams.</li> </ul> |             |

# Curriculum Framework for Health

School: Mapleton Charter School

Curricular Tool: Noted in the map

Grade: 4

Teacher: \_\_\_\_\_

| Standards Alignment  | Unit Concept Big Ideas  | Essential Questions Student Learning Targets   | Assessments  |
|--|---|--|--|
| <b>Unit One: Risk Watch – Reporting Street Safety (DOE Model Unit)</b><br><b>Timeline: 8 hours</b>   |   |  |  |
| <p><b>Standard 1</b><br/>Students will understand essential health concepts in order to transfer knowledge into healthy actions for life</p> <p><b>1.1</b> Describe the relationship between healthy behaviors and personal health.</p> <p><b>1.2</b> Identify indicators of intellectual, emotional, social, and physical health.</p> <p><b>1.3</b> Describe ways in which a safe and healthy school and community environment can promote personal health.</p> <p><b>1.4</b> Describe ways to prevent common childhood injuries and health problems.</p> <p><b>1.5</b> Describe when it is important to seek health care.</p> <p><b>Standard 3</b><br/>Students will demonstrate the ability to access information, products and services to enhance health.</p> <p><b>3.1</b> Compare and contrast characteristics of valid health information, products and services.</p> <p><b>3.2</b> Locate resources from home, school and community that provide valid health information.</p> <p><b>Standard 4</b><br/>Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p><b>4.1</b> Demonstrate effective verbal and non-verbal communication skills to enhance health.</p> <p><b>4.2</b> Demonstrate refusal skills to avoid or reduce health risks.</p> | <p>It is important to grow up safe and healthy.</p> <p>Lesson One: Motor Vehicle Safety</p> <p>Lesson Six: Firearms Injury Prevention</p> <p>Lesson Seven: Bike and Pedestrian Safety</p> <p>Lesson Eight: Water Safety</p> | <p><b>Essential Questions:</b><br/>What is Health?</p> <p>What prevents people from practicing healthy behavior?</p> <p>Why choose safety?</p> <p>Why does safety matter?</p> <p><b>Learning Targets:</b><br/>Students will be able to</p> <ul style="list-style-type: none"> <li>• Demonstrate the danger zone around the bus.</li> <li>• Practice the correct use of protective safety gear (helmet, pads, personal flotation devices (PFDs), correct clothing and shoes, safety belts, and booster seats, etc.).</li> <li>• Assess various unsafe scenarios and explain how to make it safe.</li> </ul> | <p><b>Informal:</b><br/>Teacher observation</p> <p>Workbook activity pages</p> <p>Varied evidence that checks for understanding (e.g., tests, quizzes, prompts, student work samples, observations)</p> <p><b>Formal Assessment:</b><br/>Students will</p> <ul style="list-style-type: none"> <li>• create a water safety awareness flyer or brochure</li> <li>• demonstrate the different skills of riding a bicycle and correctly putting on a bicycle helmet</li> <li>• write a story about riding their bicycle and include safety rules</li> <li>• complete the attached log sheet for time spent walking or riding a bicycle</li> <li>• present a skit to the class as a bus driver with a group of students going on a field trip</li> </ul> <p>You are a news reporter for the local radio station. You will</p> |

| Standards Alignment   | Unit Concept<br>Big Ideas | Essential Questions<br>Student Learning Targets | Assessments  |
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| <p><b>4.3</b> Recognize the benefits of non-violent strategies to manage or resolve conflict.</p> <p><b>4.4</b> Demonstrate how to ask for assistance to enhance personal health.</p> <p><b>Standard 5</b><br/>Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p><b>5.1</b> Identify health-related situations that might require a thoughtful decision.</p> <p><b>5.2</b> Analyze when assistance is needed when making a health-related decision.</p> <p><b>5.3</b> List healthy options to health-related issues or problems.</p> <p><b>5.4</b> Predict outcomes of each option when making health-related decision.</p> <p><b>5.5</b> Choose a health option when making decisions.</p> <p><b>5.6</b> Describe the outcome(s) of a health-related decision.</p> <p><b>Standard 7</b><br/>Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p><b>7.1</b> Identify responsible personal health behaviors.</p> <p><b>7.2</b> Consider a variety of healthy practices to maintain or improve personal health.</p> <p><b>7.3</b> Explore a variety of practices to avoid or reduce health risks.</p> <p><b>Standard 8</b><br/>Students will demonstrate the ability to advocate for personal, family and community health.</p> <p><b>8.1</b> Express opinions and give accurate information about health issues.</p> <p><b>8.2</b> Encourage others in making positive health choices.</p> |                           |   | <p>apply your knowledge of the motor vehicle laws in Delaware to present a news report for your classmates using a current events article or a story. As a reporter, you will show a risky situation and then describe the unsafe practice using Delaware laws to explain how to make it safe.</p> |



| Standards Alignment  | Unit Concept<br>Big Ideas  | Essential Questions<br>Student Learning Targets  | Assessments   |
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| <b>Unit Two: CATCH Onto Healthy Lifestyles (DOE Model Unit)</b><br><b>Timeline: 8 hours</b>  |  |  |   |
| <p><b>Standard 1</b><br/>Students will understand essential health concepts in order to transfer knowledge into healthy actions for life</p> <p><b>1.1</b> Describe the relationship between healthy behaviors and personal health.<br/> <b>1.2</b> Identify indicators of intellectual, emotional, social, and physical health.<br/> <b>1.3</b> Describe ways in which a safe and healthy school and community environment can promote personal health.<br/> <b>1.4</b> Describe ways to prevent common childhood injuries and health problems.<br/> <b>1.5</b> Describe when it is important to seek health care.</p> <p><b>Standard 5</b><br/>Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p><b>5.1</b> Identify health-related situations that might require a thoughtful decision.<br/> <b>5.2</b> Analyze when assistance is needed when making a health-related decision.<br/> <b>5.3</b> List healthy options to health-related issues or problems.<br/> <b>5.4</b> Predict outcomes of each option when making health-related decision.<br/> <b>5.5</b> Choose a health option when making decisions.<br/> <b>5.6</b> Describe the outcome(s) of a health-related decision.</p> <p><b>Standard 7</b><br/>Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p><b>7.1</b> Identify responsible personal health behaviors.<br/> <b>7.2</b> Consider a variety of healthy practices to maintain or improve personal health.<br/> <b>7.3</b> Explore a variety of practices to avoid or reduce health</p> | <p>Physical activity and healthy eating contribute to a healthy lifestyle.</p> | <p><b>Essential Questions:</b><br/>What is health?<br/><br/>What prevents people from practicing healthy behaviors?</p> <p><b>Learning Targets:</b><br/>Students will be able to</p> <ul style="list-style-type: none"> <li>• Choose among healthy, less healthy and non-nutritious foods.</li> <li>• Demonstrate social skills of party planning.</li> <li>• Plan a party menu using a variety of foods.</li> <li>• Seek active play in social situations.</li> </ul> | <p><b>Informal:</b><br/>Teacher observation<br/>Handout 2: Up Close and Personal<br/>Handout 5: Check It Out</p> <p>Varied evidence that checks for understanding (e.g., tests, quizzes, prompts, student work samples, observations)</p> <p><b>Formal Assessment:</b><br/>Pretend you and your friend are planning a party. You two will need to plan where to have the party, your activities, and your snacks. Using the go-slow-whoa plan, make a list of all the food and beverage items you will have, the location of the party, and your time frame and activities. Once you have the plans in order, make a poster or presentation to invite all your classmates that showcases your HEALTHY party plans.</p> <p>Students will write a self-assessment paragraph on the last day of the unit presentation entitled: What did I learn about party planning? This will be ungraded and personal. The teacher may add comments, if desired. This is intended,</p> |

| Standards Alignment   | Unit Concept<br>Big Ideas  | Essential Questions<br>Student Learning Targets   | Assessments   |
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| risks.  |  |   | however, for student self-monitoring.   |
| <b>Unit Three: Kids, Alcohol, Drugs and Danger</b><br><b>Timeline: 10 hours</b>   |  |   |   |
| <p><b>Standard 1</b><br/>Students will understand essential health concepts in order to transfer knowledge into healthy actions for life</p> <p><b>1.1</b> Describe the relationship between healthy behaviors and personal health.</p> <p><b>1.2</b> Identify indicators of intellectual, emotional, social, and physical health.</p> <p><b>1.3</b> Describe ways in which a safe and healthy school and community environment can promote personal health.</p> <p><b>1.4</b> Describe ways to prevent common childhood injuries and health problems.</p> <p><b>1.5</b> Describe when it is important to seek health care.</p> <p><b>Standard 3</b><br/>Students will demonstrate the ability to access information, products and services to enhance health.</p> <p><b>3.1</b> Compare and contrast characteristics of valid health information, products and services.</p> <p><b>3.2</b> Locate resources from home, school and community that provide valid health information.</p> <p><b>Standard 4</b><br/>Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p><b>4.1</b> Model healthy ways to express needs, wants and feelings.</p> <p><b>4.2</b> Utilize listening skills to enhance health.</p> <p><b>4.3</b> Role play ways to respond when in an unwanted, threatening or dangerous situation.</p> <p><b>Standard 5</b></p> | <p>What I know and understand about health can help me make healthy choices.</p> <p>I can choose to be healthy by not using alcohol and drugs.</p> | <p><b>Essential Questions:</b><br/>What is health?</p> <p>How can I stay safe?</p> <p><b>Learning Targets:</b><br/>Inhalants<br/>(www.healthteacher.com)</p> <ul style="list-style-type: none"> <li>Students will identify the effects of inhalants upon body systems.</li> <li>Students will describe how decisions about inhalant use could affect their favorite activities or cause serious health problems, or death.</li> </ul> <p>Surveying Over-The-Counter-Medicines<br/>(www.healthteacher.com)</p> <ul style="list-style-type: none"> <li>Students will explain the importance of reading and following label directions for OTC medicines.</li> <li>Students will explain that OTC medicines are serious medicines with side effects.</li> </ul> <p>Alcohol (www.kidshealth.org)</p> <ul style="list-style-type: none"> <li>Research how alcohol</li> </ul> | <p><b>Informal:</b><br/>Teacher observation</p> <p>Varied evidence that checks for understanding (e.g., tests, quizzes, prompts, student work samples, observations)</p> <p><b>Formal Assessment:</b><br/>Contextualized experiences that allow student to apply their knowledge of health to real life. Examples of fully developed assessments include: Role plays, dramas, written documents (advertisements, letters, speeches, children’s books, brochures), projects, visual arts integration (posers and artwork), bulletin boards, and presentations.</p> |

| Standards Alignment   | Unit Concept Big Ideas                      | Essential Questions Student Learning Targets   | Assessments   |
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| <p>Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p><b>5.1</b> Identify health-related situations that might require a thoughtful decision.</p> <p><b>5.2</b> Analyze when assistance is needed when making a health-related decision.</p> <p><b>5.3</b> List healthy options to health-related issues or problems.</p> <p><b>5.4</b> Predict outcomes of each option when making health-related decision.</p> <p><b>5.5</b> Choose a health option when making decisions.</p> <p><b>5.6</b> Describe the outcome(s) of a health-related decision.</p> <p><b>Standard 7</b><br/>Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p><b>7.1</b> Identify responsible personal health behaviors.</p> <p><b>7.2</b> Consider a variety of healthy practices to maintain or improve personal health.</p> <p><b>7.3</b> Explore a variety of practices to avoid or reduce health risks.</p> |   | <p>moves through the body and how various organs are affected.</p> <ul style="list-style-type: none"> <li>• Complete a flowchart that shows how alcohol moves through the body.</li> <li>• Determine who influences them and who they influence.</li> <li>• Participate in small group discussion.</li> <li>• Practice how to respond to peer pressure.</li> </ul> <p>Drugs Don't Solve Problems (<a href="http://www.healthteacher.com">www.healthteacher.com</a>)</p> <ul style="list-style-type: none"> <li>• The student will be able to identify reasons young people use/abuse alcohol and other drugs.</li> </ul> |   |
| <p><b>Unit Four: Smoking – Not Worth the Cost</b> (<a href="http://www.kidshealth.org">www.kidshealth.org</a>)<br/><b>Timeline: 2 hours</b></p>   |   |  |   |
| <p><b>Standard 1</b><br/>Students will understand essential health concepts in order to transfer knowledge into healthy actions for life</p> <p><b>1.1</b> Describe the relationship between healthy behaviors and personal health.</p> <p><b>1.2</b> Identify indicators of intellectual, emotional, social, and physical health.</p> <p><b>1.3</b> Describe ways in which a safe and healthy school and community environment can promote personal health.</p> <p><b>1.4</b> Describe ways to prevent common childhood injuries and health problems.</p> <p><b>1.5</b> Describe when it is important to seek health care.</p>   | <p>I can choose to be healthy – or not.</p> | <p><b>Essential Questions:</b><br/>What is health?<br/><br/>What prevents people from practicing healthy behaviors?</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• Identify health risks of smoking.</li> <li>• Use math skills to calculate the cost of smoking.</li> </ul>   | <p><b>Informal:</b><br/>Teacher observation</p> <p>Varied evidence that checks for understanding (e.g., tests, quizzes, prompts, student work samples, observations)</p> <p><b>Formal Assessment:</b><br/>Contextualized experiences that allow student to apply their knowledge of health to real life. Examples of fully developed assessments include: Role plays,</p> |

| Standards Alignment  | Unit Concept Big Ideas  | Essential Questions Student Learning Targets   | Assessments  |
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| <p><b>Standard 4</b><br/>Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p><b>4.1</b> Model healthy ways to express needs, wants and feelings.</p> <p><b>4.2</b> Utilize listening skills to enhance health.</p> <p><b>4.3</b> Role play ways to respond when in an unwanted, threatening or dangerous situation.</p> <p><b>Standard 5</b><br/>Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p><b>5.1</b> Identify health-related situations that might require a thoughtful decision.</p> <p><b>5.2</b> Analyze when assistance is needed when making a health-related decision.</p> <p><b>5.3</b> List healthy options to health-related issues or problems.</p> <p><b>5.4</b> Predict outcomes of each option when making health-related decision.</p> <p><b>5.5</b> Choose a health option when making decisions.</p> <p><b>5.6</b> Describe the outcome(s) of a health-related decision.</p> <p><b>Standard 7</b><br/>Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p><b>7.1</b> Identify responsible personal health behaviors.</p> <p><b>7.2</b> Consider a variety of healthy practices to maintain or improve personal health.</p> <p><b>7.3</b> Explore a variety of practices to avoid or reduce health risks.</p> |   | <ul style="list-style-type: none"> <li>Identify alternate ways to use money spent on smoking.</li> </ul> | <p>dramas, written documents (advertisements, letters, speeches, children’s books, brochures), projects, visual arts integration (posers and artwork), bulletin boards, and presentations.</p> |
| <p><b>Unit Five: Changes in the Family, Changes in Myself</b><br/><b>Timeline: 8 hours</b></p>   |   |  |  |
| <p><b>Standard 1</b><br/>Students will understand essential health concepts in order to transfer knowledge into healthy actions for life</p> <p><b>1.1</b> Describe the relationship between healthy behaviors</p>   | <p>People change, and change is normal part of life – as an individual, as a family, and as a circle of</p> | <p><b>Essential Questions:</b><br/>What is health?<br/>What prevents people from practicing healthy</p>  | <p><b>Informal:</b><br/>Teacher observation<br/><br/>Varied evidence that checks for</p>   |

| Standards Alignment  | Unit Concept<br>Big Ideas  | Essential Questions<br>Student Learning Targets   | Assessments   |
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| <p>and personal health.</p> <p><b>1.2</b> Identify indicators of intellectual, emotional, social, and physical health.</p> <p><b>1.3</b> Describe ways in which a safe and healthy school and community environment can promote personal health.</p> <p><b>1.4</b> Describe ways to prevent common childhood injuries and health problems.</p> <p><b>1.5</b> Describe when it is important to seek health care.</p> <p><b>Standard 2</b><br/>Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p> <p><b>2.1</b> Describe how a person’s family and culture influence personal health practices.</p> <p><b>2.2</b> Express how peers can influence healthy and unhealthy behaviors.</p> <p><b>2.3</b> Describe how the school and community support personal health practices.</p> <p><b>2.4</b> Explain how media influences thoughts, feelings, and health behaviors.</p> <p><b>2.5</b> Describe ways technology can influence personal health.</p> <p><b>Standard 3</b><br/>Students will demonstrate the ability to access information, products and services to enhance health.</p> <p><b>3.1</b> Compare and contrast characteristics of valid health information, products and services.</p> <p><b>3.2</b> Locate resources from home, school and community that provide valid health information.</p> <p><b>Standard 4</b><br/>Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p><b>4.1</b> Demonstrate effective verbal and non-verbal communication skills to enhance health.</p> | <p>friends.</p> <p>What I know and understand about how I will change as I grow older can help me make smart health choices.</p> | <p>behaviors?</p> <p>How can I cope and adapt to change in myself, my family, or my friends?</p> <p><b>Learning Targets:</b></p> <p>All in the Family</p> <ul style="list-style-type: none"> <li>• Students will demonstrate diversity within families.</li> <li>• Students will identify family responsibilities.</li> <li>• Students will describe influences on responsibility.</li> </ul> <p>Caring for Self and Others</p> <ul style="list-style-type: none"> <li>• Students explore similarities and differences in small group work and by drawing Venn diagrams of their families.</li> <li>• Students work in groups to create a creature that is a compilation of each member's best trait.</li> </ul> <p>Changing Families</p> <ul style="list-style-type: none"> <li>• Students will identify changes that occur as a result of growth and aging.</li> <li>• Students will describe influences that create change in families.</li> <li>• Students will identify</li> </ul> | <p>understanding (e.g., tests, quizzes, prompts, student work samples, observations)</p> <p><b>Formal Assessment:</b><br/>Contextualized experiences that allow student to apply their knowledge of health to real life. Examples of fully developed assessments include: Role plays, dramas, written documents (advertisements, letters, speeches, children’s books, brochures), projects, visual arts integration (posers and artwork), bulletin boards, and presentations.</p> |

| Standards Alignment   | Unit Concept<br>Big Ideas | Essential Questions<br>Student Learning Targets   | Assessments |
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| <p>4.2 Demonstrate refusal skills to avoid or reduce health risks.</p> <p>4.3 Recognize the benefits of non-violent strategies to manage or resolve conflict.</p> <p>4.4 Demonstrate how to ask for assistance to enhance personal health.</p> <p><b>Standard 7</b><br/>Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p>7.1 Identify responsible personal health behaviors.</p> <p>7.2 Consider a variety of healthy practices to maintain or improve personal health.</p> <p>7.3 Explore a variety of practices to avoid or reduce health risks.</p> |                           | <p>resources for individuals and families.</p> <p>The Passage into Puberty</p> <ul style="list-style-type: none"> <li>• Students will explain the physical, emotional, and social changes of adolescence.</li> <li>• Students will identify sources of information about adolescence.</li> </ul> <p>Respecting Myself and Others</p> <ul style="list-style-type: none"> <li>• Students will identify actions that show respect.</li> <li>• Students will analyze reasons people show respect.</li> </ul> <p>Learning about HIV/AIDS</p> <ul style="list-style-type: none"> <li>• Students will discuss the cause and transmission of HIV infection.</li> <li>• Students will identify valid sources for information about HIV infection.</li> </ul> |             |

# Curriculum Framework for Health

School: Mapleton Charter School

Curricular Tool: Noted in the map

Grade: 5

Teacher: \_\_\_\_\_

| Standards Alignment  | Unit Concept<br>Big Ideas                           | Essential Questions<br>Student Learning Targets   | Assessments   |
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| <b>Unit One: Risk Watch: Safe Body</b><br><b>Timeline : 8 Hours</b>  |   |   |   |
| <p><b>Standard 1</b><br/>Students will understand essential health concepts in order to transfer knowledge into healthy actions for life</p> <p><b>1.1</b> Describe the relationship between healthy behaviors and personal health.</p> <p><b>1.2</b> Identify indicators of intellectual, emotional, social, and physical health.</p> <p><b>1.3</b> Describe ways in which a safe and healthy school and community environment can promote personal health.</p> <p><b>1.4</b> Describe ways to prevent common childhood injuries and health problems.</p> <p><b>1.5</b> Describe when it is important to seek health care.</p> <p><b>Standard 3</b><br/>Students will demonstrate the ability to access information, products and services to enhance health.</p> <p><b>3.1</b> Compare and contrast characteristics of valid health information, products and services.</p> <p><b>3.2</b> Locate resources from home, school and community that provide valid health information.</p> <p><b>Standard 4</b><br/>Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> | <p>It is important to grow up safe and healthy.</p> | <p><b>Essential Questions:</b><br/>What is Health?</p> <p>What prevents people from practicing healthy behavior?</p> <p>Why choose safety?</p> <p>Why does safety matter?</p> <p><b>Learning Targets:</b><br/>Fire and Burn Prevention</p> <ul style="list-style-type: none"> <li>• Name four elements of a home escape plan.</li> <li>• Identify three outdoor fire safety hazards and ways to prevent them.</li> <li>• State a minimum of three cooking safety rules.</li> </ul> <p>Choking, Suffocation, and Strangulation</p> <ul style="list-style-type: none"> <li>• Identify three choking, suffocation, or strangulation hazards.</li> <li>• Demonstrate the Heimlich maneuver/abdominal thrust.</li> </ul> <p>Poisoning Prevention</p> <ul style="list-style-type: none"> <li>• Name two poisons found in the</li> </ul> | <p><b>Informal:</b><br/>Teacher observation</p> <p>Varied evidence that checks for understanding (e.g., tests, quizzes, prompts, student work samples, observations)</p> <p><b>Formal Assessment:</b><br/>Contextualized experiences that allow student to apply their knowledge of health to real life. Examples of fully developed assessments include: Role plays, dramas, written documents (advertisements, letters, speeches, children’s books, brochures), projects, visual arts integration (posers and artwork), bulletin boards, and presentations.</p> |

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| <p>4.1 Demonstrate effective verbal and non-verbal communication skills to enhance health.</p> <p>4.2 Demonstrate refusal skills to avoid or reduce health risks.</p> <p>4.3 Recognize the benefits of non-violent strategies to manage or resolve conflict.</p> <p>4.4 Demonstrate how to ask for assistance to enhance personal health.</p> <p><b>Standard 5</b><br/>Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p>5.1 Identify health-related situations that might require a thoughtful decision.</p> <p>5.2 Analyze when assistance is needed when making a health-related decision.</p> <p>5.3 List healthy options to health-related issues or problems.</p> <p>5.4 Predict outcomes of each option when making health-related decision.</p> <p>5.5 Choose a health option when making decisions.</p> <p>5.6 Describe the outcome(s) of a health-related decision.</p> <p><b>Standard 7</b><br/>Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p>7.1 Identify responsible personal health behaviors.</p> <p>7.2 Consider a variety of healthy practices to maintain or improve personal health.</p> <p>7.3 Explore a variety of practices to avoid or reduce health risks.</p> <p><b>Standard 8</b><br/>Students will demonstrate the ability to advocate for personal, family and community health.</p> <p>8.1 Express opinions and give accurate</p> |  | <p>home.</p> <ul style="list-style-type: none"> <li>Identify the Poison Control Center as the agency to call in case of poisoning.</li> <li>State at least one reason for taking medication only from a grown-up you trust.</li> </ul> <p>Falls Prevention</p> <ul style="list-style-type: none"> <li>Identify four fall hazards and ways to prevent falls.</li> </ul> |  |
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| <p>information about health issues.</p> <p><b>8.2</b> Encourage others in making positive health choices.</p>  |   |   |  |
| <p><b>Unit Two: CATCHing and Keeping Good Health = No Tobacco Use! (DOE Model Unit)</b><br/> <b>Timeline: 5 hours</b></p>  |   |   |  |
| <p><b>Standard 1</b><br/> Students will understand essential health concepts in order to transfer knowledge into healthy actions for life</p> <p><b>1.1</b> Describe the relationship between healthy behaviors and personal health.</p> <p><b>1.2</b> Identify indicators of intellectual, emotional, social, and physical health.</p> <p><b>1.3</b> Describe ways in which a safe and healthy school and community environment can promote personal health.</p> <p><b>1.4</b> Describe ways to prevent common childhood injuries and health problems.</p> <p><b>1.5</b> Describe when it is important to seek health care.</p> <p><b>Standard 2</b><br/> Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p> <p><b>2.1</b> Describe how a person’s family and culture influence personal health practices.</p> <p><b>2.2</b> Express how peers can influence healthy and unhealthy behaviors.</p> <p><b>2.3</b> Describe how the school and community support personal health practices.</p> <p><b>2.4</b> Explain how media influences thoughts, feelings, and health behaviors.</p> <p><b>2.5</b> Describe ways technology can influence personal health.</p> <p><b>Standard 4</b><br/> Students will demonstrate the ability to use interpersonal communication skills to enhance</p> | <p>There is a relationship between understanding health concepts and personal health.</p> <p>Communication skills are necessary to enhance personal health.</p> <p>Sometimes family members and friends need an advocate.</p> | <p><b>Essential Questions:</b></p> <p>What is health?</p> <p>What prevents people from practicing healthy behaviors?</p> <p>How can I be healthy?</p> <p>Why be tobacco free?</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• Practice ways to say no to tobacco use.</li> <li>• Identify ways tobacco companies promote their product to non-users.</li> <li>• Decide not to be a user.</li> <li>• Persuade others not to use tobacco.</li> </ul> | <p><b>Informal:</b><br/> Teacher observation</p> <p>Handout 7: Me? I choose tobacco-free! (pages 77–78)</p> <p>Varied evidence that checks for understanding (e.g., tests, quizzes, prompts, student work samples, observations)</p> <p><b>Formal Assessment:</b><br/> A report has been published about the high cost of tobacco use to society in dollars, productivity, and quality of life. Your class has reviewed this report and discussed how they could affect tobacco use by their peers. The class has decided to begin a marketing program for tobacco use prevention at the school. Students will work in pairs to write and perform a rap, poem, story, or song about tobacco use prevention. The product will advocate abstinence from tobacco products and indicate health risks associated with tobacco use.</p> <p>Students will think of responses to offers of tobacco products. They will list ways to refuse</p> |

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| <p>health and avoid or reduce health risks.</p> <p><b>4.1</b> Model healthy ways to express needs, wants and feelings.</p> <p><b>4.2</b> Utilize listening skills to enhance health.</p> <p><b>4.3</b> Role play ways to respond when in an unwanted, threatening or dangerous situation.</p> <p><b>Standard 5</b><br/>Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p><b>5.1</b> Identify health-related situations that might require a thoughtful decision.</p> <p><b>5.2</b> Analyze when assistance is needed when making a health-related decision.</p> <p><b>5.3</b> List healthy options to health-related issues or problems.</p> <p><b>5.4</b> Predict outcomes of each option when making health-related decision.</p> <p><b>5.5</b> Choose a health option when making decisions.</p> <p><b>5.6</b> Describe the outcome(s) of a health-related decision.</p> <p><b>Standard 7</b><br/>Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p><b>7.1</b> Identify responsible personal health behaviors.</p> <p><b>7.2</b> Consider a variety of healthy practices to maintain or improve personal health.</p> <p><b>7.3</b> Explore a variety of practices to avoid or reduce health risks.</p> <p><b>Standard 8</b><br/>Students will demonstrate the ability to advocate for personal, family and community health.</p> <p><b>8.1</b> Express opinions and give accurate information about health issues.</p> <p><b>8.2</b> Encourage others in making positive health choices.</p> |  |  | <p>without losing friends or getting angry. Teachers will collect and redistribute papers to pairs of students who will discuss the responses. Then each student will write a paragraph that describes how one new-to-them refusal idea could be used in a scenario from their life.</p> |
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| <b>Unit Three: Choose to CATCH Health (DOE Model Unit)</b>  |  |  |  |
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| <b>Timeline: 4 hours</b>  |  |  |  |
| <p><b>Standard 1</b><br/>Students will understand essential health concepts in order to transfer knowledge into healthy actions for life</p> <p><b>1.1</b> Describe the relationship between healthy behaviors and personal health.</p> <p><b>1.2</b> Identify indicators of intellectual, emotional, social, and physical health.</p> <p><b>1.3</b> Describe ways in which a safe and healthy school and community environment can promote personal health.</p> <p><b>1.4</b> Describe ways to prevent common childhood injuries and health problems.</p> <p><b>1.5</b> Describe when it is important to seek health care.</p> <p><b>Standard 2</b><br/>Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p> <p><b>2.1</b> Describe how a person’s family and culture influence personal health practices.</p> <p><b>2.2</b> Express how peers can influence healthy and unhealthy behaviors.</p> <p><b>2.3</b> Describe how the school and community support personal health practices.</p> <p><b>Standard 5</b><br/>Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p><b>5.1</b> Identify health-related situations that might require a thoughtful decision.</p> <p><b>5.2</b> Analyze when assistance is needed when making a health-related decision.</p> <p><b>5.3</b> List healthy options to health-related issues or problems.</p> <p><b>5.4</b> Predict outcomes of each option when making</p> | <p>Decision making impacts health.</p> <p>Goal setting enhances health.</p> <p>A healthy lifestyle improves the quality of life.</p> | <p><b>Essential Questions:</b><br/>What is health?</p> <p>What prevents people from practicing healthy behaviors?</p> <p>Why does it matter what I eat and do?</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• Go for health eating options (Choose-Change-Plan Ahead-Decide on a Little).</li> <li>• Set goals for “Go” breakfasts.</li> </ul> | <p><b>Informal:</b><br/>Teacher observation</p> <p>Varied evidence that checks for understanding (e.g., tests, quizzes, prompts, student work samples, observations)</p> <p>“Go” breakfast assignment in Lesson Three will demonstrate student grasp of “Go” foods and goal setting for health.</p> <p>In Lesson Four, after presentation of role-plays, students will help the teacher break down the barriers to good health by removing obstacles in their way and offering specific suggestions for options.</p> <p><b>Formal Assessment:</b><br/>Students will role-play one of two options about healthy decision making:<br/>“It’s a rainy Saturday again so you decide to get together for the afternoon” (page 144).<br/>OR<br/>“You are visiting at Grandma and Grandpa’s house all weekend” (page 145).</p> <p>Students will plan and present the role-play in groups of five with a team leader.</p> |

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| <p>health-related decision.</p> <p><b>5.5</b> Choose a health option when making decisions.</p> <p><b>5.6</b> Describe the outcome(s) of a health-related decision.</p> <p><b>Standard 6</b><br/>Students will demonstrate the ability to use goal-setting skills to enhance health.</p> <p><b>6.1</b> Set a personal health goal and track progress toward its achievement.</p> <p><b>6.2</b> Identify resources to assist in achieving a personal health goal.</p> <p><b>Standard 7</b><br/>Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p><b>7.1</b> Identify responsible personal health behaviors.</p> <p><b>7.2</b> Consider a variety of healthy practices to maintain or improve personal health.</p> <p><b>7.3</b> Explore a variety of practices to avoid or reduce health risks.</p> |  |  | <p>Following presentations of the transfer task role-plays, students will choose another role play scenarios to plan for another situation.</p> <p>Students will write a three-paragraph essay describing how they would handle the scenario using the Go for Health options. Students will be expected to use good grammar and spelling, include a description of the Go for Health options and offer sound suggestions for healthy choices.</p> |
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**Unit Four: Resisting Pressure to Do Drugs! (healthteacher.com)**  
**Timeline: 10 hours**

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| <p><b>Standard 1</b><br/>Students will understand essential health concepts in order to transfer knowledge into healthy actions for life</p> <p><b>1.1</b> Describe the relationship between healthy behaviors and personal health.</p> <p><b>1.2</b> Identify indicators of intellectual, emotional, social, and physical health.</p> <p><b>1.3</b> Describe ways in which a safe and healthy school and community environment can promote personal health.</p> <p><b>1.4</b> Describe ways to prevent common childhood injuries and health problems.</p> | <p>What I know and understand about doing drugs can help me make healthy decisions.</p> <p>The world I live in teaches me to be healthy or not.</p> <p>Communication skills, including non-violent strategies and refusal skills, are needed to enhance personal health.</p> | <p><b>Essential Questions:</b><br/>What is health?</p> <p>What prevents people from practicing healthy behaviors?</p> <p><b>Learning Targets:</b><br/>Drugs in the News</p> <ul style="list-style-type: none"> <li>• Students will identify consequences of unhealthful decisions about drug use.</li> <li>• Students will describe how healthful decisions about drug</li> </ul> | <p><b>Informal:</b><br/>Teacher observation</p> <p>Varied evidence that checks for understanding (e.g., tests, quizzes, prompts, student work samples, observations)</p> <p><b>Formal Assessment:</b><br/>Contextualized experiences that allow student to apply their knowledge of health to real life. Examples of fully developed</p> |
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| <p><b>1.5</b> Describe when it is important to seek health care.</p> <p><b>Standard 2</b><br/>Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p> <p><b>2.1</b> Describe how a person’s family and culture influence personal health practices.</p> <p><b>2.2</b> Express how peers can influence healthy and unhealthy behaviors.</p> <p><b>2.3</b> Describe how the school and community support personal health practices.</p> <p><b>Standard 4</b><br/>Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p><b>4.1</b> Demonstrate effective verbal and non-verbal communication skills to enhance health.</p> <p><b>4.2</b> Demonstrate refusal skills to avoid or reduce health risks.</p> <p><b>4.3</b> Recognize the benefits of non-violent strategies to manage or resolve conflict.</p> <p><b>4.4</b> Demonstrate how to ask for assistance to enhance personal health.</p> <p><b>Standard 5</b><br/>Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p><b>5.1</b> Identify health-related situations that might require a thoughtful decision.</p> <p><b>5.2</b> Analyze when assistance is needed when making a health-related decision.</p> <p><b>5.3</b> List healthy options to health-related issues or problems.</p> <p><b>5.4</b> Predict outcomes of each option when making health-related decision.</p> <p><b>5.5</b> Choose a health option when making decisions.</p> |  | <p>use prevent problems.</p> <p>Refuse to Use</p> <ul style="list-style-type: none"> <li>• Students will describe incidents of negative peer pressure.</li> <li>• Students will demonstrate refusal strategies.</li> </ul> <p>Choosing Friends</p> <ul style="list-style-type: none"> <li>• Students will describe influences on alcohol and other drug use.</li> <li>• Students will explain reasons to avoid alcohol and other drug use.</li> </ul> | <p>assessments include: Role plays, dramas, written documents (advertisements, letters, speeches, children’s books, brochures), projects, visual arts integration (posers and artwork), bulletin boards, and presentations.</p> |
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| <p><b>5.6</b> Describe the outcome(s) of a health-related decision.</p> <p><b>Standard 7</b><br/>Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p><b>7.1</b> Identify responsible personal health behaviors.</p> <p><b>7.2</b> Consider a variety of healthy practices to maintain or improve personal health.</p> <p><b>7.3</b> Explore a variety of practices to avoid or reduce health risks.</p> <p><b>Standard 8</b><br/>Students will demonstrate the ability to advocate for personal, family and community health.</p> <p><b>8.1</b> Express opinions and give accurate information about health issues.</p> <p><b>8.2</b> Encourage others in making positive health choices.</p> |  |   |   |
| <p><b>Unit Five: Healthy Community (healthteacher.com)</b><br/><b>Timeline: 6 hours</b></p>   |  |   |   |
| <p><b>Standard 1</b><br/>Students will understand essential health concepts in order to transfer knowledge into healthy actions for life</p> <p><b>1.1</b> Describe the relationship between healthy behaviors and personal health.</p> <p><b>1.2</b> Identify indicators of intellectual, emotional, social, and physical health.</p> <p><b>1.3</b> Describe ways in which a safe and healthy school and community environment can promote personal health.</p> <p><b>1.4</b> Describe ways to prevent common childhood injuries and health problems.</p> <p><b>1.5</b> Describe when it is important to seek health care.</p>   | <p>The actions of the people who live in our community affect my health and the health of others.</p> <p>The decisions that I make everyday impact the health of others in my community; we are connected through our community.</p> | <p><b>Essential Questions:</b><br/>What is health?</p> <p>What prevents people from practicing healthy behaviors?</p> <p>What can I do to be advocate to keep my community healthy?</p> <p><b>Learning Targets:</b><br/>No Noise</p> <ul style="list-style-type: none"> <li>• Students will explain health issues related to noise pollution.</li> <li>• Students will identify ways communities and individuals can</li> </ul> | <p><b>Informal:</b><br/>Teacher observation</p> <p>Varied evidence that checks for understanding (e.g., tests, quizzes, prompts, student work samples, observations)</p> <p><b>Formal Assessment:</b><br/>Contextualized experiences that allow student to apply their knowledge of health to real life. Examples of fully developed assessments include: Role plays, dramas, written documents (advertisements, letters,</p> |

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| <p><b>Standard 2</b><br/>Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p> <p><b>2.1</b> Describe how a person’s family and culture influence personal health practices.</p> <p><b>2.2</b> Express how peers can influence healthy and unhealthy behaviors.</p> <p><b>2.3</b> Describe how the school and community support personal health practices.</p> <p><b>Standard 3</b><br/>Students will demonstrate the ability to access information, products and services to enhance health.</p> <p><b>3.1</b> Compare and contrast characteristics of valid health information, products and services.</p> <p><b>3.2</b> Locate resources from home, school and community that provide valid health information.</p> <p><b>Standard 8</b><br/>Students will demonstrate the ability to advocate for personal, family and community health.</p> <p><b>8.1</b> Express opinions and give accurate information about health issues.</p> <p><b>8.2</b> Encourage others in making positive health choices.</p> |  | <p>prevent noise pollution.</p> <ul style="list-style-type: none"> <li>Students will advocate the prevention of noise pollution in their communities.</li> </ul> <p>Clean Water</p> <ul style="list-style-type: none"> <li>Students will explain the importance of clean water.</li> <li>Students will identify community and individual actions to keep water clean and safe.</li> <li>Students will advocate for clean and safe water.</li> </ul> <p>Reduce, Reuse, Recycle</p> <ul style="list-style-type: none"> <li>Students will identify the importance of reducing use, reusing items, and recycling.</li> <li>Students will advocate "Reduce, Reuse, and Recycle."</li> </ul> <p>Reducing Pollution and Conserving Resources</p> <ul style="list-style-type: none"> <li>Students will identify the importance of conserving resources and reducing pollution to personal and community health.</li> <li>Students will identify and demonstrate ways to conserve resources and reduce pollution.</li> <li>Students will advocate the reduction of pollution and conservation of resources.</li> </ul> | <p>speeches, children’s books, brochures), projects, visual arts integration (posers and artwork), bulletin boards, and presentations.</p> |
| <p><b>Unit Six: Keeping Me Healthy (healthteacher.com)</b><br/><b>Timeline: 6 hours</b></p>  |  |   |  |
| <p><b>Standard 1</b><br/>Students will understand essential health concepts in</p>   | <p>What I know about my body can help me be healthy.</p> | <p><b>Essential Questions:</b><br/>What is health?</p>  | <p><b>Informal:</b><br/>Teacher observation</p>  |

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| <p>order to transfer knowledge into healthy actions for life</p> <p><b>1.1</b> Describe the relationship between healthy behaviors and personal health.</p> <p><b>1.2</b> Identify indicators of intellectual, emotional, social, and physical health.</p> <p><b>1.3</b> Describe ways in which a safe and healthy school and community environment can promote personal health.</p> <p><b>1.4</b> Describe ways to prevent common childhood injuries and health problems.</p> <p><b>1.5</b> Describe when it is important to seek health care.</p> <p><b>Standard 2</b><br/>Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p> <p><b>2.1</b> Describe how a person’s family and culture influence personal health practices.</p> <p><b>2.2</b> Express how peers can influence healthy and unhealthy behaviors.</p> <p><b>2.3</b> Describe how the school and community support personal health practices.</p> <p><b>Standard 3</b><br/>Students will demonstrate the ability to access information, products and services to enhance health.</p> <p><b>3.1</b> Compare and contrast characteristics of valid health information, products and services.</p> <p><b>3.2</b> Locate resources from home, school and community that provide valid health information.</p> <p><b>Standard 5</b><br/>Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p><b>5.1</b> Identify health-related situations that might require a thoughtful decision.</p> | <p>Even things that are invisible or too small to see can hurt me. To stay healthy I have to protect myself and take steps to stay healthy.</p> | <p>What prevents people from practicing healthy behaviors?</p> <p>How can I protect myself from dangers that are too small to see?</p> <p><b><u>Learning Targets:</u></b></p> <p>Sun Safe</p> <ul style="list-style-type: none"> <li>• Students will identify safe sun practices that will protect their bodies and contribute to future health.</li> <li>• Students will identify the social influences that encourage or discourage a person to protect against the harmful effects of the sun.</li> </ul> <p>Dental Hygiene</p> <ul style="list-style-type: none"> <li>• Students will identify responsible health behaviors.</li> </ul> <p>Preventing Infectious Illnesses</p> <ul style="list-style-type: none"> <li>• Students will explain how germs are spread.</li> <li>• Students will identify personal health behaviors that help prevent the spread of disease.</li> </ul> <p>Managing Diabetes, Asthma, and Allergies</p> <ul style="list-style-type: none"> <li>• Students will identify symptoms of asthma, allergies, and diabetes.</li> <li>• Students will identify ways to care for asthma, allergies, and diabetes.</li> </ul> <p>Using Medications Appropriately</p> | <p>Varied evidence that checks for understanding (e.g., tests, quizzes, prompts, student work samples, observations)</p> <p><b><u>Formal Assessment:</u></b><br/>Contextualized experiences that allow student to apply their knowledge of health to real life. Examples of fully developed assessments include: Role plays, dramas, written documents (advertisements, letters, speeches, children’s books, brochures), projects, visual arts integration (posers and artwork), bulletin boards, and presentations.</p> |
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| <p>5.2 Analyze when assistance is needed when making a health-related decision.</p> <p>5.3 List healthy options to health-related issues or problems.</p> <p>5.4 Predict outcomes of each option when making health-related decision.</p> <p>5.5 Choose a health option when making decisions.</p> <p>5.6 Describe the outcome(s) of a health-related decision.</p> <p><b>Standard 7</b><br/>Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p>7.1 Identify responsible personal health behaviors.</p> <p>7.2 Consider a variety of healthy practices to maintain or improve personal health.</p> <p>7.3 Explore a variety of practices to avoid or reduce health risks.</p> |  | <ul style="list-style-type: none"> <li>• Students will identify guidelines for use of medicines and vitamins.</li> <li>• Students will identify characteristics of valid information, products and services.</li> </ul>  |  |
| <p><b>Unit Seven: Extra Extra! Today’s News About Addiction and Gambling: Read, Watch and Listen!!! (DOE Model unit, modified for grade 5)</b><br/><b>Timeline: 4 hours</b></p>  |  |  |  |
| <p><b>Standard 1</b><br/>Students will understand essential health concepts in order to transfer knowledge into actions for life. Specify core concepts to be addressed: Tobacco prevention (Alcohol, Tobacco, or Other Drugs—ATOD)</p> <p><b>Standard 4:</b> Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p><b>Standards 3</b><br/>Students will demonstrate the ability to access information, products and services to enhance health.*</p> <p><b>Standard 5</b></p>  | <p>Health is personal power</p> <p>Knowledge of essential health information impacts the adoption of healthy behaviors</p> <p>The actions of our community affect my health and the health of others.</p> <p>There are many addictions and all have the same brain consequences.</p> | <p><b>Essential Questions:</b></p> <p>What is Health?</p> <p>What prevents people from practicing healthy behavior?</p> <p>What is addiction?</p> <p>Can everyone become addicted?</p> <p><b>Learning Targets:</b><br/>Students will know:</p> <ul style="list-style-type: none"> <li>• Addiction is a brain disease.</li> <li>• Some, not all, eighth graders report high risk behavior for addiction.</li> <li>• Stories of the impact of</li> </ul> | <p>Transfer task<br/>Rubrics<br/>Worksheets<br/>Quizzes<br/>Fishbone worksheet<br/>Exit ticket from lesson two</p> |

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| <p>Students will demonstrate the ability to use decision-making skills to enhance health</p> <p><b>Standard 7</b><br/>Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p><b>Standard 8</b><br/>Students will demonstrate the ability to advocate for personal, family and community health.</p> |  | <p>addiction and risky behavior frequently are in the news.</p> <ul style="list-style-type: none"> <li>• Addictions impact society.</li> </ul> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Graph data relevant to addiction risk behaviors.</li> <li>• Compare, through social norming, the risk behaviors of local students with Delaware data.</li> <li>• Map places to seek help with problems related to high risk behaviors or addictions.</li> <li>• Demonstrate the impact of gambling and other addictions on society.</li> <li>• Write a sound and accurate news story for the school population about some aspect of addiction.</li> </ul> |  |
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