

Audubon Public School District



Health & Physical Education Curriculum Guide

Fall 2022

K-2nd Grade Health Curriculum Guide

Health Education

(K-2)

Description:

The grades K-2 Comprehensive Health Education Units are a cohesive set of units that scaffold instruction from one grade level to the next. Units are made up of a blended set of standards and cumulative progress indicators that fully encapsulate the major ideas and themes behind each unit. The incorporation of different standards through major, supporting and additional concepts provide a greater opportunity for comprehensive health instruction. Students begin the year with a Wellness unit that blends general health skills involving topics such as hygiene, nutrition, and physical activity. Units will then progress to develop decision-making skills which will be applied in various situations in later units involving physical activity, alcohol, tobacco, drugs, relationships, interpersonal communication, and character development.

Outcomes/Objectives:

Students will be able to:

1. Discuss different types of families.
2. Identify different roles that family members assume and the responsibilities that are included.
3. Summarize how making decisions can impact healthy relationships.
4. Explain the physical characteristics of both genders.
5. Compare and contrast the physical similarities and differences between the genders.
6. Explain when medicines are used.
7. Demonstrate an understanding of how alcohol, tobacco, and other drugs can be abused.
8. Identify the harmful effects that tobacco could have on personal hygiene, health, and safety.
9. Predict possible health issues of secondhand smoke.
10. Explain that people who abuse alcohol, tobacco, and other drugs can get help.
11. Understand what needs, wants, and feelings are in health and safety-related situations.
12. Describe what it means to make a decision.
13. Discuss why it is advantageous to think before acting and how those decisions impact the health of you and others.
14. Identify various living species that reproduce.
15. Explain why offspring need support to grow.
16. Compare how parents, technology, culture, and the media influence healthy decision-making.
17. Identify and discuss what a family may look like.
18. Determine the factors that contribute to healthy relationships within a family.
19. Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations that may be uncomfortable or dangerous.
20. Explain the meaning of character.
21. Compare correct actions and choice of words for various social situations.
22. Estimate how certain character traits impact the way one feels, thinks and acts toward themselves and others.
23. Explain how character may be enhanced by participating in school service activities.
24. List typical responsibilities of children (i.e chores, following rules).
25. Predict how responsibilities change as we get older.

26. Explain healthy ways of coping with common stressful situations experienced by children.
27. Outline specific gender-role stereotypes.
28. Discuss how individuals make their own choices about how to express themselves.
29. Predict how gender-role stereotypes might limit behavior.
30. Categorize the traits associated with healthy relationships.
31. Discuss why it is advantageous to think before acting and how those decisions impact your health and others.
32. Predict what needs, wants, and feelings are in health and safety-related situations.
33. Relate thoughts and wishes clearly when speaking with peers.
34. Discuss possible causes of conflict between people and appropriate ways to prevent and resolve them.
35. Explain the difference between bullying and teasing.
36. Predict how bullying and teasing can be harmful.

Suggested Sequence:

Kindergarten	1st Grade	2nd Grade
Personal Hygiene	Alcohol, Tobacco & Other Drugs	Social & Emotional Health
Nutrition	Health Conditions, Diseases, & Medicines	Human Growth Development
Safety and First Aid	Dependency, Substances Disorder & Treatment	Human Relationships

Rationale	Overview
Students need to be informed of a healthy lifestyle and sound decision making to promote a lifetime of wellness. They need to know the importance of practicing good health habits and life skills to succeed in the 21st century.	Students will receive information through class discussions, role playing, videos, projects and worksheets that will enable them to experience and learn to develop a healthy lifestyle. They will understand that wise health choice will lead to a healthier, more productive future.
Essential Questions:	Big Idea(s)/Enduring Understanding(s):
<ul style="list-style-type: none"> ● How does safety affect my overall wellness? ● What is the difference between healthy and unhealthy foods? ● What does taking a bath, brushing my teeth, and clean clothes affect my health? ● How can I live a long, healthy life? ● What’s the physical difference between boys and girls? ● What are some different kinds of families? 	<ul style="list-style-type: none"> ● I need to practice good safety habits. ● I need to make wise food and nutrition choices. ● Keeping my body clean will promote wellness and help prevent illness. ● All people are different. ● All family members have responsibilities. ● I can define proper terms for the male and female genitals. ● Gender role stereotypes can have an impact on people.

- What responsibilities do members in a family have?
- What is the difference between unsafe and safe touches?
- What are the proper terms for the male and female genitals?
- What are gender role stereotypes?
- How do gender role stereotypes limit behavior?

- All living things may have the capacity to reproduce.
- There are many ways in which parents may care for their offspring (e.g., animals, people, fish).
- Families shape the way we think about our bodies, our health, and our behaviors.

Unit Type	Standards, SLOs,	Performance Expectations
<p><u>Safety and First Aid</u></p> <p><u>Personal Hygiene</u></p> <p><u>Human Growth and Development</u></p> <p><u>Human Relationships</u></p> <p><u>Social and Emotional Health</u></p> <p><u>Health Conditions, Diseases, & Medicine</u></p> <p><u>Dependency, Substances Disorder & Treatment</u></p> <p><u>Alcohol, Tobacco & Other Drugs</u></p>	<p>2.1.2.PGD.1</p> <p>2.1.2.PGD.2</p> <p>2.1.2.PGD.3</p> <p>2.1.2.PGD.4</p> <p>2.1.2.PGD.5</p> <p>2.1.2.PP.1</p> <p>2.1.2.PP.2</p> <p>2.1.2.EH.1</p> <p>2.1.2.EH.2</p> <p>2.1.2.EH.3</p> <p>2.1.2.EH.4</p> <p>2.1.2.EH.5</p> <p>2.1.2.SSH.1</p> <p>2.1.2.SSH.2</p> <p>2.1.2.SSH.3</p> <p>2.1.2.SSH.4</p> <p>2.1.2.SSH.5</p> <p>2.1.2.SSH.6</p> <p>2.1.2.SSH.7</p> <p>2.1.2.SSH.8</p> <p>2.1.2.SSH.9</p> <p>2.1.2.CHSS.1</p> <p>2.1.2.CHSS.2</p> <p>2.1.2.CHSS.3</p> <p>2.1.2.CHSS.4</p> <p>2.1.2.CHSS.5</p> <p>2.1.2.CHSS.6</p> <p>2.3.2.PS.1</p> <p>2.3.2.PS.2</p> <p>2.3.2.PS.3</p> <p>2.3.2.PS.4</p> <p>2.3.2.PS.5</p>	<ul style="list-style-type: none"> • Explore how activity helps all human bodies stay healthy. • Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth). • Explain what being “well” means and identify self-care practices that support wellness. • Use correct terminology to identify body parts and explain how body parts work together to support wellness. • List medically accurate names for body parts, including the genitals. • Define reproduction. • Explain the ways in which parents may care for their offspring (e.g., animals, people, fish). • Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others. • Identify what it means to be responsible and list personal responsibilities. • Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs). • Demonstrate strategies for managing one's own emotions, thoughts and behaviors. • Explain healthy ways of coping with stressful situations. • Discuss how individuals make their own choices about how to express themselves. • Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior. • Describe different kinds of families locally, nationally and globally and note similarities in the ways in which they keep their children safe. • Determine the factors that contribute to healthy relationships within a family. • Identify basic social needs of all people. • Determine the factors that contribute to healthy relationships. • Explain healthy ways for friends to express feelings for and to one another. • Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer). • Define bullying and teasing and explain why they are wrong and harmful.

	<p>2.3.2.PS.6 2.3.2.PS.7 2.3.2.PS.8 2.3.2.HCDM.1 2.3.2.HCDM.2 2.3.2.HCDM.3 2.3.2.ATD.1 2.3.2.ATD.2 2.3.2.ATD.3 2.3.2.DSDT.1 2.3.2.DSDT.2</p>	<ul style="list-style-type: none"> ● Identify community professionals and school personnel who address health emergencies and provide reliable health information to us. ● Determine where to access home, school and community health professionals. ● Demonstrate how to dial and text 911 in case of an emergency. ● Describe how climate change affects the health of individuals, plants and animals. ● Identify situations that might result in individuals feeling sad, angry, frustrated, or scared. ● Identify individuals who can assist with expressing one’s feelings (e.g., family members, teachers, counselors, medical professionals). ● Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe. ● Discuss healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicle, water, weather safety). ● Recognize and demonstrate safety strategies to prevent injuries at home, school, in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention). ● Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol). ● Define bodily autonomy and personal boundaries. ● Demonstrate how to communicate personal boundaries and show respect for someone else’s personal boundaries including friends and family. ● Identify behaviors that would be considered child abuse (e.g., emotional, physical, sexual). ● Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse).
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Suggested Primary Resources	Suggested Supplemental Resources	Cross-Curricular Connections
<ul style="list-style-type: none"> ● Great Body Shop ● Online Resources (YouTube, TED talks) ● Videos ● Internet ● Textbook ● Books ● Magazines ● Web Sites 	<ul style="list-style-type: none"> ● Kahoot ● Poll Everywhere ● <u>Student Video</u>-Gender roles 	<ul style="list-style-type: none"> ● Informational reading for Health subjects. ● Informational writing in Health using similar structures. ● Current Event reading/videos.

Key Terms		Suggested Activities for Inclusion in Lesson Planning	Assessment Methods
wellness physical health mental health self-control settings stress strategies decision making nutritious promote food groups prevention injury safe health resource communication boundaries disease hygiene medically accurate anatomical genitals physical characteristics parenting reproduction living species offspring social health family roles diversity values morals beliefs healthy relationships safety	mental health influence character character traits responsible responsibilities cope stress choices needs wants feelings gender-roles stereotypes behavior community healthy relationships conflict appropriate conflict resolution disagreement bullying teasing hazard awareness harmful drug alcohol tobacco medicine prescription over-the-counter medicine misuse abuse health professional social health	Videos Smart Board activities/games Worksheets/handouts Powerpoint presentations Posters/drawings	Student Participation & Interaction Question & Answer responses Teacher observations Quizzes

Differentiation & Real World Connections

504	<ul style="list-style-type: none"> ● preferential seating ● extended time on tests and assignments ● reduced homework or classwork ● verbal, visual, or technology aids 	<ul style="list-style-type: none"> ● modified textbooks or audio-video materials ● behavior management support ● adjusted class schedules or grading ● verbal testing
Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection ● Opportunities for self-evaluation 	<ul style="list-style-type: none"> ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals
IEP	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Graphic organizers 	<ul style="list-style-type: none"> ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors
ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge 	<ul style="list-style-type: none"> ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers
At-risk	<ul style="list-style-type: none"> ● Purposeful seating ● Counselor involvement ● Parent involvement 	<ul style="list-style-type: none"> ● Contracts ● Alternate assessments ● Hands-on learning

Resources

Videos/DVD's:

- Magic School Bus “Inside Ralphie”
- Magic School Bus “For Lunch”
- “McGruff on Gun Safety”
- “I’m No Fool, Pedestrian Safety”
- “Yoo Hoo”

Textbooks/Storybooks:

- “Our Skeleton”
- “How Your Body Works”
- “Safe at Home”
- “What Are Drugs?”
- “Fun With Fitness”

- “Fire Safety for Kids”
- “Stop, Drop, and Roll”
- “Sparky’s Great Fire Escape”
- “Bicycle Safety Camp”
- “Sooper Puppy Learns About Strangers”
- “The Clean Club”
- “Dental Defenders vs. Cavity Creeps”
- “The Sneeze: How germs are Spread”
- “Stop Bullying Now”
- “McGroark Learns About Prejudice”
- “McGroark Learns About Anger”
- “McGroark Learns About Bullying”
- “The Heart Treasure Chest”
- “A Healthy Body”
- “Blood and Circulation”
- “Kids Nutrition”

- “Gym Day Winner”
- “Health and Fitness”
- Class Textbooks

Health and fitness related worksheets/handouts, and written work from the textbook.