## **Audubon Public Schools**

# Engaging Students ~ Fostering Achievement ~ Cultivating 21st Century Global Skills Written By: Don Bundens Approved April 2011 Reapproved June 2017

Course Title: Health Unit Name: Learning About Our Well Being Grade Level: K-2

Content Statements	NJSLS:
Students will learn basic first aid and safety skills,	
personal hygiene skills, proper diet and nutrition	2.1.2.A,B,C,D,E All
concepts, and knowledge of physical growth and	2.2.2.A.1, B.1-4, C.1-2, D.1, E.1
development.	2.3.2.A.1-2, B.1-5, C.1-2
	2.4.2.A.1-3, B.1, C.1
<b>Overarching Essential Questions</b>	Overarching Enduring Understandings
Why do I need to know about Health Education?	Living a healthy lifestyle will enable me to live a longer
Why must I practice good hygiene?	life.
Why do I need food?	Good personal hygiene, proper diet and nutrition will
What is a family?	make me a healthier person.
Why am I different from others?	All families are unique.
Unit Essential Questions	Unit Enduring Understandings
How does safety affect my overall wellness?	I need to practice good safety habits.
What is the difference between healthy and unhealthy	I need to make wise food and nutrition choices.
foods?	Keeping my body clean will promote wellness and help
What does taking a bath, brushing my teeth, and clean	prevent illness.
clothes affect my health?	All people are different.
How can I live a long, healthy life?	All family members have responsibilities.
What's the physical difference between boys and girls?	
What are some different kinds of families?	
What responsibilities do members in a family have?	
Unit Rationale	Unit Overview
Students need to be informed of a healthy lifestyle and	Students will receive information through class
sound decision making to promote a lifetime of	discussions, role playing, videos, projects and
wellness. They need to know the importance of	worksheets that will enable them to understand the
practicing good health habits and life skills to succeed in	importance of a healthy lifestyle. They will understand
the 21st century.	that wise health choices will lead to a healthier, more
	productive future.
Authentic Learning Experiences	

#### **Authentic Learning Experiences**

Role playing, practicing good hygiene, discussions, and class and individual projects.

## 21st Century Skills and Themes

Technology: Smart board, videos, internet, and powerpoint presentations. Global: Discuss international current events as they apply to health issues.

Civic Literacy: Students will promote a healthy lifestyle to their family, peers, and community.

# **Unit Learning Targets/Scaffolding to CPIs**

Students will be building off of health habits from home and expand on them and increase their knowledge and understanding in 1<sup>st</sup> and 2<sup>nd</sup> grade.

## **Key Terms**

Brush your teeth

Eat nutritious foods

Get plenty of sleep

Healthy choices

Keep clean

Play safely

Respect your body and take care of it

## **Instructional Strategies**

Discussions, role playing, demonstrations, guest speakers, assembly programs, worksheets, videos, poster contests.

# **Customizing Learning/ Differentiation**

Allow more time for students with learning disabilities. Partner gifted students with students with disabilities when doing class projects

#### **Formative Assessments**

Student participation and interaction; question and answer responses; and teacher observation.

## **Interdisciplinary Connections**

Science

Math

Reading

### 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"
- "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"

#### Textbooks/Storybooks:

- "Our Skeleton"
- "How Your Body Works"
- "Safe at Home"
- "What Are Drugs?"
- "Fun With Fitness"
- "Gym Day Winner"
- "Health and Fitness"
- Class Textbooks

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

# **Suggested Activities for Inclusion in Lesson Planning**

Videos, Smart Board activities/games, worksheets/handouts, power point presentations, posters/drawings.

## **Unit Timeline**

Safety and First Aid: 10 lessons Personal Hygiene: 5 lessons Nutrition: 5 lessons

Human Growth and Development: 4 lessons Human Relationships: 3 lessons Social and Emotional Health: 3 lessons

Differentiation & Real World Connections		
504	<ul> <li>preferential seating</li> <li>extended time on tests and assignments</li> <li>reduced homework or classwork</li> <li>verbal, visual, or technology aids</li> </ul>	<ul> <li>modified textbooks or audio-video materials</li> <li>behavior management support</li> <li>adjusted class schedules or grading</li> <li>verbal testing</li> </ul>
Enrichme nt	<ul> <li>Utilize collaborative media tools</li> <li>Provide differentiated feedback</li> <li>Opportunities for reflection</li> <li>Opportunities for self-evaluation</li> </ul>	<ul> <li>Encourage student voice and input</li> <li>Model close reading</li> <li>Distinguish long term and short term goals</li> </ul>
IEP	<ul> <li>Utilize "skeleton notes" where some required information is already filled in for the student</li> <li>Provide access to a variety of tools for responses</li> <li>Provide opportunities to build familiarity and to practice with multiple media tools</li> <li>Graphic organizers</li> </ul>	<ul> <li>Leveled text and activities that adapt as students build skills</li> <li>Provide multiple means of action and expression</li> <li>Consider learning styles and interests</li> <li>Provide differentiated mentors</li> </ul>
ELLs	<ul> <li>Pre-teach new vocabulary and meaning of symbols</li> <li>Embed glossaries or definitions</li> <li>Provide translations</li> <li>Connect new vocabulary to background knowledge</li> </ul>	<ul> <li>Provide flash cards</li> <li>Incorporate as many learning senses as possible</li> <li>Portray structure, relationships, and associations through concept webs</li> <li>Graphic organizers</li> </ul>
At-risk	<ul> <li>Purposeful seating</li> <li>Counselor involvement</li> <li>Parent involvement</li> </ul>	<ul><li>Contracts</li><li>Alternate assessments</li><li>Hands-on learning</li></ul>
	21st Century Sl	kills
• Inn	eativity novation itical Thinking	<ul><li>Problem Solving</li><li>Communication</li><li>Collaboration</li></ul>

Integrating Technology		
<ul><li>Chromebooks</li><li>Internet research</li><li>Online programs</li></ul>	<ul> <li>Virtual collaboration and projects</li> <li>Presentations using presentation hardware and software</li> </ul>	
Career education		
Weekly Discussions: The value of a healthy workforce.	• Equity Discussions: People who benefit from the practice?	