

Irvington Public Schools  
Physical Education & Health Department



Health Curriculum Guide  
Pre K- 5  
Board Approved October 27, 2010

## Table of Contents

	Page Number
Board Members & Administration.....	3
Acknowledgements.....	4
District Mission Statement/Affirmative Action Statement.....	5
Physical Education and Health Department Vision Statement.....	6
Health Scope and Sequence.....	7
Health Curriculum Grades Pre K- 5.....	27
Physical Education and Health Resource List.....	119
Appendix.....	123

**Irvington Board of Education  
2010-2011**

Paul Inman  
President

Anthony Vauss  
Vice President

Renee Burgess  
Alnicia Owens  
Darlene Reeves  
Joseph Sylvain  
Dr. Ahmend Screven  
Kenneth Waller  
Richard Williams

Dr. Ethel J. Hasty  
Superintendent of Schools

Dr. Martin Dickerson  
Assistant Superintendent for Curriculum & Instruction

Reggie Lampty  
Assistant Superintendent of Business/Board Secretary

Michele Brooks-Bey  
Director of Curriculum & Instruction

**Acknowledgements**

Teachers who are members of the department of  
Physical Educational and Health  
**Gaye Zangari (Supervisor)**

**Elementary School**

Lisa Bujdos  
Stephen Cronin\*  
Glenn Inman  
Victoria Lanza\*  
Shannon Ostoyic  
Mitchell Perry  
Barnes Reid  
Marrienne Serratelli\*

**Middle School**

Ryan Carrol  
Devina McLean\*  
Eric Thomas  
Perry Schatzow\*  
Jenna Weiss\*  
Brian Doyle  
Peter Kull  
Vivian Munoz\*  
Daniel Sanacore\*  
Jodi Shulman

**High School**

Sue Ancona  
Meaghan Campbell  
Chris DeLucca  
Raul Donoso  
Christine Duska  
Andrew Ellerman  
Kim Engler  
Rochelle Lipsky  
John Lewkowicz  
Georgia Schilling  
Michael Spadola\*  
Kenneth Thorson  
Derek Thomasino  
Joseph Trawick

**Irvington Public Schools  
Irvington, New Jersey 07111**

**Vision Statement**

With the verbal, fiscal, and spiritual support of the people of Irvington, the children who attend the Township's public school shall be intellectually stimulated, instructionally challenged, and emotionally motivated to visually display and mentally portray their own unique gifts and talents as enhanced by the type of education offered by the Irvington Board of Education.

**Affirmative Action Statement**

The Irvington School District shall provide equal education and employment opportunities to all persons regardless of race, color, ethnicity, creed, religion, sexual orientation, gender, ancestry, national origin, social-economic status, or disability in accordance with NJAC 6:4-1-5.

Irvington Public Schools  
Irvington, New Jersey 07111

### **Physical Education and Health Department Vision Statement**

In today's times the premise of a strong mind and body is a challenge that must be met by our educational institutions. Our students of today face many unique physical problems induced by our society. Tobacco use, drug use, sexually transmitted infections, unhealthy dietary patterns, and physical activity must be addressed to enhance the quality of life of our children for their future.

The education of our students in the disciplines of Health and Physical Education promote citizenship, teamwork, intellectual capacity, spirit, emotional, and social development. All qualities that will aid our education process in producing citizens that will positively contribute to our society in the twenty-first century.

We in Irvington believe that both health and physical education provide crucial links to the improvement of academic achievement. As proven by scientific research in education, health and physical education are uniquely qualified to cultivate multiple intelligences and problem solving situations.

We in Irvington will expose all students to the benefits of leading a healthy lifestyle and the involvement of physical activities that they can participate in for a lifetime.

# Irvington Public Schools



## Health Curriculum Scope and Sequence

I = Introduce R= Reinforce M = Master

CPI#	CUMULATIVE PROGRESS INDICATOR	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
2.1.P.A.1	Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).	I	R	M											
2.1.P.A.2	Demonstrate emerging self-help skills (e.g., develop independence when pouring, serving, and using utensils and when dressing and brushing teeth).	I	R	M											
2.1.2.A.1	Explain what being “well” means and identify self-care practices that support wellness.			I	R	M									
2.1.2.A.2	Use correct terminology to identify body parts, and explain how body parts work together to support wellness.				IR	M									
2.1.4.A.1	Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.					I	R	M							
2.1.4.A.2	Determine the relationship of personal health practices and behaviors on an individual’s body systems.						IR	M							
2.1.6.A.1	Explain how health data can be used to assess and improve each dimension of personal wellness.							I	R	M					
2.1.6.A.2	Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage.								IR	M					
2.1.6.A.3	Determine factors that influence the purchase of healthcare products and use of personal hygiene practices.								IR	M					
2.1.P.B.1	Explore foods and food groups (e.g., compare and contrast foods representative of various cultures by taste, color, texture, smell, and shape).	I	R	M											
2.1.P.B.2	Develop awareness of nutritious food choices (e.g., participate in classroom cooking activities, hold conversations with knowledgeable adults about daily nutritious meal and snack offerings).	I	R	M											
2.1.2.B.1	Explain why some foods are healthier to eat than others.			I	R	M									
2.1.2.B.2	Explain how foods in the food pyramid differ in nutritional content and value.			I	R	M									
2.1.2.B.3	Summarize information about food found on product labels.				IR	M									
2.1.4.B.1	Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.					I	R	M							
2.1.4.B.2	Differentiate between healthy and unhealthy eating practices.					I	R	M							
2.1.4.B.3	Create a healthy meal based on nutritional content, value, calories, and cost.						IR	M							
2.1.4.B.4	Interpret food product labels based on nutritional content.						IR	M							
2.1.6.B.1	Determine factors that influence food choices and eating patterns.							I	R	M					
2.1.6.B.2	Summarize the benefits and risks associated with nutritional choices, based on eating patterns.							I	R	M					
2.1.6.B.3	Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost.								IR	M					
2.1.6.B.4	Compare and contrast nutritional information on similar food products in order to make informed choices.								IR	M					
2.1.P.C.1	Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).	I	R	M											
2.1.2.C.1	Summarize symptoms of common diseases and health conditions.			I	R	M									
2.1.2.C.2	Summarize strategies to prevent the spread of common diseases and health conditions.				IR	M									
2.1.2.C.3	Determine how personal feelings can affect one’s wellness.				IR	M									

CPI#	CUMULATIVE PROGRESS INDICATOR	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
2.1.4.C.1	Explain how most diseases and health conditions are preventable.					I	R	M							
2.1.4.C.2	Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls prevent diseases and health conditions.					I	R	M							
2.1.4.C.3	Explain how mental health impacts one's wellness.						IR	M							
2.1.6.C.1	Summarize means of detecting and treating diseases and health conditions that are prevalent in adolescents.							I	R	M					
2.1.6.C.2	Determine the impact of public health strategies in preventing diseases and health conditions.								IR	M					
2.1.6.C.3	Compare and contrast common mental illnesses (such as depression, anxiety and panic disorders, and phobias) and ways to detect and treat them.								IR	M					
2.1.P.D.1	Use safe practices indoors and out (e.g., wear bike helmets, walk in the classroom, understand how to participate in emergency drills, and understand why car seats and seat belts are used).	I	R	M											
2.1.P.D.2	Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol, etc.).	I	R	M											
2.1.P.D.3	Identify community helpers who assist in maintaining a safe environment.	I	R	M											
2.1.P.D.4	Know how to dial 911 for help.	I	R	M											
2.1.2.D.1	Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).			I	R	M									
2.1.2.D.2	Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches.			I	R	M									
2.1.2.D.3	Identify procedures associated with pedestrian, bicycle, and traffic safety.				IR	M									
2.1.4.D.1	Determine the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).					I	R	M							
2.1.4.D.2	Summarize the various forms of abuse and ways to get help.					I	R	M							
2.1.4.D.3	Examine the impact of unsafe behaviors when traveling in vehicles, as a pedestrian, and when using other modes of transportation.						IR	M							
2.1.4.D.4	Demonstrate simple first-aid procedures for choking, bleeding, burns, and poisoning.						IR	M							
2.1.6.D.1	Summarize the common causes of intentional and unintentional injuries in adolescents and related prevention strategies.							I	R	M					
2.1.6.D.2	Explain what to do if abuse is suspected or occurs.							I	R	M					
2.1.6.D.3	Summarize the components of the traffic safety system and explain how people contribute to making the system effective.							I	R	M					
2.1.6.D.4	Assess when to use basic first-aid procedures.								IR	M					
2.1.2.E.1	Identify basic social and emotional needs of all people.			I	R	M									
2.1.2.E.2	Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.			I	R	M									
2.1.2.E.3	Explain healthy ways of coping with common stressful situations experienced by children.				IR	M									
2.1.4.E.1	Compare and contrast how individuals and families attempt to address basic human needs.					I	R	M							

CPI#	CUMULATIVE PROGRESS INDICATOR	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
2.1.4.E.2	Distinguish among violence, harassment, gang violence, discrimination, and bullying and demonstrate strategies to prevent and resolve these types of conflicts.					I	R	M							
2.1.4.E.3	Determine ways to cope with rejection, loss, and separation.						IR	M							
2.1.4.E.4	Summarize the causes of stress and explain ways to deal with stressful situations.						IR	M							
2.1.6.E.1	Examine how personal assets and protective factors support healthy social and emotional development.							I	R	M					
2.1.6.E.2	Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying.							I	R	M					
2.1.6.E.3	Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation.								IR	M					
2.2.2.A.1	Express needs, wants, and feelings in health- and safety-related situations.			I	R	M									
2.2.4.A.1	Demonstrate effective interpersonal communication in health- and safety-related situations.					I	R	M							
2.2.4.A.2	Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.						IR	M							
2.2.6.A.1	Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others.							I	R	M					
2.2.6.A.2	Demonstrate use of refusal, negotiation, and assertiveness skills in different situations.							I	R	M					
2.2.2.B.1	Explain what a decision is and why it is advantageous to think before acting.			I	R	M									
2.2.2.B.2	Relate decision-making by self and others to one's health.			I	R	M									
2.2.2.B.3	Determine ways parents, peers, technology, culture, and the media influence health decisions.				IR	M									
2.2.2.B.4	Select a personal health goal and explain why setting a goal is important.				IR	M									
2.2.4.B.1	Use the decision-making process when addressing health-related issues.					I	R	M							
2.2.4.B.2	Differentiate between situations when a health-related decision should be made independently or with the help of others.					I	R	M							
2.2.4.B.3	Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.						IR	M							
2.2.4.B.4	Develop a personal health goal and track progress.						IR	M							
2.2.6.B.1	Use effective decision-making strategies.							I	R	M					
2.2.6.B.2	Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others.							I	R	M					
2.2.6.B.3	Determine how conflicting interests may influence one's decisions.								IR	M					
2.2.6.B.4	Apply personal health data and information to support achievement of one's short- and long-term health goals.								IR	M					
2.2.2.C.1	Explain the meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others.			I	R	M									
2.2.2.C.2	Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities.			I	R	M									
2.2.4.C.1	Determine how an individual's character develops over time and impacts personal health.					I	R	M							

CPI#	CUMULATIVE PROGRESS INDICATOR	P	K	1	2	3	4	5	6	7	8	9	10	11	12
2.2.4.C.2	Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community.						IR	M							
2.2.4.C.3	Determine how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them.						IR	M							
2.2.6.C.1	Explain how character and core ethical values can be useful in addressing challenging situations.							I	R	M					
2.2.6.C.2	Predict situations that may challenge an individual's core ethical values.								IR	M					
2.2.6.C.3	Develop ways to proactively include peers with disabilities at home, at school, and in community activities.								IR	M					
2.2.2.D.1	Determine the benefits for oneself and others of participating in a class or school service activity.			I	R	M									
2.2.4.D.1	Explain the impact of participation in different kinds of service projects on community wellness.					I	R	M							
2.2.6.D.1	Appraise the goals of various community or service-organization initiatives to determine opportunities for volunteer service.							I	R	M					
2.2.6.D.2	Develop a position about a health issue in order to inform peers.								IR	M					
2.2.P.E.1	Identify community helpers who assist in maintaining a safe environment.	I	R	R	M										
2.2.2.E.1	Determine where to access home, school, and community health professionals.			I	R	M									
2.2.4.E.1	Identify health services and resources provided in the school and community and determine how each assists in addressing health needs and emergencies.					I	R	M							
2.2.4.E.2	Explain when and how to seek help when experiencing a health problem.						IR	M							
2.2.6.E.1	Determine the validity and reliability of different types of health resources.							I	R	M					
2.2.6.E.2	Distinguish health issues that warrant support from trusted adults or health professionals.							I	R	M					
2.3.2.A.1	Explain what medicines are and when some types of medicines are used.			I	R	M									
2.3.2.A.2	Explain why medicines should be administered as directed.				IR	M									
2.3.4.A.1	Distinguish between over-the-counter and prescription medicines.					I	R	M							
2.3.4.A.2	Determine possible side effects of common types of medicines.					I	R	M							
2.3.6.A.1	Compare and contrast short- and long-term effects and the potential for abuse of commonly used over-the-counter and prescription medicines and herbal and medicinal supplements.							I	R	M					
2.3.6.A.2	Compare information found on over-the-counter and prescription medicines.								IR	M					
2.3.2.B.1	Identify ways that drugs can be abused.			I	R	M									
2.3.2.B.2	Explain effects of tobacco use on personal hygiene, health, and safety.			I	R	M									
2.3.2.B.3	Explain why tobacco smoke is harmful to nonsmokers.			I	R	M									
2.3.2.B.4	Identify products that contain alcohol.				IR	M									
2.3.2.B.5	List substances that should never be inhaled and explain why.				IR	M									
2.3.4.B.1	Explain why it is illegal to use or possess certain drugs/substances and the possible consequences.					I	R	M							
2.3.4.B.2	Compare the short- and long-term physical effects of all types of tobacco use.					I	R	M							

CPI#	CUMULATIVE PROGRESS INDICATOR	P	K	1	2	3	4	5	6	7	8	9	10	11	12
2.3.4.B.3	Identify specific environments where second-hand/passive smoke may impact the wellness of nonsmokers.						IR	M							
2.3.4.B.4	Summarize the short- and long-term physical and behavioral effects of alcohol use and abuse.						IR	M							
2.3.4.B.5	Identify the short- and long- term physical effects of inhaling certain substances.					I	R	M							
2.3.6.B.1	Explain the system of drug classification and why it is useful in preventing substance abuse.							I	R	M					
2.3.6.B.2	Relate tobacco use and the incidence of disease.							I	R	M					
2.3.6.B.3	Compare the effect of laws, policies, and procedures on smokers and nonsmokers.							I	R	M					
2.3.6.B.4	Determine the impact of the use and abuse of alcohol on the incidence of illness, injuries, and disease, the increase of risky health behaviors, and the likelihood of harm to one's health.								IR	M					
2.3.6.B.5	Determine situations where the use of alcohol and other drugs influence decision-making and can place one at risk.								IR	M					
2.3.6.B.6	Summarize the signs and symptoms of inhalant abuse.								IR	M					
2.3.6.B.7	Analyze the relationship between injected drug use and diseases such as HIV/AIDS and hepatitis.								IR	M					
2.3.2.C.1	Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.			I	R	M									
2.3.2.C.2	Explain that people who abuse alcohol, tobacco, and other drugs can get help.				IR	M									
2.3.4.C.1	Identify signs that a person might have an alcohol, tobacco, and/or drug use problem.					I	R	M							
2.3.4.C.2	Differentiate between drug use, abuse, and misuse.					I	R	M							
2.3.4.C.3	Determine how advertising, peer pressure, and home environment influence children and teenagers to experiment with alcohol, tobacco, and other drugs.						IR	M							
2.3.6.C.1	Summarize the signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction.							I	R	M					
2.3.6.C.2	Explain how wellness is affected during the stages of drug dependency/addiction.							I	R	M					
2.3.6.C.3	Determine the extent to which various factors contribute to the use and abuse of alcohol, tobacco, and other drugs by adolescents, such as peer pressure, low self-esteem, genetics, and poor role models.								IR	M					
2.3.6.C.4	Determine effective strategies to stop using alcohol, tobacco and other drugs, and that support the ability to remain drug-free.								IR	M					
2.4.2.A.1	Compare and contrast different kinds of families locally and globally.			I	R	M									
2.4.2.A.2	Distinguish the roles and responsibilities of different family members.			I	R	M									
2.4.2.A.3	Determine the factors that contribute to healthy relationships.				IR	M									
2.4.4.A.1	Explain how families typically share common values, provide love and emotional support, and set boundaries and limits.					I	R	M							
2.4.4.A.2	Explain why healthy relationships are fostered in some families and not in others.						IR	M							
2.4.6.A.1	Compare and contrast how families may change over time.							I	R	M					
2.4.6.A.2	Analyze the characteristics of healthy friendships and other relationships.							I	R	M					
2.4.6.A.3	Examine the types of relationships adolescents may experience.							I	R	M					

CPI#	CUMULATIVE PROGRESS INDICATOR	P	K	1	2	3	4	5	6	7	8	9	10	11	12
2.4.6.A.4	Demonstrate successful resolution of a problem(s) among friends and in other relationships.								IR	M					
2.4.6.A.5	Compare and contrast the role of dating and dating behaviors in adolescence.								IR	M					
2.4.2.B.1	Compare and contrast the physical differences and similarities of the genders.			I	R	M									
2.4.4.B.1	Differentiate the physical, social, and emotional changes occurring at puberty and explain why puberty begins and ends at different ages.					I	R	M							
2.4.6.B.1	Compare growth patterns of males and females during adolescence.							I	R	M					
2.4.6.B.2	Summarize strategies to remain abstinent and resist pressures to become sexually active.							I	R	M					
2.4.6.B.3	Determine behaviors that place one at risk for HIV/AIDS, STIs, HPV, or unintended pregnancy.								IR	M					
2.4.6.B.4	Predict the possible physical, social, and emotional impacts of adolescent decisions regarding sexual behavior.								IR	M					
2.4.2.C.1	Explain the factors that contribute to a mother having a healthy baby.			I	R	M									
2.4.4.C.1	Explain the process of fertilization and how cells divide to create an embryo/fetus that grows and develops during pregnancy.					I	R	M							
2.4.4.C.2	Relate the health of the birth mother to the development of a healthy fetus.						IR	M							
2.4.6.C.1	Summarize the sequence of fertilization, embryonic growth, and fetal development during pregnancy.							I	R	M					
2.4.6.C.2	Identify the signs and symptoms of pregnancy.							I	R	M					
2.4.6.C.3	Identify prenatal practices that support a healthy pregnancy.								IR	M					
2.4.6.C.4	Predict challenges that may be faced by adolescent parents and their families.								IR	M					
2.1.8.A.1	Assess and apply health data to enhance each dimension of personal wellness.									I	R	M			
2.1.8.A.2	Compare and contrast the impact of genetics, family history, personal health practices, and environment on personal growth and development in each life stage.									I	R	M			
2.1.8.A.3	Relate advances in technology to maintaining and improving personal health.										IR	M			
2.1.8.A.4	Determine the impact of marketing techniques on the use of personal hygiene products, practices, and services.										IR	M			
2.1.12.A.1	Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.											I	R		M
2.1.12.A.2	Debate the social and ethical implications of the availability and use of technology and medical advances to support wellness.											I	R		M
2.1.8.B.1	Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance.									I	R	M			
2.1.8.B.3	Design a weekly nutritional plan for families with different lifestyles, resources, special needs, and cultural backgrounds.										IR	M			
2.1.8.B.2	Identify and defend healthy ways for adolescents to lose, gain, or maintain weight.									I	R	M			
2.1.8.B.4	Analyze the nutritional values of new products and supplements.										IR	M			
2.1.12.B.1	Determine the relationship of nutrition and physical activity to weight loss, weight gain, and weight maintenance.												IR		M

CPI#	CUMULATIVE PROGRESS INDICATOR	P	K	1	2	3	4	5	6	7	8	9	10	11	12
2.1.12.B.2	Compare and contrast the dietary trends and eating habits of adolescents and young adults in the United States and other countries.												IR		M
2.1.12.B.3	Analyze the unique contributions of each nutrient class (fats, carbohydrates, protein, water, vitamins, and minerals) to one's health.												IR		M
2.1.8.C.1	Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and other countries, including hepatitis, sexually transmitted infections, HIV/AIDS, breast cancer, HPV, and testicular cancer.									I	R	M			
2.1.8.C.2	Analyze local, state, national, and international public health efforts to prevent and control diseases and health conditions.										IR	M			
2.1.8.C.3	Analyze the impact of mental illness (e.g., depression, impulse disorders such as gambling or shopping, eating disorders, and bipolar disorders) on physical, social, and emotional well-being.										IR	M			
2.1.12.C.1	Predict diseases and health conditions that may occur during one's lifespan and speculate on potential prevention and treatment strategies.											I	R		M
2.1.12.C.2	Develop strategies that will impact local, state, national, and international public health efforts to prevent and control diseases and health conditions.														IRM
2.1.12.C.3	Determine the emotional, social, and financial impact of mental illness on the family, community, and state.														IRM
2.1.12.C.4	Relate advances in medicine and technology to the diagnosis and treatment of mental illness.														IRM
2.1.8.D.1	Assess the degree of risk in a variety of situations and identify strategies to reduce intentional and unintentional injuries to self and others.									I	R	M			
2.1.8.D.2	Describe effective personal protection strategies used in public places and what to do when one's safety is compromised.									I	R	M			
2.1.8.D.3	Analyze the causes and the consequences of noncompliance with the traffic safety system.										IR	M			
2.1.8.D.4	Demonstrate first-aid procedures, including victim and situation assessment, Basic Life Support, and the care of head trauma, bleeding and wounds, burns, fractures, shock, and poisoning.										IR	M			
2.1.12.D.1	Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies.											I	R		M
2.1.12.D.2	Explain ways to protect against abuse and all forms of assault and what to do if assaulted.											I	R		M
2.1.12.D.3	Analyze the relationship between alcohol and drug use and the incidence of motor vehicle crashes.													IR	
2.1.12.D.4	Develop a rationale to persuade peers to comply with traffic safety laws and avoid driving distracters.													IR	
2.1.12.D.5	Summarize New Jersey motor vehicle laws and regulations and determine their impact on health and safety (e.g., organ/tissue donation, seatbelt use, and the use of hand-held devices).													IR	
2.1.12.D.6	Demonstrate first-aid procedures, including Basic Life Support and automatic external defibrillation, caring for head trauma, bone and joint emergencies, caring for cold and heat injuries, and responding to medical emergencies.											I	R		M
2.1.8.E.1	Analyze how personal assets, resiliency, and protective factors support healthy social and emotional health.									I	R	M			

CPI#	CUMULATIVE PROGRESS INDICATOR	P	K	1	2	3	4	5	6	7	8	9	10	11	12
2.1.8.E.2	Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict.									I	R	M			
2.1.8.E.3	Explain how culture influences the ways families and groups cope with crisis and change.										IR	M			
2.1.8.E.4	Compare and contrast stress management strategies that are used to address various types of stress-induced situations.										IR	M			
2.1.12.E.1	Predict the short- and long-term consequences of unresolved conflicts.														IRM
2.1.12.E.2	Analyze how new technologies may positively or negatively impact the incidence of conflict or crisis.											I	R		M
2.1.12.E.3	Examine how a family might cope with crisis or change and suggest ways to restore family balance and function.											I	R		M
2.1.12.E.4	Develop a personal stress management plan to improve/maintain wellness.														IRM
2.2.8.A.1	Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations.									I	R	M			
2.2.8.A.2	Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts.										IR	M			
2.2.12.A.1	Employ skills for communicating with family, peers, and people from other backgrounds and cultures that may impact the health of oneself and others.											I	R		M
2.2.12.A.2	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts.											I	R		M
2.2.12.A.3	Analyze the impact of technology on interpersonal communication in supporting wellness and a healthy lifestyle.														IRM
2.2.8.B.1	Predict social situations that may require the use of decision-making skills.										IR	M			
2.2.8.B.2	Justify when individual or collaborative decision-making is appropriate.										IR	M			
2.2.8.B.3	Analyze factors that support or hinder the achievement of personal health goals during different life stages.										IR	M			
2.2.12.B.1	Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.											I	R		M
2.2.12.B.2	Evaluate the impact of individual and family needs on the development of a personal wellness plan and address identified barriers.														IRM
2.2.8.C.1	Analyze strategies to enhance character development in individual, group, and team activities.									I	R	M			
2.2.8.C.2	Analyze to what extent various cultures have responded effectively to individuals with disabilities.										IR	M			
2.2.8.C.3	Hypothesize reasons for personal and group adherence, or lack of adherence, to codes of conduct at home, locally, and in the worldwide community.										IR	M			
2.2.12.C.1	Analyze the impact of competition on personal character development.											I	R		M
2.2.12.C.2	Judge how individual or group adherence, or lack of adherence, to core ethical values impacts the local, state, national, and worldwide community.											I	R		M
2.2.12.C.3	Analyze current issues facing the disability community and make recommendations to address those issues.														IRM
2.2.8.D.1	Plan and implement volunteer activities to benefit a local, state, national, or world health initiative.									I	R	M			

CPI#	CUMULATIVE PROGRESS INDICATOR	P	K	1	2	3	4	5	6	7	8	9	10	11	12
2.2.8.D.2	Defend a position on a health or social issue to activate community awareness and responsiveness.										IR	M			
2.2.12.D.1	Plan and implement an advocacy strategy to stimulate action on a state, national, or global health issue, including but not limited to, organ/tissue donation.														IRM
2.2.8.E.1	Evaluate various health products, services, and resources from different sources, including the Internet.									I	R	M			
2.2.8.E.2	Compare and contrast situations that require support from trusted adults or health professionals.										IR	M			
2.2.12.E.1	Analyze a variety of health products and services based on cost, availability, accessibility, benefits, and accreditation.														IRM
2.2.12.E.2	Determine the effect of accessibility and affordability of healthcare on family, community, and global health.														IRM
2.3.8.A.1	Explain why the therapeutic effects and potential risks of commonly used over-the-counter medicines, prescription drugs, and herbal and medicinal supplements vary in different individuals.									I	R	M			
2.3.8.A.2	Compare and contrast adolescent and adult abuse of prescription and over-the-counter medicines and the consequences of such abuse.										IR	M			
2.3.12.A.1	Determine the potential risks and benefits of the use of new or experimental medicines and herbal and medicinal supplements.												I	RM	
2.3.12.A.2	Summarize the criteria for evaluating the effectiveness of a medicine.												I	RM	
2.3.12.A.3	Relate personal abuse of prescription and over-the-counter medicines to wellness.												I	RM	
2.3.8.B.1	Compare and contrast the physical and behavioral effects of commonly abused substances by adolescents.									I	R	M			
2.3.8.B.2	Predict the legal and financial consequences of the use, sale, and possession of illegal substances.									I	R	M			
2.3.8.B.3	Analyze the effects of all types of tobacco use on the aging process.									I	R	M			
2.3.8.B.4	Compare and contrast smoking laws in New Jersey with other states and countries.									I	R	M			
2.3.8.B.5	Explain the impact of alcohol and other drugs on those areas of the brain that control vision, sleep, coordination, and reaction time and the related impairment of behavior, judgment, and memory.									I	R	M			
2.3.8.B.6	Relate the use of alcohol and other drugs to decision-making and risk for sexual assault, pregnancy, and STIs.									I	R	M			
2.3.8.B.7	Explain the impact of inhalant use and abuse on social, emotional, mental, and physical wellness.									I	R	M			
2.3.8.B.8	Analyze health risks associated with injected drug use.									I	R	M			
2.3.12.B.1	Compare and contrast the incidence and impact of commonly abused substances (such as tobacco, alcohol, marijuana, inhalants, anabolic steroids, and other drugs) on individuals and communities in the United States and other countries.												I	R	M
2.3.12.B.2	Debate the various legal and financial consequences of the use, sale, and possession of illegal substances.												I	R	M
2.3.12.B.3	Correlate increased alcohol use with challenges that may occur at various life stages.												I	R	M
2.3.12.B.4	Correlate the use of alcohol and other drugs with incidences of date rape, sexual assault, STIs, and unintended pregnancy.											I	R	R	M

CPI#	CUMULATIVE PROGRESS INDICATOR	P	K	1	2	3	4	5	6	7	8	9	10	11	12
2.3.12.B.5	Relate injected drug use to the incidence of diseases such as HIV/AIDS and hepatitis.											I	R		M
2.3.8.C.1	Compare and contrast theories about dependency/addiction (such as genetic predisposition, gender-related predisposition, and multiple risks) and provide recommendations that support a drug free life.									I	R	M			
2.3.8.C.2	Summarize intervention strategies that assist family and friends to cope with the impact of substance abuse.									I	R	M			
2.3.12.C.1	Correlate duration of drug abuse to the incidence of drug-related injury, illness, and death.												I	R	M
2.3.12.C.2	Analyze the effectiveness of various strategies that support an individual's ability to stop abusing drugs and remain drug-free.												I	R	M
2.3.12.C.3	Predict the societal impact of substance abuse on the individual, family, and community.												I	R	M
2.4.8.A.1	Predict how changes within a family can impact family members.									I	R	M			
2.4.8.A.2	Explain how the family unit impacts character development.									I	R	M			
2.4.8.A.3	Explain when the services of professionals are needed to intervene in relationships.									I	R	M			
2.4.8.A.4	Differentiate between affection, love, commitment, and sexual attraction.									IR	M				
2.4.8.A.5	Determine when a relationship is unhealthy and explain effective strategies to end the relationship.									IR	M				
2.4.8.A.6	Develop acceptable criteria for safe dating situations, such as dating in groups, setting limits, or only dating someone of the same age.									IR	M				
2.4.12.A.1	Compare and contrast how family structures, values, rituals, and traditions meet basic human needs worldwide.											I	R		M
2.4.12.A.2	Compare and contrast the current and historical role of life commitments, such as marriage.														IRM
2.4.12.A.3	Analyze how personal independence, past experience, and social responsibility influence the choice of friends in high school and young adulthood.											I	R		M
2.4.12.A.4	Predict how relationships may evolve over time, focusing on changes in friendships, family, dating relationships, and lifetime commitments such as marriage.											I			RM
2.4.12.A.5	Determine effective prevention and intervention strategies to address domestic or dating violence (e.g., rules of consent).														IRM
2.4.12.A.6	Analyze how various technologies impact the development and maintenance of local and global interpersonal relationships.														IRM
2.4.8.B.1	Analyze the influence of hormones, nutrition, the environment, and heredity on the physical, social, and emotional changes that occur during puberty.									I	R	M			
2.4.8.B.2	Determine the benefits of sexual abstinence and develop strategies to resist pressures to become sexually active.									I	R	M			
2.4.8.B.3	Compare and contrast methods of contraception used by adolescents and factors that may influence their use.									I	R	M			
2.4.8.B.4	Relate certain behaviors to placing one at greater risk for HIV/AIDS, STIs, and unintended pregnancy.									IR	M				
2.4.8.B.5	Discuss topics regarding gender identity, sexual orientation, and cultural stereotyping.									IR	M				

CPI#	CUMULATIVE PROGRESS INDICATOR	P	K	1	2	3	4	5	6	7	8	9	10	11	12
2.4.8.B.6	Explain the importance of practicing routine healthcare procedures such as breast self-examination, testicular examinations, and HPV vaccine.										IR	M			
2.4.12.B.1	Predict the possible long-term effects of adolescent sex on future education, on career plans, and on the various dimensions of wellness.											I			RM
2.4.12.B.2	Evaluate information that supports abstinence from sexual activity using reliable research data.											I			RM
2.4.12.B.3	Analyze factors that influence the choice, use, and effectiveness of contraception, including risk-reduction and risk-elimination strategies.											I			RM
2.4.12.B.4	Compare and contrast attitudes and beliefs about gender identity, sexual orientation, and gender equity across cultures.											I			RM
2.4.12.B.5	Relate preventative healthcare strategies of male/female reproductive systems to the prevention and treatment of disease (e.g., breast/testicular exams, Pap smear, HPV vaccine).											I			RM
2.4.8.C.1	Summarize the signs and symptoms of pregnancy and the methods available to confirm pregnancy.										I	R	M		
2.4.8.C.2	Distinguish physical, social, and emotional changes that occur during each stage of pregnancy, including the stages of labor and childbirth and the adjustment period following birth.										I	R	M		
2.4.8.C.3	Determine effective strategies and resources to assist with parenting.											IR	M		
2.4.8.C.4	Predict short- and long-term impacts of teen pregnancy.											IR	M		
2.4.8.C.5	Correlate prenatal care with the prevention of complications that may occur during pregnancy and childbirth.											IR	M		
2.4.12.C.1	Compare embryonic growth and fetal development in single and multiple pregnancies, including the incidence of complications and infant mortality.												IR		M
2.4.12.C.2	Analyze the relationship of an individual's lifestyle choices during pregnancy and the incidence of fetal alcohol syndrome, sudden infant death syndrome, low birth weight, premature birth, and other disabilities.												IR		M
2.4.12.C.3	Evaluate the methods and resources available to confirm pregnancy.												IR		M
2.4.12.C.4	Determine the impact of physical, social, emotional, cultural, religious, ethical, and legal issues on elective pregnancy termination.												IR		M
2.4.12.C.5	Evaluate parenting strategies used at various stages of child development based on valid sources of information.												IR		M
2.4.12.C.6	Compare the legal rights and responsibilities of adolescents with those of adults regarding pregnancy, abortion, and parenting.												IR		M
2.4.12.C.7	Analyze factors that affect the decision to become a parent.												I		RM

## Intent

The intent of the Health Education Curriculum is to promote a healthy active learning environment that promotes the following characteristics:

- Students excited by and interested in the practices involved with living a healthy lifestyle for life.
- Students experience content knowledge (hands-on) to gain experience.
- Students exposed to good safety practices at play, school, and while in a motor vehicle.
- Students will be better achieving in all academic areas.
- Students exposed to the physical, social, and emotional dimensions of wellness.
- Students introduced to the basic principles of human sexuality, pregnancy, and parenting.
- Students exposed to the differences between health and unhealthy eating patterns.
- Students will experience how culture, peers, and the media impact the way individuals communicate, express emotions, and make decisions.
- Students exposed to the dangers of alcohol, tobacco, and illegal drug use.

## Statement of Purpose

This health education course grades Pre-K through five is directly aligned to the New Jersey Core Curriculum Standards for Physical Education and Health. There are six standards for physical education and health, each of which governs how subject matter is to be taught to students in the two respective domains. Utilizing the state mandated New Jersey Core Curriculum Content Standards as our guide, students will be given the foundation needed to live an active, healthy lifestyle that fosters a lifelong commitment to wellness.

**STANDARD 2.1 (WELLNESS) ALL STUDENTS WILL LEARN AND APPLY HEALTH PROMOTION CONCEPTS AND SKILLS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.**

*Descriptive Statement:* This standard aims to increase student knowledge about the physical, social, emotional, and intellectual dimensions of wellness, thus enabling them to make informed choices about their health now and in the future. Wellness can be defined as a way of life that emphasizes health promotion measures such as healthy eating, learning to manage stress, reducing one's risk of contracting a disease, and preventing and treating simple injuries. Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy, active lifestyle.

**STANDARD 2.2 (INTEGRATED SKILLS) ALL STUDENTS WILL DEVELOP AND USE PERSONAL AND INTERPERSONAL SKILLS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.**

*Descriptive Statement:* This standard seeks to foster responsible health behaviors through the enhancement of critical thinking, decision making, problem solving, and communication skills used in situations impacting personal, family, and community health. It enables students to locate and evaluate health information and resources and develop character, leadership, and advocacy skills so they can become more active participants in the promotion of wellness. Competency in these skills enables and empowers students to resist destructive behaviors and seek out positive opportunities for growth and learning. These skills may be inter-disciplinary and should be integrated into each Comprehensive Health and Physical Education Standard.

**STANDARD 2.3 (DRUGS AND MEDICINES) ALL STUDENTS WILL ACQUIRE KNOWLEDGE ABOUT ALCOHOL, TOBACCO, OTHER DRUGS AND MEDICINES AND APPLY THESE CONCEPTS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.**

***Descriptive Statement:*** This standard aims to provide students with information on the responsible use of medicines as well as the effects of alcohol, tobacco, and other drugs. The appropriate use of medicines can prevent serious health problems, reduce absenteeism from work and school, and enhance the quality of life. Conversely, the misuse or abuse of substances such as alcohol, tobacco, and other drugs can impair judgment and lead to illness and injury. Helping students to acknowledge the internal and external pressures that influence them to use substances enables and empowers them to make choices that support a healthy, active lifestyle.

**STANDARD 2.4 (HUMAN RELATIONSHIPS AND SEXUALITY) ALL STUDENTS WILL ACQUIRE KNOWLEDGE ABOUT THE PHYSICAL, EMOTIONAL, AND SOCIAL ASPECTS OF HUMAN RELATIONSHIPS AND SEXUALITY AND APPLY THESE CONCEPTS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.**

***Descriptive Standard:*** This standard seeks to provide students with an understanding of the physical, emotional and social aspects of human relationships and sexuality and how they support a healthy, active lifestyle. Students learn how to develop and maintain healthy relationships with friends and family. Additionally, students learn about both abstinence and contraception and learn the skills to enact behaviors to reduce or eliminate the occurrence of sexually transmitted infections, HIV/AIDS, and unintended pregnancies.

**STANDARD 2.5 (MOTOR SKILL DEVELOPMENT) ALL STUDENTS WILL UTILIZE SAFE, EFFICIENT, AND EFFECTIVE MOVEMENT TO DEVELOP AND MAINTAIN A HEALTHY, ACTIVE LIFESTYLE.**

*Descriptive Statement:* This standard enables students to understand how to move and why it is necessary. When individuals learn to move safely, effectively, and efficiently, and feel comfortable and confident in the performance of motor skills, they are more likely to participate in health enhancing forms of physical activity throughout life. In order to meet this standard, students must participate in a wide range of developmentally appropriate games, sports, dance, and lifetime recreational activities that will help students develop and maintain a healthy, active lifestyle.

**STANDARD 2.6 (FITNESS) ALL STUDENTS WILL APPLY HEALTH-RELATED AND SKILL-RELATED FITNESS CONCEPTS AND SKILLS TO DEVELOP AND MAINTAIN A HEALTHY, ACTIVE LIFESTYLE.**

*Descriptive Statement:* This standard enables to understand the component of health-related fitness (cardio respiratory endurance, body composition, flexibility, muscular strength and muscular and endurance) and skill-related fitness (speed and agility), and implement a personal fitness plan that supports a healthy, active lifestyle.

## Unit Summary

Young people are confronted with many choices that can impact their health and well-being. Without the safety net provided by parents, family and the structure of school, many students experience a difficult transition and engage in behaviors that jeopardize their health and success. Students who are better prepared for the health challenges of independence are less likely to experience problems in the future and are better prepared to seek that necessary help should a problem arise. The health/physical education curriculum is designed to incorporate the current thinking and best practices found in the health and physical education field. All students will be required to participate in three marking periods of physical education and one marking period of health. The health portion of the curriculum will cover the revised 2009 N.J.C.C.C.S, which include: wellness, integrated skills, drugs and alcohol, human sexuality, and family living. The human sexuality portion of the course will include an in depth study of sexual anatomy, the reproduction process, prenatal care, abstinence, and birth control. HIV/AIDS and sexually transmitted infections will also be discussed. Character development and responsibility are common threads, which will run through all aspects of this course. The family living portion of the class will include dating, marriage, parenthood, family values, and the social, moral, and emotional implications that can occur over choices made regarding sexual behaviors as a teenager. All students will be able to identify proper resources, which provide information, assistance, and care in addressing sexual reproductive health issues. The drugs and medicine unit will provide students with the ability to identify a person who has a substance abuse problem and the preventative measures that would be needed for a healthy recovery. All students will be able to analyze the risks associated with drug use and abuse. Nutrition is an influential unit because of our society today. Students will be able to change their eating habits from unhealthy snacks and food to nutritious and beneficial foods that will decrease their health risks. Students will learn how to maintain a healthy lifestyle through their food choices.

## Unit Rationale

The New Jersey State Department of Education requires all students to participate in a comprehensive and sequential health and physical education program that emphasizes the connection between wellness and health. The standards provide a guide for the curriculum development, instruction, and assessment. The primary focus of grades Pre K- 5 health education curriculum is on the development of knowledge and skills the influence healthy behaviors within the context of self, family, school, and the local and global community. Students will be better achieving in all academic areas. Health-literate students consider the biological, social, psychological, and cultural implications of sexual behavior when making health-enhancing choices. Health-literate individuals take responsibility for their sexual health and the health of their relationships, and recognize the impact that sexual decisions may have on the well-being of others.

## Student Performance Assessments

The intent of the Health Education Curriculum is to promote a physically active learning environment that promotes the following characteristics:

- Students can describe and demonstrate self-care practices that support wellness.
- Students can name and locate external body parts.
- Students demonstrate sound safety practices in school.
- Students demonstrate respect for different ideas and opinions.
- Students demonstrate good personal hygiene habits.
- Students demonstrate the ability to sort food according to food groups and food sources.
- Students can demonstrate knowledge on how alcohol, tobacco, and illegal drug use can harm the body.
- Students can describe the physical differences and similarities of the genders and realize that human beings develop inside their birth mother, are helpless when born, must be fed, clothed, and nurtured.

# Irvington Public Schools



Health Curriculum

Grade Pre K & K

## **Irvington Public Schools**

**Course: Pre-K & Kindergarten Health**

**Unit: Wellness**

**Year: 2010-2011**

**Textbook: Irvington Teacher Resource Activity Book**

<p>Course: Pre-K &amp; Kindergarten  Unit: Wellness: Personal Growth and Development  Time &amp; Pacing: five class periods  N.J.C.C.C.S: 2.1.P.A.1, 2.1.P.C.1, 2.1.P.A.2</p>	
<p>Enduring Understanding:  Students will understand that...</p> <ul style="list-style-type: none"> <li>• Certain things are good for your teeth and others may be harmful.</li> <li>• We should brush our teeth 2 to 3 times a day. Most importantly before bed.</li> <li>• A dentist helps us keep our teeth in good shape.</li> <li>• Washing and brushing our hair helps to keep it healthy looking and clean.</li> <li>• Washing our hands, sneezing into a tissue, and seeing a doctor are all ways to keep germs from spreading.</li> </ul>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>• What types of things are good for your teeth?</li> <li>• When should we brush our teeth?</li> <li>• Who can we go see to make sure we are taking proper care of our teeth?</li> <li>• How can we take care of our hair?</li> <li>• How can we keep germs from spreading?</li> </ul>
<p>Students will know...</p> <ul style="list-style-type: none"> <li>• Things like brushing your teeth, combing your hair, bathing regularly and dressing properly for the environment improves health and self esteem.</li> <li>• How to properly brush teeth, care for their hair.</li> <li>• That germs cause people to get sick and the different ways to stop the spread of germs.</li> </ul>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>• Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).</li> <li>• Demonstrate emerging self-help skills (e.g., develop independence when pouring, serving, and using utensils and when dressing and brushing teeth).</li> </ul>
<p>Assessment and Experience</p>	
<p>Introduce the unit using the essential questions  Present critical vocabulary words  Conduct a practice session where the students demonstrate their understanding of the information given.  Suggested performance tasks:  p.22 Super Smile  p.13 Keep your teeth safe  p. 12 Make Decisions  p. 11 Care for your Teeth</p>	

p. 14 Find the Main Idea  
p.7 Take Care of Your Hair  
p.8 Wash Germs Away  
Teacher observation  
Peer observation  
Psychomotor- demonstrates/cues  
Cognitive- written and verbal  
Affective –cooperation and effort

Resources

Irvington Teacher Resource Activity Book  
Teacher web – based search engines  
Teacher textbooks  
Audio/visual equipment

<p>Course: Pre- K &amp; Kindergarten  Unit: Wellness: Nutrition  Time &amp; Pacing five class periods  N.J.C.C.C.S: 2.1.P.B.1 2.1.P.B.2</p>	
<p>Enduring Understanding:  Students will understand that...</p> <ul style="list-style-type: none"> <li>• There are five main food groups and the importance of each group.</li> <li>• Healthiest ways to eat from each of the food groups.</li> <li>• Fruits and vegetables come in a wide range of color, which means they are rich in different nutrients.</li> </ul>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>• What are the five main food groups?</li> <li>• What food groups have the widest variety of color?</li> <li>• What are some foods you would find at each of the main meals (breakfast, lunch, dinner)?</li> </ul>
<p>Students will know...</p> <ul style="list-style-type: none"> <li>• The skills necessary and knowledge necessary to make nutritious food choices and promote healthy habits.</li> <li>• How much of each food group they should have every day.</li> <li>• Healthy vs. unhealthy choices of each group and ways to cook.</li> <li>• Fast foods are unhealthy.</li> </ul>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>• Explore foods and food groups (e.g., compare and contrast foods representative of various cultures by taste, color, texture, smell, and shape).</li> <li>• Develop awareness of nutritious food choices (e.g., participate in classroom cooking activities, hold conversations with knowledgeable adults about daily nutritious meal and snack offerings).</li> </ul>
<p>Assessment and Experience</p>	
<p>Introduce the unit using the essential questions  Present critical vocabulary words  Conduct a practice session where the students demonstrate their understanding of the information given.  Suggested performance tasks:  P.15 Meals give you energy  p. 16 Food Guide Pyramid  p. 17 Responsibility  Teacher observation  Peer observation  Psychomotor- demonstrates/cues  Cognitive- written and verbal  Affective –cooperation and effort</p>	
<p>Resources</p>	
<p>Teacher web – based search engines  Teacher textbooks  Audio/visual equipment</p>	

<p>Course: Pre K &amp; Kindergarten  Unit: Wellness: Safety/ Health Services and Information  Time &amp; Pacing: five class periods  N.J.C.C.C.S: 2.1.P.D.1, 2.1.P.D.2, 2.1.P.D.3, 2.1.P.D.4</p>	
<p>Enduring Understanding:  Students will understand that...</p> <ul style="list-style-type: none"> <li>• Wearing a seatbelt is not only the law it also saves lives.</li> <li>• Wearing a helmet and other protective gear can help lessen injury from accidents.</li> <li>• There are safe and unsafe areas to play.</li> <li>• Children should not play with fire.</li> <li>• What the colors of road signs mean.</li> <li>• Street signs are not just for vehicles but also pedestrians.</li> <li>• Calling 911 is not a joke and should only be used for emergency (explain if a child is alone and not sure if its an emergency it might be ok to call).</li> </ul>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>• What should be the first thing you do when you get into a car?</li> <li>• What should you always wear when riding a bicycle, skateboard, or rollerblades?</li> <li>• Where are safe areas to play games?</li> <li>• What are some fire and danger hazards inside the house?</li> <li>• On a traffic signal, what do each of the colors mean?</li> <li>• What colors and shapes are used for street signs?</li> <li>• What number do you call if there is an emergency? Is it ok to call as a joke?</li> </ul>
<p>Students will know...</p> <ul style="list-style-type: none"> <li>• That wearing a seatbelt may save their life and they should always wear it.</li> <li>• Protective gear helps to prevent serious injury from accidents when on bikes.</li> <li>• The street is not a safe place to play while the backyard or park is safe.</li> <li>• Children playing with fire unsupervised may cause serious danger or even death.</li> <li>• Red means stop, yellow means slow down, and green means go.</li> <li>• What a signs like railroad crossing, one way, exit, hospital, yield, and school crossing look like.</li> <li>• To dial 911 in an emergency. They should also know what street they are on or any important landmarks to help the emergency people find them.</li> </ul>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>• Use safe practices indoors and out (e.g., wear bike helmets, walk in the classroom, understand how to participate in emergency drills, and understand why car seats and seat belts are used).</li> <li>• Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol, etc.).</li> <li>• Identify community helpers who assist in maintaining a safe environment.</li> <li>• Know how to dial 911 for help.</li> </ul>

### Assessment and Experience

Introduce the unit using the essential questions

Present critical vocabulary words

Conduct a practice session where the students demonstrate their understanding of the information given.

Suggested performance tasks:

p.34 stay safe while playing

p.36 stay safe on your bicycle

Coloring book: for Smokey's Friends

p. 27 stop, drop, and roll

p.17 Escape Route

p. 30 Traffic Signal

p. 29 Wait and Walk

p. 31-33 Street Signs

p. 29 Car and bus safety

p. 34 Wear your seatbelt

Teacher observation

Peer observation

Psychomotor- demonstrates/cues

Cognitive- written and verbal

Affective –cooperation and effort

### Resources

Irvington Teacher Resource Activity Book

Teacher web – based search engines

Teacher textbooks

Audio/visual equipment

# Irvington Public Schools



Health Curriculum

Grade 1

# **Irvington Public Schools**

**Course: Health Grade 1**

**Unit: Wellness**

**Year: 2010-2011**

**Textbook: Irvington Teacher Resource Activity Book**

<p>Course: Health Grade 1  Unit: Wellness: Personal Growth and Development  Time &amp; Pacing: five class periods  N.J.C.C.C.S: 2.1.2. A.1</p>	
<p>Enduring Understanding:  Students will understand that...</p> <ul style="list-style-type: none"> <li>• There are self-help skills and personal hygiene skills that promote healthy habits.</li> <li>• Good hygiene improves ones self-esteem.</li> </ul>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>• What are healthy habits?</li> <li>• What type of things do we do to promote healthy habits?</li> <li>• How does having good hygiene make you feel?</li> </ul>
<p>Students will know...</p> <ul style="list-style-type: none"> <li>• Proper hygiene such as: brushing your teeth, combing your hair, bathing regularly, and dressing properly for the environment.</li> <li>• Good Hygiene can improve health and self esteem.</li> </ul>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>• Explain what being “well” means and identify self-care practices that support wellness.</li> </ul>
<p>Assessment and Experience</p>	
<p>Introduce the unit using the essential questions  Present critical vocabulary words  Conduct a practice session where the students demonstrate their understanding of the information given.  Suggested performance tasks:  P. 97-100 Healthy Habits: Taking Care of Myself  Teacher observation  Peer observation  Psychomotor- demonstrates/cues  Cognitive- written and verbal  Affective –cooperation and effort</p>	
<p>Resources</p>	
<p>Irvington Teacher Resource Activity Book  Teacher web – based search engines  Teacher textbooks  Audio/visual equipment</p>	

<p>Course: Health Grade 1  Unit: Wellness: Nutrition  Time &amp; Pacing: five class periods  N.J.C.C.C.S.: 2.1.2. B.1, 2.1.2. B.2</p>	
<p>Enduring Understanding:  Students will understand that...</p> <ul style="list-style-type: none"> <li>Developing the knowledge and skills necessary to make nutritious food choices promote health habits.</li> <li>It is important to eat a certain amount of food from each of the food group every day; and to know how much.</li> </ul>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>What can you learn from knowing what foods belong to what food group?</li> <li>How much of each food group should you have each day to be healthy?</li> </ul>
<p>Students will know...</p> <ul style="list-style-type: none"> <li>The skills necessary and have the knowledge to make nutritious food choices and promote healthy habits.</li> <li>How much of each food group they should have every day.</li> </ul>	<p>Students will be able to...</p> <p>Explain why some foods are healthier to eat than others.  Explain how foods in the food pyramid differ in nutritional content and value.</p>
<p>Assessment and Experience</p>	
<p>Introduce the unit using the essential questions  Present critical vocabulary words  Conduct a practice session where the students demonstrate their understanding of the information given.  Suggested performance tasks:  P. 90-93 Healthy Habits: Nutrition and Exercise  Teacher observation  Peer observation  Psychomotor- demonstrates/cues  Cognitive- written and verbal  Affective –cooperation and effort</p>	
<p>Resources</p>	
<p>Irvington Teacher Resource Activity Book  Teacher textbooks  Audio/visual equipment</p>	

<p>Course: Health Grade 1  Unit: Wellness: Diseases and Health Conditions  Time &amp; Pacing; five class periods  N.J.C.C.C.S.: 2.1.1.C</p>	
<p>Enduring Understanding:  Students will understand that...</p> <ul style="list-style-type: none"> <li>• Germs are easily spread and are too small to see.</li> <li>• Not washing your hands long enough will not clean them properly.</li> <li>• There are many times through out the day you should wash.</li> </ul>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>• How do germs spread?</li> <li>• When is a good time to wash your hands?</li> <li>• How long should you wash your hands?</li> </ul>
<p>Students will know...</p> <ul style="list-style-type: none"> <li>• Germs are everywhere and are so small that you cannot see them.</li> <li>• Germs can make you sick.</li> <li>• You can get rid of germs by properly washing your hands.</li> </ul>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>• Summarize symptoms of common diseases and health conditions.</li> </ul>
<p>Assessment and Experience</p>	
<p>Introduce the unit using the essential questions  Present critical vocabulary words  Conduct a practice session where the students demonstrate their understanding of the information given.  Suggested performance tasks: Go to web site below.  <a href="http://www.hcphe.org/PROJ/Handwashing%20Curriculum/Handwashing%20lesson%20plan-%202nd%20grade.pdf">http://www.hcphe.org/PROJ/Handwashing%20Curriculum/Handwashing%20lesson%20plan-%202nd%20grade.pdf</a>  Teacher observation  Peer observation  Psychomotor- demonstrates/cues  Cognitive- written and verbal  Affective –cooperation and effort</p>	
<p>Resources</p>	
<p>Irvington Teacher Resource Activity Book  Teacher web – based search engines</p>	

<p>Course: Health Grade 1  Unit: Wellness: Safety  Time &amp; Pacing: five class periods  N.J.C.C.C.S.: 2.1.2.D.1, 2.1.2.D.2</p>	
<p>Enduring Understanding:  Students will understand that...</p> <ul style="list-style-type: none"> <li>• They have the right to always feel safe, at home and in public.</li> <li>• What to do when someone makes them feel unsafe.</li> <li>• Proper playground behavior, use of equipment and what to do in emergencies.</li> </ul>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>• Who is a stranger? What is violence?</li> <li>• What is considered an unsafe touch?</li> <li>• What are situations that put you at risk or make you unsafe?</li> <li>• What are some ways to get out of a situation you feel uncomfortable in?</li> </ul>
<p>Students will know...</p> <ul style="list-style-type: none"> <li>• Safe/appropriate physical contacts.</li> <li>• Safe/appropriate social interactions.</li> <li>• Key vocabulary terms: stranger, acquaintance, trusted adult.</li> <li>• Who to tell or talk to when something doesn't feel right.</li> <li>• Ignoring someone, making an excuse, and leaving, are three ways to remove yourself from a situation.</li> </ul>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>• Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).</li> <li>• Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches.</li> </ul>
<p>Assessment and Experience</p>	
<p>Introduce the unit using the essential questions  Present critical vocabulary words  Conduct a practice session where the students demonstrate their understanding of the information given.  Suggested performance tasks:  p.104-105 Healthy Habits: Making Decisions  P. 48 Dealing with strangers and acquaintances  P. 106-107 Healthy Habits: Stranger Danger  P. 113-116 Healthy Habits: Personal Safety  Teacher observation  Psychomotor- demonstrates/cues  Cognitive- written and verbal  Affective –cooperation and effort</p>	
<p>Resources</p>	
<p>Irvington Teacher Resource Activity Book  Teacher web – based search engines  Teacher textbooks  Audio/visual equipment</p>	

<p>Course: Health Grade 1  Unit: Wellness: Social and Emotional Health  Time &amp; Pacing: five class periods  N.J.C.C.C.S.: 2.1.2. E.1, 2.1.2. E.2</p>	
<p>Enduring Understanding:  Students will understand that...</p> <ul style="list-style-type: none"> <li>• That everyone has the same basic and emotional needs.</li> <li>• Who to talk to if those needs are not fulfilled.</li> <li>• Effective communication may be a determining factor in the outcome of health and safe related situations</li> <li>• There are appropriate ways to communicate needs, wants, and emotions.</li> </ul>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>• What are basic needs?</li> <li>• What are appropriate ways to express your wants, needs, and emotions?</li> <li>• How does an understanding of your wants, needs, and emotions lead to a healthy life?</li> </ul>
<p>Students will know...</p> <ul style="list-style-type: none"> <li>• Expressing one's feeling is essential to good health.</li> <li>• Key vocabulary terms: needs, wants, feelings</li> <li>• How to identify /express various wants, needs, and emotions.</li> <li>• Who to talk to when feeling down.</li> <li>• The steps to resolve conflict.</li> </ul>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>• Identify basic and emotional needs of all people.</li> <li>• Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.</li> </ul>
<p>Assessment and Experience</p>	
<p>Introduce the unit using the essential questions  Present critical vocabulary words  Conduct a practice session where the students demonstrate their understanding of the information given.  Suggested performance tasks:  P. 94-96 Healthy Habits: My Basic Needs  p.14 Steps for Resolving Conflicts  p. 51 Resolving Conflicts  Teacher observation  Psychomotor- demonstrates/cues  Cognitive- written and verbal  Affective –cooperation and effort</p>	
<p>Resources</p>	
<p>Teacher web – based search engines  Teacher textbooks  Audio/visual equipment</p>	

**Irvington Public Schools**

**Course: Health Grade 1**

**Unit: Integrated Skills**

**Year: 2010-2011**

**Textbook: Irvington Teacher Resource Activity Book**

<p>Course: Health Grade 1  Unit: Integrated Skills: Interpersonal communication and Decision Making and Goal Setting.  Time &amp; Pacing: five class periods  N.J.C.C.C.S.: 2.2.2. A.1, 2.2.2. B.1, 2.2.2. B.2</p>	
<p>Enduring Understanding:  Students will understand that...</p> <ul style="list-style-type: none"> <li>• That everyone has the same needs.</li> <li>• Who to talk to if those needs are not fulfilled.</li> <li>• Effective communication may be a determining factor in the outcome of health and safe related situations</li> <li>• There are appropriate ways to communicate our needs, wants, and emotions.</li> <li>• Must agree there is a problem to resolve it. Let both sides speak. Come up with ways to work together.</li> <li>• Sharing and playing fair helps to prevent conflict.</li> <li>• It's ok to have different feelings and it's important to realize when you're having these feelings.</li> </ul>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>• What are basic needs?</li> <li>• What are appropriate ways to express your wants, needs, and emotions?</li> <li>• How does understanding your wants, needs, and emotions lead to a healthy life?</li> <li>• How can we resolve conflicts?</li> <li>• How can we be fair to each other?</li> <li>• What skills help identify different kinds of feelings and what words help express them?</li> </ul>
<p>Students will know...</p> <ul style="list-style-type: none"> <li>• Expressing one's feeling is essential to good health</li> <li>• Key vocabulary terms, needs, wants, feelings</li> <li>• How to identify /express various wants, needs, and emotions</li> <li>• What a conflict is, and the steps to resolve it.</li> </ul>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>• Express needs, wants, and feelings in health and safety-related situations.</li> <li>• Explain what a decision is and why it is advantageous to think before acting.</li> <li>• Relate decision-making by self and others to one's health.</li> </ul>

### Assessment and Experience

Introduce the unit using the essential questions

Present critical vocabulary words

Conduct a practice session where the students demonstrate their understanding of the information given.

Suggested performance tasks:

P. 94-96 Healthy Habits: My Basic Needs

p.14 Steps for Resolving Conflicts

p. 51 Resolving Conflicts

p. 35 Fairness

p. 79-82 Rainbows (k-3)

Teacher observation

Peer observation

Psychomotor- demonstrates/cues

Cognitive- written and verbal

Affective –cooperation and effort

### Resources

Irvington Teacher Resource Activity Book

Teacher web – based search engines

Teacher textbooks

Audio/visual equipment

<p>Course: Health Grade 1  Unit: Integrated Skills: Character Development  Time &amp; Pacing: five class periods  N.J.C.C.C.S.: 2.2.2. C.1, 2.2.2. C.2</p>	
<p>Enduring Understanding:  Students will understand that...</p> <ul style="list-style-type: none"> <li>• It's important to realize your strengths and weaknesses.</li> <li>• Everyone has an importance.</li> <li>• The different types of handicaps. In some ways we all have a handicap. We are all good at some things and struggle with others.</li> </ul>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>• What is character</li> <li>• What qualities about yourself do you like?</li> <li>• Why are they important and valuable?</li> <li>• What is a handicap?</li> <li>• How should we act around those with disabilities?</li> </ul>
<p>Students will know...</p> <ul style="list-style-type: none"> <li>• What makes them special and why they are important.</li> <li>• Some people are born with handicaps and some acquire them.</li> <li>• People with handicaps still have same wants and needs and are just like you and me.</li> <li>• No one likes to have people stare, laugh or point at him or her.</li> <li>• Don't be afraid of someone who might look different they are still a human being.</li> </ul>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>• Explain the meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others.</li> <li>• Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities.</li> </ul>
<p>Assessment and Experience</p>	
<p>Introduce the unit using the essential questions  Present critical vocabulary words  Conduct a practice session where the students demonstrate their understanding of the information given.  Suggested Performance Tasks:  p. 45-46 Who I am: Making a "look in the Mirror" Picture  No Page Number: What is a Handicap  Teacher observation  Psychomotor- demonstrates/cues  Cognitive- written and verbal  Affective –cooperation and effort</p>	
<p>Resources</p>	
<p>Irvington Teacher Resource Activity Book  Teacher web – based search engines  Teacher textbooks</p>	

Course: Health Grade 1  
 Unit: Integrated Skills: Advocacy and Service; and Health Services and Information  
 Time & Pacing: five days  
 N.J.C.C.C.S.: 2.2.2. D.1, 2.2.2. E.1,

Enduring Understanding:  
 Students will understand that...

- Starting or joining a service group for people in need is a great way to give back.
- Helping others gives oneself a feeling of purpose as well as gratitude for what you have.
- A neighborhood is all the buildings and people who live close together.
- Neighborhoods are different and similar in many ways.
- Community helpers are there for us when we need them. There are specific places we can find these people when we need them.

Essential Questions:

- How can you make a difference in your school/community/state/ county?
- How does helping someone make you feel?
- What is a community?
- Who are community helpers?
- Where can you find a community helper?

Students will know...

- You don't have to give money to help with a cause; time and effort can make all the difference.
- Being a part of a service group helps improve character, self-pride, and importance.
- What their community is like compared to others.
- The benefits of living in a community.
- Who the community helpers are, what they do, how they can help and where to find them.

Students will be able to...

- Determine the benefits for oneself and others of participating in a class or school service activity.
- Determine where to access home, school and community health professionals.

### Assessment and Experience

Introduce the unit using the essential questions

Present critical vocabulary words

Conduct a practice session where the students demonstrate their understanding of the information given.

Suggested Performance Tasks:

p. 108-112 My community and Community Helpers: Wear Many Hats.

Class project: choose service activity.

- Penny drive
- School pride day
- Cancer Awareness
- AIDS awareness week
- Food drive

Teacher observation

Peer observation

Psychomotor- demonstrates/cues

Cognitive- written and verbal

Affective –cooperation and effort

### Resources

Irvington Teacher Resource Activity Book

No Page Number: What is a Handicap

Teacher web – based search engines

Teacher textbooks

Audio/visual equipment

**Irvington Public Schools**

**Course: Health Grade 1**

**Unit: Drugs and Medicine**

**Year: 2010-2011**

**Textbook: Irvington Teacher Resource Activity Book**

<p>Course: Health Grade 1  Unit: Medicines  Time &amp; Pacing: five class periods  N.J.C.C.C.S.: 2.3.2. A.1</p>	
<p>Enduring Understanding:  Students will understand that...</p> <ul style="list-style-type: none"> <li>• There are good drugs and bad drugs.</li> <li>• Doctors should prescribe medicine.</li> <li>• Medicine can be harmful if not taking properly or if not intended for you.</li> </ul>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>• What are the two types of drugs?</li> <li>• Who should be telling you what drugs are ok and when to take them?</li> <li>• Can helpful drugs (Medicine) be harmful?</li> </ul>
<p>Students will know...</p> <ul style="list-style-type: none"> <li>• There are healthy and unhealthy use of medicine.</li> <li>• Medicine should be prescribed by a doctor and taken as prescribed.</li> <li>• Over the counter medicines should be taken as directed and speak with your doctor before taking.</li> <li>• Medicine can be harmful if not used properly.</li> </ul>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>• Explain what medicines are and when some types of medicines are used.</li> </ul>
<p>Assessment and Experience</p>	
<p>Introduce the unit using the essential questions  Present critical vocabulary words  Conduct a practice session where the students demonstrate their understanding of the information given.  Suggested performance task:  P. 127 Helpful Drugs  Teacher observation  Peer observation  Psychomotor- demonstrates/cues  Cognitive- written and verbal</p>	
<p>Resources</p>	
<p>Irvington Teacher Resource Activity Book  Teacher web – based search engines  Teacher textbooks  Audio/visual equipment</p>	

<p>Course: Health Grade 1  Unit: Alcohol, tobacco and other drugs; and Dependency/ Addiction and Treatment  Time &amp; Pacing: five class periods  N.J.C.C.C.S.: 2.3.2.B.1, 2.3.2.B.2, 2.3.2. B.3, 2.3.2. C.1</p>	
<p>Enduring Understanding:  Students will understand that...</p> <ul style="list-style-type: none"> <li>• The basic drugs that are abused and their effects?</li> <li>• The impact drugs tobacco and alcohol have on the body.</li> <li>• How tobacco is used and how addictive it is.</li> <li>• The health benefits of staying drug, alcohol and tobacco free.</li> </ul>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>• What are the commonly abused drugs?</li> <li>• What do the words abuse, habit and illegal mean?</li> <li>• What are some effects of using harmful drugs?</li> <li>• How is tobacco used and what are its effects?</li> <li>• Why is it important to stay drug alcohol and tobacco free?</li> </ul>
<p>Students will know...</p> <ul style="list-style-type: none"> <li>• Vocabulary of drugs.</li> <li>• Effects of use.</li> <li>• How they are used.</li> <li>• Importance of staying free from them.</li> </ul>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>• Identify ways that drugs can be abused</li> <li>• Explain effects of tobacco use on personal hygiene, health, and safety</li> <li>• Explain why tobacco smoke is harmful to nonsmokers.</li> <li>• Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.</li> </ul>
<p style="text-align: center;">Assessment and Experience</p> <p>Introduce the unit using the essential questions  Present critical vocabulary words  Conduct a practice session where the students demonstrate their understanding of the information given.  Suggested performance task:  Pgs. 141-145 learning About Drugs  Pgs. 146-150 Learning About Tobacco  Pgs. 160-162 Staying Drug Free</p> <ul style="list-style-type: none"> <li>• Be-An-Expert Project: Students choose drugs, tobacco, or alcohol and create a poster where a person while using the substance impairs their judgment and causes an illness or injury. Students present their posters individually to the class and then they can be hung around the room.</li> <li>• Create a class set (one done by each student) of warning signs (a picture inside a red circle with a red diagonal line going across). Students would pick a substance that should be consumed or inhaled including varying forms of drugs, tobacco, alcohol, drug look-alikes, glue, poisons, and cleaning fluids.</li> <li>• Create a class book of safe ways to have fun.</li> </ul>	

- Pretend to be a doctor and tell the class what things are harmful to the body and why.
- Make a magazine ad or TV commercial that shows the harmful effects of drugs, tobacco, alcohol or the positive effects of not using them.

Conclude with presenting projects:

Teacher observation

Peer observation

Psychomotor- demonstrates/cues

Cognitive- written and verbal

Affective –cooperation and effort

#### Resources

Irvington Teacher Resource Activity Book

Teacher web – based search engines

Teacher textbooks

Audio/visual equipment

**Irvington Public Schools**

**Course: Health Grade 1**

**Unit: Human Relationships and Sexuality**

**Year: 2010-2011**

**Textbook: Irvington Teacher Resource Activity Book**

<p>Course: Health Grade 1  Unit: Human Sexuality: Relationships  Time &amp; Pacing: five class periods  N.J.C.C.C.S: 2.4.2.A.1, 2.4.2. A.2</p>	
<p>Enduring Understanding:  Students will understand that...</p> <ul style="list-style-type: none"> <li>Families differ and are similar in many ways.</li> <li>Location has great effect on the family.</li> <li>Every member has rights, privileges and responsibilities.</li> </ul>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>What are some different kinds of families?</li> <li>Does where we live change the way our family acts, believes and lives.</li> <li>What rights privileges and responsibilities does each member have?</li> </ul>
<p>Students will know...</p> <ul style="list-style-type: none"> <li>Families have different number of people in them. Have different religions and beliefs, families and people change all the time, some members don't live together.</li> <li>These differences are ok.</li> <li>Every family member has rights.</li> <li>Every family member should take care of his or her responsibilities to make the family work.</li> </ul>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>Compare and contrast different kinds of families locally and globally.</li> <li>Distinguish the roles and responsibilities of different family members.</li> </ul>
<p>Assessment and Experience</p>	
<p>Introduce the unit using the essential questions  Present critical vocabulary words  Conduct a practice session where the students demonstrate their understanding of the information given.  Suggested performance tasks:  -Worksheet: Family Roles  -Why people live in families  Teacher observation  Peer observation  Psychomotor- demonstrates/cues  Cognitive- written and verbal  Affective –cooperation and effort</p>	
<p>Resources</p>	
<p>Irvington Teacher Resource Activity Book  Teacher web – based search engines  Teacher textbooks  Audio/visual equipment</p>	

<p>Course: Health Grade 1  Unit: Human Sexuality: Sexuality  Time &amp; Pacing: five class periods  N.J.C.C.C.S.: 2.4.2. B.1</p>	
<p>Enduring Understanding:  Students will understand that...</p> <ul style="list-style-type: none"> <li>Some body parts are the same for everyone while others are gender specific.</li> <li>Showing or touching certain body parts is not appropriate at this point in life.</li> </ul>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>What are some of the main body parts?</li> <li>What parts are different on boys and girls?</li> <li>What parts are meant to be kept to ourselves?</li> </ul>
<p>Students will know...</p> <ul style="list-style-type: none"> <li>The gender specific genital body parts boys and girls have.</li> <li>Certain touches of these parts are inappropriate.</li> </ul>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>Compare and contrast the physical differences and similarities of the genders.</li> </ul>
<p>Assessment and Experience</p>	
<p>Introduce the unit using the essential questions  Present critical vocabulary words  Conduct a practice session where the students demonstrate their understanding of the information given.  Suggested performance tasks:</p> <ul style="list-style-type: none"> <li>A Sample Lesson: Body Parts</li> </ul> <p>Teacher observation  Peer observation  Psychomotor- demonstrates/cues  Cognitive- written and verbal  Affective –cooperation and effort</p>	
<p>Resources</p>	
<p>Irvington Teacher Resource Activity Book  Teacher web – based search engines  Teacher textbooks  Audio/visual equipment</p>	

<p>Course: Health Grade 1  Unit: Human Sexuality: Pregnancy and parenting  Time &amp; Pacing: five class periods  N.J.C.C.C.S.: 2.4.2. C.1</p>	
<p>Enduring Understanding:  Students will understand that...</p> <ul style="list-style-type: none"> <li>Parents prepare the home so that it is safe and calm for the newborn.</li> <li>Mothers should see the doctor regularly to stay healthy and safe.</li> </ul>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>What are some things humans do to prepare for their babies?</li> <li>Who might a mother go see before and after she gives birth?</li> </ul>
<p>Students will know...</p> <ul style="list-style-type: none"> <li>The importance of mothers seeing a doctor before and after birth, and preparing the home for the baby.</li> <li>Things may change a little when a new baby comes home and that is ok.</li> </ul>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>Explain the factors that contribute to a mother having a healthy baby.</li> </ul>
<p>Assessment and Experience</p>	
<p>Introduce the unit using the essential questions  Present critical vocabulary words  Conduct a practice session where the students demonstrate their understanding of the information given.  Suggested performance tasks:</p> <ul style="list-style-type: none"> <li>A Sample Lesson: Body Parts</li> </ul> <p>Teacher observation  Peer observation  Psychomotor- demonstrates/cues  Cognitive- written and verbal  Affective –cooperation and effort</p>	
<p>Resources</p>	
<p>Irvington Teacher Resource Activity Book  Teacher web – based search engines  Teacher textbooks  Audio/visual equipment</p>	

# Irvington Public Schools



Health Curriculum

Grade 2

**Irvington Public School**

**Course: Health Grade 2**

**Unit: Wellness**

**Year: 2010-2011**

**Textbook: Irvington Teacher Resource Activity Book**

<p>Course: Health Grade 2  Unit: Personal Growth and Development  Time &amp; Pacing: 2 class periods  N.J.C.C.C.S.: 2.1.2.A.1, 2.1.2.A.2</p>	
<p>Enduring Understanding:  Students will understand that...</p> <ul style="list-style-type: none"> <li>• The relationship between personal health practices and behaviors on their body.</li> <li>• The body needs rest and sleep to repair and re-energize.</li> <li>• Good hygiene leads to good health.</li> <li>• People grow and change throughout early life.</li> <li>• The muscles and organs on the inside of the body are as important if not more than that parts on the outside.</li> </ul>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>• What are the aspects of good health?</li> <li>• How do rest and sleep effect the body?</li> <li>• What is good hygiene?</li> <li>• What are some bodily changes humans go through as they grow up?</li> <li>• What are some major body parts on the outside of your body? Inside?</li> </ul>
<p>Students will know...</p> <ul style="list-style-type: none"> <li>• Things like brushing your teeth, combing your hair, bathing regularly and dressing properly for the environment improves health and self esteem.</li> <li>• Activities that will contribute to a good nights sleep.</li> <li>• Daily routines for good hygiene.</li> <li>• What changes their bodies have made since birth and some that are yet to come.</li> <li>• The major organs inside the body as well as the main body parts on the outside.</li> </ul>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>• Explain what being “well” means and identify self-care practices that support wellness.</li> <li>• Use correct terminology to identify body parts, and explain how body parts work together to support wellness.</li> </ul>
<p>Assessment and Experience</p>	
<p>Introduce the unit using the essential questions  Present critical vocabulary words  Conduct a practice session where the students demonstrate their understanding of the information given.  Suggested performance tasks:  P. 97-100 Healthy Habits: Taking Care of Myself(1<sup>st</sup> grade)  2<sup>nd</sup> grade Health Lesson Plans #'s1-8  Teacher observation  Peer observation  Psychomotor- demonstrates/cues  Cognitive- written and verbal  Affective –cooperation and effort</p>	

## Resources

Teacher web – based search engines

Teacher textbooks

Audio/visual equipment

<p>Course: Health Grade 2  Unit: Wellness: Nutrition  Time &amp; Pacing: five class periods  N.J.C.C.C.S.: 2.1.2. B.2, 2.1.2. B.3</p>	
<p>Enduring Understanding:  Students will understand that...</p> <ul style="list-style-type: none"> <li>• There are 5 food groups and our bodies need a specific amount each day for optimal health.</li> <li>• Nutrition labels give facts about the food to help us make informed decisions.</li> <li>• A balanced meal gives the body the nutrients it needs to work properly.</li> </ul>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>• How much of each food group should we have each day? And what does each do for our body?</li> <li>• What can a nutrition label tell us about that food item and why is it important?</li> <li>• How is a balanced meal important?</li> </ul>
<p>Students will know...</p> <ul style="list-style-type: none"> <li>• The five food groups and the servings suggested per day.</li> <li>• Nutrition labels tell us the serving size, daily percent and grams of things like fat, cholesterol, sodium and protein as well as the vitamins and ingredients.</li> <li>• Their bodies are like cars without gas, oil and maintenance they don't work properly. Food is our fuel.</li> </ul>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>• Explain how foods in the food pyramid differ in nutritional content and value.</li> <li>• Summarize information about food found on the product labels.</li> </ul>
<p>Assessment and Experience</p>	
<p>Introduce the unit using the essential questions  Present critical vocabulary words  Conduct a practice session where the students demonstrate their understanding of the information given.  Suggested Performance Tasks:  2<sup>nd</sup> Grade Health Lessons 16-19  Teacher observation  Peer observation  Unit Quiz- Nutrition  Psychomotor- demonstrates/cues  Cognitive- written and verbal</p>	
<p>Resources</p>	
<p>Irvington Teacher Resource Activity Book  Teacher web – based search engines  Teacher textbooks  Audio/visual equipment</p>	

<p>Course: Health Grade 2  Unit: Wellness: Diseases and Health Conditions  Time &amp; Pacing: five class periods  N.J.C.C.C.S: 2.1.2.C.2, 2.1.2.C.3</p>	
<p>Enduring Understanding:  Students will understand that...</p> <ul style="list-style-type: none"> <li>• Germs spread easily and are too small to see.</li> <li>• With proper precaution sickness can be avoided some of the time.</li> <li>• When your body and mind are healthy the immune system can fight off germs more easily.</li> </ul>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>• How do germs spread?</li> <li>• What can you do to prevent yourself from getting sick?</li> <li>• Why is it important to maintain a strong and healthy body and mind?</li> </ul>
<p>Students will know...</p> <ul style="list-style-type: none"> <li>• Germs are spread easily.</li> <li>• Covering your mouth and nose with a tissue when you sneeze, washing your hand often especially before and after eating and using the bathroom, exercising, eating properly and getting enough sleep all help to prevent diseases and health conditions.</li> <li>• Proper exercise, nutrition, rest and mental health can help to fight off sickness.</li> </ul>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>• Summarize strategies to prevent the spread of common diseases and health conditions.</li> <li>• Determine how personal feelings can affect one's wellness.</li> </ul>
<p>Assessment and Experience</p>	
<p>Introduce the unit using the essential questions  Present critical vocabulary words  Conduct a practice session where the students demonstrate their understanding of the information given.  Suggested Performance tasks:  2<sup>nd</sup> Grade Health Lessons #'s 22 and 23  Teacher observation  Peer observation  Psychomotor- demonstrates/cues  Cognitive- written and verbal</p>	
<p>Resources</p>	
<p>Irvington Teacher Resource Activity Book  Teacher web – based search engines  Teacher textbooks  Audio/visual equipment</p>	

<p>Course: Health Grade 2  Unit: Wellness: Safety  Time &amp; Pacing: five class periods  N.J.C.C.C.S.: 2.1.2.D.3</p>	
<p>Enduring Understanding:  Students will understand that...</p> <ul style="list-style-type: none"> <li>Looking both ways before crossing the street is a must. There are designated areas to cross the street and specific times that are most safe to do so.</li> <li>Wearing a seat belt can save your life and it is required by law.</li> <li>Helmets, elbow pads, wrist guards and kneepads can prevent injury.</li> <li>Hand signals let people around us know our next move.</li> </ul>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>What must we do when we cross the street? And where is it safest to cross the street?</li> <li>What should we always wear when in a vehicle?</li> <li>What should we wear when riding a bike, skateboard or rollerblades?</li> <li>What can we do to let people know when we are going to turn or stop on a bike, skateboard or rollerblades?</li> </ul>
<p>Students will know...</p> <ul style="list-style-type: none"> <li>Looking both ways and crossing the street at the crosswalk are two ways to keep you safe.</li> <li>Wearing a seat belt is the law and has been designed to help save people who are in accidents.</li> <li>Proper protective gear such as helmets can help prevent major injuries.</li> <li>If hand signals are used cars, trucks, pedestrians and other bicyclists will know when you want to turn or stop so they don't hit you.</li> </ul>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>Identify procedures associated with pedestrian, bicycle, and traffic safety.</li> </ul>
<p>Assessment and Experience</p>	
<p>Introduce the unit using the essential questions  Present critical vocabulary words  Conduct a practice session where the students demonstrate their understanding of the information given.  Suggested performance tasks:  2<sup>nd</sup> Grade Health Lessons #'s 28-32  Teacher observation  Safety Unit Quiz  Psychomotor- demonstrates/cues  Cognitive- written and verbal  Affective –cooperation and effort</p>	

## Resources

Irvington Teacher Resource Activity Book  
Teacher web – based search engines  
Teacher textbooks  
Audio/visual equipment

<p>Course: Health Grade 2  Unit: Wellness: Social and Emotional Health  Time &amp; Pacing: five class periods  N.J.C.C.C.S.: 2.1.2. E.3</p>	
<p>Enduring Understanding:  Students will understand that...</p> <ul style="list-style-type: none"> <li>• Everyone becomes stressed.</li> <li>• What might stress one person may not be as bad for another.</li> <li>• Everyone has different methods of dealing with stress. Your will be whatever makes you feel better.</li> </ul>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>• Who gets stressed out?</li> <li>• What causes stress?</li> <li>• How can we deal with stress?</li> <li>• What steps can you take to keep bullies from bothering you?</li> </ul>
<p>Students will know...</p> <ul style="list-style-type: none"> <li>• Everyone gets stressed out in one way or another.</li> <li>• Learning what makes you stressed, how to realize your getting stressed before its too late, and ways of coping with it will make you less likely to get stressed out.</li> <li>• Being healthy (exercise, proper nutrition and rest) can help you deal with stressful situation.</li> </ul>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>• Explain healthy ways of coping with common stressful situations experienced by children.</li> </ul>
<p>Assessment and Experience</p>	
<p>Introduce the unit using the essential questions  Present critical vocabulary words  Conduct a practice session where the students demonstrate their understanding of the information given.  Suggested performance tasks:  2<sup>nd</sup> Grade Health Lessons #'s 9,10, and 12  Peer observation  Psychomotor- demonstrates/cues  Cognitive- written and verbal  Affective –cooperation and effort</p>	
<p>Resources</p>	
<p>Irvington Teacher Resource Activity Book  Teacher web – based search engines  Teacher textbooks  Audio/visual equipment</p>	

## **Irvington Public Schools**

**Course: Health Grade 2**

**Unit: Integrated Skills**

**Year: 2010-2011**

**Textbook: Irvington Teacher Resource Activity Book**

<p>Course: Health Grade 2  Unit: Integrated Skills: Interpersonal communication/Decision Making and Goal Setting.  Time &amp; Pacing: five class periods  N.J.C.C.C.S.: 2.2.2. A.1, 2.2.2. B.3, 2.2.2. B.4</p>	
<p>Enduring Understanding:  Students will understand that...</p> <ul style="list-style-type: none"> <li>• That everyone has the same needs.</li> <li>• Who to talk to if those needs are not fulfilled.</li> <li>• Effective communication may be a determining factor in the outcome of health and safety related situations.</li> <li>• There are appropriate ways to communicate one's wants, needs, and emotions.</li> <li>• The media knows how to make things look very appealing.</li> <li>• Setting goals makes it easier to achieve what you're working for.</li> </ul>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>• What are basic needs?</li> <li>• What are appropriate ways to express your wants needs and emotions?</li> <li>• How does an understanding of your wants, needs, and emotions lead to a healthy life?</li> <li>• How does setting a goal help you achieve what you want?</li> <li>• How does the media affect our decisions?</li> <li>• Why is it important to set goals?</li> </ul>
<p>Students will know...</p> <ul style="list-style-type: none"> <li>• Expressing one's feeling is essential to good health</li> <li>• Key vocabulary terms, needs, wants, feelings</li> <li>• How to identify /express various wants, needs, and emotions</li> <li>• To second guess what the media is trying to sell them and make their own decision.</li> <li>• Setting goals makes achieving your outcome more attainable.</li> </ul>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>• Express needs, wants, and feelings in health and safety-related situations.</li> <li>• Determine ways parents, peers technology, culture, and the media influence health decisions.</li> <li>• Select a personal health goal and why setting one is important.</li> </ul>

### Assessment and Experience

Introduce the unit using the essential questions

Present critical vocabulary words

Conduct a practice session where the students demonstrate their understanding of the information given.

Suggested performance tasks:

P. 94-96 Healthy Habits: My Basic Needs (1<sup>st</sup> grade)

p. 14 Steps for Resolving Conflicts (1<sup>st</sup> grade)

p. 51 Resolving Conflicts(1<sup>st</sup> grade)

p. 35 Fairness(1<sup>st</sup> grade)

p. 79-82 Rainbows(k-3)(1<sup>st</sup> grade)

2<sup>nd</sup> Grade Health Lesson # 21: Developing a Fitness plan

Standard 2.2B: Health and physical Education pages 47,51,54,and 57

Teacher observation

Peer observation

Psychomotor- demonstrates/cues

Cognitive- written and verbal

Affective –cooperation and effort

### Resources

Irvington Teacher Resource Activity Book

Teacher web – based search engines

Teacher textbooks

Audio/visual equipment

<p>Course: Health Grade 2  Unit: Integrated Skills: Character Development  Time &amp; Pacing: five days  N.J.C.C.C.S.: 2.2.2. C.1, 2.2.2. C.2</p>	
<p>Enduring Understanding:  Students will understand that...</p> <ul style="list-style-type: none"> <li>• Having good character is doing the right thing even when no one is watching.</li> <li>• A handicap limits someone in a certain way.</li> <li>• Most people know someone with a handicap.</li> </ul>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>• What is good character?</li> <li>• What is a handicap?</li> <li>• What are some handicaps you know about?</li> </ul>
<p>Students will know...</p> <ul style="list-style-type: none"> <li>• The aspect of having good character and the reasons it is important.</li> <li>• Some people are born with handicaps and some acquire them.</li> <li>• People with handicaps still have the same wants and needs and are just like you and me.</li> </ul>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>• Explain the meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others.</li> <li>• Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities.</li> </ul>
<p>Assessment and Experience</p>	
<p>Introduce the unit using the essential questions  Present critical vocabulary words  Conduct a practice session where the students demonstrate their understanding of the information given.  Suggested Performance Task:  What is a handicap  p. 45-46 Who I am: Making a “look in the Mirror” Picture(1<sup>st</sup> grade)  No Page Number: What is a Handicap (1<sup>st</sup> grade)  2<sup>nd</sup> Grade health lesson #10  Teacher observation  Peer observation  Psychomotor- demonstrates/cues  Cognitive- written and verbal  Affective –cooperation and effort</p>	
<p>Resources</p>	
<p>Irvington Teacher Resource Activity Book  Teacher textbooks  Audio/visual equipment</p>	

<p>Course: Health Grade 2  Unit: Integrated Skills: Advocacy and Service; and Health Services and Information  Time &amp; Pacing: five class periods  N.J.C.C.C.S.: 2.2.2.D.1, 2.2.2.E.1</p>	
<p>Enduring Understanding:  Students will understand that...</p> <ul style="list-style-type: none"> <li>Starting or joining a service group for people in need is a great way to give back.</li> <li>Helping others gives oneself a feeling of purpose as well as gratitude for what you have.</li> <li>Community helpers are there for us when we need them. There are specific places we can find these people when we need them.</li> </ul>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>How can you make a difference in your school/community/state/ county?</li> <li>How does helping someone make you feel?</li> <li>Who are community helpers?</li> <li>Where can you find a community helper?</li> <li>List how to identify police officers, firemen (uniform), teacher (ID badge)</li> </ul>
<p>Students will know...</p> <ul style="list-style-type: none"> <li>You don't have to give money to help with a cause, time and effort can make all the difference.</li> <li>Being a part of a service group helps improve character, self-pride, and importance.</li> <li>Who the community helpers are, what they do, how they can help and where to find them.</li> </ul>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>Determine the benefits for oneself and others of participating in a class or school service activity.</li> <li>Determine where to access home, school and community health professionals.</li> </ul>

### Assessment and Experience

Introduce the unit using the essential questions

Present critical vocabulary words

Conduct a practice session where the students demonstrate their understanding of the information given.

Suggested Performance task:

p. 108-112 My community and Community Helpers: Wear Many Hats.

2<sup>nd</sup> Grade Health lesson # 34

<http://www.goodcharacter.com/SERVICE/primer-10.html> - Service project idea.

Class project choose service activity.

- Penny drive
- School Pride Day
- Cancer Awareness
- AIDS Awareness week
- Food drive

Teacher observation

Peer observation

Psychomotor- demonstrates/cues

Cognitive- written and verbal

Affective –cooperation and effort

### Resources

Irvington Teacher Resource Activity Book

Teacher web – based search engines

Teacher textbooks

Audio/visual equipment

**Irvington Public Schools**

**Course: Health Grade 2**

**Unit: Drugs and Medicines**

**Year: 2010-2011**

**Textbook: Irvington Teacher Resource Activity Book**

<p>Course: Health Grade 2  Unit: Drugs and Medicine: Medicines  Time &amp; Pacing: five class periods  N.J.C.C.C.S.: 2.3.2.A.2</p>	
<p>Enduring Understanding:  Students will understand that...</p> <ul style="list-style-type: none"> <li>• Doctors should prescribe prescription medicine, while your guardian may explain over the counter medicine.</li> <li>• Helpful medicine can be harmful if not taking properly or if not intended for you.</li> </ul>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>• Who should be telling you what drugs are ok and when to take them?</li> <li>• Medicines be harmful?</li> </ul>
<p>Students will know...</p> <ul style="list-style-type: none"> <li>• There are healthy and unhealthy medicines.</li> <li>• Medicine should be prescribed by a doctor and taken as prescribed.</li> <li>• Over the counter medicines should be taken as directed and one should speak with your doctor before taking them.</li> <li>• Medicine can be harmful if not used properly.</li> </ul>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>• Explain why medicines should be administered as directed.</li> </ul>
<p>Assessment and Experience</p>	
<p>Introduce the unit using the essential questions  Present critical vocabulary words  Conduct a practice session where the students demonstrate their understanding of the information given.  Suggested performance task:  2<sup>nd</sup> Grade Health Lesson #25  Teacher observation  Peer observation  Psychomotor- demonstrates/cues  Cognitive- written and verbal  Affective –cooperation and effort</p>	
<p>Resources</p>	
<p>Irvington Teacher Resource Activity Book  Teacher web – based search engines  Teacher textbooks  Audio/visual equipment</p>	

Course: Health Grade 2  
Unit: Drugs and Medicine: Alcohol, tobacco and other drugs.  
Time & Pacing: five class periods  
N.J.C.C.C.S: 2.3.2.B.4, 2.3.2. B.5

Enduring Understanding:  
Students will understand that...

- Alcoholic drinks come in many varieties.
- When people drink alcohol it makes them feel good for a short period then if they don't drink more it makes them feel very bad.
- Tobacco is a plant that is usually smoked.
- Tobacco has a negative affect on almost the entire body.

Essential Questions:

- What are some types of alcoholic drinks?
- What are alcohols short and long term effects?
- What is tobacco and how is it used?
- What are the effects of tobacco use from smoking?

Students will know...

- What drinks have alcohol in them and to stay away.
- Alcohol can cause brain damage, addiction, heart damage, liver damage, and stomach damage to list a few.
- Things like cigarettes and cigars have many chemicals and drugs in them like nicotine, which is highly addictive.
- Tobacco causes heart disease, lung disease, cancer, and blood disease to say a few.

Students will be able to...

- Identify products that contain alcohol.
- List substances that should never be inhaled and explain why.

### Assessment and Experience

Introduce the unit using the essential questions

Present critical vocabulary words

Conduct a practice session where the students demonstrate their understanding of the information given.

Suggested performance task:

2<sup>nd</sup> Grade Health Lessons #'s 26-27

Wish Star – Tell the class to think what they might want to be when they grow up. Discuss how the use of substances might interfere with obtaining that dream. Divide the class into small groups and assign each group a career. For example: pilot, teacher, police officer, race car driver, and dancer. Ask each group to think how the career might be affected if the person uses drugs. Provide students with trigger questions such as the following: Will the person be on time for work? Why or why not? Will the person be able to do the job safely? Will the person have friends at the job? Why or why not? Reconvene the entire class and make a list on the chalkboard of all the problems identified.

Summarize and restate how drugs can interfere with dreams. Then have each student develop a “wish star” for his/her chosen career. Display the star with a class or school contract not to use drugs.

Conclude with presenting projects.

Teacher observation

Peer observation

Psychomotor- demonstrates/cues

Cognitive- written and verbal

Affective –cooperation and effort

### Resources

Irvington Teacher Resource Activity Book

Teacher web – based search engines

Teacher textbooks

Audio/visual equipment

Course: Health Grade 2

Unit: Drugs and Medicine: Alcohol, tobacco and other drugs; and Dependency/ Addiction and Treatment

Time & Pacing: five class periods

N.J.C.C.C.S: 2.3.2. C.2

Enduring Understanding:

Students will understand that...

- The basic abused drugs and their effects?
- The toll drugs tobacco and alcohol have on the body.
- How tobacco is used and how addictive it is.
- The health benefits of staying drug, alcohol and tobacco free.
- There are people and groups who are trained to help with these types of problems.

Essential Questions:

- What are commonly abused drugs?
- What do the words abuse, habit and illegal mean?
- What are some effects of using harmful drugs?
- How is tobacco used and what are its effects?
- Why is it important to stay drug alcohol and tobacco free?
- Who can you talk to if you have questions about drugs or are being pressured into doing drugs?

Students will know...

- Vocabulary.
- Effects of drug use.
- How drugs are used.
- Importance of staying free from them.
- School counselors are there to help students.

Students will be able to...

- Explain that people who abuse alcohol, tobacco, and other drugs can get help.

### Assessment and Experience

Introduce the unit using the essential questions

Present critical vocabulary words

Conduct a practice session where the students demonstrate their understanding of the information given.

Suggested performance task:

Standard 2.3.C Health and Physical Education p.# 74

- Be-An-Expert Project: Students choose either drugs, tobacco, or alcohol and create a poster where a person while using the substance impairs their judgment and causes an illness or injury. Students present their posters individually to the class and then they can be hung around the room.
- Create a class set (one done by each student) of warning signs (a picture inside a red circle with a red diagonal line going across). Students would pick a substance that should be consumed or inhaled including varying forms of drugs, tobacco, alcohol, drug look-alikes, glue, poisons, and cleaning fluids.
- Create a class book of safe ways to have fun.
- Pretend to be a doctor and tell the class what things are harmful to the body and why.
- Make a magazine ad or TV commercial that shows the harmful effects of drugs, tobacco, alcohol or the positive effects of not using them.

Conclude with presenting projects.

Teacher observation

Peer observation

Psychomotor- demonstrates/cues

Cognitive- written and verbal

Affective –cooperation and effort

### Resources

Irvington Teacher Resource Activity Book

Teacher web – based search engines

Teacher textbooks

Audio/visual equipment

## **Irvington Public Schools**

**Course: Health Grade 2**

**Unit: Human Relationships and Sexuality**

**Year: 2010-2011**

**Textbook: Irvington Teacher Resource Activity Book**

<p>Course: Health Grade 2  Unit: Human Sexuality: Relationships  Time &amp; Pacing: five class periods  N.J.C.C.C.S.: 2.4.2. A.3</p>	
<p>Enduring Understanding:  Students will understand that...</p> <ul style="list-style-type: none"> <li>• When we respect each other's wants and needs everyone benefits.</li> <li>• When everyone takes care of his or her responsibilities everyone benefits.</li> <li>• Household rules keep children safe and happy.</li> </ul>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>• Why is respect important?</li> <li>• Why is it important for everyone in the family to take care of their responsibilities?</li> <li>• Why is it important to follow household rules?</li> </ul>
<p>Students will know...</p> <ul style="list-style-type: none"> <li>• Families have different numbers of people in them and practice different religions and beliefs. Family structures often change where some members don't live together.</li> <li>• These differences are ok.</li> </ul>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>• Determine the factors that contribute to healthy relationships.</li> </ul>
<p>Assessment and Experience</p>	
<p>Introduce the unit using the essential questions  Present critical vocabulary words  Conduct a practice session where the students demonstrate their understanding of the information given.  Suggested performance tasks:  2<sup>nd</sup> Grade Health Lessons #'s 13-15  Teacher observation  Peer observation  Psychomotor- demonstrates/cues  Cognitive- written and verbal  Affective –cooperation and effort</p>	
<p>Resources</p>	
<p>Irvington Teacher Resource Activity Book  Teacher web – based search engines  Teacher textbooks  Audio/visual equipment</p>	

<p>Course: Health Grade 2  Unit: Human Sexuality: Sexuality  Time &amp; Pacing: five class periods  N.J.C.C.C.S.: 2.4.2. B.1</p>	
<p>Enduring Understanding:  Students will understand that...</p> <ul style="list-style-type: none"> <li>• Some body parts are the same for everyone while others are gender specific.</li> <li>• Showing or touching certain body parts is not appropriate at this point in life.</li> </ul>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>• What are some of the main body parts?</li> <li>• What parts of different on boys and girls?</li> <li>• What parts are meant to be kept to ourselves?</li> </ul>
<p>Students will know...</p> <ul style="list-style-type: none"> <li>• The specific body parts associated with each gender.</li> <li>• Certain touches of these parts are inappropriate.</li> </ul>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>• Compare and contrast the physical differences and similarities of the genders.</li> </ul>
<p>Assessment and Experience</p>	
<p>Introduce the unit using the essential questions  Present critical vocabulary words  Conduct a practice session where the students demonstrate their understanding of the information given.  Suggested performance tasks:  A Sample Lesson: Body Parts  Standard 2.4.B Health and Physical Education p.#83(my body, my home)  Teacher observation  Peer observation  Psychomotor- demonstrates/cues  Cognitive- written and verbal  Affective –cooperation and effort</p>	
<p>Resources</p>	
<p>Irvington Teacher Resource Activity Book  Teacher web – based search engines  Teacher textbooks  Audio/visual equipment</p>	

<p>Course: Health Grade 2  Unit: Human Sexuality: Pregnancy and parenting  Time &amp; Pacing: five class periods  N.J.C.C.C.S.: 2.4.2. C.1</p>	
<p>Enduring Understanding:  Students will understand that...</p> <ul style="list-style-type: none"> <li>• While humans do things like going to the doctor.</li> </ul>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>• What are some things humans do to prepare for their babies?</li> <li>• Who might a mother go see before and after she gives birth?</li> </ul>
<p>Students will know...</p> <ul style="list-style-type: none"> <li>• The importance of mothers seeing a doctor before and after birth, and preparing the home for the baby.</li> <li>• Things may change a little when a new baby comes home and that is ok.</li> </ul>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>• Explain the factors that contribute to a mother having a healthy baby.</li> </ul>
<p>Assessment and Experience</p>	
<p>Introduce the unit using the essential questions  Present critical vocabulary words  Conduct a practice session where the students demonstrate their understanding of the information given.  Suggested performance tasks:  Parents prepare for the birth of offspring  Standard 2.4.C: Health and Physical Education p. 84  Teacher observation  Peer observation  Psychomotor- demonstrates/cues  Cognitive- written and verbal  Affective –cooperation and effort</p>	
<p>Resources</p>	
<p>Irvington Teacher Resource Activity Book  Teacher web – based search engines  Teacher textbooks  Audio/visual equipment</p>	

# Irvington Public Schools



Health Curriculum

Grade 3

## **Irvington Public Schools**

**Course: Health Grade 3**

**Unit: Wellness**

**Year: 2010-2011**

**Textbook: Irvington Teacher Resource Activity Book**

<p>Course: Health Grade 3  Unit: - Wellness (Body Systems/Functions)  Time &amp; Pacing: nine class periods  N.J.C.C.C.S.: 2.1.4. A.1, 2.1.4. B.1, 2.1.4. B.2, 2.1.4. C.1, 2.14. C.2, 2.1.4. D.1, 2.1.4. D.2, 2.1.4. E.1, 2.1.4. E.2</p>	
<p>Enduring Understanding:  Students will understand that...</p> <ul style="list-style-type: none"> <li>• People change over time.</li> <li>• Everyone is unique</li> </ul>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>• How are you different now from when you were born?</li> <li>• How are you unique?</li> </ul>
<p>Students will know...</p> <ul style="list-style-type: none"> <li>• The physical, social, emotional, and mental dimensions of personal wellness and how they interact.</li> <li>• How healthy eating provides energy, helps maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.</li> <li>• Difference between healthy and unhealthy eating practices.</li> <li>• How most diseases and health conditions are preventable?</li> <li>• How the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environment controls prevent diseases and health conditions.</li> <li>• The characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home (e.g., fire safety, poison safety, accident prevention)</li> <li>• Summarize the various forms of abuse and ways to get help.</li> <li>• Compare and contrast how individuals and families attempt to address basic human needs.</li> <li>• Distinguish among violence, harassment, and gang violence, discrimination to prevent and resolve these types of conflicts.</li> </ul>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>• Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.</li> <li>• Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps a body system functioning effectively.</li> <li>• Differentiate between healthy and unhealthy eating practices.</li> <li>• Explain how most diseases and health conditions are preventable.</li> <li>• Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls prevent diseases and health conditions.</li> <li>• Determine the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, (e.g., fire safety, poison safety, accident prevention).</li> <li>• Summarize the various forms of abuse and ways to get help.</li> <li>• Compare and contrast how individuals and families attempt to address basic human needs.</li> <li>• Distinguish among violence, harassment, gang violence, discrimination, and prevent and resolve these types of conflicts.</li> </ul>

### Assessment and Experience

- Introduce the unit using the essential questions
- Present key vocabulary
- Conduct a practice session where the students demonstrate their understanding of information.
- Create a poster illustrating the stages of human life. Under each stage, list characteristics that describe the stage.
- Students write a letter to themselves using “positive talk” and describing the qualities that make them unique. Teacher collects and passes back out at a later date.
- Students create a baseball card of themselves. Have them draw a picture of themselves on the front and their unique qualities on the back.
- Survey the class on their most unique attribute. Create a class list. Students then choose a way to display the information. Commonalities may be found for classifying or categorizing.

Quizzes/ tests

Class participation

Rubric scoring

### Resources

Irvington School District Health Teacher Lesson Activity Resource Book

Teacher web – based search engines

Teacher textbooks

Audio/visual equipment

<http://www.pbs.org/wgbh/rxforsurvival/>

[http://www.usaid.gov/our\\_work/global\\_health/](http://www.usaid.gov/our_work/global_health/)

<http://www.worldhealthnews.harvard.edu/>

[http://www.youtube.com/watch?v=ul5czcO\\_PVA](http://www.youtube.com/watch?v=ul5czcO_PVA)

<http://www.worldaidscampaign.org/>

<http://www.unaids.org/en/default.asp>

<http://www.who.int/en/>

<http://www.cdc.gov/>

<http://wwwnc.cdc.gov/travel/default.aspx>

<http://www.globalhealth.org/>

<http://www.gatesfoundation.org/global-health/pages/overview.aspx>

<http://www.clintonfoundation.org/>

<http://www.unicef.org/>

**Irvington Public Schools**

**Course: Health Grade 3**

**Unit: Integrated Skills**

**Year: 2010-2011**

**Textbook: Irvington Teacher Resource Activity Book**

<p>Course: Health Grade 3  Unit: Integrated Skills- All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.  Time &amp; Pacing: 6 class periods  N.J.C.C.C.S: 2.2.4. A.1, 2.2.4. B.1, 2.2.4. B.2, 2.2.4. C.1, 2.2.4. D.1, 2.2.4. E.1</p>	
<p>Enduring Understanding:</p> <p>Students will understand that...</p> <ul style="list-style-type: none"> <li>Knowing how and when to navigate the healthcare system is critical to maintaining wellness.</li> <li>The early detection of diseases and health conditions contributes to one's health and helps reduce healthcare costs.</li> </ul>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>Why is it so difficult for some people to access healthcare?</li> <li>How do you know when you need help?</li> <li>What's more important: prevention or cure?</li> </ul>
<p>Students will know...</p> <ul style="list-style-type: none"> <li>Effective interpersonal communication in health and safety related situations.</li> <li>Use the decision making process when addressing health related issues.</li> <li>Between situations when a health related decision should be made independently or with the help of others.</li> <li>Determine how an individual's character develops over time and impacts personal health.</li> <li>Explain the impact of participation in different kinds of service projects on community wellness.</li> <li>Identify health services and resources provided in the school and community addressing health needs and emergencies.</li> </ul>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>Demonstrate effective interpersonal communication in health and safety-related situations.</li> <li>Use the decision-making process when addressing health-related issues.</li> <li>Differentiate between situations when a health-related decision should be made independently or with the help of others.</li> <li>Determine how an individual's character develops over time and impacts personal health.</li> <li>Explain the impact of participation in different kinds of service projects on community wellness.</li> <li>Identify health services and resources provided in the school and community addressing health needs and emergencies.</li> </ul>

#### Assessment and Experience

- Introduce the unit using the essential questions
- Present key vocabulary
- Conduct a practice session where the students demonstrate their understanding of information.
- Develop interview questions and conduct interviews with school health and social services personnel about the kinds of services provided, when the services should be used, and how students access those services.
- Design and edit a video guide to school health and social services. The video is shown to new students as part of an orientation session and posted on the school's website as part of the student handbook. In schools where there is a significant bilingual population, the video can also be produced in another language.

#### Resources

Irvington School District Health Teacher Resource Book

Teacher web – based search engines

Teacher textbooks

Audio/visual equipment

SchoolTube.com counselor videos

DASA-A School Within a School sample video interview about Digital Arts and sciences Academy (DASA)

## **Irvington Public Schools**

**Course: Health Grade 3**

**Unit: Drugs and Medicine**

**Year: 2010-2011**

**Textbook: Irvington Teacher Resource Activity Book**

<p>Course: Health Grade 3  Unit: Drugs and Medicine  Time &amp; Pacing: five class periods  N.J.C.C.C.S.: 2.3.4. A.1, 2.3.4. B.1, 2.3.4. B.2, 2.3.4. C.1, 2.3.4. C.2</p>	
<p>Enduring Understanding:</p> <p>Students will understand that...</p> <ul style="list-style-type: none"> <li>• Choices you make with drugs (including medicines), tobacco, and alcohol determine the quality of your life.</li> </ul>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>• When is it good to use a drug?</li> <li>• When is it not good to use a drug?</li> <li>• Why do so many people use and abuse drugs and alcohol?</li> </ul>
<p>Students will know...</p> <ul style="list-style-type: none"> <li>• Distinguish between over the counter and prescription medicines.</li> <li>• Explain why it is illegal to use or possess certain drugs/substances and the possible consequences.</li> <li>• Compare the short and long term physical effects of all types of tobacco use.</li> <li>• Identify signs that a person might have an alcohol, tobacco, and/or drug use problem.</li> <li>• Differentiate between drug use, abuse, and misuse.</li> </ul>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>• Distinguish between over-the-counter and prescription medicines.</li> <li>• Explain why it is illegal to use or possess certain drugs/substance and the possible consequences.</li> <li>• Compare the short-and long-term physical effects of all types of tobacco use.</li> <li>• Identify signs that a person might have an alcohol, tobacco, and/or drug use problem.</li> <li>• Differentiate between drug use, abuse, and misuse.</li> </ul>

### Assessment and Experience

- Introduce the unit using the essential questions
- Present key vocabulary
- Conduct a practice session where the students demonstrate their understanding of information.
- Create a class newspaper encouraging others to live a drug free lifestyle.
- Make a model that shows the path cigarette smoke and second hand smoke takes as it travels through the body. (Student traces a partner's body.) Draw a nose, mouth, throat, and lungs inside the traced body. Use brown crayon to show the path second hand smoke takes. Discuss the risks of smoking.
- Create a PSA urging people not to use cigarettes, alcohol, or illegal drugs.
- Identify prescription and over the counter medications on a teacher created list or poster.
- Construct a two columned poster. Put Illegal drugs on one side and legal drugs on the other side.
- Generate a list of effects of prescriptions, over the counter drugs, and illegal drugs.
- Introduce unit with these entry questions to gain student interest:
- What are some choices you make every day? Are there any choices that are made for you?
- Introduce the essential questions for the unit and discuss final performance tasks you would like the student to complete.
- Introduce key terms.
- Present concept attainment lessons on alcohol, tobacco, and other drugs.
- Have students work in pairs or groups to create PSA. Invite the principal or school nurse to view their presentations.
- Administer selected forms of assessment.
- Reflect on essential questions and enduring understanding.

Quizzes/ tests

Class participation

Rubric scoring

### Resources

Irvington School District Teacher Health Resource Book

Teacher web – based search engines

Teacher textbooks

Audio/visual equipment

PBS Kids – Smoking: The Smoking Scene

PBS Kids – It's My Life Journal Page: Smoking

Smoke Free Kids is a “smoke free” website with games

## **Irvington Public Schools**

**Course: Health Grade 3**

**Unit: Relationships and Sexuality**

**Year: 2010-2011**

**Textbook: Irvington Teacher Resource Activity Book**

<p>Course: Health Grade 3  Unit: Human Relationships and Sexuality  Time &amp; Pacing: three class periods  N.J.C.C.C.S.: 2.4.4. A.1, 2.4.4. B.1, 2.4.4. C.1</p>	
<p>Enduring Understanding:</p> <p>Students will understand that...</p> <ul style="list-style-type: none"> <li>The health and welfare of a family unit is dependent upon all family members.</li> </ul>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>How does each family member help to create a healthy family unit?</li> </ul>
<p>Students will know...</p> <ul style="list-style-type: none"> <li>How families typically share common values, provide love and emotional support, and set boundaries and limits.</li> <li>Differentiate the physical, social, and emotional changes occurring at puberty and explain why puberty begins and ends at different ages.</li> <li>The process of fertilization and how cells divide to create an embryo/fetus that grows and develops during pregnancy.</li> </ul>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>Explain how families typically share common values; provide love and emotional support, and set boundaries and limits.</li> <li>Differentiate the physical, social, and emotional changes occurring at puberty and explain why puberty begins and ends at different ages.</li> <li>Explain the process of fertilization and how cells divide to create an embryo/fetus that grows and develops during pregnancy.</li> </ul>

### Assessment and Experience

- Introduce the unit using the essential questions
- Present key vocabulary
- Conduct a practice session where the students demonstrate their understanding of information.
- Write a letter to an imaginary pen pal and tell them who is in your family. Explain each person's roles and responsibilities to your friend.
- Role-play student groups are given a family situation and each group member is given a part to play in the situation. Students may even script the scene to act out.
- Have student's list types of families.
- Create a class recipe book of favorite traditional family dishes. Students can make their dish and share with the class on publication day.
- Have students create a family acrostic poem
- Have student's interview parents, grandparents, and other family members about their roles and responsibilities as children. Student can then compare and contrast roles and responsibilities of different generations.
- Introduce the essential questions and discuss the final performance tasks you will be assigning. How does each family member help create a healthy family unit?
- Introduce critical vocabulary words.
- Present content attainment lessons on family members, their roles, responsibilities, embryo development, and birth mother's health.
- Administer quiz on vocabulary words.
- Have students' role play various family situations where each group member is assigned a family role. Students could script the scene and present to the class. Discuss family members and their roles/responsibilities in the scene.
- Assess students using the performance tasks
- Reflect on essential questions and enduring understanding.

### Resources

Irvington School District Health Teacher Resource Book

Teacher web – based search engines

Teacher textbooks

Audio/visual equipment

[http://www.epals.com/projects/info.aspx?DivID=TheWayWeAre\\_overview](http://www.epals.com/projects/info.aspx?DivID=TheWayWeAre_overview)

(detailed description of the project including templates)

<http://kidsblogs.nationalgeographic.com/you-are-here/guatemala/>

# Irvington Public Schools



Health Curriculum

Grade 4

# **Irvington Public Schools**

**Course: Health Grade 4**

**Unit: Wellness**

**Year: 2010-2011**

**Textbook: Irvington Teacher Resource Activity Book**

<p>Course: Health Grade 4  Unit: Wellness  Time &amp; Pacing: eight class periods  N.J.C.C.C.S.: 2.1.4. A.2, 2.1.4. B.3, 2.1.4. B.4, 2.1.4. C.3, 2.1.4. D.3, 2.1.4. D.4, 2.1.4. E.3, 2.1.4. E.4</p>	
<p>Enduring Understanding:</p> <p>Students will understand that...</p> <ul style="list-style-type: none"> <li>• A healthy body is one in which the systems function properly</li> <li>• There are many short and long term health benefits and risk associated with nutritional choices.</li> <li>• The self-care practices, nutrition, and safety practices people choose affect their wellness.</li> <li>• Emotions can affect communication, choices, and behavior.</li> </ul>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>• How does the proper functioning of bodily systems support a healthy lifestyle?</li> <li>• Taking responsibility for one’s nutritional choices is essential to maintaining ones health.</li> <li>• What is wellness?</li> <li>• How do the choices people make affect their wellness?</li> <li>• How do external influences affect the way you interact with others?</li> <li>• How can emotions affect conflict resolution?</li> </ul>
<p>Students will know...</p> <ul style="list-style-type: none"> <li>• The systems/functions of the body.</li> <li>• The food pyramid</li> <li>• Identify healthy and unhealthy food choices?</li> <li>• The five food groups</li> <li>• Read food labels?</li> <li>• Vocabulary words related to nutrition?</li> <li>• Key terms – wellness, disease, universal precautions, sanitation, waste disposal, environmental controls, mental illness, media, conflict, violence, bullying, vandalism, harassment, rejections, stereotypes, stress.</li> <li>• Common childhood diseases and health conditions.</li> <li>• Proper food handling</li> <li>• How emotions affect communication choices and behavior</li> <li>• How to mediate conflict</li> <li>• Coping strategies</li> <li>• How stereotypes affect their personal outlook</li> <li>• How assumptions about people can positively and negatively affect</li> </ul>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>• Determine the relationship of personal health practices and behaviors on an individual’s body systems.</li> <li>• Create a healthy meal based on nutritional content, value, calories, and cost.</li> <li>• Interpret food product labels based on nutritional content.</li> <li>• Explain how mental health impacts one’s wellness.</li> <li>• Examine the impact of unsafe behaviors when traveling in vehicles, as a pedestrian, and when using other modes of transportation.</li> <li>• Demonstrate simple first-aid procedures for choking, bleeding, burns, and poisoning.</li> <li>• Determine ways to cope with rejection, loss, and separation.</li> <li>• Summarize the causes of stress and explain ways to deal with stressful situations.</li> </ul>

### Assessment and Experience

- Introduce the unit using the essential questions
- Present key vocabulary
- Conduct a practice session where the students demonstrate their understanding of information.
- Emergency: Call 911 pg. 142
- Pgs. 22-53 Located in 4<sup>th</sup> grade lesson activity book.
- Lessons include: Cardiovascular, Energy Balance, Healthy Snacking, Diabetes, and Breakfast.
- Pg. 27 Favorite Things That Support Wellness, Everything I need to Stay Healthy,
- Pgs. 51- 53: I Went Shopping, Food Flow Chart, Wellness Plan, Shining Star, Super Hero Foods, Rating Superhero Foods.
- Pg. 126 Things That Influence What You Eat, Pyramid Construction,
- Pgs. 1-21 Healthy Habits, More About Me, I am Proud of Me, My Attitudes, What I Believe My Feelings, Friendships, Taking Care of My Stress, Making Decisions.
- Pgs. 68-72 Safety In The Neighborhood, Safe Outdoor Play, Fire escape safety, Safe Play=Fun, I Guard My Eyes, Illness and Injury, Draw A Map, River Crossing,
- Pgs. 74-76 First Aid with an Emergency Medical Technician,
- Pgs. 77-81 Getting Ready
- Give “pre” quiz on body systems and their organs, how they work when functioning properly, what behaviors/substances/occurrences could damage this system the result of the damage Both [www.factmonster.com](http://www.factmonster.com) (click on link for science, then body systems) and [www.sciencenetlinks.com](http://www.sciencenetlinks.com) (if link under resources doesn’t work, go to tools, then grade 3-5 “All systems Are Go” and you’ll have the link to the animated game as well as lesson ideas) are excellent resources
- Have students research the symptoms for various conditions/disease of childhood (i.e. splinter, fungal infections, common cold, pneumonia, scarlet fever, etc.) and have students determine the correct course of action/steps they and their parents should take (call 911, ask parents/school nurse/family doctor for help, etc.).
- In small groups, brainstorm and list conflicts that occur with peers, friends, siblings, and parents. Combine lists into a master list. Next, discuss various conflict resolution strategies. Using list of conflicts, practice using the conflict resolution strategies to role-play solving conflicts.
- Brainstorm various conflicts that occur with friends at different ages and explain how they could be resolved using conflict resolution strategies.
- Create a poster about one body system detailing the structure of the organs, how they work when functioning properly, what behaviors/substances/occurrences could damage this system and the results of the damage.
- Post Essential Questions in a prominent location in the room. You can also ask this question in a morning message (responsive classroom).
- Role-play various conflicts that occur with friends at different ages and demonstrate how they could be resolved using conflict resolution strategies.
- Keep journals detailing how you spend one day from the moment you wake up until you go to sleep? The journal illustrates personal hygiene practices that support wellness

- Pre-post quiz body systems and the organs they each contain.
- Use lists of symptoms reached and created by students for various conditions/diseases of childhood and have students list the correct course of action they and their parents should take. Have students try to identify each condition/disease.
- Play the “If Only” game (from [www.unesco.org/education/fresh](http://www.unesco.org/education/fresh)). Present common accidents: Baby drinks a cleaning product from a bottle. My young brother is riding my bicycle and is knocked off it by a car near the market. My little sister grabs a pot in the kitchen and burns herself. I climbed a tree near the school. The branch was rotten. I fell off and broke my arm. Think of as many “if only” sentences as possible for each one. Here is the first example: “If only we had put the bottle out of baby’s reach.” If only we had screwed the top on tightly.” If only we did not use that kind of bottle to keep cleaning products in.” If only someone had been watching the baby.” “If only...” (Can you think of more?) Now do the same for the next three examples. Finally, think of more possible accidents, including ones that have happened in your own families and play the “If only” game with them. Then discuss how it would be possible for you and your families to think more about preventing accidents.
- [www.Kidshealth.org/classroom](http://www.Kidshealth.org/classroom), [www.educationworld.com](http://www.educationworld.com)

quizzes/tests  
class participation  
projects  
rubric scoring

#### Resources

Irvington School District Health Teacher Resource Activity Book  
Teacher web – based search engines  
Teacher textbooks  
Audio/visual equipment  
Lessons can be found in the district teacher resource Health Activity Book.

## **Irvington Public Schools**

**Course: Health Grade 4**

**Unit: Integrated Skills**

**Year: 2010-2011**

**Textbook: Irvington Teacher Resource Activity Book**

<p>Course: Health Grade 4  Unit: Integrated Skills  Time &amp; Pacing: seven class periods  N.J.C.C.C.S.: 2.2.4. A.2, 2.2.4.B.3, 2.2.4. B.4, 2.2.4. C.2, 2.2.4. C.3, 2.2.4. D.1, 2.2.4. E.2</p>	
<p>Enduring Understanding:</p> <p>Students will understand that...</p> <ul style="list-style-type: none"> <li>Knowing how and when to navigate the healthcare system is critical to maintaining wellness.</li> <li>The early detection of diseases and health conditions contributes to one's health and helps reduce healthcare costs.</li> </ul>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>Why is community involvement important to one's wellness?</li> <li>How do you know when you need help?</li> <li>Is it important to learn how to resolve conflict?</li> <li>What's more important: prevention or cure?</li> </ul>
<p>Students will know...</p> <ul style="list-style-type: none"> <li>Effective interpersonal communication in health and safety related situations.</li> <li>Use the decision making process when addressing health related issues.</li> <li>Between situations when a health related decision should be made independently or with the help of others.</li> <li>Determine how an individual's character develops over time and impacts personal health.</li> <li>Explain the impact of participation in different kinds of service projects on community wellness.</li> <li>Identify health services and resources provided in the school and community addressing health needs and emergencies.</li> </ul>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.</li> <li>Determine how family, peers, technology, culture, and the media thoughts, feelings, health decisions, and behaviors</li> <li>Develop a personal health goal and track progress.</li> <li>Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship are important in the local and world community.</li> <li>Determine how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them.</li> <li>Explain the impact of participation in different kinds of service projects on community wellness.</li> <li>Explain and how to seek help when experiencing a health problem.</li> </ul>

### Assessment and Experience

- Introduce the unit using the essential questions
- Present key vocabulary
- Conduct a practice session where the students demonstrate their understanding of information.

Suggested Performance Task(s):

Physical Challenge Awareness – pg 138

Community Service Project- pg. 139

Making a Difference- pg. 140

Health Helpers- pg. 141

Cultural Awareness/Sharing Traditions pgs. 182-183

Pgs. 88-92 Trouble Brewing, Bystander Strategies,

Pgs. 97- 120 Express Lane Refusal Skills, Telling or Tattling, My Personal Power, Peer Pressure, I can Stand Up For Me, Getting Along With Others and Handling Conflict, Decision Making and Refusal Skills,

Pgs. 123- Resolving Conflict,

Pgs. 121- Setting Health Goals, Goal Achievement, Setting fitness Goals,

Quizzes/ tests

Class participation

Rubric scoring

### Resources

Irvington School District Health Teacher Resource Book

Teacher web – based search engines

Teacher textbooks, district health supplemental resource book

Audio/visual equipment

## **Irvington Public Schools**

**Course: Health Grade 4**

**Unit: Drugs and Medicines**

**Year: 2010-2011**

**Textbook: Irvington Teacher Resource Activity Book**

<p>Course: Health Grade 4  Unit: Drugs and Medicine  Time &amp; Pacing: five class periods  N.J.C.C.C.S: 2.3.4. A.2, 2.3.4. B.3, 2.3.4. B.4, 2.3.4. B.5, 2.3.4. C.3</p>	
<p>Enduring Understanding:  Students will understand that...</p> <ul style="list-style-type: none"> <li>Choice you make with drugs (including medicines), tobacco, and alcohol can affect the quality of your life.</li> <li>Using drugs and alcohol can lead to abuse and/or addiction.</li> </ul>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>How do peers, the media, and adults influence children and teenagers in trying alcohol, tobacco, and other drugs?</li> <li>Why do people try drugs and alcohol?</li> <li>How can people use their knowledge of available resources to overcome addiction?</li> </ul>
<p>Students will know...</p> <ul style="list-style-type: none"> <li>Key terms – second-hand smoke, passive smoke, abuse/misuse of drugs.</li> <li>The difference between use and abuse of alcohol.</li> <li>Options for getting help for an abuse problem.</li> <li>The signs of addiction.</li> </ul>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>Determine possible side effects of common types of medicines.</li> <li>Identify specific environments where second-hand/passive smoke may impact the wellness of nonsmokers.</li> <li>Summarize the short – and long-term physical and behavioral effects of alcohol use and abuse.</li> <li>Identify the short- and long-term physical effects of inhaling certain substances.</li> <li>Determine how advertising, peer pressure, and home environment influence children and teenagers to experiment with alcohol, tobacco, and other drugs.</li> </ul>
<p style="text-align: center;">Assessment and Experience</p> <ul style="list-style-type: none"> <li>Introduce the unit using the essential questions</li> <li>Present key vocabulary</li> <li>Conduct a practice session where the students demonstrate their understanding of information.</li> </ul> <p>Suggested Performance Task(s):</p> <ul style="list-style-type: none"> <li>Prescription and Over the counter Drugs- pg 143-146</li> <li>Why Kids Use Alcohol, Tobacco, and Other Drugs pg. 147-151</li> <li>Medicines Can Help Us pg. 153</li> <li>Pgs. 154-179- 4<sup>th</sup> grade lesson activity book.</li> <li>Write a story that illustrates what your life would be like if you tried and became addicted to tobacco, alcohol or an illegal drug. Detail how/why you first tried the substance, what physical, social and emotional changes occurred to you once you became addicted, how/where you found help. Include how your life changes physically, socially and emotionally once you are in recovery. Grade story using a rubric.</li> </ul> <ul style="list-style-type: none"> <li>Post Essential Questions in a prominent location in the room. You can also ask each question in a morning message (responsive</li> </ul>	

classroom).

- Introduce key terms
- Using laptops, have students go to the website [www.lung.ca](http://www.lung.ca) to find facts about smoking, tobacco and second hand smoke and [www.nida.nih.gov/infofacts/marijuana.html](http://www.nida.nih.gov/infofacts/marijuana.html) to find facts about marijuana use/abuse. Assign each student a different fact and have them create a small poster that displays their fact and illustrates it. Signs of abuse can be assigned separately at another time.
- Using the website [www.prescription-drug-abuse.org](http://www.prescription-drug-abuse.org) to teach/discuss differences between drug use/abuse/misuse (active board/poster).
- Quiz – list 8 signs of abuse
- Prompt – differentiate between drug use, abuse and misuse
- Role-play scenarios in which a peer, adult and the media might try to influence you to try drugs.
- Teach the options available for help for addiction (AA, NA, treatment, centers, etc.) and people who are resources to help find these options (guidance counselor, school nurse, family doctor, and other trusted adults).
- Discuss how peers, advertising, and adults can influence children to try drugs (look at [www.mediafamily.org](http://www.mediafamily.org) for ideas)

Quizzes/ tests

Class participation

Projects

Rubric scoring

#### Resources

Irvington School District Health Teacher Resource Lesson Activity book

Teacher web – based search engines

Teacher textbooks

Audio/visual equipment

[http://www.lung.ca/protec-protegez/tobacco-tabigisme/second-secondaire/index\\_e.php](http://www.lung.ca/protec-protegez/tobacco-tabigisme/second-secondaire/index_e.php) (2<sup>nd</sup> hand smoke)

[http://www.lung.ca/protec-protegez/tobacco-tabagisme/facts-faits/index\\_e.php](http://www.lung.ca/protec-protegez/tobacco-tabagisme/facts-faits/index_e.php) (facts about smoking and tobacco)

<http://www.nanj.org/> (narcotics anonymous)

<http://www.alcoholics-anonymous.org> (alcoholics anonymous)

<http://www.mediafamily.org/facts/facts.shtml> (info about media's influence)

<http://www.nida.nih.gov/infofacts/marijuana.html> (marijuana use/abuse and its effects)

[http://www.helpguide.org/mental/drug\\_substance\\_abuse\\_addiction\\_signs\\_effects\\_treatments.htm](http://www.helpguide.org/mental/drug_substance_abuse_addiction_signs_effects_treatments.htm) (signs, symptoms and effects of substance abuse)

## **Irvington Public Schools**

**Course: Health Grade 4**

**Unit: Human Relationships and Sexuality**

**Year: 2010-2011**

**Textbook: Irvington Teacher Resource Activity Book**

<p>Course: Health Grade 4  Unit: Human Relationships and Sexuality  Time &amp; Pacing: three class periods  N.J.C.C.C.S.: 2.4.4. A.2, 2.4.4. B.1, 2.4.4. C.2</p>	
<p>Enduring Understanding:</p> <p>Students will understand that...</p> <ul style="list-style-type: none"> <li>• People develop physically, emotionally, and intellectually at different rates.</li> <li>• Even through humans change over time, the elements of successful friendship do not.</li> </ul>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>• How do having healthy relationships in your life contribute to one's wellness.</li> <li>• How does family influence your ability to show emotions?</li> </ul>
<p>Students will know...</p> <ul style="list-style-type: none"> <li>• The qualities of a friend.</li> <li>• The changes that occur during puberty.</li> <li>• Appropriate ways to show affection and caring.</li> <li>• Why boundaries and limits are essential to ones wellness.</li> </ul>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>• Explain why healthy relationships are fostered in some families and not in others.</li> <li>• Differentiate the physical, social, and emotional changes occurring at puberty and explain why puberty begins and ends at different ages.</li> <li>• Relate the health of the birth mother to the development of a healthy fetus.</li> </ul>
<p style="text-align: center;">Assessment and Experience</p> <ul style="list-style-type: none"> <li>• Introduce the unit using the essential questions</li> <li>• Present key vocabulary</li> <li>• Conduct a practice session where the students demonstrate their understanding of information.</li> </ul> <p>Suggested Performance Task(s):  Family Roles, Family Goals, Family Structures, pgs. 184-185  The endocrine System; Produces Hormones Which influence Appearance, Body Functions, Mental and Emotional Behavior pg. 190  Understanding Ourselves: Personality and Emotions pg. 191  Reproduction- pg. 196  There is Growth Process before Birth pg. 201-202</p> <ul style="list-style-type: none"> <li>• Write letters to one friend at various stages of development (i.e. 1<sup>st</sup> grade, 4<sup>th</sup> grade, 12<sup>th</sup> grade, 30 years old and 60 years old) in order to demonstrate that life circumstances changes but the basics of friendship do not.</li> <li>• Create a poster titled "Changes during Puberty" that divided into three sections – physical, social and emotional. Illustrate each section appropriately using words, phrases and /or drawings.</li> </ul>	

- Create timeline that illustrates a boy/girl's (pick your own gender) physical development from birth to age 18 detailing the physical changes that occur at each year. Include height, weight, and other physical changes such as those that occur during puberty as well as others such as growth of baby/permanent teeth.
- Pgs. 82-84 Not All Families Are the Same, Parental Roles and Their Significance for Growing Children, Getting Along With Other People.
- Pgs 181 9(B- H) Sexual Abuse, Not All Families Are the Same, Parental Roles and Their Significance, Each Member of the Family is Important as an Individual and as a Member Of the Family, Parents vary in the Amount of Care they give their Offspring, Babies need Love, Time and Care in Order to Grow.
- Post Essential Questions in a prominent location in the room. You can also ask each question in a morning message (responsive classroom).
- Pre-quiz: Have student's list qualities of a friend.
- Combine student lists into one list. Have students choose top 5-6 qualities. Chart the students' responses using tally marks. Discuss results.
- Discuss and list factors that support healthy relationships with friends and family member.

[http://www.bam.gov/sub\\_yourbody/yourbody\\_bodysmartz\\_questions.html](http://www.bam.gov/sub_yourbody/yourbody_bodysmartz_questions.html) (puberty)

Pre/post quiz: list of qualities of a friend

- Brainstorm appropriate ways to show affection and caring and then role play

Using laptops, have students go to the website [www.bam.gov](http://www.bam.gov) and any other appropriate sites and have students take notes on the information during the about the various ages that begin/end puberty and the changes that occur during puberty. As a class, create a chart that divides the changes into physical, social and emotional. List the various ages that begin/end puberty on the chart.

Quizzes/test

Class participation

Rubric scoring

#### Resources

Irvington School District Teacher Resource Health Activity Book

Teacher web – based search engines

Teacher textbooks

Audio/visual equipment

<http://www.epals.com/projects/info.aspx?DivID=> The Way We Are overview

(detailed description of the project including templates)

<http://kidsblogs.nationalgeographic.com/you-are-here/guatemala/>

(same blog)

# Irvington Public Schools



Health Curriculum

Grade 5

## **Irvington Public Schools**

**Course: Health Grade 5**

**Unit: Wellness**

**Year: 2010-2011**

**Textbook: Irvington Teacher Resource Activity Book**

<p>Course: Health Grade 5  Unit: Wellness  Time &amp; Pacing: eight class periods  N.J.C.C.C.S.: 2.1.6. A.1, 2.1.6. B.1, 2.1.6. B.2, 2.1.6. C.1, 2.1.6. D.1, 2.1.6. D.2, 2.1.6. D.3, 2.1.6. E.1, 2.1.6. E.2</p>	
<p>Enduring Understanding:</p> <p>Students will understand that...</p> <ul style="list-style-type: none"> <li>• Taking responsibility for one’s own health is an essential step towards developing and maintaining a healthy, active life style.</li> </ul>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>• What is health and wellness?</li> <li>• What contributes towards a healthy/active lifestyle?</li> <li>• How do nutritional choices and physical activity support healthy development and your future?</li> </ul>
<p>Students will know...</p> <ul style="list-style-type: none"> <li>• Each body system, function and related vocabulary words.</li> <li>• Regular physical activity throughout life is important for maintaining a healthy body, enhancing psychological well-being, and preventing premature death.</li> <li>• Nutritional choices have direct correlation with the body’s ability to function efficiently.</li> <li>• Types of diseases and health conditions and how they are diagnosed and treated.</li> <li>• About communicable, non-communicable, acute, chronic, and inherited diseases and health conditions.</li> <li>• What supports healthy social and emotional development?</li> <li>• Strategies to deal with various forms of conflict, violence, harassment, vandalism, and bullying.</li> </ul>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>• Explain how health data can be used to assess and improve each dimension of personal wellness.</li> <li>• Determine factors that influence food choices and eating patterns.</li> <li>• Summarize the benefits and risks associated with nutritional choices, based on eating patterns.</li> <li>• Summarize means of detecting and treating diseases and health conditions that are prevalent in adolescents.</li> <li>• Summarize the common causes of intentional and unintentional injuries in adolescents and related prevention strategies.</li> <li>• Explain what to do if abuse is suspected or occurs.</li> <li>• Summarize the components of the traffic safety system and explain how people contribute to making the system effective.</li> <li>• Examine how personal assets and protective factors and support healthy social and emotional development.</li> <li>• Make recommendations to resolve incidences of school and community conflicts, violence, harassment, gang violence, discrimination, and bullying.</li> </ul>

### Assessment and Experience

- Introduce the unit using the essential questions
- Present key vocabulary
- Conduct a practice session where the students demonstrate their understanding of information.

Healthy Adolescence, Risk Assessment, Body Systems and Nutrition, Food Labels in the Classroom, Junk food Jungle (pg. 5A-D) Cereal and Junk Food Advertising, Food Label Frenzy, Sleep-What Sleep Is and Why All Kids Need It, Skin- Taking Care of Your Skin, Obesity- How Can I feel Better About My Body, Adolescents- Intentional and Unintentional Injury, Safety, Eating Disorders, Empathy, Self-Esteem.

Conduct a survey and environmental scan of the school and school activities focusing on health and safety issues.

Interview the school nurse, PE teacher, principal, bus drivers, and others to determine the kinds and types of injuries that occur most often on school grounds and in school activities.

Using a blog or other form of electronic communication, compare their school's statistics with another school that uses the same survey. Create a podcast, video or multi-media campaign that promotes healthy, safe behavior in the school based on survey findings, their communication with the partner school, and national and international data. Use the product to orient new students or younger students to school safety rules and/or present to the school's faculty and administration, local police and safety officials, and parents.

#### Project Rubric:

- Research and data collection
- Analysis and organization of the information
- The "message" of the multi-media campaign
- Creativity and appropriate use of media tools
- The quality of the presentation to various audiences

Test/quizzes

Oral responses

Class participation

Rubric scoring

## Resources

Irvington School Health Teacher Resource Lesson Activity Book

Teacher web – based search engines

Teacher textbooks

Audio/visual equipment

<http://www.state.nj.us/education/schools/vandy/>

[http://kidshealth.org/kid/watch/out/bike\\_safety.html](http://kidshealth.org/kid/watch/out/bike_safety.html)

<http://www.schooltube.com/>

[http://www.cdc.gov/motorehiclesafety/teen\\_drivers/teendrivers\\_factsheet.html](http://www.cdc.gov/motorehiclesafety/teen_drivers/teendrivers_factsheet.html)

<http://www.cdc.gov/HomeandRecreationalSafety/index.html>

<http://health.discovery.com/centers/teen/takingrisks/takingrisks.html>

<http://www.safekids.org/skwHome.html>

(a global network created to prevent injuries in children 14 and under)

## **Irvington Public Schools**

**Course: Health Grade 5**

**Unit: Integrated Skills**

**Year: 2010-2011**

**Textbook: Irvington Teacher Resource Activity Book**

<p>Course: Health Grade 5  Unit: Integrated Skills  Time &amp; Pacing: five class periods  N.J.C.C.C.S.: 2.2.6. A.1, 2.2.6.B.1, 2.2.6.B.2, 2.2.6. C.1, 2.2.6. D.1, 2.2.6. E.1</p>	
<p>Enduring Understanding:</p> <p>Students will understand that...</p> <ul style="list-style-type: none"> <li>Knowing how and when to navigate the healthcare system is critical to maintaining wellness.</li> <li>The early detection of diseases and health conditions contributes to one's health and helps reduce healthcare costs.</li> </ul>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>Why is it so difficult for some people to access healthcare?</li> <li>How do you know when you need help? What's more important: prevention or cure?</li> </ul>
<p>Students will know...</p> <ul style="list-style-type: none"> <li>Effective interpersonal communication in health and safety related situations.</li> <li>Use the decision making process when addressing health related issues.</li> <li>Between situations when a health related decision should be made independently or with the help of others.</li> <li>Determine how an individual's character develops over time and impacts personal health.</li> <li>Explain the impact of participation in different kinds of service projects on community wellness.</li> <li>Identify health services and resources provided in the school and community addressing health needs and emergencies.</li> </ul>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others.</li> <li>Use effective decision-making strategies</li> <li>Predict how the outcome (s)</li> <li>Explain how character and core ethical values can be useful in addressing challenging situations.</li> <li>Appraise the goals of various communities of service-organization initiatives to determine opportunities for volunteer service.</li> <li>Determine the validity and reliability of different types of health resources.</li> </ul>

#### Assessment and Experience

- Introduce the unit using the essential questions
- Present key vocabulary
- Conduct a practice session where the students demonstrate their understanding of information.
- Personal Skills for Health and Safety, Making Decisions, How to Say No and Still Be cool, health Decisions, how to Be a Responsible Person (and feel great), Goals of Community/Service Organizations, Different Types of Health Resources.
- Examine the kinds of health problems that young adolescents might face and discuss appropriate actions to resolve the problems.
- Organize health problems into categories (e.g. injuries, diseases, social and emotional)
- Develop an online directory of school and community health and social services linking common adolescent problems with appropriate provider.

#### Resources

Irvington School District Teacher Health Resource Activity Book

Teacher web – based search engines

Teacher textbooks

Audio/visual equipment

Adolescent Health website from the US department of Health and Human Services' Center for Disease Control and Prevention

Teen Health

Teen Health-Medicine Plus

Teen Health Center from KeepKidsHealthy.com

(Teacher resource)

## **Irvington Public Schools**

**Course: Health Grade 5**

**Unit: Drugs and Medicine**

**Year: 2010-2011**

**Textbook: Irvington Teacher Resource Activity Book**

<p>Course: Health Grade 5  Unit: Drugs and Medicine  Time &amp; Pacing: five class periods  N.J.C.C.S.: 2.3.6. B.1, 2.3.6. B.2, 2.3.6. B.3, 2.3.6. C.1, 2.3.6. C.2</p>	
<p>Enduring Understanding:</p> <p>Students will understand that...</p> <ul style="list-style-type: none"> <li>• Choices about alcohol, tobacco, drugs, and other medicine affect a healthy lifestyle.</li> </ul>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>• How do drugs and medicines help or hinder your lifestyle?</li> <li>• If alcohol and tobacco are harmful, why are they used?</li> <li>• What influences a person to use drugs and/or medicines?</li> </ul>
<p>Students will know...</p> <ul style="list-style-type: none"> <li>• Vocabulary words associated with alcohol, smoking, drugs, and other medicines.</li> <li>• The difference between prescription and OTC medicines.</li> <li>• How to read prescription and OTC medicine labels.</li> <li>• The functions of the respiratory and circulatory systems.</li> <li>• The short and long term effects of tobacco products and alcohol.</li> <li>• Stages of addiction.</li> </ul>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>• Explain the system of drug classification and why it is useful in preventing substance abuse.</li> <li>• Relate tobacco use and the incidence of disease.</li> <li>• Compare the effect of laws, policies, and procedures on smokers nonsmokers.</li> <li>• Summarize the signs and systems of a substance abuse problem and the stages that lead to dependency/addiction.</li> <li>• Explain how wellness is affected during the stages of drug dependency/addition.</li> </ul>
<p style="text-align: center;">Assessment and Experience</p> <ul style="list-style-type: none"> <li>• Introduce the unit using the essential questions</li> <li>• Present key vocabulary</li> <li>• Conduct a practice session where the students demonstrate their understanding of information.</li> </ul> <p>Substance Abuse Influences, Steps To A Smart Decision, Refusal Skills, Facts About Drugs- Alcohol, Tobacco, cannabis, Depressant, etc., Healthy Habits, Prescription and OTC Drugs, Why Kids use Alcohol, Tobacco, and Other Drugs, Alcohol, Learning About Tobacco, Learning About Abused Drugs, Respiratory System, Legal Issues, Alcohol, Smoking, Symptoms and Effects of Dependency.</p> <p>Complete the following questions in preparation for an activity to evaluate the impact of smoking on the heart and lungs:</p> <ul style="list-style-type: none"> <li>• What are two forms of physical activity you like to do?</li> <li>• How might tobacco use affect your ability to participate in those activities?</li> <li>• What are two facts about tobacco use and smoking?</li> <li>• What is your resting heart rate? Your post exercise heart rate?</li> <li>• How might tobacco use impact your heart rate?</li> </ul>	

## Resources

Irvington School District Teacher Resource Activity Book

Audio/visual equipment

Smoking and Tobacco Use- Center for Disease Control and Prevention

Smoking and Smokeless Tobacco-Medicine Plus

Cigarette Smoking and Cardiovascular Diseases-American Heart Association

**Irvington Public Schools**

**Course: Health Grade 5**

**Unit: Human Relationships and Sexuality**

**Year: 2010-2011**

**Textbook: Irvington Teacher Resource Activity Book**

<p>Course: Health Grade 5  Unit: Human Relationships and Sexuality  Time &amp; Pacing: five class periods  N.J.C.C.C.S.: 2.4.6. A.2, 2.4.6. B.1, 2.4.6. B.2, 2.4.6. C.1, 2.4.6. C.2,</p>	
<p>Enduring Understanding:</p> <p>Students will understand that...</p> <ul style="list-style-type: none"> <li>• There are physical, emotional, and social aspects to human relationships.</li> <li>• Growth patterns during adolescence are individual</li> </ul>	<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>• What is puberty?</li> <li>• Does a person need to have relationships?</li> <li>• Do relationships affect a person’s social and emotional health?</li> <li>• Are physical maturity and emotional maturity the same in boys and girls?</li> <li>• Do adolescents grow at the same rate?</li> </ul>
<p>Students will know...</p> <ul style="list-style-type: none"> <li>• The difference between healthy and unhealthy relationships with family and friends.</li> <li>• How healthy relationships and unhealthy relationships contribute towards overall health.</li> <li>• The growth patterns males and females should expect during adolescence.</li> </ul>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>• Analyze the characteristics of healthy friendship and other relationships adolescents may experience.</li> <li>• Compare growth patterns of males and females during adolescence.</li> <li>• Summarize strategies to remain abstinent and resist pressures to become sexually active.</li> <li>• Summarize the sequence of fertilization, embryonic growth, and fetal development during pregnancy.</li> <li>• Identify the signs and symptoms of pregnancy.</li> </ul>
<p style="text-align: center;">Assessment and Experience</p> <ul style="list-style-type: none"> <li>• Introduce the unit using the essential questions</li> <li>• Critical Vocabulary words- Relationships, Anatomy and Physiology, Puberty, Adolescent Development, Human Development, Abstinence and Contraception, Human Conception- Pregnancy, Pregnancy Symptoms</li> <li>• Conduct a practice session where the students demonstrate their understanding of information.</li> <li>• A Guide to Healthy Relationships- Have students create a multimedia presentation that demonstrates how to create and maintain healthy family/peer relationships. The presentation should also explain why these factors are important for a healthy, active lifestyle.</li> <li>• Your Growing Up- Have students write a speech from the perspective of a parent preparing their male/female children for the changes they will undergo during adolescence</li> </ul> <p>Suggested Learning Activities:</p> <ul style="list-style-type: none"> <li>• Introduce the unit using the essential questions.</li> <li>• Present key vocabulary and information concerning the creation and maintenance of healthy family/peer relationships</li> </ul>	

- Conduct a practice session where students demonstrate how their understanding of the creation and maintenance of healthy family/peer relationships relates to a healthy, active lifestyle.
- Have students develop their 'A Guide to Healthy Relationships' multimedia presentation.
- Have student present their 'A Guide to Healthy Relationships' multimedia presentation
- Present key vocabulary and information concerning the growth patterns of males/females during adolescence
- Conduct a practice session where students demonstrate how their understanding of the growth patterns of males/females during adolescence relates to healthy, active lifestyle.
- Conduct a class discussion where students explain how an understanding of the topics covered in the presentation can help them to live a healthy, active lifestyle
- Oral Response
- Teacher Observation
- Quiz/checklist on key terms/ideas

#### Resources

Irvington School District Teacher Health Resource Activity Book

Teacher web – based search engines

Teacher textbooks

Audio/visual equipment

<http://www.connectedearth.com/LearningCentre/HowhaslifeinBritainchanged/index.htm>

(sample activities designed for students in Great Britain)

# Irvington Public Schools



## Physical Education and Health Education Resource List

### Health and Physical Education Internet Resource Sites

Action for Health Kids: [www.actionforhealthykids.org](http://www.actionforhealthykids.org)

Adolescent Health On-Line - posted by the American Medical Association:

<http://www.ama-assn.org/ama/pub/physician-resources/public-health/promoting-healthy-lifestyles/adolescent-health.shtml>

Adolescent - Social Skills for Middle School Students: <http://www.cccoe.net/social/skillslist.htm>

Alliance for a Healthier Generation: [www.healthergeneration.org](http://www.healthergeneration.org)

American Alliance for Health, Physical Education, Recreation, and Dance: [www.aahperd.org](http://www.aahperd.org)

American Heart Association: [www.americanheart.org](http://www.americanheart.org)

Answer-Network for Family Life Education Teen Magazine/Web: [www.sexetc.org](http://www.sexetc.org)

A Puff Doesn't Make You Cool - [grades 9-12] project-based lesson:

<http://web.archive.org/web/20070211031735/http://www.theolutionsite.com/lpnew/lesson/5105/lesson2.htm>

Association for Supervision and Curriculum Development: [www.wholechildeducation.org](http://www.wholechildeducation.org)

Awesome Library Physical Fitness: [http://www.awesomelibrary.org/Classroom/Health\\_PE/Physical\\_Education/Physical\\_Education.html](http://www.awesomelibrary.org/Classroom/Health_PE/Physical_Education/Physical_Education.html)

BAM - Body and Mind: <http://www.bam.gov/index.html>

Basketball Coach's Clipboard: <http://www.coachesclipboard.net/>

Blue zones web based intervention program: <http://www.bluezones.com>

Brain Compatible Active Learning: [www.actionbasedlearning.com](http://www.actionbasedlearning.com)

Center for Disease Control (CDC): [www.cdc.gov](http://www.cdc.gov)

Coaching Guide: <http://www.brianmac.co.uk/index.htm>

Coordinated approach to child health: (CATCH): [www.flaghouse.com](http://www.flaghouse.com)

Comprehensive health education foundation (CHEF): [www.chef.org](http://www.chef.org)

Discovery Education Health Lessons: [www.discoveryhealthconnection.com](http://www.discoveryhealthconnection.com)

Drugs Use in Sports: [http://sports.findlaw.com/sports\\_law/drugs/testing/](http://sports.findlaw.com/sports_law/drugs/testing/)

Energizers-classroom physical education activities: <http://www.ncpe4me.com/energizers.html>

Exercise Training Program: <http://www.netfit.co.uk/wkmen.htm>

Fit4Fun Kids: <http://worknotes.com/IL/Chicago/Fit4FunKidsFitness/NewsFlash4.stm>

Fitness Tests: <http://www.topendsports.com/testing/tests/>

Georgia State University Exercise and Fitness page: <http://www2.gsu.edu/~wwwfit/index.html>

Human Anatomy Online: <http://www.innerbody.com/htm/body.html>

Health Lesson Plans for Block Scheduling: <http://www.glencoe.com/sec/health/teachres/lessonplans.shtml>

Health Teacher Lessons: [www.healthteacher.com](http://www.healthteacher.com)

Human Kinetics: [www.humankinetics.com](http://www.humankinetics.com)

Human Heart: <http://www.fi.edu/learn/heart/index.html>

Health and academic achievement coordinated school health model: [www.thesociety.org](http://www.thesociety.org)

Internet for Classrooms (comprehensive list of PE and physical education resources):  
[http://www.internet4classrooms.com/links\\_grades\\_kindergarten\\_12/physical\\_education\\_pe\\_health.htm](http://www.internet4classrooms.com/links_grades_kindergarten_12/physical_education_pe_health.htm)

Kids Health: [http://kidshealth.org/teen/your\\_body/](http://kidshealth.org/teen/your_body/)

Mind over Matter the effects of drugs on the body: <http://teens.drugabuse.gov/mom/index.php>

NCAA Drug Testing:

[http://web.archive.org/web/20071116032313/http://www2.ncaa.org/portal/legislation\\_and\\_governance/eligibility\\_and\\_recruiting/drug\\_testing.html](http://web.archive.org/web/20071116032313/http://www2.ncaa.org/portal/legislation_and_governance/eligibility_and_recruiting/drug_testing.html)

New Jersey Association for Health, P.E., Recreation, and Dance: [www.njahperd.org](http://www.njahperd.org)

Nickelodeon: Let's just play campaign: [www.nick.com/all\\_nick/everything\\_nick/ljp\\_home07.jhtml](http://www.nick.com/all_nick/everything_nick/ljp_home07.jhtml)

New Jersey Model Nutrition Policy: [www.nj.gov/agriculture/divisions/fn/childadult/school\\_model.html](http://www.nj.gov/agriculture/divisions/fn/childadult/school_model.html)

New Jersey Obesity Prevention Action Plan: [www.state.nj.us/health/fhs/documents/obesity\\_prevention.pdf](http://www.state.nj.us/health/fhs/documents/obesity_prevention.pdf)

PE Central: [www.pecentral.org](http://www.pecentral.org)

National Heart Lung and Blood Institute: <http://www.nhlbi.nih.gov/>

Science of Movement: [www.exploratorium.edu/sports/](http://www.exploratorium.edu/sports/)

Smart Mouth all about foods: <http://www.cspinet.org/smartmouth/index1.html>

# Irvington Public Schools



## Reference List

## References

New Jersey Department of Education (2010). New Jersey Core Curriculum Content Standards. Retrieved June 29, 2010 from <http://www.lib.wsc.ma.edu/webapa.htm>

Mount Laurel Board of Education. Health & Physical Education Curriculum. Retrieved June 30, 2010, from <http://www.mtlaurelschools.org/curriculum/index.php>

=