Safety

Content Area: **Health**
Course(s):
Time Period: **Full Year**
Length: **Full Year**
Status: **Published**

Unit Overview

It is important for students to begin to acquire skills and knowledge necessary to lead a healthy lifestyle. Being knowledgeable about health allows students to make better and more informed decisions about our wellness. In this unit, students will learn the importance of being aware, and of self-awareness.

Enduring Understandings

There are specific health skills that we can use to promote our own wellness. We use the skills and knowledge to make decisions that allow us to lead a healthy lifestyle.

Essential Questions

Students will explain the basic function of the human body and understand how families support and influence development.
How do words and actions impact the way one feels and thinks about oneself and others.

Learning Objectives

Identify the need for school safety rules (proper safe school behavior, bus safety, and playground safety).
Explain how refusal skills help us maintain personal safety and information.
Identify the workers and their contributions that keep the community healthy and safe.
Identify ways to improve community health.
State the steps to take in an emergency and the process to contact emergency sources for help.
Explain home safety (outlets, cooking, family meeting place in case of emergency).
Explain how students can stay safe from fires, strangers, at school, in a car, biking, and around animals.
Identify what private information is; and explain how to use the internet safely and responsibly.
Explain how climate change affects individuals, plants, and animals.

Standards: Content

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

2.1.2.CHSS.2	Determine where to access home, school and community health professionals.
2.1.2.CHSS.3	Demonstrate how to dial and text 911 in case of an emergency.
2.1.2.CHSS.4	Describe how climate change affects the health of individuals, plants and animals.
2.1.2.CHSS.5	Identify situations that might result in individuals feeling sad, angry, frustrated, or scared.
2.1.2.CHSS.6	Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals).
2.3.2.PS.1	Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.
2.3.2.PS.2	Discuss healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicle, water, weather safety).
2.3.2.PS.3	Recognize and demonstrate safety strategies to prevent injuries at home, school, in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention).
2.3.2.PS.4	Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol).
2.3.2.PS.5	Define bodily autonomy and personal boundaries.
2.3.2.PS.6	Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family.
2.3.2.PS.7	Identify behaviors that would be considered child abuse (e.g., emotional, physical, sexual).
2.3.2.PS.8	Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse).

Standards: Interdisciplinary

K-2-ETS1-1	Ask questions, make observations, and gather information about a situation people want to change (e.g., climate change) to define a simple problem that can be solved through the development of a new or improved object or tool.
L.RF	Foundational Skills: Reading Language: By the end of grade 5, develop understanding and conceptual knowledge of, phonics, syllabication patterns, letter-sound correspondences, word analysis, morphology, and other basic conventions of written English.
8.1.2.CS.1	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
L.WF	Foundational Skills: Writing Language: By the end of grade 5, develop understanding and conceptual knowledge of print, phonological processing, letter formation and handwriting, and other basic conventions of the English writing system.
L.WF.1.3	Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3):
L.WF.1.3.A	Write sentences with increasing complexity.
8.2.2.ITH.1	Identify products that are designed to meet human wants or needs.
L.VL.1.2.A	Choose flexibly from an array of strategies to determine the meaning of words and phrases.
8.2.2.ITH.3	Identify how technology impacts or improves life.
SL.PE.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

W.RW.2.7	Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.
SL.ES.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
SL.AS.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.
SL.AS.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Assessment Evidence

Formative	Class discussions, in-class activities, Graphic Organizers, Kahoot, Exit Tickets
Summative	Test, Quiz, Project, Writing Assessments, Problem Based Learning Student Presentations.
Alternative & Benchmark	Alternative - Read to the student and chart oral responses, graphic organizers, observations, portfolios of student work, orally administered assessments, Project based-learning. Benchmark – LinkIt Benchmark Assessment, Teacher generated summative assessments Formative, Summative, Alternative and Benchmark Assessments
Assessment Evidence Resource	

Instructional Resources

Textbooks, Maps, Laptops, Smart Board, Primary & Secondary Source Documents, *Health: Focus on You; 1990 Merrill Publishing Company,* Smartboard, iPads, Laptops, Instructional Resource List

Curricular Mandates

Below are the curricular requirements as defined in NJ Administrative Code and Statute

	Amistad		Diversity, Equity, and Inclusion
	Holocaust		LGBT and Disabilities (Grades 6-12)
	Climate Change		Asian American & Pacific Islander

Social Emotional Learning (SEL) Competencies

NJ Social and Emotional Learning Competencies & Sub-Competencies

X	Self-Awareness	X	Relationship Skills
X	Responsible Decision-Making	X	Social Awareness
X	Self-Management		

21st Century Skills & Themes

	Global and Cultural Awareness		Technology Literacy		Planning and Budgeting
X	Creativity and Innovation		Financial Institutions		Risk Management and Insurance
	Information and Media Literacy		Digital Citizenship		Economic and Government Influences
X	Critical Thinking and Problem Solving		Credit Profile		Career Awareness and Planning
	Civic Financial Responsibility		Financial Psychology		