

**STANDARD 2.1 WELLNESS GRADE 1&2**

<p><b>Established Goals:</b> Standards 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</p> <p><b>A. Personal Growth and Development</b> 2.1.2.A.1 - Explain what being “well” means and identify self-care practices that support wellness. 2.1.2.A.2 Use correct terminology to identify body parts, and explain how body parts work together to support wellness.</p> <p><b>B. Nutrition</b> 2.1.2.B.1 Explain why some foods are healthier to eat than others. 2.1.2.B.2 Explain how foods on MyPlate differ in nutritional content and value. 2.1.2.B.3 Summarize information about food found on product labels.</p> <p><b>C. Diseases and Health Conditions</b> 2.1.2.C.1 Summarize symptoms of common diseases and health conditions. 2.1.2.C.2 Summarize strategies to prevent the spread of common diseases and health conditions. 2.1.2.C.3 Determine how personal feelings can affect one’s wellness.</p> <p><b>D. Safety</b> 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). 2.1.2.D.2 Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches. Identify procedures associated with pedestrian, bicycle, and traffic Use correct terminology to identify body parts, and explain how body parts work together to support</p>	<b>Transfer</b>	
	<p><b>Students will be able to:</b> A. Health-enhancing behaviors contribute to wellness. B. Choosing a balanced variety of nutritious foods contributes o wellness C. Knowledge about diseases and disease prevention promotes health-enhancing behaviors. D. Using personal safety strategies reduces the number of injuries to self and others. E. Many factors at home, school, and in the community impact social and emotional health.</p>	
	<b>Meaning</b>	
	<b>ENDURING UNDERSTANDING</b>	<b>ESSENTIAL QUESTIONS</b>
<p>A. Health choices and behaviors have an impact on personal wellness.</p> <p>B. There are many short and long term health benefits and risks associated with nutritional choices</p> <p>C. Current and emerging diagnostic prevention and treatment strategies can help people live healthier and live longer than ever before.</p> <p>D. Being consistently aware of the environment and taking safety precautions can reduce the risk of injuries to oneself and others.</p> <p>E. Developing self- esteem, resiliency, tolerance and coping skills support social and emotional health.</p>	<p>A. How do personal health choices impact our own health? B. What makes a food healthy? C. To what extent can we keep ourselves disease free? D. What is the difference between healthy and unhealthy risks? E. How can you learn to like yourself and others?</p>	

wellness. 2.1.2.D.3 Identify procedures associated with pedestrian, bicycle, and traffic safety. <b>E. Social and Emotional Health</b> 2.1.2.E.1 Identify basic social and emotional needs of all people. 2.1.2.E.2 Determine possible causes of conflict between people and appropriate ways to prevent and resolve them. 2.1.2.E.3 Explain healthy ways of coping with common stressful situations experienced by children.		
	<b>Acquisition</b>	
	KNOWLEDGE	SKILLS
	<i>Students will know how to...</i>	<i>Students will be skilled at...</i>
	Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy and active lifestyle.	A. Explain what being "Well" means and identify self-care practices that support wellness. Use correct terminology to identify body parts, and explain how body parts work together to support wellness. B. Explain why some foods are healthier than others. Explain how foods in the food pyramid differ in nutritional content and value. Summarize information about food found on product labels. C. Summarize symptoms of common diseases and health conditions. Summarize strategies to prevent the spread of common diseases and health conditions. Determine how personal feelings can affect one's wellness. D. Identify ways to prevent injuries at home, school, and in the community (e.g. fire safety, poison safety, accident prevention) E. Identify basic social and emotional needs of all people. Determine possible causes of conflict between people and appropriate ways to prevent and resolve them. Explain healthy ways of coping with common stressful situations experienced by children.

Vocabulary	Instruction and Pacing	
Wellness, Well, Nutritious Foods, Disease, Unhealthy Risks, Common Diseases, Feelings, Related Vocabulary	<b>Content and learning activities related to</b>	
	<b>A. Personal Growth and Development</b>	<b>1 week</b>
	<b>B. Nutrition</b>	<b>1 week</b>
	<b>C. Diseases and Health Conditions</b>	<b>1 week</b>
	<b>D. Safety</b>	<b>1 week</b>
	<b>E. Social and Emotional Health</b>	<b>1 week</b>
<b>Resources</b>		
Text Books/Workbooks		

**Internet research**  
**Health Web Sites**  
**Games**

**Differentiation and Accommodations**

Provide graphic organizers  
 Provide additional examples and opportunities for additional problems for repetition  
 Provide tutoring opportunities  
 Provide retesting opportunities after remediation (up to teacher and district discretion)  
 Teach for mastery not test  
 Teaching concepts in different modalities  
 Adjust pace and homework assignments

**ELL Modifications**

- Utilize the World Language Teacher and the ELL Teacher

**21<sup>st</sup> Century Skills**

Critical Thinking, Creative Thinking, Collaborating, Communicating, and Technology Literacy

**Instructional Strategies**

Fairfield School recognizes the importance of the varying methodologies that may be successfully employed by teachers within the classroom and, as a result, identifies a wide variety of possible instructional strategies that may be used effectively to support student achievement. These may include, but not be limited to, strategies that fall into categories identified by the Framework for Teaching by Charlotte Danielson:

- Communicating with students
- Using questioning and discussion techniques
- Engaging students in learning
- Using assessment in instruction
- Demonstrating Flexibility and Responsiveness

**Interdisciplinary Connections**

**Common Misconceptions**

- A. Health practices do not have an impact on your health.
- B. All foods are healthy.
- C. Your feelings do not affect your health.
- D. Taking unhealthy risks does not affect your health.
- E. You do not have to like yourself to have good self-esteem.

**Proper Conceptions**

- A. Your health practices do have an impact on your health.
- B. All foods are not healthy.
- C. Your feelings do affect your health.
- D. Taking unhealthy risks does affect your health.
- E. You should like yourself and others.

**Performance Task**

**Written assessments, Small group/class discussion, Homework,**

**Rubric**

# ASSESSMENTS

## **Suggested Formative Assessment**

Problem of the Day

Lesson Quizzes

Exit Ticket

Anecdotal Records (Topic Observation Checklist)

## **Suggested Summative Assessment**

Grade level developed Unit/Envisions Topic Tests

Ed-Connect Express Tests /State Unit Benchmark Assessment/Performance Task