

**STANDARD 2.1 WELLNESS GRADE 3&4**

<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></p> <p>2.1.4.A.1 Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.</p> <p>2.1.4.A.2 Determine the relationship of personal health practices and behaviors on an individual's body systems.</p> <p><b>B. Nutrition</b></p> <p>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.</p> <p>2.1.4.B.2 Differentiate between healthy and unhealthy eating practices.</p> <p>2.1.4.B.3 Create a healthy meal based on nutritional content, value, calories, and cost.</p> <p>2.1.4.B.4 Interpret food product labels based on nutritional content.</p> <p><b>C. Diseases and Health Conditions</b></p> <p>2.1.4.C.1 Explain how most diseases and health conditions are preventable.</p> <p>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.</p> <p>2.1.4.C.3 Explain how mental health impacts one's wellness.</p>	<b>Transfer</b>	
	<p><b>Students will be able to:</b></p> <p>A. The dimensions of wellness are interrelated and impact overall personal wellbeing .Choosing a balanced variety of nutritious foods contributes to wellness.</p> <p>B. Choosing a balanced variety of nutritious foods contributes to wellness,</p> <p>C. The use of disease prevention strategies in the home, school, and community promotes personal health.</p> <p>D. Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others.</p> <p>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. An individual's health at different life stages is dependent on heredity, environmental factors and life style choices.</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 longer than ever before.</p> <p>D. Being consistently aware of the environment and taking safety precautions can reduce the risk of injury to oneself and others.</p> <p>E. Developing self - esteem, resiliency, tolerance and coping skills</p>	<p>A. What causes optimal growth and development?</p> <p>B. What makes a food healthy? How do you determine appropriate portion size?</p> <p>C. To what extent can we keep ourselves disease free?</p> <p>D. What is the difference between healthy and unhealthy risks? Why do we sometimes take risks that can cause harm to ourselves or others?</p> <p>E. How can you learn to like yourself and others?</p>	

<p><b>D. Safety</b></p> <p>2.1.4.D.1</p> <p>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).</p>	<p>support social and emotional health.</p>	
<p>2.1.4.D.2</p> <p>Summarize the various forms of abuse and ways to get help.</p>	<b>Acquisition</b>	
<p>2.1.4.D.3</p>	<b>KNOWLEDGE</b>	<b>SKILLS</b>
<p>2.1.4.D.3</p> <p>Examine the impact of unsafe behaviors when traveling in vehicles, as a pedestrian, and when using other modes of transportation.</p>	<p><i>Students will know how to...</i></p>	<p><i>Students will be skilled at...</i></p>
<p>2.1.4.D.4</p> <p>Demonstrate simple first-aid procedures for choking, bleeding, burns, and poisoning.</p>	<p>Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy active lifestyle.</p>	<p>A. Describe the physical, social, emotional and mental dimensions of personal wellness. Explain how physical, social, emotional and mental dimensions interact. Explain the relationship of personal health practices and behaviors on an individual's body system.</p>
<p><b>E. Social and Emotional Health</b></p> <p>2.1.4.E.1</p> <p>Compare and contrast how individuals and families attempt to address basic human needs.</p> <p>2.1.4.E.2</p> <p>Distinguish among violence, harassment, gang violence, discrimination, and bullying and demonstrate strategies to prevent and resolve these types of conflicts.</p> <p>2.1.4.E.3</p> <p>Determine ways to cope with rejection, loss, and separation.</p> <p>2.1.4.E.4</p> <p>Summarize the causes of stress and explain ways to deal with stressful situations.</p>		<p>B. Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively. Differentiate between healthy and unhealthy eating practices Create a healthy meal based on nutritional content, value, calories, and cost. Interpret food product labels based on nutritional content.</p> <p>C. Explain how most diseases and health conditions are preventable Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls prevent diseases and health conditions. Explain how mental health impacts one's wellness.</p> <p>D. 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) Summarize the various forms of abuse and ways to get help. Examine the impact of unsafe behaviors when traveling in vehicles, as a pedestrian, and when using other modes of transportation.</p> <p>E. Compare and contrast how individuals and families attempt to address basic human needs. Distinguish among violence, harassment, gang violence, discrimination, and bullying and demonstrate strategies to prevent and resolve these types of conflicts. Determine ways to cope with rejection, loss and separation. Summarize the cause of stress and explain ways to deal with stressful situations</p>

--	--	--

Vocabulary	Instruction and Pacing	
Emotional, Mental, Social, Nutrition, Body Systems, Universal Precautions, Preventable, Pedestrian, First-aid, Fire Safety, Poison Safety, Accident Prevention). Violence, Harassment, Gang Violence, Discrimination, and Bullying 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>C. Diseases and Health Conditions</b>	<b>1 week</b> <b>1 Week</b>
	<b>D. Safety</b> <b>E. Social and Emotional Health</b>	<b>1 week</b> <b>1 week</b>

Resources
<b>Text Books/Workbooks</b> <b>Internet research</b> <b>Health Web Sites</b> <b>Games</b>

**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**

**Proper Conceptions**

- A. Not choosing a variety of nutritious foods contributes to wellness.
- B. Not choosing a balanced variety of nutritious contributes to wellness.
- C. Not using disease prevention strategies promotes personal health.
- D. Not Identifying unsafe situations and choosing appropriate ways to eliminate risks contributes to the safety of self and others.
- E. Many factors at home, school, and in the community do not impact social and emotional health.

- A. Choosing a variety of nutritious foods contributes to wellness.
- B. Choosing a balanced variety of nutritious foods contributes to wellness,
- C. The use of disease prevention strategies promotes personal health.
- D. Identifying unsafe situations and choosing appropriate ways to reduce or contributes to the safety of self and others.
- E. Many factors at home, school, and in the community impact social and emotional health.

**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