

**Summit High School
Summit, NJ**

Grade One/ Content Area: Health

Wellness

Course Description:

<p>Standard 2.1. Wellness. All students will learn and apply health promotion concepts and skills to support a healthy, active lifestyle.</p>	
<p>Big Ideas: <i>Course Objectives / Content Statement(s)</i> I am responsible for keeping my body safe and healthy. I am capable of expressing my wants, needs and emotions.</p>	
<p>Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p>Enduring Understandings <i>What will students understand about the big ideas?</i></p>
<p>1. What should I do every day to keep my body healthy? 2. How do I keep my body safe? 3. Who can I trust? 4. What are some different ways I can express myself? 5. How can I respond to how others are feeling?</p>	<p>Students will understand</p> <ul style="list-style-type: none"> • That they are responsible for their own bodies. • There are rules to safe play. • The daily routines of body care. • About their private parts and appropriate touch. • Reporting and refusal skills. • That physical activity is an essential part of every day life. • What foods they need to keep their bodies healthy. • How diseases are spread and ways to prevent the spread of disease. • Their basic needs, how to express their wants, needs and emotions.
<p>Areas of Focus: Proficiencies</p>	<p>Examples, Outcomes, Assessments</p>

(Cumulative Progress Indicators)		
Students will: Define wellness and explain how making healthy choices and having healthy relationships contribute to wellness	<p>Instructional Focus:</p> <ul style="list-style-type: none"> • Personal Health • Growth and Development • Nutrition • Disease and Health Conditions • Safety • Social and Emotional Health <p>Sample Assessments: The students will...</p> <ul style="list-style-type: none"> • Illustrate or list their daily health care routine. • Role-play, expressing emotions and reacting to other’s emotions. • List trusted adults with whom they are comfortable speaking. <p>Instructional Strategies: Interdisciplinary Connections-</p> <ul style="list-style-type: none"> • In physical education class they will teach and review rules of safe play. • In reading, the teacher will offer a variety of literature such as “How Are You Peeling?” and discuss various emotions. <p>Technology Integration</p> <ul style="list-style-type: none"> • Create a brochure for healthy food. • Illustrate on the computer their idea of healthy food or healthy lifestyle habit. <p>Global Perspectives</p> <ul style="list-style-type: none"> • The students will share their cultural cuisine 	
Describe and demonstrate self-care practices that support wellness, such as brushing and flossing teeth, washing hands, and wearing appropriate attire for weather or sports.		
Explain and demonstrate ways to prevent injuries, including seat belts and child safety seats in motor vehicles, protective gear, and fire, bus, and traffic safety procedures.		
Distinguish among “good/safe touch” and “confusing touch” and explain what to do if touching causes uncomfortable feelings.		
Identify safe and appropriate behavior for use when interacting with strangers, acquaintances, and trusted adults.		
Explain why some foods are healthier to eat than others.		
Explain the differences between communicable and non-communicable diseases.		
Explain ways to prevent the spread of diseases such as hand washing, immunizations, covering coughs, and not sharing cups, hats, or combs.		

Explain that all human beings have basic needs including food, water, sleep, shelter, clothing and love.	
Recognize various emotions and demonstrate sympathy and empathy.	
Describe and demonstrate appropriate ways to express wants, needs, and emotions.	
Identify the possible causes of conflict and discuss appropriate ways to prevent and resolve conflicts.	

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Grade One/ Content Area: Health

Integrated Skills

Course Description:

<p>Standard 2.2 (Integrated skills) All students will use health-enhancing, personal, interpersonal, and life skills to support a healthy, active lifestyle.</p>	
<p>Big Ideas: <i>Course Objectives / Content Statement(s)</i> I can be a successful member of a group. I know when and where to ask for help.</p>	
<p>Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p>Enduring Understandings <i>What will students understand about the big ideas?</i></p>
<ol style="list-style-type: none"> 1. How can I be an effective listener and communicator? 2. What steps can I take when making decisions? 3. In what ways can I contribute to a group? 4. How can I be a valuable asset to my community? 	<p>Students will understand</p> <ul style="list-style-type: none"> • Strategies for effective communication. • Steps to making health decisions. • Outside influence on their health decision. • Group problem solving strategies. • How to demonstrate respect for varying ideas and opinions. • Ways in which they can contribute to their community. • When to seek help and who to go to when help is needed.
<p>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</p>	<p>Examples, Outcomes, Assessments</p>
Demonstrate effective communication and listening skills	<p>Instructional Focus:</p> <ul style="list-style-type: none"> • Communication • Decision Making • Leadership, advocacy, and service • Health services and careers
Explain the steps to making an effective health decision.	
Discuss how parents, peers and the media influence health decisions.	

Act as a leader and a follower.	Sample Assessments:
Identify factors that lead to group success and help solve group problems.	The students will...
Motivate group members to work together and provide constructive feedback.	<ul style="list-style-type: none"> • Plan and participate in a community service project
Demonstrate respect for varying ideas and opinions.	<ul style="list-style-type: none"> • Role-play solving group problems from varying group member perspectives. • Participate in discussing personal health situations making a personal health decision.
	<p>Instructional Strategies:</p> <p>Interdisciplinary Connections-</p> <ul style="list-style-type: none"> • In math, students will solve problems in a group. • In science, students can discuss making a decision about their personal health. <p>Technology Integration</p> <ul style="list-style-type: none"> • Students will look at a food ad in a magazine and describe how the media is trying to influence them. <p>Global Perspectives</p> <ul style="list-style-type: none"> • Service project can service the community at large.
Participate in a class or school service activity and explain how volunteering enhances self-esteem.	
Explain when and how to seek help when feeling ill, scared, sad, lonely or bullied.	

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Grade One/ Content Area: Health

Drugs and Medicines

Course Description:

<p>Standard 2.3 (Drugs and medicines) All students will learn and apply information about alcohol, tobacco, other drugs and medicines to make decisions that support a healthy, active lifestyle.</p>	
<p>Big Ideas: <i>Course Objectives / Content Statement(s)</i> I need to use medicine responsibly.</p>	
<p>Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p>Enduring Understandings <i>What will students understand about the big ideas?</i></p>
<p>5. How do I know what medicine is safe and effective to take? 6. Who could I take medicine from? 7. What substances are bad for my body?</p>	<p>Students will understand</p> <ul style="list-style-type: none"> • That medicine and drugs effect their body. • The difference between helpful and harmful substances. • Basic rules for taking medicine.
<p>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</p>	<p>Examples, Outcomes, Assessments</p>
<p>Explain that medicines can be helpful or harmful and that when used correctly medicines can help keep people healthy. Discuss basic rules when taking medicines.</p>	<p>Instructional Focus:</p> <ul style="list-style-type: none"> • Medicines • Alcohol, tobacco and other drugs <p>Sample Assessments: The students will...</p> <ul style="list-style-type: none"> • Illustrate or list the rules when taking medicine • Illustrate or list the people who they are allowed to take medicine from • Create a poster of a substance they should not consume <p>Instructional Strategies:</p>
<p>Identify substances that should never be consumed or inhaled such as drug look-alikes, glue, poisons, and cleaning fluids.</p>	

	<p>Interdisciplinary Connections-</p> <ul style="list-style-type: none">• In science they could discuss how medicine affects their body. <p>Technology Integration</p> <ul style="list-style-type: none">• On the computer they can create their “Do not consume” poster. <p>Global Perspectives</p> <ul style="list-style-type: none">• Discuss how medicine is used all over the world• Some cultures use “alternative” ways of healing instead of medicine such as tea, acupuncture or relaxation.
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