

<p>Unit 1: Health and Wellness Students will learn about health promotion concepts to support a healthy, active lifestyle.</p> <p>Standard Expectations: 2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy. 2.1.2.PGD. 2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth). 2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness. 2.1.2.PGD.4: Use correct terminology to identify body parts and explain how body parts work together to support wellness. 2.1.2.PGD.5: List medically accurate names for body parts, including the genitals. 2.2.2.N.1: Explore different types of food and food groups. 2.2.2.N.2: Explain why some foods are healthier to eat than others. 2.2.2.N.3: Differentiate between healthy and unhealthy eating habits. 2.2.2.PF.1: Explain the benefits of regular physical activity and what It means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles). 2.2.2.PF.2: Explore how to move different body parts in a controlled manner. 2.2.2.PF.3: Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building). 2.2.2.PF.4: Demonstrate strategies and skills that enable team and group members to achieve goals. 2.2.2.LF.1: Express one's feeling and emotions when involved in movement and physical activities to increase positive behaviors. 2.2.2.LF.2: Perform movement skills that involve controlling and adapting posture and balance, to successfully negotiate different environments (e.g., mats, turf fields, grass fields, hard surfaces,</p>	<p>TOPICS</p> <p>Personal Health</p> <ul style="list-style-type: none">▪ Emotions and Feelings▪ Sickness Prevention – Germs and Preventing Colds▪ Medicines▪ Dental Hygiene▪ Healthy Living vs Unhealthy Choices▪ Five Senses▪ Body Parts <p>Healthy Foods and Nutrition</p> <ul style="list-style-type: none">▪ Healthy Eating / Food Groups / Staying Hydrated▪ Physical Fitness and Lifelong Fitness▪ Team Building / Feelings and Emotions▪ Nutritional Guides
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<p>gym floors, sand, water, snow) during physical activity.</p> <p>2.2.2.LF.3: Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).</p> <p>2.2.2.LF.4: Identify physical activities available outside of school that are in the community.</p>	
<p>Unit 2: Alcohol, Tobacco and Other Drugs The use of alcohol, tobacco and other drugs in unsafe ways is harmful to one’s health.</p> <p>Standard Expectations:</p> <p>2.3.2.ATD.1: Explain what medicines are, how they are used, and the importance of utilizing medications properly.</p> <p>2.3.2.ATD.2: Identifying ways in which drugs, including some medicines, can be harmful.</p> <p>2.3.2.ATD.3: Explain effects of tobacco use on personal hygiene, health and safety.</p> <p>2.3.2.DSDT.1: Recognize that some people may have difficulty controlling their use of alcohol, tobacco and other drugs.</p> <p>2.3.2.DSDT.2; Explain that individuals who abuse alcohol, tobacco and other drugs can get help.</p>	<p>TOPICS</p> <p>Medicines, Alcohol, and Other Drugs</p> <ul style="list-style-type: none"> ▪ Safe vs Unsafe Medicines ▪ Just Say No to Drugs and Alcohol ▪ Substance Abuse and Getting Help ▪ Addiction <p>Tobacco</p> <ul style="list-style-type: none"> ▪ Tobacco-Free Environment
<p>Unit 3: Family Life / Social and Sexual Health People build relationships with their family and other people in the community. How to handle emotions, body changes, and expressing yourself will be studied. Every individual has unique qualities and skills that they will learn about themselves.</p> <p>Standard Expectations:</p> <p>2.1.2.PP.1: Define reproduction.</p> <p>2.1.2.PP.2: Explain the ways in which parents may care for their offspring (e.g., animals, people, fish).</p> <p>2.1.2.SSH.1: Discuss how individuals make their own choices about how to express themselves.</p> <p>2.1.2.SSH.2: Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.</p> <p>2.1.2.SSH.3: Describe different kinds of families locally, nationally and globally and note</p>	<p>TOPICS</p> <p>Human Relationships</p> <p>Growing and Change</p> <ul style="list-style-type: none"> ▪ Pregnancy and Parenting (2nd Grade – Body Changes, Ways to Express Yourself, Body Part Terminology) ▪ Body Changes / Sexual Health <p>Mental Health and Awareness</p> <ul style="list-style-type: none"> ▪ Emotional Health ▪ Feelings and Expressing Yourself

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<p>similarities in the ways in which they keep their children safe.</p> <p>2.1.2.SSH.4: Determine the factors that contribute to healthy relationships within a family.</p> <p>2.1.2.SSH.5: Identify basic social needs of all people.</p> <p>2.1.2.SSH.6: Determine the factors that contribute to healthy relationships.</p> <p>2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another</p> <p>2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer).</p> <p>2.1.2.SSH.9: Define bullying and teasing and explain why they are wrong and harmful.</p> <p>2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.</p> <p>2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities.</p> <p>2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).</p> <p>2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors. •</p> <p>2.1.2.EH.5: Explain healthy ways of coping with stressful situations.</p>	
<p>Unit 4: Community Health Skills</p> <p>Individuals will benefit from an awareness of coping strategies that can be used when facing difficult situations in their community.</p> <p>Standard Expectations:</p> <p>2.3.2.PS.1: Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe</p> <p>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).</p> <p>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</p>	<p>TOPICS</p> <p>Injury & Violence Prevention</p> <ul style="list-style-type: none"> ▪ Safety (Street, Passenger, Water, Bike Safety) ▪ Bullying ▪ When to Call for Help ▪ Resources <p>The World Around Us</p> <ul style="list-style-type: none"> ▪ Climate Change ▪ Natural Disasters and Emergencies <p>Movement Skills and Concepts</p> <ul style="list-style-type: none"> ▪ Teamwork / Outside Activities in the Community

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<p>safety, fire safety, poison safety, accident prevention).</p> <p>2.3.2.PS.4: Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol).</p> <p>2.3.2.HCDM.1: Explain the consequences on a person’s health if he or she does not have adequate food and a clean environment.</p> <p>2.3.2.HCDM.2: Demonstrate personal hygiene and the use of necessary and appropriate health-enhancing behaviors that can keep a person healthy (e.g., precautions to avoid illnesses, handle food hygienically, brush teeth, regular physical activity, adequate sleep, appropriate dress for various weather conditions).</p> <p>2.3.2.HCDM.3: Explain strategies and develop skills to prevent the spread of communicable diseases and health conditions (e.g., Lyme disease, influenza, cardiovascular diseases).</p> <p>2.3.2.PS.5: Define bodily autonomy and personal boundaries.</p> <p>2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else’s personal boundaries including friends and family.</p> <p>2.3.2.PS.7: Identify behaviors that would be considered child abuse (e.g., emotional, physical, sexual).</p> <p>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).</p> <p>2.1.2.CHSS.1: Identify community professionals and school personnel who address health emergencies and provide reliable health information to us.</p> <p>2.1.2.CHSS.2: Determine where to access home, school and community health professionals.</p> <p>2.1.2.CHSS.3: Demonstrate how to dial and text 911 in case of an emergency.</p> <p>2.1.2.CHSS.4: Describe how climate change affects the health of individuals, plants and animals.</p> <p>2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared.</p>	<ul style="list-style-type: none">▪ Practicing Kindness and Positive Behaviors in the Community When Participating in Sports or Social Activities
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<p>2.1.2.CHSS.6: Identify individuals who can assist with expressing one’s feelings (e.g., family members, teachers, counselors, medical professionals).</p> <p>2.2.2.MSC.1: Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running).</p> <p>2.2.2.MSC.2: Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling).</p> <p>2.2.2.MSC.3: Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges.</p> <p>2.2.2.MSC.4: Differentiate manipulative movements (e.g., throwing, catching, dribbling)</p> <p>2.2.2.MSC.5: Adjust and correct movements and skill in response to feedback.</p> <p>2.2.2.MSC.6: Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.</p> <p>2.2.2.MSC.7: Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.</p> <p>2.2.2.MSC.8: Explain the difference between offense and defense</p>	
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