

Davison Community Schools
ADVISORY CURRICULUM COUNCIL
Phase I / II, April 2014
K-6 Health

<i>Course</i>	
Course Essential Questions (from Phase I report): <ol style="list-style-type: none"> 1. What is the connection between health promotion and disease prevention to personal, family, and community health issues? 2. What is the influence of media, technology, and societal beliefs on health? 3. How can I find valid and reliable information about health practices, products and services? 4. How does effective interpersonal communication and social skills enhance health? 5. How does personal decision-making affect health? 6. What particular behaviors work to reduce risks to personal, family, or community health? 7. How does one advocate for personal, family, and community health? 8. Why are illegal drugs harmful to one's health and wrong? 9. When is the use of helpful medicines wrong and harmful to one's health? 10. How does the connection between nutrition and physical activity enhance health? 	
Phase II Curriculum	
Unit: Nutrition and Physical Activity	
Essential Questions: <ul style="list-style-type: none"> - Why is it important to drink plenty of water? - What are the characteristics of healthy snacks? - Why is it important to eat a variety of healthy foods and beverages? - How does physical activity keep you healthy? - What are the characteristics of healthy food combinations? - What is the link between nutrition and physical activity? - Why is it important to limit certain foods? - What are essential nutrients? (Grade 5) - What are the food components and portions that are considered to comprise a healthy meal? (Grade 6) - How does advertising work toward or against making healthy food choices? (Grades 5-6) 	Essential Understanding: <ul style="list-style-type: none"> - Water is an essential compound that aids in digestion and helps eliminate waste from our bodies. - Healthy snacks can be fruits, vegetables, yogurt, fiber bars and other foods low in saturated fats and empty calories. - Food variety helps us get a balance of vitamins and holds our interest by satisfying many tastes. - Physical activity helps keep our muscles in shape, reduces stress, and burns excess calories. - -Certain healthy food combinations work together to absorb vitamins. - Food provides nutrients which are converted to energy by cells in the body. Proper nutrition helps repair and build muscle and other cells in the body. - Some foods are very tasty but are high in substances that may clog arteries and help cause excess weight gain if eaten in large amounts. Limiting such foods

	<p>provides enjoyment without some of the bad effects.</p> <ul style="list-style-type: none"> - Essential nutrients are vitamins and minerals needed to provide peak body health and disease prevention. - Food portioning is an important strategy for maintain healthy body composition based on caloric expenditure. - Advertising can positively or negatively influence our food choices thus impacting our health.
--	---

Curriculum Standards- DOK noted where applicable with Standards

Strand 1: Nutrition and Physical Activity (Kindergarten)

Standard 1: Core Concepts

- 1.1 Describe how consuming a variety of healthy foods and beverages helps a person stay healthy.
- 1.2 Describe how being physically active helps a person stay healthy.
- 1.3 Describe how drinking water helps a person stay healthy.

Standard 3: Health Behaviors

- 1.4 Generate examples of physical activities that are personally enjoyable.
- 1.5 Select a variety of foods that can be eaten for healthy snacks.

STRAND 1: Nutrition and Physical Activity (Grade One)

Standard 1: Core Concepts

- 1.1 Describe the benefits of eating healthy snacks.
- 1.2 Describe the benefits of being physically active.
- 1.3 Describe the health benefits of drinking water, compared to other beverages.
- 1.4 Classify foods according to the food groups.
- 1.5 Describe how physical activity, rest, and sleep help a person stay healthy.

Standard 3: Health Behaviors

- 1.6 Explain the importance of eating a variety of foods from all of the food groups.
- 1.7 Suggest a food from each of the food groups that could be eaten as a healthy snack.

STRAND 1: Nutrition and Physical Activity (Grade Two)

Standard 1: Core Concepts

- 1.1 Explain the importance of eating a variety of foods from all of the food groups.
- 1.2 Classify foods into the food groups.
- 1.3 Describe the characteristics of combination foods.
- 1.4 Describe the characteristics of foods and beverages that should be limited.

Standard 3: Health Behaviors

- 1.5 Provide examples of combination foods.
- 1.6 Provide examples of foods and beverages that should be limited.
- 1.7 Generate examples of a variety of physical activities that can be enjoyed when in or near the water.

STRAND 1: Nutrition and Physical Activity (Grade Three)

Standard 1: Core Concepts

- 1.1 Explain the benefits of healthy eating and being physically active.
- 1.2 Describe the importance of choosing a variety of ways to be physically active.

Standard 4: Influences

- 1.3 Explain strategies used to advertise food and beverage products.
- 1.4 Analyze how food advertising impacts eating behaviors related to eating when not hungry.

Standard 5: Goal Setting

- 1.5 Describe the elements of a physical activity plan.
- 1.6 Develop a personal plan to be physically active.

STRAND 1: Nutrition and Physical Activity (Grade Four)

Standard 1: Core Concepts

- 1.1 Describe the food groups, including recommended portions to eat from each group.
- 1.2 Analyze the relationship of physical activity, rest, and sleep.
- 1.3 Explain why some food groups have a greater number of recommended portions than other food groups.
- 1.4 Associate recommended food portions to the sizes of common items.
- 1.5 Compare the quantity of restaurant or packaged foods to the quantities of food needed to keep the body healthy.

Standard 3: Health Behaviors

- 1.6 Assess one's ability to include physical activity, rest, and sleep in one's daily routine.
- 1.7 Describe strategies people use to consume the recommended portions of food to meet their individual nutrient needs.

Standard 4: Influences

- 1.8 Analyze examples of food advertising.

Standard 5: Goal Setting

- 1.9 Develop a one-day plan for eating the recommended portions of food from each food group.

STRAND 1: Nutrition and Physical Activity (Grade Five)

Standard 1: Core Concepts

- 1.1 Describe the essential nutrients the body needs to stay healthy.
- 1.2 Describe guidelines to follow for healthy eating.
- 1.3 Identify calcium and vitamin D intake and physical activity as protectors from developing osteoporosis.
- 1.4 Explain the importance of choosing water rather than other beverages for the purpose of keeping the body hydrated.

Standard 2: Access Information

- 1.5 Interpret information provided on food labels.

Standard 3: Health Behaviors

- 1.6 Choose a snack using specific criteria such as fat, carbohydrate, fiber, calcium, and calorie content of foods.
- 1.7 Plan a meal using specific criteria such as fat, carbohydrate, fiber, calcium, and calorie content of foods.

STRAND 1: Nutrition and Physical Activity (Grade Six)

Standard 1: Core Concepts

- 1.1 Analyze the benefits of healthy eating and being physically active.
- 1.2 Identify the causes of foodborne illness.
- 1.3 Explain how weight management is influenced by healthy eating and being physically active.

Standard 3: Health Behaviors

1.4 Describe the federal dietary guidelines and the amount of physical activity recommended for one's age in order to achieve health benefits.

1.5 Describe strategies for dealing with personal preferences, restrictions, and barriers related to healthy eating, adequate sleep, and physical activity.

1.6 Describe environmental influences that encourage or discourage physical activity.

1.7 Develop a dietary and physical activity plan for a week that is consistent with the dietary guidelines.

1.8 Demonstrate the ability to support others to choose healthy foods and be physically active.

Additional Recommended for Grade Six***Standard 1: Core Concepts***

1.9 Describe the relationship of self- perception, body image, body weight, and physical activity.

Standard 4: Influences

1.10 Analyze how one's own perception of weight influences healthy eating and being physically active.

LEARNING TARGETS**Knowledge/Content****I Know ...**

- that drinking proper amounts of water helps digest food and flushes waste products from body metabolism.
- healthy snack choices are satisfying and varied.
- physical activity helps burn calories, tones muscles, boost the immune system and leads to greater overall health.
- proper nutrition enables me to be more active and healthy.
- proper nutrition helps repair and build muscle.
- food combinations can work together to help my body absorb nutrients.
- certain foods should be limited in my diet due to containing high saturated fats and calories.
- advertising is designed to influence me to use a product even if it is not in the best interest of my health.

Skills/Processes**I Can ...**

- determine the amount of water I should drink on a daily basis according to my body size and amount of exercise.
- identify several healthy snack choices .
- name between 5-10 essential nutrients that are available in foods.
- prepare or design a dinner plan that is balanced and appropriately portioned for a child and an adult.
- plan a healthy snack party with my classmates.

Phase III Textbook/Materials**Phase IV Summative Assessment Evidence**

Common Summative Unit Assessments:	Agreed Upon Interim Summative Assessments: (*identifies Performance Task)
Phase V Learning Plan	

Davison Community Schools
ADVISORY CURRICULUM COUNCIL
Phase I / II, April 2014
K-6 Health

<i>Course</i>	
Course Essential Questions (from Phase I report): <ol style="list-style-type: none"> 1. What is the connection between health promotion and disease prevention to personal, family, and community health issues? 2. What is the influence of media, technology, and societal beliefs on health? 3. How can I find valid and reliable information about health practices, products and services? 4. How does effective interpersonal communication and social skills enhance health? 5. How does personal decision-making affect health? 6. What particular behaviors work to reduce risks to personal, family, or community health? 7. How does one advocate for personal, family, and community health? 8. Why are illegal drugs harmful to one's health and wrong? 9. When is the use of helpful medicines wrong and harmful to one's health? 10. How does the connection between nutrition and physical activity enhance health? 	
Phase II Curriculum	
Unit: Alcohol, Tobacco and Other Drugs	
Essential Questions: <ul style="list-style-type: none"> - What is a poison? - What are the dangers and benefits of medicines? - How can I protect myself from poisoning? - What is caffeine and how does it affect the body? - Can secondhand smoke hurt me? - How can I safely use medicines? - What is an illegal drug and how can it hurt me? - Why are some things legal for adults but not for children? - What is alcohol and how does it affect the body? - What is nicotine and why is it harmful? - What are the dangers of chewing tobacco? (Grade 5-6) - Why is it so dangerous to drink and drive or operate machinery? (Grade 5-6) 	Essential Understanding: <ul style="list-style-type: none"> - Poisons are substances that when ingested (eaten), touched, or inhaled cause burns, internal organ damage, extreme illness or death. They can be household products, chemicals or drugs. - Medicines are helpful in treating specific disease or conditions when prescribed or used as directed. They can become harmful when used for a non-prescribed use, by a person for whom the drug was not prescribed or when mixed with another drug that interacts with the original drug. - Poisoning can be prevented through proper labeling of household products, paying attention to warning labels on products, using certain products with protective clothing or proper supervision, and asking the advice of a trusted adult when in doubt. - Caffeine is a substance found in chocolate and certain drinks such as tea

<ul style="list-style-type: none"> - What are the effects of alcohol and marijuana on a young person? (Grade 6) - What laws regulate the use of tobacco and alcohol? (Grade 6) - How can I resist peer pressure to use alcohol, tobacco, or other drugs? (Grade 5-6) - 	<p>and coffee. It acts on the nervous system to heighten alertness but can cause heart irregularities and agitation when consumed in excess. The effects on younger people are greater due to differences in metabolism.</p> <ul style="list-style-type: none"> - Prolonged exposure to secondhand smoke can result in breathing disorders, allergies, and damage to sensitive linings of the nose, throat and lungs. - Illegal drugs are wrong and harmful. They can affect various body functions and thinking processes putting a person of any age at risk of harm. Younger people are more susceptible to harm as their metabolism is higher so higher degrees of a substance may be absorbed by the body resulting in a toxic dose. - Some drugs are legal for adults because adults are more aware of how to evaluate the risks of use and have a lower metabolism. However, research is showing that there are risks associated with overuse of these substances even if they are “legal for adults”. - Nicotine is a highly addictive substance present in tobacco products. Due to the additive nature of nicotine many people have trouble quitting smoking. The tars and other chemicals contained in tobacco smoke have been shown to cause an increased possibility of developing certain types of cancer. - Chewing tobacco has been shown to release many of the same chemicals as are released during the practice of smoking. Although the substances do not reach the lungs they may cause cancers of the mouth or lips. - Alcohol and marijuana cause disruptions in patterns of thinking and judgment which can lead to destructive decisions at any age. - Laws in the State of Michigan related to the use of alcohol or tobacco make it illegal for anyone under the age of 21 to possess or use alcohol; it is illegal for anyone under the age of 18 to purchase or use tobacco.
---	--

- There are several strategies to resist peer pressure to use ATOD substances. One is to say “NO” , stick to your position and leave the area. If a person does not respect your choice you should understand they are not really a “friend.” (2) Avoid situations where you suspect illegal activity will take place. Suggest another activity or meeting place that is much more public.

Curriculum Standards- DOK noted where applicable with Standards

Strand 2: Alcohol, Tobacco , and Other Drugs (Kindergarten)

Standard 1: Core Concepts

- 2.1 Identify household products that are harmful if touched, ingested, or inhaled.
- 2.2 Describe ways that over-the-counter and prescription medicines can be helpful or harmful.

Standard 2: Access Information

- 2.3 Identify trustworthy sources of accurate information about potentially poisonous household products.

Standard 3: Health Behaviors

- 2.4 Explain rules for handling household products and avoiding poisons.
- 2.5 Describe how to safely use medicines.

STRAND 2: Alcohol, Tobacco , and Other Drugs (Grade One)

Standard 1: Core Concepts

- 2.1 Identify household products that are harmful if touched, ingested, or inhaled.
- 2.2 Describe ways that over-the-counter and prescription medicines can be helpful or harmful.
- 2.3 Explain the differences between over-the-counter and prescription medicines and illicit drugs.
- 2.4 State that all forms of tobacco products contain harmful chemicals, including the drug nicotine.

Standard 2: Access Information

- 2.5 Identify trustworthy adults who are sources of accurate information about potentially poisonous household products.
- 2.6 Apply knowledge of product label warnings to gain accurate information about potentially poisonous household products.

Standard 3: Health Behaviors

- 2.7 Apply rules for handling household products and avoiding poisons.
- 2.8 Describe how to safely use medicines.
- 2.9 Apply strategies to hypothetical situations to avoid exposure to secondhand smoke.

STRAND 2: Alcohol, Tobacco , and Other Drugs (Grade Two)

Standard 1: Core Concepts

- 2.1 Explain that all forms of tobacco products contain harmful chemicals, including the drug nicotine.
- 2.2 Describe the impact of using tobacco, including that it is addictive.
- 2.3 Describe the impact of consuming food or beverages that contain caffeine.
- 2.4 Describe the impact of using alcohol, including that it changes how a person feels, thinks, and acts.

Standard 3: Health Behaviors

2.5 Suggest alternative foods and beverages that are caffeine free.

2.6 Demonstrate strategies to avoid exposure to secondhand smoke.

STRAND 2: Alcohol, Tobacco , and Other Drugs (Grade Three)

Standard 1: Core Concepts

2.1 Describe the short- and long-term effects of alcohol use, including addiction.

2.2 Describe the short- and long-term effects of using tobacco, including addiction.

Standard 3: Health Behaviors

2.3 Describe actions that need to be followed to avoid accidental poisoning by household cleaning and paint products.

2.4 Describe actions to take in a poison emergency.

2.5 Explain rules for safe use of medicines and household products, including those that can be inhaled.

Standard 4: Influences

2.6 Explain how family and peers can influence choices about using alcohol and other drugs.

2.7 Analyze various strategies used in the media that encourage or discourage tobacco use.

Standard 7: Social Skills

2.8 Demonstrate verbal and non-verbal ways to refuse alcohol.

2.9 Demonstrate verbal and non-verbal ways to refuse tobacco use.

STRAND 2: Alcohol, Tobacco , and Other Drugs (Grade Four)

Standard 1: Core Concepts

2.1 Describe the short- and long-term physical effects of being exposed to tobacco smoke.

2.2 Analyze possible reasons why individuals choose to use or to not use alcohol.

2.3 Explain the positive outcomes of not using alcohol.

Standard 3: Health Behaviors

2.4 Demonstrate the ability to avoid exposure to secondhand smoke.

Standard 4: Influences

2.5 Explain how family and peers can influence decisions about using alcohol and other drugs.

2.6 Explain how decisions about alcohol use will impact relationships with friends and family.

2.7 Analyze various strategies used in the media that encourage and discourage the use of alcohol and tobacco.

Standard 7: Social Skills

2.8 Demonstrate verbal and non-verbal ways to refuse alcohol.

STRAND 2: Alcohol , Tobacco , and Other Drugs (Grade Five)

Standard 1: Core Concepts

2.1 Describe poison safety rules for household products.

2.2 Describe the short- and long- term physical effects of using tobacco and inhalants.

2.3 Describe health benefits of abstaining from or stopping tobacco use.

2.4 Recognize that it is hard to stop using tobacco.

2.5 Compute the economic cost of tobacco use.

2.6 Explain school policies and community laws related to the sale and use of tobacco products.

2.7 Describe how use of alcohol and other drugs impairs safe driving.

Standard 3: Health Behaviors

2.8 Apply effective strategies to avoid exposure to inhalants.

2.9 Apply strategies to avoid riding with an impaired driver.

Standard 4: Influences

2.10 Analyze the accuracy of information conveyed in the media about tobacco use.

2.11 Explain how decisions about alcohol and tobacco use will impact relationships with friends and

family.

2.12 Analyze how families and peers may influence choices about using tobacco and inhalants.

Standard 6: Decision Making

2.13 Analyze the positive and negative choices one can make about using tobacco and alcohol.

Standard 7: Social Skills

2.14 Demonstrate verbal and non-verbal ways to refuse tobacco, alcohol, inhalant, and other drug use.

STRAND 2: Alcohol, Tobacco , and Other Drugs (Grade Six)

Standard 1: Core Concepts

2.1 Explain the short- and long-term effects of alcohol and marijuana use.

2.2 Explain school policies and Michigan laws related to the sale and use of tobacco products.

2.3 Analyze data that supports that most young people in middle school do not use tobacco, alcohol, or other drugs.

2.4 Articulate the benefits of remaining alcohol, tobacco, and drug free.

2.5 Analyze how impaired judgment and other effects of alcohol or marijuana use impact personal safety, relationships with friends and families, school success, and attainment of present and future goals.

Standard 2: Access Information

2.6 Demonstrate the ability to locate school and community resources to assist with problems related to alcohol and other drug use; and assess the validity of the resources.

Standard 3: Health Behaviors

2.7 Make a commitment to be alcohol, tobacco and drug free.

2.8 Recognize behaviors that may indicate alcohol or drug impairment in order to avoid riding with an impaired driver.

2.9 Describe strategies to avoid riding with an impaired driver, and demonstrate the ability to use them.

Standard 4: Influences

2.10 Analyze family, peer, societal, and media influences on tobacco, alcohol, and other drug use.

Standard 7: Social Skills

2.11 Develop personal strategies to resist influences to use tobacco, alcohol, and other drugs.

2.12 Demonstrate verbal and non-verbal ways to refuse alcohol, tobacco, and other drugs.

LEARNING TARGETS

Knowledge/Content I Know ...	Skills/Processes I Can ...
<ul style="list-style-type: none">- the use of alcohol, tobacco and other drugs is wrong and harmful.- household products can be harmful.- to look for poison symbols on the outside of containers.- nicotine is addictive and is present in tobacco.- caffeine can temporarily make one feel alert; however, it can also have negative effects on heart rate and sleep patterns when ingested in excess. It is present in many products especially tea, coffee and chocolate.- medicines must be used for the prescribed purpose by the person for whom the	<ul style="list-style-type: none">- identify the universal symbol for poison (skull and crossbones).- list two reliable sources of information regarding the proper use of medicine (parents, pharmacist, doctor, nurse).- demonstrate how to resist peer pressure to engage in the illegal use of ATOD substances.- can cite the legal ages for possession and use of tobacco and alcoholic products (18 tobacco; 21 alcohol).- list at least three negative effects of the use of alcohol or marijuana.

<p>medicine was prescribed.</p> <ul style="list-style-type: none"> - over the counter medicines can be harmful if used for the wrong purpose and in conflict with directions and dosage. - the use of medicine should be properly supervised by a parent depending on the age and maturity of the child. - the use of tobacco and alcohol is regulated by state law for the protection of young and old. - at least two strategies to resist peer pressure in relation to using alcohol, tobacco and other drugs (both legal and illegal). 	
Phase III Textbook/Materials	
Phase IV Summative Assessment Evidence	
Common Summative Unit Assessments:	Agreed Upon Interim Summative Assessments: (*identifies Performance Task)
Phase V Learning Plan	

**Davison Community Schools
ADVISORY CURRICULUM COUNCIL
Phase I / II, April 2014
K-6 Health**

Course	
Course Essential Questions (from Phase I report): <ol style="list-style-type: none"> 1. What is the connection between health promotion and disease prevention to personal, family, and community health issues? 2. What is the influence of media, technology, and societal beliefs on health? 3. How can I find valid and reliable information about health practices, products and services? 4. How does effective interpersonal communication and social skills enhance health? 5. How does personal decision-making affect health? 6. What particular behaviors work to reduce risks to personal, family, or community health? 7. How does one advocate for personal, family, and community health? 8. Why are illegal drugs harmful to one's health and wrong? 9. When is the use of helpful medicines wrong and harmful to one's health? 10. How does the connection between nutrition and physical activity enhance health? 	
Phase II Curriculum	
Unit: Safety (<i>Violence Prevention</i>)	
Essential Questions: <ul style="list-style-type: none"> - How do I practice pedestrian safety? - What do I do if I see or suspect someone has a weapon? - What should I do if someone touches me in an uncomfortable way? - How do I ask for help if I am in need? - What is the proper way to call 911? - When do I report an event to an adult? - What procedures should I follow in the event of a fire? - What is the number one piece of equipment I should have when riding a bicycle? - What safety steps should I take near water? - Why is it safer for young children to ride in the back seat of a car with a booster seat? - What precautions should I take when accessing information on the internet? - What is personal space and why is it important to respect that space? (Grade 5) 	Essential Understanding: <ul style="list-style-type: none"> - Pedestrian safety: Look both ways before crossing; do not walk and text at the same time; be aware of your surroundings. - If you see or suspect someone has a weapon: report it to an adult right away. Do not confront the person yourself. Leave the area, do not touch a weapon if you see it on the floor. - Your body belongs to you. If someone touches you in a private area (not by accident) you should report it right away to a trusted adult. You are not at fault. - The best way to ask for help is to be straightforward. Tell an adult that you are worried, need help or something is wrong. Tell a trusted adult. - Dial 911 and tell the 911 operator the nature of your emergency. Stay calm and report your name, address, phone. If you are reporting a fire make sure you are out of the building before you

<ul style="list-style-type: none"> - What safety practices should I follow if I am home alone? (Grade 5) 	<p>make a call.</p> <ul style="list-style-type: none"> - You should report an incident to an adult when someone is going to or has hurt you, another person or is going to hurt themselves. - In the event of a fire you get out of the structure to a safe place, call 911 and wait for the fire department or police to arrive. Do not re-enter the structure. In the event of inclement weather you should seek shelter with a neighbor. Develop a fire evacuation plan with your family. - Bicycle riders should wear a properly fitted bike helmet at all times. Head injuries are the number one catastrophic injury for bike riders. - When near water you should have a life jacket or proper flotation device. You should never swim alone. Be sure you are in an area that is monitored by a lifeguard if at a public beach. - Personal space is generally considered to be about an arm's length around your person. This space is considered "private" and when it is invaded the "fight or flight response" is often triggered as a means of self-defense or protection. - When home alone you should be careful not to answer the door unless you know and are expecting the person; be careful not to give out information over the phone like, "my mom is not home." Instead you might comment, "My mom can't come to the phone right now, could I take a message please?" If you have caller ID do not answer the phone unless you know the caller or caller's number." Do not use ovens or equipment unless you are an "expert." Make sure you have emergency contact numbers to reach your family of neighbors.
--	---

Curriculum Standards- DOK noted where applicable with Standards

Strand 3: Safety (Kindergarten)

Standard 1: Core Concepts

- 3.1 Describe pedestrian hazards and safe pedestrian behaviors.
- 3.2 Identify dangerous objects and weapons.
- 3.3 Describe the characteristics of appropriate touch and inappropriate touch.
- 3.4 Explain that a child is not at fault if someone touches him or her in an inappropriate way.

Standard 2: Access Information

- 3.5 Demonstrate the procedure for calling 911 and explain when it is appropriate to do so.
- 3.6 Demonstrate how to ask trusted adults for help.

Standard 3: Health Behaviors

- 3.7 Demonstrate safe pedestrian behaviors.
- 3.8 Describe dangerous and destructive situations that need to be reported to an adult.
- 3.9 Apply a rule and demonstrate actions to use in hypothetical situations when weapons may be present.
- 3.10 Generate examples of safe places one might go if feeling personally threatened.
- 3.11 Apply strategies to avoid personally unsafe situations.
- 3.12 Apply strategies to get away in hypothetical cases of inappropriate touching or abduction.

STRAND 3: Safety (Grade One)

Standard 1: Core Concepts

- 3.1 Describe fire and burn hazards.
- 3.2 Describe wheeled recreation hazards.

Standard 2: Access Information

- 3.3 Demonstrate the procedure for using 911 to get help in emergencies.

Standard 3: Health Behaviors

- 3.4 Apply strategies to prevent fires and burns to hypothetical situations.
- 3.5 Demonstrate actions to take in a fire emergency.
- 3.6 Describe situations that are dangerous, destructive, and disturbing and that need to be reported to an adult.
- 3.7 Practice escaping unsafe situations by getting away, leaving, and telling an adult.
- 3.8 Apply strategies and rules for safe wheeled recreation, including the proper use of safety gear.

STRAND 3: Safety (Grade Two)

Standard 1: Core Concepts

- 3.1 Describe safety precautions when in or near water.
- 3.2 Identify appropriate and inappropriate touch.
- 3.3 Explain that a child is not at fault if someone touches him or her in an inappropriate way.

Standard 2: Access Information

- 3.4 Demonstrate how to ask a trusted adult for help.

Standard 3: Health Behaviors

- 3.5 Apply wheeled recreation rules.
- 3.6 Demonstrate the use of wheeled recreation safety gear.
- 3.7 Apply strategies to avoid personally unsafe situations.
- 3.8 Demonstrate strategies to get away in cases of inappropriate touching or abduction.

STRAND 3: Safety (Grade Three)

Standard 1: Core Concepts

- 3.1 Explain why the back seat is the safest place for young people to ride in a vehicle equipped with air bags.

3.2 Explain how booster seats and safety belts help passengers to stay safe.

3.3 Describe characteristics of safe and unsafe places.

Standard 2: Access Information

3.4 Describe how to access help when feeling threatened.

Standard 3: Health Behaviors

3.5 Describe safe and unsafe behaviors of occupants in vehicles.

3.6 Demonstrate the proper wearing of a safety belt.

3.7 Describe dangerous, destructive, and disturbing situations that need to be reported to an adult.

3.8 Analyze environments to determine whether they are safe places.

Standard 4: Influences

3.9 Analyze how one can influence safety belt and booster seat use of others.

STRAND 3: SAFETY (Grade Four)

Standard 1: Core Concepts

3.1 Describe safety hazards, including those related to fire, dangerous objects and weapons, being home alone, and using the Internet.

3.2 Explain the importance of respecting personal space and boundaries.

3.3 Describe the characteristics of appropriate and inappropriate touch.

3.4 Explain that a child is not at fault if someone touches him or her in an inappropriate way.

Standard 2: Access Information

3.5 Demonstrate how to ask a trusted adult for help.

3.6 Demonstrate how to access emergency services, such as calling "911," including what to say when accessing such services.

Standard 3: Health Behaviors

3.7 Apply strategies to prevent fires and burns.

3.8 Develop and practice a home fire escape plan.

3.9 Apply strategies to stay safe and prevent injury when home alone.

3.10 Explain a rule and demonstrate actions to use when dangerous objects or weapons are present.

3.11 Apply strategies to stay safe when using the Internet.

3.12 Apply strategies to avoid personally unsafe situations.

3.13 Demonstrate strategies to get away in cases of inappropriate touching or abduction.

Standard 4: Influences

3.14 Analyze how one influences the safety of others when adult supervision is not present.

STRAND 3: Safety (Grade Five)

Standard 1: Core Concepts

3.1 Explain the importance of respecting personal space and boundaries.

3.2 Describe the characteristics of appropriate and inappropriate touch.

3.3 Explain that a child is not at fault if someone touches him or her in an inappropriate way.

3.4 Describe hazards related to sun, water, and ice.

Standard 2: Access Information

3.5 Demonstrate how to ask a trusted adult for help.

Standard 3: Health Behaviors

3.6 Analyze situations to predict safety hazards when home alone and in public places.

3.7 Apply strategies to avoid personally unsafe situations.

3.8 Apply strategies to be safe in the sun and when around water and ice.

Standard 5: Goal Setting

3.9 Develop plans to stay safe when home alone and in public places.

Standard 7: Social Skills

3.10 Demonstrate strategies to get away in cases of inappropriate touching or abduction

STRAND 3: Safety

(Grade Six)

Standard 1: Core Concepts

3.1 Explain how safety belts help passengers to stay safe.

3.2 Describe safety hazards related to using the Internet.

3.3 Describe appropriate and inappropriate touch.

3.4 Explain the importance of respecting personal space and boundaries.

3.5 Explain that a child is not at fault if someone touches him or her in an inappropriate way.

Standard 2: Access Information

3.6 Demonstrate the ability to ask a trusted adult for help when feeling personally threatened or unsafe, including while using the Internet.

Standard 3: Health Behaviors

3.7 Analyze environments and situations, including those where weapons may be present, to determine whether they are safe.

3.8 Describe strategies to avoid unsafe situations.

3.9 Demonstrate strategies to escape when weapons/dangerous objects are present.

3.10 Describe the procedure for reporting the presence of weapons at school.

3.11 Demonstrate the ability to escape safety hazards in public places.

3.12 Apply school rules and procedures to hypothetical school crisis situations.

3.13 Demonstrate strategies to get away in hypothetical cases of inappropriate touching or abduction.

3.14 Apply strategies to stay safe when using the Internet.

Standard 4: Influences

3.15 Explain how one's behavior, when an occupant of a vehicle, influences the behavior of others.

Recommended

Standard 8: Advocacy

3.16 Advocate for others to practice safe behavior, including the proper use of safety belts, when riding in a car.

3.17 Advocate for others to stay safe when using the Internet.

LEARNING TARGETS

Knowledge/Content I Know ...	Skills/Processes I Can ...
<ul style="list-style-type: none">- to look both ways before crossing the street.- how to call 911.- to seek help from a trusted adult if I am touched inappropriately.- the evacuation procedure for my family home in the event of a fire.- child-seat laws for children riding in a car in the State of Michigan.- the hand signal for telling someone to stop bothering me in a potential bullying situation.- the approximate range of a person's personal space.- Cardinal Code- how to de-escalate conflict between	<ul style="list-style-type: none">- safely cross the street on foot.- demonstrate the proper procedure for calling call 911 in the event of an emergency.- share the evacuation procedure for my family in case of a fire.- can explain the reasons why it is safer for a young person to ride in the back seat of the car using a booster seat.- cite safety procedures around bodies of water.- share safety procedures to follow when home alone.- role play ways to de-escalate conflict between myself and others using Second Step and Cardinal Code routines.- use the hand signal to direct another person to stop bothering me in a manner that I might

<p>myself and others by using Second-Step techniques (K-4).</p> <ul style="list-style-type: none"> - to notify my parents or teacher immediately if I suspect I am being lured into an online chat room or inappropriate website. - 	<p>perceive as bullying behavior.</p>
Phase III Textbook/Materials	
Phase IV Summative Assessment Evidence	
Common Summative Unit Assessments:	Agreed Upon Interim Summative Assessments: (*identifies Performance Task)
Phase V Learning Plan	

**Davison Community Schools
ADVISORY CURRICULUM COUNCIL
Phase I / II, April 2014
K-6 Health**

<i>Course</i>	
Course Essential Questions (from Phase I report): <ol style="list-style-type: none"> 1. What is the connection between health promotion and disease prevention to personal, family, and community health issues? 2. What is the influence of media, technology, and societal beliefs on health? 3. How can I find valid and reliable information about health practices, products and services? 4. How does effective interpersonal communication and social skills enhance health? 5. How does personal decision-making affect health? 6. What particular behaviors work to reduce risks to personal, family, or community health? 7. How does one advocate for personal, family, and community health? 8. Why are illegal drugs harmful to one's health and wrong? 9. When is the use of helpful medicines wrong and harmful to one's health? 10. How does the connection between nutrition and physical activity enhance health? 	
Phase II Curriculum	
Unit: Social and Emotional Health, Conflict Resolution & Violence Prevention	
Essential Questions: <ul style="list-style-type: none"> - What is a compliment versus a criticism? - How can I manage strong feelings? - What is courteous communication? - What is the difference between the emotion of anger and angry behaviors? - How can I effectively manage stress? - How does my personal behavior impact others? - How can helping others impact my own health? - Why is it important to respect the feelings and property of others? - Who can I turn to if I need help managing my feelings or behavior? 	Essential Understanding: <ul style="list-style-type: none"> - Compliments build people up and recognize their contributions; criticism can be viewed as judgments or rejection if not balanced with encouragement. - Managing strong feelings requires practice and patience. Sometimes walking away and talking another time is the best course of action. - Anger is an honest emotion; the way we act on the anger is what makes it a positive or negative experience. - Problem-solving skills and turning to others to vent feelings in an appropriate and respectful way can help reduce stress. - Personal behaviors cause others to attribute certain characteristics or impressions toward an individual. Personal behavior can help others see us as approachable or to be feared.

- **Helping others breeds optimism. Those who serve others often live longer as they have purpose and fulfillment.**
- **Respecting the feelings and property of others imparts an attitude that you value the other person.**
- **You can turn to teachers, counselors or family if you need help with managing feelings or behaviors. Remember that there are not bad people; just bad choices.**

Curriculum Standards- DOK noted where applicable with Standards

STRAND 4: Social and Emotional Health (Kindergarten)

(Note: Teaching these standards is central to the implementation of an effective Positive Behavior Support system.)

Standard 1: Core Concepts

4.1 Identify and describe different kinds of feelings.

Standard 2: Access Information

4.2 Identify and locate people who can help at home and school.

Standard 3: Health Behaviors

4.3 Describe and demonstrate ways to be responsible at home and school.

4.4 Demonstrate the ability to recognize and express a variety of feelings appropriately.

4.5 Identify and demonstrate strategies to manage strong feelings.

Standard 7: Social Skills

4.6 Identify and practice strategies to make friends.

4.7 Demonstrate giving and accepting a compliment or statement of appreciation.

4.8 Describe situations when it is appropriate to use "please," "thank you," "excuse me," and "I am sorry."

4.9 Apply "please," "thank you," "excuse me," and "I am sorry" to appropriate situations.

STRAND 4: Social and Emotional Health (Grade One)

(Note: Teaching these standards is central to the implementation of an effective Positive Behavior Support system.)

Standard 1: Core Concepts

4.1 Describe ways family members and friends help each other.

4.2 Explain the role of listening and paying attention in building and maintaining friendships.

Standard 3: Health Behaviors

4.3 Apply skills to find out how others are feeling.

4.4 Apply skills to predict the potential feelings of others.

Standard 6: Decision Making

4.5 Describe characteristics of people who can help make decisions and solve problems.

4.6 Explain the decision making and problem solving steps.

4.7 Apply the steps to making a decision or solving a problem.

Standard 7: Social Skills

4.8 Apply effective listening and attending skills.

4.9 Demonstrate giving and accepting a compliment or statement of appreciation.

4.10 Apply "please," "thank you," "excuse me," and "I am sorry" to appropriate situations.

STRAND 4: Social and Emotional Health (Grade Two)

(Note: Teaching these standards is central to the implementation of an effective Positive Behavior Support system.)

Standard 1: Core Concepts

- 4.1 Describe the characteristics of touch which is caring and important to positive relationships.
- 4.2 Analyze the importance of identifying and expressing feelings to maintain personal health and healthy relationships.
- 4.3 Describe situations that may elicit mixed emotions.

Standard 2: Access Information

- 4.4 Identify people who can help make decisions and solve problems.

Standard 6: Decision Making

- 4.5 Explain the decision making and problem solving steps.
- 4.6 Demonstrate the ability to make a decision or solve a problem using the steps.

Standard 7: Social Skills

- 4.7 Demonstrate ways to show respect for feelings, rights, and property of others.
- 4.8 Demonstrate effective listening and attending skills.
- 4.9 Recognize and express appropriately a variety of personal feelings.
- 4.10 Demonstrate the ability to manage strong feelings, including anger.

STRAND 4: Social and Emotional Health (Grade Three)

(Note: Teaching these standards is central to the implementation of an effective Positive Behavior Support system.)

Standard 1: Core Concepts

- 4.1 Explain the benefits of positive friendships.
- 4.2 Describe the characteristics of positive role models.
- 4.3 Recognize that each person has unique talents and skills.

Standard 3: Health Behaviors

- 4.4 Describe ways people help each other.
- 4.5 Describe a unique talent or skill of oneself and one other person.
- 4.6 Explain ways to show acceptance of differences.

Standard 4: Influences

- 4.7 Analyze how friends influence others' behavior and well-being.

Standard 7: Social Skills

- 4.8 Demonstrate ways to express appreciation.
- 4.9 Demonstrate strategies for keeping positive friends.
- 4.10 Demonstrate how to confront annoying behavior.

Standard 8: Advocacy

- 4.11 Demonstrate the ability to support and respect people with differences.

STRAND 4: Social and Emotional Health (Grade Four)

(Note: Teaching these standards is central to the implementation of an effective Positive Behavior Support system.)

Standard 1: Core Concepts

- 4.1 Describe the effect of teasing and bullying on others.

Standard 2: Access Information

- 4.2 Describe the characteristics of people who can help make decisions and solve problems.

Standard 3: Health Behaviors

- 4.3 Apply the use of positive self-talk to manage feelings.
- 4.4 Describe strategies to manage strong feelings, including anger.

Standard 6: Decision Making

- 4.5 Explain the decision making and problem solving steps.

4.6 Apply the steps to make a decision or solve a problem, using criteria to evaluate solutions.

Standard 7: Social Skills

4.7 Describe characteristics and steps of conflict resolution.

4.8 Apply the steps of conflict resolution.

4.9 Demonstrate non-violent conflict resolution strategies.

4.10 Explain what to do if you or someone else is being teased or bullied.

4.11 Express intentions to stop bullying as a bystander, perpetrator, or victim.

4.12 Demonstrate the ability to confront bullying and teasing.

STRAND 4: Social and Emotional Health (Grade Five)

(Note: Teaching these standards is central to the implementation of an effective Positive Behavior Support system.)

Standard 1: Core Concepts

4.1 Describe the harmful impact of harassing behaviors to both the perpetrator and the victim.

Standard 2: Access Information

4.2 Describe how to get help from an adult when someone is in danger of hurting self or others.

Standard 3: Health Behaviors

4.3 Demonstrate strategies to manage strong feelings.

4.4 Predict situations that might lead to trouble, including violence.

4.5 Demonstrate strategies to avoid situations that might lead to trouble.

4.6 Demonstrate the ability to manage harassment, including getting help from a trusted adult.

Standard 5: Goal Setting

4.7 Set a personal goal and plan the steps necessary to achieve the goal.

Standard 6: Decision Making

4.8 Describe the characteristics of people who can help make decisions and solve problems.

4.9 Explain the decision making and problem solving steps.

4.10 Demonstrate making a decision or solving a problem using criteria to evaluate solutions.

Standard 7: Social Skills

4.11 Demonstrate effective listening strategies.

4.12 Demonstrate how to communicate assertively.

4.13 Apply the steps of conflict resolution to a real or hypothetical situation.

Standard 8: Advocacy

4.14 Advocate for a caring school environment.

STRAND 4: Social and Emotional Health (Grade Six)

(Note: Teaching these standards is central to the implementation of an effective Positive Behavior Support system.)

Standard 1: Core Concepts

4.1 Describe some common causes of stress, and the health effects of stress.

Standard 2: Access Information

4.2 Analyze the importance of getting help from an adult when it is needed.

4.3 Identify criteria to determine whether another person is able to help one make healthy decisions and solve

problems; and apply these criteria to identify people who can provide help.

Standard 3: Health Behaviors

4.4 Demonstrate the ability to use practical strategies to manage strong feelings.

Standard 5: Goal Setting

4.5 Use practical strategies to develop a personal plan for stress management.

Standard 6: Decision Making

4.6 Describe the decision making and problem solving steps.

4.7 Demonstrate the ability to make a decision or solve a problem using criteria to evaluate solutions.

Standard 7: Social Skills

4.8 Describe the characteristics of conflicts that can be resolved and the steps of effective conflict resolution.

4.9 Demonstrate the ability to use the steps of conflict resolution.

4.10 Demonstrate effective listening strategies.

4.11 Demonstrate the ability to use assertive communication skills appropriately.

Recommended

Standard 1: Core Concepts

4.12 Analyze how friendships may involve positive and negative risks.

4.13 Explain the difference between angry feelings and angry behavior.

Standard 7: Social Skills

4.14 Demonstrate the ability to express appreciation.

LEARNING TARGETS

Knowledge/Content

I Know ...

- how to follow Cardinal Code.
- the difference between being angry and acting out my anger.
- others view me by my actions more than by my words.
- I can turn to my teachers and counselor if I need help managing my feelings or behavior.
- the way I treat others will often be reflected in the way they treat me.
- I am not responsible for the ways others act; I am responsible for how I choose to react.

Skills/Processes

I Can ...

- follow Cardinal Code.
- practice calming techniques before I respond to someone who has hurt my feelings.
- choose to walk away from negativity and talk to my teachers or parents about ways I can resolve a conflict.
- use problem-solving techniques learned in Second Step resolve conflicts in a peaceful and respectful way.
- seek out teacher, principal, or counselor to help me find a solution to conflict if I need help.
- use my problem-solving skills to help my school become a better place to learn.

Phase III Textbook/Materials

Phase IV Summative Assessment Evidence

Common Summative Unit Assessments:

Agreed Upon Interim Summative Assessments: (*identifies Performance Task)

Phase V Learning Plan

Davison Community Schools
ADVISORY CURRICULUM COUNCIL
Phase I / II, April 2014
K-6 Health

Course	
Course Essential Questions (from Phase I report): <ol style="list-style-type: none"> 1. What is the connection between health promotion and disease prevention to personal, family, and community health issues? 2. What is the influence of media, technology, and societal beliefs on health? 3. How can I find valid and reliable information about health practices, products and services? 4. How does effective interpersonal communication and social skills enhance health? 5. How does personal decision-making affect health? 6. What particular behaviors work to reduce risks to personal, family, or community health? 7. How does one advocate for personal, family, and community health? 8. Why are illegal drugs harmful to one's health and wrong? 9. When is the use of helpful medicines wrong and harmful to one's health? 10. How does the connection between nutrition and physical activity enhance health? 	
Phase II Curriculum	
Unit: Personal Health and Wellness (Disease Prevention)	
Essential Questions: <ul style="list-style-type: none"> - What is the proper way to wash hands to reduce the transmission of germs? - How do I take care of my teeth? - How do I reduce the spread of airborne germs? - What is personal hygiene? - Why don't we share eating and drinking items? 	Essential Understanding: <ul style="list-style-type: none"> - Proper hand washing involves a hand over hand motion of approximately 20-30 seconds. Wiping with paper towel and turning off faucets with the towel is best. - Brushing teeth at least twice a day and flossing every day prevents tooth decay and reduces the buildup of plaque and tartar. - Covering the mouth when sneezing or coughing (cough or sneeze into inside of elbow) prevents the spread of airborne germs. - Personal hygiene refers to the care of and cleanliness one's body through bathing, care of hair and teeth and use of health care products to reduce body odors. - Individual use eating utensils help prevent the spread of germs passed through saliva and oral contact.
<ul style="list-style-type: none"> - <i>Grade 4 and 6 Only...</i> 	
<i>District Approved HIV/AIDS Prevention Curriculum. Requires separate training and certificate to teach. Curriculum or materials may not be changed without public hearings and Board of Education approval.</i>	

Curriculum Standards- DOK noted where applicable with Standards

STRAND 5: Personal Health and Wellness (Kindergarten)

Standard 1: Core Concepts

5.1 Explain the importance of taking care of teeth and having one's own toothbrush to prevent disease.

5.2 Explain the importance of dental health cleanings and exams.

5.3 Explain the importance of proper hand washing to prevent disease.

Standard 3: Health Behaviors

5.4 Demonstrate proper tooth brushing techniques.

5.5 Demonstrate proper hand washing to prevent the spread of germs.

Standard 8: Advocacy

5.6 Encourage peers to make positive choices for personal health and wellness.

STRAND 5: Personal Health and Wellness (Grade One)

Standard 1: Core Concepts

5.1 Explain the importance of taking care of teeth.

Standard 3: Health Behaviors

5.2 Demonstrate proper tooth brushing techniques.

5.3 Demonstrate skills to reduce the spread of germs.

STRAND 5: Personal Health and Wellness (Grade Two)

Standard 3: Health Behaviors

5.1 Demonstrate skills throughout the day to reduce the spread of germs.

STRAND 5: Personal Health and Wellness (Grade Three)

Standard 1: Core Concepts

5.1 Explain the physical, emotional, and social importance of keeping the body clean.

Standard 3: Health Behaviors

5.2 Describe strategies to keep the body clean.

Standard 5: Goal Setting

5.3 Develop a plan to keep the body clean.

STRAND 5: Personal Health and Wellness (Grade Four)

Standard 3: Health Behaviors

5.1 Demonstrate skills throughout the day to reduce the spread of germs.

STRAND 6: HIV Prevention (Grade Four Only)

(Note: Course content should be reviewed to determine whether it is consistent with the district's board policies and approved curriculum. State law requires that, before adopting any revisions to the approved HIV curriculum, the local school board shall hold public hearings on the revision. For the specific language of the law, see Section 380.1169 of the Michigan Compiled Laws at www.michiganlegislature.org.)

Standard 1: Core Concepts

6.1 Define HIV and AIDS.

6.2 Explain that it is safe to be a friend of someone who is living with HIV or AIDS.

6.3 Explain how HIV is and is not transmitted.

Standard 3: Health Behaviors

6.4 Describe how people can protect themselves from infection with serious blood-borne communicable diseases, including not touching blood and not touching used needles.

STRAND 5: Personal Health and Wellness (Grade Five)

Standard 1: Core Concepts

5.1 Analyze the physical, emotional, mental, and social importance of keeping the body clean.

Standard 4: Influences

5.2 Analyze media influences related to hygiene products.

Standard 5: Goal Setting

5.3 Develop a plan to keep the body clean.

STRAND 5: Personal Health and Wellness (Grade Six)**Standard 3: Health Behaviors**

5.1 Demonstrate skills throughout the day to reduce the spread of germs.

STRAND 6: HIV AND STIs Prevention (Grade Six Only)

District Approved Lesson presently taught by Sex Education Supervisor and Registered Nurse

(Note: Course content should be reviewed to determine whether it is consistent with the district's board policies and approved curriculum. State law requires that, before adopting any revisions to the approved HIV curriculum, the local school board shall hold public hearings on the revision. For the specific language of the law, see Section 380.1169 of the Michigan Compiled Laws at www.michiganlegislature.org.)

LEARNING TARGETS

Knowledge/Content I Know ...	Skills/Processes I Can ...
<ul style="list-style-type: none"> - how to wash my hands to prevent the spread of germs. - how to cover my mouth when coughing or sneezing. - the importance of keeping healthy by bathing on a regular basis. <p>Grade 4 & 6 only.....</p> <ul style="list-style-type: none"> - how to avoid getting the HIV/AIDS virus by avoiding risky behaviors. 	<ul style="list-style-type: none"> - wash my hands using a universal procedure. - properly cover my mouth when coughing or sneezing. - practice good personal hygiene routines by brushing and flossing my teeth, combing my hair and bathing on a regular basis. <p>Grade 4 & 6 only.....</p> <ul style="list-style-type: none"> - identify, discuss with my parents and practice appropriate behaviors that help me avoid the risk of contracting HIV/AIDS.

Phase III Textbook/Materials**Phase IV Summative Assessment Evidence**

Common Summative Unit Assessments:	Agreed Upon Interim Summative Assessments: (*identifies Performance Task)