

## K-2 Health

### Course Description:

The K-2 health course will be introduced to age appropriate health issues that affect their everyday lives. The goal of the K-2 health program is to use the knowledge and skills to transform unhealthy habits and behaviors in to healthy habits and behaviors.

### Suggested Course Sequence:

Unit 1: Mental, Emotional, and Social health: 7 weeks

Unit 2: Safety: 7 weeks

Unit 3: Disease prevention and control: 6 weeks

Unit 4: Growth and Development: 9 weeks

Unit 5: Nutrition: 5 weeks

Unit 6: Medicine and Drugs: 5 weeks

**Unit Overview**

**Content Area:** Health

**Unit Title:** Mental, Emotional, and Social Health

**Grade Level:** K-2

**Unit Summary:**

In this unit students will explore appropriate behavior and responses to a variety of social situations. Students will also discuss friendship and conflict resolution.

**Interdisciplinary**

**Connections:** The students will be exposed to many scenarios in which they will have to make appropriate choices when it comes to handling emotions. The skills they learn in this unit will connect to each of their other subjects, including the lunch and recess.

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

**Themes and Skills:**

CRP 1. Act as a responsible and contributing citizen and employee.

CRP 3. Attend to personal health and financial well-being.

CRP 4. Communicate clearly and effectively and with reason.

CRP 6. Demonstrate creativity and Innovation

CRP 8. Utilize critical thinking and make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP 12. Work productively in teams while using cultural global competence.

**Learning Targets**

**Standards (Content and Technology):**

**CPI#:**

**Statement:**

<b>2.1.2.E.1</b>	Identify basic social and emotional needs of all people
<b>2.1.2.E.2</b>	Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.
<b>2.1.2.E.3</b>	Explain health ways of coping with common stressful situations experienced by children
<b>2.4.2.A.3</b>	Determine the factors that contribute to healthy relationships.
<b>8.1.P .E.1</b>	Use the Internet to explore and investigate questions with a teacher’s support.
<b>8.1.2.E.1</b>	Use digital tools and online resources to explore a problem or issue.
<b>8.2.2.B.1</b>	Identify how technology impacts or improves life.
<b>8.2.2.C.1</b>	Brainstorm ideas on how to solve a problem or build a product.

<b>Unit Essential Question(s):</b> <ul style="list-style-type: none"> <li>How should we react when faced with difficult emotions</li> </ul>	<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>Students will recognize appropriate reactions to specific emotions.</li> </ul>
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<b>Unit Learning Targets/Objectives:</b> <i>Students will...</i> <ul style="list-style-type: none"> <li><b>Be able to define self-esteem, and demonstrate an understanding of the importance of self-esteem to the general health and well being of a person.</b></li> <li><b>Be able to identify emotions, as well as give examples of causes for the onset of different emotions.</b></li> <li><b>Be able to identify appropriate responses to anger.</b></li> <li><b>Be able to identify the components of a healthy friendship.</b></li> </ul>
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**Evidence of Learning**

<b>Formative Assessments:</b> Teacher observation Student feedback
<b>Summative/Benchmark Assessment(s):</b> Unit quiz
<b>Resources/Materials</b> (copy hyperlinks for digital resources): Teacher created resources (i.e. worksheets)

<b>Modifications:</b> <ul style="list-style-type: none"> <li>Special Education Students                             <ul style="list-style-type: none"> <li>Consult with case manager and follow IEP accommodations and modifications.</li> <li>Allow errors and extended time to complete tasks.</li> </ul> </li> <li>English Language Learners                             <ul style="list-style-type: none"> <li>Allow errors in speaking</li> <li>Grant extended tie to complete assignments.</li> <li>Rephrase questions, directions, and explanations.</li> </ul> </li> <li>At-Risk Students                             <ul style="list-style-type: none"> <li>Follow I&amp;RS action plans.</li> <li>Allow extended time to complete assignments.</li> <li>Consult with classroom teacher.</li> </ul> </li> <li>Gifted and Talented Students                             <ul style="list-style-type: none"> <li>-Provide extension activities</li> </ul> </li> </ul>
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**Lesson Plans**

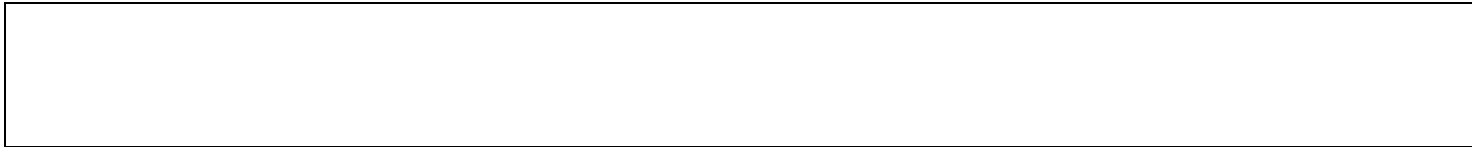
Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Self-esteem	Students will demonstrate	2 days

	<p><b>the ability to define self-esteem.</b></p> <p><b>Students will demonstrate an understanding of the importance of self-esteem in emotional health.</b></p>	
<b>Emotions</b>	<p><b>Students will demonstrate the ability to identify different emotions.</b></p> <p><b>Students will demonstrate an understanding of appropriate responses to anger.</b></p>	2 weeks
<b>Friendships</b>	<p><b>Students will demonstrate and understanding of an appropriate relationship between friends.</b></p>	1 week

**Teacher Notes:**

**Additional Resources**

Click links below to access additional resources used to design this unit:



**Unit Overview**

**Content Area:** Health

**Unit Title:** Safety

**Grade Level:** K-2

**Unit Summary:**

In this unit students will explore situations where there may be a potential for injury. Although it is impossible to avoid all danger, students will learn how to lower the risk of injury in a variety of scenarios.

**Interdisciplinary**

**Connections:** The students will be exposed to many scenarios in which they will have to make appropriate choices when it comes to handling emotions. The skills they learn in this unit will connect to each of their other subjects, including the lunch and recess.

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

**Themes and Skills:**

CRP 1. Act as a responsible and contributing citizen and employee.

CRP 3. Attend to personal health and financial well-being.

CRP 4. Communicate clearly and effectively and with reason.

CRP 6. Demonstrate creativity and Innovation

CRP 8. Utilize critical thinking and make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP 12. Work productively in teams while using cultural global competence.

**Learning Targets**

**Standards** (Content and Technology):

<b>CPI#:</b>	<b>Statement:</b>
<b>2.1.2.D.1</b>	Identify ways to prevent injuries at home, school, and in the community (e.g. fire safety, poison safety, accident prevention)
<b>2.1.2.D.2</b>	Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches.
<b>2.1.2.D.3</b>	Identify procedures associated with pedestrian, bicycle, and traffic safety.
<b>8.1.P .E.1</b>	Use the Internet to explore and investigate questions with a teacher’s support.
<b>8.1.2.E.1</b>	Use digital tools and online resources to explore a problem or issue.
<b>8.2.2.B.1</b>	Identify how technology impacts or improves life.
<b>8.2.2.C.1</b>	Brainstorm ideas on how to solve a problem or build a product.

<p><b>Unit Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• <b>How do I stay safe in various situations?</b></li> </ul>	<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• Students will identify how to stay safe in various situations.</li> </ul>
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**Unit Learning Targets/Objectives:**  
*Students will...*

- **Be able to show an understanding of fire safety.**
- **Be able to show an understanding of being safe around strangers**
- **Be able to identify safe and unsafe Halloween practices.**
- **Be able to identify the aspect of bicycle, scooter, skateboard, (or any other object with wheels) safety.**

**Evidence of Learning**

**Formative Assessments:**  
 Teacher observation  
 Student feedback

**Summative/Benchmark Assessment(s):**  
 Unit quiz

**Resources/Materials**  
 (copy hyperlinks for digital resources):  
 Teacher created resources (i.e. worksheets)

**Modifications:**

<ul style="list-style-type: none"> <li>• Special Education Students                             <ul style="list-style-type: none"> <li>- Consult with case manager and follow IEP accommodations and modifications.</li> <li>- Allow errors and extended time to complete tasks.</li> </ul> </li> <li>• English Language Learners                             <ul style="list-style-type: none"> <li>- Allow errors in speaking</li> <li>- Grant extended tie to complete assignments.</li> <li>- Rephrase questions, directions, and explanations.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• At-Risk Students                             <ul style="list-style-type: none"> <li>- Follow I&amp;RS action plans.</li> <li>- Allow extended time to complete assignments.</li> <li>- Consult with classroom teacher.</li> </ul> </li> <li>• Gifted and Talented Students</li> <li>• -Provide extension activities</li> </ul>
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**Lesson Plans**

<b>Lesson</b>	<b>Lesson Objective(s)</b>	<b>Time frame (day(s) to complete)</b>
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Name/Topic		
<b>Fire Safety</b>	<p><b>Students will demonstrate the ability to identify fire as a useful, but potentially dangerous tool.</b></p> <p><b>Students will demonstrate an understanding of an emergency plan, and the importance of practicing that plan.</b></p>	2 days
<b>Stranger safety</b>	<p><b>Students will demonstrate the ability define stranger.</b></p> <p><b>Students will demonstrate proper protocol if approached by a stranger.</b></p> <p><b>Students will demonstrate the ability to differentiate between strangers, acquaintances, and trusted adults, and identify appropriate behaviors/touches (Grade 2)</b></p>	2 days
<b>Halloween Safety</b>	<p><b>Students will demonstrate an understanding of staying safe during Halloween celebrations.</b></p>	1 day
<b>Bicycle Safety</b>	<p><b>Students will demonstrate an understanding of the importance of the brain, and protecting it with a helmet while riding.</b></p> <p><b>Students will demonstrate the ability to give examples of safe and unsafe bicycle riding practices.</b></p>	2 days


**Teacher Notes:**

**Additional Resources**

Click links below to access additional resources used to design this unit:

<b>Content Area:</b>	Health
<b>Unit Title:</b>	Disease prevention and control
<b>Grade Level:</b>	K-2
<b>Unit Summary:</b>	In this unit students will discuss the causes of disease, as well as ways to prevent the spread of disease.
<b>Interdisciplinary</b>	
<b>Connections:</b>	The students will be exposed to many scenarios in which they will have to make appropriate choices when it comes to handling emotions. The skills they learn in this unit will connect to each of their other subjects, including the lunch and recess.
<b>21<sup>st</sup> Century</b>	
<b>Themes and Skills:</b>	
	CRP 1. Act as a responsible and contributing citizen and employee.
	CRP 3. Attend to personal health and financial well-being.
	CRP 4. Communicate clearly and effectively and with reason.
	CRP 6. Demonstrate creativity and Innovation
	CRP 8. Utilize critical



thinking and make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP 12. Work productively in teams while using cultural global competence.

**Learning Targets**

**Standards (Content and Technology):**

<b>CPI#:</b>	<b>Statement:</b>
<b>2.1.2.C.1</b>	Summarize symptoms of common diseases and health conditions.
<b>2.1.2.C.2</b>	Summarize strategies to prevent the spread of common diseases and health conditions.
<b>2.1.2.C.3</b>	Determine how personal feelings can affect one’s wellness.
<b>8.1.P .E.1</b>	Use the Internet to explore and investigate questions with a teacher’s support.
<b>8.1.2.E.1</b>	Use digital tools and online resources to explore a problem or issue.
<b>8.2.2.B.1</b>	Identify how technology impacts or improves life.
<b>8.2.2.C.1</b>	Brainstorm ideas on how to solve a problem or build a product.

**Unit Essential Question(s):**

- How can we avoid becoming ill?
- If I get sick, how do I get healthy?

**Unit Enduring Understandings:**

- Students will identify the causes of common illness.
- Students will identify what to do if the become sick.

**Unit Learning Targets/Objectives:**

*Students will...*

- **Be able to identify the germs that most commonly cause common diseases (i.e. strep throat).**
- **Be able to identify strategies to keep themselves, and their classmates from getting and spreading germs.**

**Evidence of Learning**

**Formative Assessments:**

Teacher observation  
Student feedback

**Summative/Benchmark Assessment(s):**

Unit quiz

**Resources/Materials (copy**

hyperlinks for digital resources):  
Teacher created resources (i.e. worksheets)

**Modifications:**

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Special Education Students                             <ul style="list-style-type: none"> <li>- Consult with case manager and follow IEP accommodations and modifications.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• At-Risk Students                             <ul style="list-style-type: none"> <li>- Follow I&amp;RS action plans.</li> <li>- Allow extended time to complete</li> </ul> </li> </ul> |
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**Teacher Notes:**

**Additional Resources**

Click links below to access additional resources used to design this unit:

**Unit Overview**

**Content Area:** Health

**Unit Title:** Growth and Development

**Grade Level:** K-2

**Unit Summary:**

In this unit students will explore the systems of the human body, as well as physical growth and development.

**Interdisciplinary**

**Connections:** The students will be exposed to many scenarios in which they will have to make appropriate choices when it comes to handling emotions. The skills they learn in this unit will connect to each of their other subjects, including the lunch and recess.

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

**Themes and Skills:**

CRP 1. Act as a responsible and contributing citizen and employee.

CRP 3. Attend to personal health and financial well-being.

CRP 4. Communicate clearly and effectively and with reason.

CRP 6. Demonstrate creativity and Innovation

CRP 8. Utilize critical thinking and make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP 12. Work productively in teams while using cultural global competence.

**Learning Targets**

**Standards** (Content and Technology):

<b>CPI#:</b>	<b>Statement:</b>
<b>2.1.2.A.1</b>	Explain what being “well” means and identify self-care practices that support wellness.
<b>2.1.2.A.2</b>	Use correct terminology to identify body parts, and explain how body parts work together to support wellness.
<b>8.1.P .E.1</b>	Use the Internet to explore and investigate questions with a teacher’s support.
<b>8.1.2.E.1</b>	Use digital tools and online resources to explore a problem or issue.
<b>8.2.2.B.1</b>	Identify how technology impacts or improves life.
<b>8.2.2.C.1</b>	Brainstorm ideas on how to solve a problem or build a product.

**Unit Essential Question(s):**

- How do the systems of the body work together to keep us healthy?

**Unit Enduring Understandings:**

- The students will recognize the systems of the body as machine that works to keep us healthy

**Unit Learning Targets/Objectives:**

*Students will...*

- **Be able to identify the human body as a collection of systems that allows them to survive. (K-2)**
- **Be able to identify the parts and function of the digestive system, circulatory system, and respiratory system. (1-2)**
- **Be able to identify the parts of the eye and ear. (Grade 2)**

**Evidence of Learning**

**Formative Assessments:**

Teacher observation  
Student feedback

**Summative/Benchmark Assessment(s):**

Unit quiz

**Resources/Materials** (copy hyperlinks for digital resources):  
Teacher created resources (i.e. worksheets)

**Modifications:**

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Special Education Students</li> <li>- Consult with case manager and follow IEP accommodations</li> </ul> | <ul style="list-style-type: none"> <li>• At-Risk Students</li> <li>- Follow I&amp;RS action plans.</li> </ul> |
|---|---|




**Teacher Notes:**

**Additional Resources**

Click links below to access additional resources used to design this unit:

**Unit Overview**

**Content Area:** Health

**Unit Title:** Nutrition

**Grade Level:** K-2

**Unit Summary:**

In the nutrition unit students will learn the importance of a balanced diet.

**Interdisciplinary**

**Connections:** The students will be exposed to many scenarios in which they will have to make appropriate choices when it comes to handling emotions. The skills they learn in this unit will connect to each of their other subjects, including the lunch and recess.

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

**Themes and Skills:**

CRP 1. Act as a responsible and contributing citizen and employee.

CRP 3. Attend to personal health and financial well-being.

CRP 4. Communicate clearly and effectively and with reason.

CRP 6. Demonstrate creativity and Innovation

CRP 8. Utilize critical thinking and make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP 12. Work productively in teams while using cultural global competence.

**Learning Targets**

**Standards (Content and Technology):**

<b>CPI#:</b>	<b>Statement:</b>
<b>2.1.2.B.1</b>	Explain why some foods are healthier to eat than others.
<b>2.1.2.B.2</b>	Explain how foods on MyPlate differ in nutritional content and value.
<b>2.1.2.B.3</b>	Summarize information about food found on product labels
<b>8.1.P .E.1</b>	Use the Internet to explore and investigate questions with a teacher’s support.
<b>8.1.2.E.1</b>	Use digital tools and online resources to explore a problem or issue.
<b>8.2.2.B.1</b>	Identify how technology impacts or improves life.
<b>8.2.2.C.1</b>	Brainstorm ideas on how to solve a problem or build a product.

**Unit Essential Question(s):**

- Why is it important to eat healthy food?

**Unit Enduring Understandings:**

- Students will recognize food as out fuel and energy source.

<p><b>Unit Learning Targets/Objectives:</b>  <i>Students will...</i></p> <ul style="list-style-type: none"> <li>• <b>Be able to identify the sources of food. (plants or animals)</b></li> <li>• <b>Be able to show an understading of the food groups in the Food Plate.</b></li> <li>• <b>Be able to identify food as our fuel source.</b></li> </ul>				
<p><b>Evidence of Learning</b></p>				
<p><b>Formative Assessments:</b>                  Teacher observation                  Student feedback</p> <p><b>Summative/Benchmark Assessment(s):</b>                  Unit quiz</p> <p><b>Resources/Materials</b>                  (copy hyperlinks for digital resources):                  Teacher created resources (i.e. worksheets)</p>				
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<p><b>Lesson Plans</b></p>				
<b>Lesson Name/Topic</b>	<b>Lesson Objective(s)</b>	<b>Time frame (day(s) to complete)</b>		
Plants or Animals	Students will demonstrate the ability to identify plants and animals as our food source. Students will demonstrate the ability to differentiate between foods that come from plants, and those that come from animals. (Grades 1-2)	1 day		
Food is fuel	Students will demonstrate the ability to recognize food as our source of fuel for energy.	1 day		
Food Groups	Students will demonstrate the ability to identify the 5 food groups. Students will demonstrate	2 days		



	<b>the ability to separate foods by their food group.</b>	

**Teacher Notes:**

**Additional Resources**

Click links below to access additional resources used to design this unit:

**Unit Overview**

**Content Area:** Health

**Unit Title:** Medicine and Drugs

**Grade Level:** K-2

**Unit Summary:**

In this unit students will explore the proper use of drugs as medication, along with use of illegal and legal drugs.

**Interdisciplinary**

**Connections:** The students will be exposed to many scenarios in which they will have to make appropriate choices when it comes to handling emotions. The skills they learn in this unit will connect to each of their other subjects, including the lunch and recess.

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

**Themes and Skills:**

CRP 1. Act as a responsible and contributing citizen and employee.

CRP 3. Attend to personal health and financial well-being.

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CRP 6. Demonstrate creativity and Innovation

CRP 8. Utilize critical thinking and make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP 12. Work productively in teams while using cultural global competence.

**Learning Targets**

**Standards (Content and Technology):**

<b>CPI#:</b>	<b>Statement:</b>
<b>2.3.2.A.1</b>	Explain what medicines are and when some types of medicines are used
<b>2.3.2.A.2</b>	Explain why medicines should be administered as directed
<b>2.3.2.B.1</b>	Identify ways that drugs can be abused.

<b>2.3.2.B.2</b>	Explain the effects of tobacco use on personal hygiene, health, and safety.
<b>2.3.2.B.3</b>	Explain why tobacco smoke is harmful to nonsmokers.
<b>2.3.2.B.4</b>	Identify products that contain alcohol.
<b>2.3.2.B.5</b>	List substances that should never be inhaled and why.
<b>2.3.2.C.1</b>	Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.
<b>2.3.2.C.2</b>	Explain that people who abuse alcohol, tobacco, and other drugs can get help.
<b>8.1.P .E.1</b>	Use the Internet to explore and investigate questions with a teacher’s support.
<b>8.1.2.E.1</b>	Use digital tools and online resources to explore a problem or issue.
<b>8.2.2.B.1</b>	Identify how technology impacts or improves life.
<b>8.2.2.C.1</b>	Brainstorm ideas on how to solve a problem or build a product.

<p><b>Unit Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• What is the appropriate way to take medicine?</li> <li>• Why do people use drugs if they know they are bad for them?</li> </ul>	<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• Students will identify the appropriate use of medicines.</li> </ul>
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<p><b>Unit Learning Targets/Objectives:</b>  <i>Students will...</i></p> <ul style="list-style-type: none"> <li>• <b>Be able to identify the proper use of medication.</b></li> <li>• <b>Be able to differentiate between drugs used for medicinal purposes vs. recreations purposes.</b></li> <li>• <b>Be able to show an understanding of addiction.</b></li> </ul>
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**Evidence of Learning**

<p><b>Formative Assessments:</b>                  Teacher observation                  Student feedback</p> <p><b>Summative/Benchmark Assessment(s):</b>                  Unit quiz</p> <p><b>Resources/Materials</b>                  (copy hyperlinks for digital resources):                  Teacher created resources (i.e. worksheets)</p>
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<p><b>Modifications:</b></p> <ul style="list-style-type: none"> <li>• Special Education Students                         <ul style="list-style-type: none"> <li>- Consult with case manager and follow IEP accommodations and modifications.</li> <li>- Allow errors and extended time to complete tasks.</li> </ul> </li> <li>• English Language Learners                         <ul style="list-style-type: none"> <li>- Allow errors in speaking</li> <li>- Grant extended tie to complete assignments.</li> <li>- Rephrase questions, directions, and explanations.</li> </ul> </li> <li>• At-Risk Students                         <ul style="list-style-type: none"> <li>- Follow I&amp;RS action plans.</li> <li>- Allow extended time to complete assignments.</li> <li>- Consult with classroom teacher.</li> </ul> </li> <li>• Gifted and Talented Students                         <ul style="list-style-type: none"> <li>-Provide extension activities</li> </ul> </li> </ul>
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**Lesson Plans**

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Medicines	Students will demonstrate the ability to identify medicines as drugs that are used to help people who are	1 day

	<b>sick.</b>	
<b>Tobacco</b>	<p><b>Students will demonstrate the ability to identify tobacco/nicotine as a harmful product that is legal for adults.</b></p> <p><b>Students will demonstrate an understanding of the harmful effects of tobacco use.</b></p>	1 day
<b>Alcohol</b>	<p><b>Students will demonstrate the ability to identify alcohol as a product that is legal for adults.</b></p> <p><b>Students will demonstrate an understanding of the term “alcoholic”</b></p>	1 day
<b>Teacher Notes:</b>		
<p><b>Additional Resources</b>                  Click links below to access additional resources used to design this unit:</p>		