

**Belvidere Cluster Wide  
Health Curriculum  
Grade 1  
Updated Fall 2018**

**All Belvidere Cluster curriculum and instruction areas are aligned to the New Jersey Student Learning Standards (NJSLS) in accordance with the NJ Department of Education's curriculum implementation requirements.**

**Interdisciplinary Connections**

- English Language Arts
- Science and Scientific Inquiry (Next Generation)
- Social Studies
- Technology
- Visual and Performing Arts

Technology Standards and Integration

iPads

Chromebooks/Laptops

Projector/YouTube/Internet

Interactive SmartBoard activities

NJSLA Technology

8.1.2.A.2

Create a document using a word processing application.

8.1.2.A.4

Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

8.1.P.B.1

Create a story about a picture taken by the student on a digital camera or mobile device.

8.1.P.C.1

Collaborate with peers by participating in interactive digital games or activities.

8.1.2.E.1

Use digital tools and online resources to explore a problem or issue.

**CAREER EDUCATION  
(NJDOE CTE Clusters)**

- Education & Training
- Information Technology
- Science, Technology, Engineering & Mathematics (STEM)

**21st Century Skills/ Themes**

- Health Literacy
- Environmental Literacy
- Creativity and Innovation
- Critical Thinking
- Problem Solving
- Communication
- Collaboration

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

## **Integrated Accommodations and Modifications**

### **Special Education**

- Printed copy of board work/notes provided
- Additional time for skill mastery
- Assistive technology
- Behavior management plan
- Center-Based Instruction
- Check work frequently for understanding
- Computer or electronic device utilization
- Extended time on tests/ quizzes
- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Modified assignment format
- Modified test content
- Modified test format
- Modified test length
- Multiple test sessions
- Multi-sensory presentation
- Preferential seating
- Preview of content, concepts, and vocabulary
- Reduced/shortened written assignments
- Secure attention before giving instruction/directions
- Shortened assignments
- Student working with an assigned partner
- Teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

### **ELL**

- Allowing students to correct errors (looking for understanding)
- Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Allowing students to correct errors (looking for understanding)
- Allowing the use of note cards or open-book during testing
- Decreasing the amount of work presented or required
- Having peers take notes or providing a copy of the teacher's notes
- Modifying tests to reflect selected objectives
- Providing study guides
- Reducing the number of answer choices on a multiple choice test
- Tutoring by peers
- Explain/clarify key vocabulary terms

### **At Risk**

- Allowing students to correct errors (looking for understanding)
- Teaching key aspects of a topic Eliminate nonessential information allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Allowing students to select from given choices .
- Allowing the use of note cards or open-book during testing
- Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test
- decreasing the amount of work presented or required .
- Having peers take notes or providing a copy of the teacher's notes
- Marking students' correct and acceptable work, not the mistakes
- Modifying tests to reflect selected objectives
- Providing study guides
- Reducing the number of answer choices on a multiple choice test
- Tutoring by peers
- Using authentic assessments with real-life problem-solving
- Using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

### **Gifted and Talented**

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Independent research and projects Interest groups for real world application
- Learning contracts
- Leveled rubrics
- Multiple intelligence options
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products

### **504**

- Printed copy of board work/notes provided
- Additional time for skill mastery
- Assistive technology
- Behavior management plan
- Center-Based Instruction
- Check work frequently for understanding
- Computer or electronic device utilization
- Extended time on tests/ quizzes
- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Modified assignment format
- Modified test content
- Modified test format

- Modified test length
- Multiple test sessions
- Multi-sensory presentation
- Preferential seating
- Preview of content, concepts, and vocabulary
- Reduced/shortened written assignments
- Secure attention before giving instruction/directions
- Shortened assignments
- Student working with an assigned partner
- Teacher initiated weekly assignment sheet
- Use open book, study guides, test prototype
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

# Unit #1, Health, Wellness, Gr. 1

Content Area: **Health**  
Course(s): **Health**  
Time Period: **September**  
Length: **40 days**  
Status: **Published**

## Enduring Understanding

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Health choices and behaviors have a profound impact on personal, family, community, and global wellness. Food choices and eating patterns are developed at a young age, persist throughout one's lifetime, and may impact one's long term health.

It may be difficult to change unhealthy eating patterns that are rooted in family traditions, religious beliefs, or culture.

## Essential Questions

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How do healthy habits and self-help skills support wellness?

How does regular physical activity promote a positive self-concept in relation to wellness?

Why are healthy food choices important?

## New Jersey Student Learning Standards

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HPE.2.1.2.C.2	Summarize strategies to prevent the spread of common diseases and health conditions.
HPE.2.1.2.B.1	Explain why some foods are healthier to eat than others.
HPE.2.1.2.C.3	Determine how personal feelings can affect one's wellness.
HPE.2.1.2.B.2	Explain how foods on MyPlate differ in nutritional content and value.
HPE.2.1.2.B.3	Summarize information about food found on product labels.
HPE.2.1.2.C.1	Summarize symptoms of common diseases and health conditions.
HPE.2.1.2.A.1	Explain what being "well" means and identify self-care practices that support wellness.
HPE.2.1.2.A.2	Use correct terminology to identify body parts, and explain how body parts work together to support wellness.

## Student Learning Objectives

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Explain how healthy habits and self-help skills support wellness.

Explain how participating in regular physical activity promotes overall wellness.

Demonstrate good hygiene practices to improve and maintain personal health and to prevent the spread of disease.

List foods that belong to each category of the "food plate".

Explain how personal feelings can affect one's wellness.

## Instructional Activities

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Worksheet depicting body parts - Label and list exercises that could strengthen each part.

Group discussion of how feelings are affected by various scenarios.

Role play strategies to prevent spread of disease.

Henry the Hand - hand washing techniques

Food grouping activity - My Plate

Practice principles of dental hygiene using models.

## Interdisciplinary Connections

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Theater Arts- Role Play

Power Point- Technology

Journal- ELA

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## **Assessment**

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Rubric for posters  
Class discussions  
Teacher observation  
Anecdotal notes  
Rubric for hand washing

### **Formative assessments**

Exit ticket  
Kahoot  
Summarization  
3 Things  
Postcard  
My favorite no

### **Summative assessments**

End of unit presentations  
Written Tests  
Portfolios  
Class Projects  
Journals

### **Benchmark assessments**

Teacher created standards-based assessment

### **Alternative assessments**

Demonstration  
Presentation  
Project  
Portfolio

## **Texts and Resources**

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<http://www.brainpopjr.com/health/food/foodgroups/>  
<http://www.choosemyplate.gov/children> (nutrition)  
[www.kidnetic.com](http://www.kidnetic.com) (healthy snacks)  
[www.kidshealth.org/kid](http://www.kidshealth.org/kid)  
[www.scrubclub.org](http://www.scrubclub.org)  
[www.healthteacher.com](http://www.healthteacher.com)  
[www.pecentral.org](http://www.pecentral.org)  
[www.schooltube.com/video](http://www.schooltube.com/video)  
[www.safekids.org/skHome](http://www.safekids.org/skHome)  
[www.publichealth.org/teacher](http://www.publichealth.org/teacher)  
[www.classroom.kidshealth.org](http://www.classroom.kidshealth.org)  
[www.discoveryeducation.org](http://www.discoveryeducation.org)  
[www.teamnutrition.usda.gov](http://www.teamnutrition.usda.gov)  
[www.nutrition.mcdonalds.com/nutritionexchange/bagMeal](http://www.nutrition.mcdonalds.com/nutritionexchange/bagMeal)  
[www.pizzahut.com/nutrition](http://www.pizzahut.com/nutrition)  
[www.wendys.com/food/NutritionLanding](http://www.wendys.com/food/NutritionLanding)  
[www.tacobell.com/nutrition/calculator](http://www.tacobell.com/nutrition/calculator)  
[www.smart-mouth.org](http://www.smart-mouth.org) (dental hygiene)

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# Unit #2, Health, Alcohol, Tobacco, and Other Drugs, Gr. 1

Content Area: **Health**  
Course(s): **Health**  
Time Period: **November**  
Length: **40 days**  
Status: **Published**

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## Enduring Understanding

Good decision making is essential to a healthy lifestyle.

Drugs can be categorized as medicines that are beneficial to us or substances which can be abused and are harmful to our health.

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## Essential Questions

How can healthy decisions that we make affect how we feel?

How can alcohol, tobacco, and other drugs negatively affect a person?

Why do we use medicines when we are not feeling well?

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## New Jersey Student Learning Standards

HPE.2.2.2.B.2	Relate decision-making by self and others to one's health.
HPE.2.3.2.B.2	Explain effects of tobacco use on personal hygiene, health, and safety.
HPE.2.3.2.A.2	Explain why medicines should be administered as directed.
HPE.2.3.2.B.4	Identify products that contain alcohol.
HPE.2.2.2.E.1	Determine where to access home, school, and community health professionals.
HPE.2.3.2.B.5	List substances that should never be inhaled and explain why.
HPE.2.3.2.C.2	Explain that people who abuse alcohol, tobacco, and other drugs can get help.
HPE.2.2.2.B.1	Explain what a decision is and why it advantageous to think before acting.
HPE.2.3.2.C.1	Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.
HPE.2.3.2.B.3	Explain why tobacco smoke is harmful to nonsmokers.
HPE.2.3.2.B.1	Identify ways that drugs can be abused.
HPE.2.3.2.A.1	Explain what medicines are and when some types of medicines are used.

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## Student Learning Objectives

Identify how certain decisions we make may affect the way we feel.

Determine why we use medicines when we are not feeling well.

Determine the harmful effects of alcohol, tobacco, and other drugs, and how it impacts the personal wellness of the user and nonuser.

Describe products in your environment that contain alcohol.

Recognize that people may have difficulty controlling their use of alcohol, tobacco, and other drugs, and explain that they can get help.

List substances that should never be inhaled and explain why.

Explain who the health professionals are in the home, school and community setting.

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## Instructional Activities

Discuss aspects of decision making (i.e. stop and think, list options, weigh outcomes) and role play, applying to situations involving use of alcohol, tobacco and other drugs.

Pictures and discussion of who is a trusted adult.

Poster and worksheet on medicine look a likes. Discussion of why we need medicines.

Pictures and discussion of products that contain alcohol.

Discussion of why some people may have difficulty controlling their use of alcohol, tobacco, and other drugs, and that community health professionals can be accessed.

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Pictures and discussion of inhalants and their effects.  
Discussion of health professionals in the home, school, and community setting.  
Guest speakers.

### **Interdisciplinary Connections**

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Constructed response: text and picture of a person needing and receiving help with a drug problem - ELA  
Poster of sources of alcohol - Art

### **Assessment**

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Oral participation  
Discussions  
Anecdotal notes  
Rubric for word clouds  
Self-assessment or peer assessment of discussion participation

#### **Formative assessments**

Exit ticket  
Kahoot  
Summarization  
3 Things  
Postcard  
My favorite no

#### **Summative assessments**

End of unit presentations  
Written Tests  
Portfolios  
Class Projects  
Journals

#### **Benchmark assessments**

Teacher created standards-based assessment

#### **Alternative assessments**

Demonstration  
Presentation  
Project  
Portfolio

### **Texts and Resources**

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<https://jr.brainpop.com/health/drugs/>  
[www.kidshealth.org/kid](http://www.kidshealth.org/kid)  
[www.scrubclub.org](http://www.scrubclub.org)  
[www.schooltube.com](http://www.schooltube.com)  
[www.safekids.org/](http://www.safekids.org/)  
[www.discoveryeducation.org](http://www.discoveryeducation.org)  
<https://www.drugabuse.gov/parents-educators>  
<http://www.drugfree.org/resources/>  
[http://www.ehow.com/list\\_7412241\\_drug-awareness-coloring-activities.html](http://www.ehow.com/list_7412241_drug-awareness-coloring-activities.html)  
[http://www.abeya.com/word\\_clouds.htm](http://www.abeya.com/word_clouds.htm)  
<https://jr.brainpop.com/health/drugs/medicine/preview.weml>



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# Unit #3, Health, Family Life, Gr. 1

Content Area: **Health**  
Course(s): **Health**  
Time Period: **February**  
Length: **40 days**  
Status: **Published**

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## Enduring Understanding

Good decision making can be influenced by a variety of factors and will affect the health of the family unit. The influence of nutrition, stress, rest, sleep and exercise of the birth mother to the fetus.

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## Essential Questions

What are the factors that contribute to a mother having a healthy baby?  
What is needed to ensure a healthy family?  
How are boys and girls alike? How are they different?

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## New Jersey Student Learning Standards

HPE.2.2.2.B.2	Relate decision-making by self and others to one's health.
HPE.2.4.2.A.1	Compare and contrast different kinds of families locally and globally.
HPE.2.4.2.C.1	Explain the factors that contribute to a mother having a healthy baby.
HPE.2.2.2.B.3	Determine ways parents, peers, technology, culture, and the media influence health decisions.
HPE.2.4.2.A.2	Distinguish the roles and responsibilities of different family members.
HPE.2.4.2.B.1	Compare and contrast the physical differences and similarities of the genders.
HPE.2.2.2.B.1	Explain what a decision is and why it advantageous to think before acting.
HPE.2.4.2.A.3	Determine the factors that contribute to healthy relationships.

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## Student Learning Objectives

Identify when a decision needs to be made to ensure the health of all family members.  
Identify different roles that family members assume and the responsibilities that are included.  
Identify the physical characteristics of both genders.  
Explain the factors that contribute to a mother having a healthy baby, and how the mother's decisions can help or harm the baby.  
Describe what it means to be a good friend.  
Compare and contrast different kinds of families locally and globally.

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## Instructional Activities

Students will create two collages from pictures from newspapers or magazines. One collage will represent positive factors or actions a pregnant mother could take to maintain the health of an unborn baby. The second would contain images negative factors or actions that a pregnant mother could be involved in that could harm the health of an unborn baby. Examples could be exercise, proper nutrition, medical care, smoking, drinking alcohol or using drugs, and poor nutrition. Students will identify for the teacher which factor or actions will be helpful and which could harm the unborn baby.

Students will draw pictures of themselves. They will then identify their own physical characteristics. For example hair, teeth, legs etc. The student will then draw a picture of the opposite sex and identify their physical characteristics. Students should then compare their drawings and compare the physical characteristics through a Venn diagram.

Students will discuss and explain what it means to be a good friend.

Students will compare different kinds of families locally and globally by coloring paper doll families.

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## **Interdisciplinary Connections**

Family Tree Drawing- Art  
Family History- Social Studies/History  
Boys V. Girls Role Play- Theater Arts

## **Assessment**

SW vote true or false as the class discusses the following statements:

All families have the same number of people  
All families live in a house  
All families celebrate birthdays in the same way  
Families change all the time  
Families can celebrate different holidays  
Even though family members argue, they still love each other  
In all families, mothers and fathers work  
Mothers and fathers always live together  
Different families have different rules  
All families have children

SW discuss physical things Mother Bear did to stay healthy in the book *The Bernstein Bears And Baby Makes Five*.

Oral participation  
Discussion skills

### **Formative assessments**

Exit ticket  
Kahoot  
Summarization  
3 Things  
Postcard  
My favorite no

### **Summative assessments**

End of unit presentations  
Written Tests  
Portfolios  
Class Projects  
Journals

### **Benchmark assessments**

Teacher created standards-based assessment

### **Alternative assessments**

Demonstration  
Presentation  
Project  
Portfolio

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## **Texts and Resources**

Book: Bernstein, Stan and Jan, *The Bernstein Bears And Baby Makes Five*, Random House, 2000  
Book: Sprung, Barbara, *Learning About Family Life*, Rutgers Univ. Press, 1992  
Book: *The Bernstein Bears and Trouble With Friends*  
Video: *Bernstein Bears and the Trouble with Friends*  
<https://jr.brainpop.com/health/relationships/friends/preview.weml>  
<http://www.familiesoftheworld.com>

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# Unit #4, Health, Community Health Skills, Gr. 1

Content Area: **Health**  
Course(s): **Health**  
Time Period: **April**  
Length: **40 days**  
Status: **Published**

## Enduring Understanding

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Individuals have certain social and emotional needs which must be met in order for them to be healthy.  
Character is when you do the right thing when no one is looking.

## Essential Questions

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What's the difference between a need and a want in health and safety related situations?  
How do your parents, technology, culture, and the media influence your healthy decision making?  
How does your character impact the way you feel about yourself and others?  
What keeps you safe in school, at home, and in the community?  
What are possible causes of conflict between students?

## New Jersey Student Learning Standards

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HPE.2.1.2.D.2	Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches.
HPE.2.2.2.D.1	Determine the benefits for oneself and others of participating in a class or school service activity.
HPE.2.1.2.D.1	Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).
HPE.2.2.2.A.1	Express needs, wants, and feelings in health- and safety-related situations.
HPE.2.2.2.E.1	Determine where to access home, school, and community health professionals.
HPE.2.1.2.E.2	Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.
HPE.2.2.2.B.3	Determine ways parents, peers, technology, culture, and the media influence health decisions.
HPE.2.1.2.E.3	Explain healthy ways of coping with common stressful situations experienced by children.
HPE.2.2.2.B.4	Select a personal health goal and explain why setting is important.
HPE.2.1.2.D.3	Identify procedures associated with pedestrian, bicycle, and traffic safety.
HPE.2.2.2.C.2	Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities.
HPE.2.2.2.C.1	Explain the meaning of Character and how it is reflected in the thoughts, feelings, and actions of oneself and others.
HPE.2.1.2.E.2	Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.
HPE.2.1.2.E.1	Identify basic social and emotional needs of all people.

## Student Learning Objectives

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Understand needs, wants, and feelings in health and safety related situations.  
Determine how parents, technology, culture, and the media influence their health decision making.  
Understand that character impacts the way one feels and one thinks about one's self and others.  
Understand that peers have different physical abilities.  
Utilizes proper decision making leading to safe practices indoors and out.  
Determine possible causes of conflict between people, and develop appropriate ways to resolve them.  
Explain the benefits for oneself and others of participating in a class or school service activity.  
Identify factors which contribute to passenger, pedestrian, and bicycle safety.  
Explain healthful ways of handling stressful situations.

## Instructional Activities

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Brainstorm Stations- Factors that impact health decision making  
6 Pillars of Character Worksheets  
Read Aloud- Good V. Bad Character Picture Books  
Analyze healthful ways of handling stress.  
Peer compliment slips

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Teacher will brain storm with students to determine the type of needs, wants, and feelings people may have in health and safety related situations. Students should brain storm needs, wants and feelings such as hunger, thirst, safety, nervousness, excitement, stress. Students will then be directed to list situations when these needs, wants, or feeling might arise. Students will be given health or safety related situations and they will match it with the needs, wants, or feelings that were brain stormed. Examples could include a thunderstorm- nervous or scared, power outage- cold, hungry etc. Teachers should be ascertaining student's knowledge by matching the situation to the appropriate needs, wants or feelings.

Students will be given materials to create an advertisement by making a collage. The collage will contain pictures (technology, pop culture) that will attempt to entice people into making a decision to choose a healthier lifestyle. Collages should contain pictures/items of technological advances (GPS watches, Wii, computer programs) and or adults and children using these devices to improve their health and wellness. Students should give written or oral explanations of their advertisement collage.

Teacher will ask the class to group in pairs. Each pair will brain storm words that describe people who have good character. Students will create two bookmarks. The first will contain three words that each student feel best describes their character. The second will contain words or phrases about how someone with good character feels. Examples could contain phrases such as an honest friend makes me feel safe or a caring friend makes me feel happy. Student's bookmarks should express the understanding that words that describe good character on the first bookmark will affect the way people feel or the words and phrases on the second bookmark.

Each student will be asked to draw a self-portrait. They will be instructed to color in their hair color, hair type, and color of their eyes. They then will be asked to write on their picture two physical activities they think they are good at doing. Examples could be the ability to ride a bike, run fast, hit a tennis ball, color, paint, draw, or ride a skateboard. After each student has completed their portrait students will exchange their paper with another student and review that student's picture and abilities. To complete the assessment students will write the name of the student they changed with and their abilities next to their own. Students should compare to secure the understanding that different people have different abilities.

Students will be asked to list decisions that they make in regards to their own safety either inside or outside. Example could include riding a bike, crossing the street, running in the halls, playground safety, home or classroom safety. After each student has their list of decisions they should match each item with a safe decision. Appropriate Examples: Bike Riding- Always with a helmet on and in a safe place. Safety in the school building- Walking in hallways, staying in line. Safety at home- Not answering the door for strangers, fire prevention strategies.

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### **Interdisciplinary Connections**

Role Play(Safe Situations/Conflict-Resolution)- Theater Arts

Safety Poster- Art

Community Health Professionals Reflection- ELA

Story Telling (Character)- ELA

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### **Assessment**

Idea Spinner: The teacher creates a spinner marked into 4 quadrants and labeled "Predict, Explain, Summarize, Evaluate." After new material is presented, the teacher spins the spinner and if the spinner lands in the "Summarize" quadrant, the teacher might say, "List the key concepts just presented."

One Sentence Summary: Students are asked to write a summary sentence that answers the "who, what where, when, why, how" questions about the topic.

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One Word Summary: Select (or invent) one word which best summarizes a topic.

Four Corners: Students choose a corner based on their level of expertise of a given subject. Based on your knowledge of \_\_\_\_\_, which corner would you choose? Corner 1: The Dirt Road –(There’s so much dust, I can’t see where I’m going! Help!!) Corner 2: The Paved Road (It’s fairly smooth, but there are many potholes along the way.) Corner 3: The Highway ( I feel fairly confident but have an occasional need to slowdown.) Corner 4: The Interstate (I ’m traveling along and could easily give directions to someone else.) Once students are in their chosen corners, allow students to discuss their progress with others. Questions may be prompted by teacher. Corner One will pair with Corner Three; Corner Two will pair with Corner four for peer tutoring

**Formative assessments**

Exit ticket  
Kahoot  
Summarization  
3 Things  
Postcard  
My favorite no

**Summative assessments**

End of unit presentations  
Written Tests  
Portfolios  
Class Projects  
Journals

**Benchmark assessments**

Teacher created standards-based assessment

**Alternative assessments**

Demonstration  
Presentation  
Project  
Portfolio

**Texts and Resources**

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<http://character.org/lessons/lesson-plans/>

<http://www.chp.edu/injury-prevention>

<https://jr.brainpop.com/health/besafe/safetysigns/preview.weml>

<http://www.poison.org/by-age/elementary>

Fire Safety video <http://www.sparky.org/games/eye4safety/eyeforsafety.html>

Fire Safety <http://www.brainpopjr.com/health/besafe/firesafety/>