

UNITS	HBOs	STANDARDS	OBJECTIVES (What it looks like in the classroom) The learner will ...	NUMBER OF DAYS TAUGHT	DATE ASSESSED	ASSESSMENT TYPE	RESOURCES (Materials, web sites, auto-visual, print)	LEARNING ACTIVITIES AND VOCABULARY
<p>Promoting Physical Activity (PA)</p>	<p>PA 1. Engage in moderate to vigorous physical activity for at least 60 minutes every day. PA 2. Regularly engage in physical activities that enhance cardio-respiratory endurance, flexibility, muscle endurance, and muscle strength. PA 3. Engage 3. Engage in warm-up and cool-down activities before and after structured exercise. PA 6. Avoid injury during physical activity.</p>	<p>Knowledge Expectations 1.2.1 (PEK, PE1, PE2) 1.2.2 (K, 1, 2, PEK, PE1, PE2, NK) 1.2.3 (K, 1, 2, PEK, PE1, PE2) 1.2.4 (K, 1, 2, PEK, PE1, PE2, NK) Skill Expectations 5.2.1 (K,2, C1, C2) 6.2.1 (CK, 2, C1, C2) 7.2.1 (PEK, 2) 7.2.2 (K, 1, 2)</p>	<p>1.2.1 Describe the recommended amount of physical activity for children. 1.2.2 Explain ways to be active every day. 1.2.3 Describe the behaviors that are physically active and physically inactive. 1.2.4 Describe the benefits of being physically active. 5.2.1 Choose active over inactive behaviors. 6.2.1 Describe how being physically active can help a person feel better. 7.2.1 Demonstrate ways to be physically active in cooperation with others. 7.2.2 Demonstrate the ability to follow playground rules.</p>	<p>Ongoing- throughout the year</p>	<p>Ongoing- throughout the year</p>	<p>Observations, Formative, or Summative</p>	<p>5.2.1 K Recess 7.2.2 K Recess 1.2.2 1st Recess 1.2.3 1st Recess / Discussion 1.2.4 1st Recess / Scholastic News 5.2.1 1st Recess/exercise video United Streaming 6.2.1 1st Recess/Literature/ Scholastic News 1.2.2 2nd Recess 1.2.3 2nd Recess / Spirit Rally 1.2.4 2nd Recess / Nutrition Lesson Food Pyramid Poster with exercise steps on the side 5.2.1 2nd Recess - Discussion 6.2.1 2nd Recess - Discussion Food Pyramid Poster with exercise steps on the side 7.2.1 2nd Recess 7.2.2 2nd Recess 5.2.1 2nd Recess - Discussion 6.2.1 2nd Recess - Discussion Morning wakeup moves Windmills Jumping Jacks Figure 8's Cross-Body Moves 7.2.1 2nd Recess 7.2.2 2nd Recess United Streaming Videos Exercise! It's Good For You! Keep Moving : Fun Ways to Exercise</p>	<p>5.2.1K Recess Exercise/Play 7.2.2K Recess 5.2.1 1st Recess - Discussion 6.2.1 1st Recess - Discussion 7.2.1 1st Recess 7.2.2 1st Recess 1.2.2 2nd Recess 1.2.3 2nd Recess / Spirit Rally 1.2.4 2nd Recess / Nutrition Lesson Food Pyramid Poster with exercise steps on the side 5.2.1 2nd Recess - Discussion 6.2.1 2nd Recess - Discussion 7.2.1 2nd Recess 7.2.2 2nd Recess 1.2.2 Nurse - Discussion 1.2.4 Nurse - Discussion 1.2.4 Guidance - Discussion</p>

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Promoting Safety (S)	<p>S 1. Follow appropriate safety rules when riding in or on a motor vehicle.</p> <p>S 3. Use safety equipment appropriately and correctly.</p> <p>S 4. Apply safety rules and procedures to avoid risky behaviors and injury.</p> <p>S 5. Avoid safety hazards in the home and community.</p>	<p>Knowledge Expectations 1.2.1 (2, C1, NK) 1.2.3 (2, C1) 1.2.4 (K, 1, 2, PE1, NK) 1.2.5 (K, 1, 2, CK) 1.2.10 (K, 1, 2, CK)</p> <p>Skill Expectations 2.2.2 (K, 1, 2, PE1, CK, C1, C2, NK) 3.2.3 (K, 1, 2) 7.2.1 (K, 1, 2, CK, C1, C2)</p>	<p>1.2.1 Identify safety hazards in the home.</p> <p>1.2.3 Identify safety hazards in the community.</p> <p>1.2.4 Recognize that injuries can be prevented.</p> <p>1.2.5 Identify safety rules for being around fire.</p> <p>1.2.10 State how to be a safe pedestrian.</p> <p>2.2.2 Describe how rules at school can help prevent injury.</p> <p>3.2.3 Demonstrate how to dial 911 or other emergency numbers and provide appropriate information.</p> <p>7.2.1 Demonstrate ability to follow playground safety rules.</p>	Ongoing- throughout the year	Ongoing- throughout the year	Observations, Formative, or Summative	<p>1.2.4K Pre teaching BIST school rules 1.2.5K Fire Prevention Week 1.2.10K York Police Department visit 2.2.2K BIST 3.2.3K York Police Department 7.2.1K BIST</p> <p>1.2.1 1st 1.2.3 1st 1.2.4 BIST 1.2.5 1st Scholastic News/Fire Safety 1.2.10 1st School Crosswalk</p> <p>2.2.2 1st BIST 3.2.3 1st 7.2.1 1st BIST / Recess</p> <p>United Streaming Videos Reading Rainbow Fire Safety</p> <p>1.2.1 2nd 1.2.3 2nd 1.2.4 BIST 1.2.5 2nd Fire Safety Posters Scholastic News/Fire Safety 1.2.10 2nd School Crosswalk</p> <p>2.2.2 2nd BIST 3.2.3 2nd 7.2.1 2nd BIST / Recess</p> <p>United Streaming Videos Primary Health and Safety : I Can Be Safe Sound the Alarms: Firefighters at Work</p> <p>1.2.1 Nurse Discussions 1.2.4 Nurse Discussions</p>	<p>1.2.4K Pre teaching BIST school rules 1.2.5K Visit by the firefighter 1.2.10K Pedestrian Safety 2.2.2K BIST 3.2.3K York Police Department 7.2.1K BIST</p> <p>1.2.1 1st Fire Safety Discussion 1.2.3 1st Fire Safety Discussion 1.2.4 1st BIST 1.2.5 1st Scholastic News/Fire Safety 1.2.10 1st School Crosswalk</p> <p>2.2.2 1st BIST 3.2.3 1st 7.2.1 1st BIST / Recess</p> <p>1.2.1 2nd Fire Safety Discussion 1.2.3 2nd Fire Safety Discussion 1.2.4 2nd BIST 1.2.5 2nd Fire Safety Posters and Discussion Scholastic News/Fire Safety 1.2.10 2nd School Crosswalk</p> <p>2.2.2 2nd BIST 3.2.3 2nd 7.2.1 2nd BIST / Recess</p> <p>1.2.1, 1.2.2, 1.2.4, 2.2.2 K, 1st, 2nd Guidance Discussion</p>

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Promoting Sexual Health (SH)								

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Promote a Tobacco-Free Lifestyle (T)	T 1. Avoid using (or experimenting with) any form of tobacco. T 2. Avoid second-hand smoke.	Knowledge Expectations 1.2.1 (K, C1) 1.2.4 (K, C1, C2, NK) 1.2.5 (K, C1) Skill Expectations 5.2.1 (K, C1)	1.2.1 Identify a variety of tobacco products. 1.2.4 Describe the benefits of not using tobacco. 1.2.5 Explain the dangers of experimenting with tobacco. 5.2.1 Explain positive outcomes from avoiding second hand smoke.	Ongoing- throughout the year	Ongoing- throughout the year	Observations, Formative, or Summative	K RED RIBBON WEEK FOR ALL 1 ST RED RIBBON WEEK FOR ALL 1.2.2 2 nd Red Ribbon Week 1.2.4 2 nd Red Ribbon Week 1.2.5 2 nd Red Ribbon Week 5.2.1 2 nd Red Ribbon Week United Streaming Videos Alcohol and Tobacco are Harmful Tobacco and Alcohol are Harmful	K RED RIBBON WEEK FOR ALL 1 ST RED RIBBON WEEK FOR ALL 1.2.2 2 nd Red Ribbon Week 1.2.4 2 nd Red Ribbon Week 1.2.5 2 nd Red Ribbon Week 5.2.1 2 nd Red Ribbon Week 1.2.4 Nurse Discussions 1.2.1, 1.2.4, 1.2.5, 5.2.1 Guidance Discussion

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Prevent Violence (V)	<p>V 1. Manage interpersonal conflict in nonviolent ways.</p> <p>V 3. Avoid bullying, being a bystander to bullying, or being a victim of bullying.</p> <p>V 7. Get help to prevent or stop violence including harassment, abuse, bullying, hazing, fighting, and hate crimes.</p> <p>V 8. Get help to prevent or stop inappropriate touching.</p>	<p>Knowledge Expectations</p> <p>1.2.1 (1, CK, C1, C2)</p> <p>1.2.2 (CK, C1, C2)</p> <p>1.2.3 (CK, C1, C2)</p> <p>1.2.4 (1, CK, C1, C2)</p> <p>1.2.5 (K, 1, 2, CK, C1, C2)</p> <p>1.2.6 (K, 1, 2, CK, C1, C2)</p> <p>1.2.7 (K, 1, 2, CK, C1, C2)</p> <p>1.2.8 (K, 1, 2, CK, C1, C2)</p> <p>Skill Expectations</p> <p>2.2.1 (K, 1, 2, CK, C1, C2)</p> <p>3.2.2 (K, CK, C1, C2)</p> <p>4.2.1 (CK, C1, C2)</p> <p>4.2.3 (K, 1, 2, CK, C1, C2)</p> <p>4.2.4 (K, 1, 2, CK, C1, C2)</p> <p>6.2.1 (1, 2, CK, C1, C2)</p> <p>7.2.2 (K, 1, 2, CK, C1, C2)</p>	<p>1.2.1 Identify “appropriate” and “inappropriate” touches.</p> <p>1.2.2 State that inappropriate touches should be reported to a trusted adult.</p> <p>1.2.3 Explain that a child is not at fault if someone touches him or her in an inappropriate way.</p> <p>1.2.4 State that everyone has a right to tell others not to touch his or her body.</p> <p>1.2.5 Identify the importance of respecting the personal space and boundaries of others.</p> <p>1.2.6 Explain what to do if someone is being bullied.</p> <p>1.2.7 Describe the difference between bullying and teasing.</p> <p>1.2.8 Explain why it is wrong to tease others.</p> <p>2.2.1 Identify why making fun of others is harmful to self and others.</p> <p>3.2.2 Identify a trusted adult to tell if inappropriate touching occurs.</p> <p>4.2.1 Demonstrate verbal and non-verbal ways to refuse inappropriate touch.</p> <p>4.2.3 Demonstrate how to express feelings to prevent conflict from starting.</p> <p>4.2.4 Explain non-violent conflict resolution strategies to others.</p> <p>6.2.1 Set a goal to show consideration, respect, and caring for classmates.</p> <p>7.2.2 Demonstrate how to express feelings in a healthy way,</p>	Ongoing- throughout the year	Ongoing- throughout the year	Observations, Formative, or Summative	<p>K BIST/School Expectations/Class Meetings/Stand for the Silent for ALL OBJECTIVES LISTED</p> <p>1st BIST/School Expectations/Class Meetings/Stand for the Silent for ALL OBJECTIVES LISTED</p> <p>Rachel’s Challenge Assembly</p> <p>Class discussion and signing pledge</p> <p>1.2.5 2nd</p> <p>1.2.6 2nd</p> <p>1.2.7 2nd</p> <p>1.2.8 2nd</p> <p>BIST / Rachel’s Challenge Assembly / Stand For the Silent <i>For All</i></p> <p>2.2.1 2nd</p> <p>3.2.2 2nd</p> <p>4.2.1 2nd</p> <p>4.2.3 2nd</p> <p>4.2.4 2nd</p> <p>6.2.1 2nd</p> <p>7.2.2 2nd</p> <p>United Streaming Video</p> <p>Got a Problem? Share an Idea!</p>	<p>K Cooperation groups/ Behavior modeling/Role play for ALL OBJECTIVES LISTED</p> <p>1st BIST/School Expectations/Class Meetings/Stand for the Silent for ALL OBJECTIVES LISTED</p> <p>Rachel’s Challenge Assembly Class discussion and signing pledge</p> <p>1.2.5 2nd</p> <p>1.2.6 2nd</p> <p>1.2.7 2nd</p> <p>1.2.8 2nd</p> <p>BIST / Rachel’s Challenge Assembly / Stand for the Silent (for all)</p> <p>2.2.1 2nd</p> <p>3.2.2 2nd</p> <p>4.2.1 2nd</p> <p>4.2.3 2nd</p> <p>4.2.4 2nd</p> <p>6.2.1 2nd</p> <p>7.2.2 2nd</p> <p>1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5 Guidance Discussions</p> <p>Hope Crisis Center 2nd</p> <p>2.2.1, 3.2.2, 6.2.1, 7.2.2 Guidance Discussion</p>

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Alcohol and Other Drugs (AOD)	AOD 1. Avoid misuse and abuse of over the counter and prescription drugs.	Knowledge Expectations 1.2.2 (2, C1, C2, NK) 1.2.3 (2, C1, C2) 1.2.4 (2, C1, C2) Skill Expectations 3.2.1 (K, 2, C1, C2) 4.2.1 (C1) 7.2.1 (K, 2, C1, C2)	1.2.2 Explain the harmful effects of medicines when used incorrectly. 1.2.3 Describe the potential risks associated with over-the-counter drugs. 1.2.4 Identify family rules about medicine use. 3.2.1 Identify trusted adults who can hold, read, and follow directions on medicine labels. 4.2.1 Demonstrate what to say when calling 911 or other emergency numbers when someone has taken too much medicine. 7.2.1 Acknowledge personal responsibility for asking an adult for help when taking medicines.	Ongoing- throughout the year	Ongoing- throughout the year	Observations, Formative, or Summative	K School Nurse visit for all 1 st School counselor for all 1.2.2 2 nd 1.2.3 2 nd 1.2.4 2 nd 3.2.1 2 nd 4.2.1 2 nd 7.2.1 2 nd United Streaming Videos Drugs and Alcohol : Happy, Healthy, Drug Free Me Part 1 Drugs and Alcohol : Happy, Healthy, Drug Free Me Part 2 Why are there Rules? School Nurse	K School Nurse visit for all 1 st School counselor for all 1.2.2 2 nd 1.2.3 2 nd 1.2.4 2 nd Discussion For All 3.2.1 2 nd 4.2.1 2 nd 7.2.1 2 nd 1.2.2 Nurse Discussions 1.2.2, 1.2.3, 1.2.4, 3.2.1, 7.2.1 Guidance Discussion

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Healthy Eating (HE)	HE 2. Eat a variety of foods within each food group every day.	Knowledge Expectations 1.2.1 (K, 2, PEK, PE1, PE2, C1, C2) 1.2.2 (K, 1, 2, NK) 1.2.3 (1, 2, PEK, PE1, PE2, NK) Skill Expectations 2.2.1 (2) 2.2.2 (2)	1.2.1 Explain the importance of choosing healthy foods and beverages. 1.2.2 Identify a variety of healthy snacks 1.2.3 Identify the benefits of drinking plenty of water. 2.2.1 Explain how family can influence food choices. 2.2.2 Describe how television advertisements can influence food choices.	Ongoing- throughout the year	Ongoing- throughout the year	Observations, Formative, or Summative	K Healthy school lunch choices and classroom snack time for ALL 1st Healthy school lunch choices and classroom snack time for ALL 1.1.1, 1.2.2, 1.2.3 2 nd Healthy School Lunch Choices Nutrition Lessons 2.2.1, 2.2.2 2 nd Nutrition Lessons Food Guide Pyramid My Plate Posters United Streaming: My Plate : Dietary Guidelines for Elementary Students Five Food Groups Food Smarts : My Pyramid for Kids The Food Guide Pyramid for Young Children	K Healthy school lunch choices and classroom snack time for ALL 1st Healthy school lunch choices and classroom snack time for ALL 1.1.1, 1.2.2, 1.2.3 2 nd Healthy School Lunch Choices Nutrition Lessons 2.2.1, 2.2.2 2 nd Nutrition Lessons Food Guide Pyramid My Plate Posters 1.2.2 Nurse Discussions

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<p>Mental and Emotional Health (MEH)</p>	<p>MEH 1. Express feelings in a healthy way. MEH 7. Show tolerance and acceptance of differences in others.</p>	<p>Knowledge Expectations 1.2.2 (K, 1, 2, CK, C1, C2) 1.2.3 (K, 1, 2, CK, C1, C2) 1.2.4 (K, 1, 2, CK, C1, C2) 1.2.6 (K, 1, 2, C1, C2) 1.2.7 (K, 1, 2, C1, C2) Skill Expectations 2.2.1 (K, 1, 2, C1, C2) 4.2.3 (K, 1, 2, CK, C1, C2) 4.2.4 (K, 1, 2, CK, C1, C2) 7.2.2 (K, 1, 2, CK, C1, C2) 7.2.3 (K, 1, 2, CK, C1, C2) 7.2.4 (K, 1, 2, CK, C1, C2) 8.2.1 (K, 1, 2, CK, C1, C2)</p>	<p>1.2.2 Identify appropriate ways to express and deal with emotions and feelings. 1.2.3 Explain the relationship between feelings and behaviors 1.2.4 Explain the importance of respecting the personal space and boundaries of others. 1.2.6 Describe the difference between bullying and teasing. 1.2.7 Explain why it is wrong to tease others. 2.2.1 Explain why making fun of others is harmful to self and others. 4.2.3 Demonstrate empathy for others. 4.2.4 Demonstrate how to express emotions in healthy ways. 7.2.2 Demonstrate the ability to use self-control when angry. 7.2.3 Demonstrate ways to show respect, consideration, and caring for classmates. 7.2.4 Demonstrate pride in personal qualities and accomplishments. 8.2.1 Object to teasing of peers.</p>	<p>Ongoing- throughout the year</p>	<p>Ongoing- throughout the year</p>	<p>Observations, Formative, or Summative</p>	<p>K BIST for all objectives 1st 1.2.2, 1.2.3, 1.2.4, 1.2.6, 1.2.7 BIST For All 1st 2.2.1, 4.2.3, 4.2.4, 7.2.2, 7.2.3, 7.2.4, 8.2.1 BIST For All 1.2.2, 1.2.3, 1.2.4, 1.2.6, 1.2.7 2nd BIST For All 2.2.1, 4.2.3, 4.2.4, 7.2.2, 7.2.3, 7.2.4, 8.2.1 2nd BIST For All</p>	<p>K BIST for all objectives 1st 1.2.2, 1.2.3, 1.2.4, 1.2.6, 1.2.7 BIST For All 1st 2.2.1, 4.2.3, 4.2.4, 7.2.2, 7.2.3, 7.2.4, 8.2.1 BIST For All 1.2.2, 1.2.3, 1.2.4, 1.2.6, 1.2.7 2nd BIST For All 2.2.1, 4.2.3, 4.2.4, 7.2.2, 7.2.3, 7.2.4, 8.2.1 2nd BIST For All 1.2.2, 1.2.3, 1.2.4, 2.2.1, 4.2.3, 7.2.2, 7.2.3, 7.2.4, 8.2.1 Guidance Discussion for all</p>

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<p>Personal Health and Wellness (PHW)</p>	<p>PHW 1. Brush and floss teeth daily. PHW 2. Practice appropriate hygiene habits. PHW 6. Practice behaviors that prevent infectious diseases.</p>	<p>Knowledge Expectations 1.2.1 (K, 1, 2, NK) 1.2.2 (K, 1, 2, NK) 1.2.3 (K, 2, NK) 1.2.4 (K, 1, 2, NK) 1.2.11 (K, 1, 2, NK) 1.2.13 (K, 2, NK) Skill Expectations 5.2.1 (K, 1, 2, NK) 5.2.2 (K, 1, 2, NK) 6.2.1 (1, 2) 7.2.1 (K, 1, 2, NK) 7.2.2 (K, 1, 2, NK)</p>	<p>1.2.1 Describe what it means to be healthy. 1.2.2 Explain why hygiene is important for good health. 1.2.3 Identify different ways that disease-causing germs are transmitted. 1.2.4 Describe ways to prevent the spread of germs that cause common infectious diseases. 1.2.11 Explain the steps of proper hand washing. 1.2.13 List ways to prevent harmful effect of the sun. 5.2.1 Explain positive outcomes from washing hands regularly. 5.2.2 Explain positive outcomes from covering coughs and sneezes. 6.2.1 Make a personal goal and commitment to improve personal health and practice such as brushing and flossing teeth daily, or washing hands regularly. 7.2.1 Demonstrate the steps for proper hand washing. 7.2.2 Demonstrate steps for proper brushing and flossing of teeth.</p>	<p>Ongoing- throughout the year</p>	<p>Ongoing- throughout the year</p>	<p>Observations, Formative, or Summative</p>	<p>K Weekly Reader/Dental Health Week/Daily hand washing</p> <p>1st Weekly Reader/Dental Health Week/Daily hand washing</p> <p>1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.11^{2nd} Daily Hand Washing/ Catch Sneezes 1.2.13 2nd Picnic – Apply Sunscreen</p> <p>5.2.2, 7.2.1 2nd Daily Hand Washing/ Catch Sneezes/Coughs 6.2.1, 7.2.2 2nd Dental Health Posters/Scholastic News/Dental Health Week</p> <p>United Streaming The Smile Guide : Dental Care for Children : Age 3-12 My Only Me Blood Borne Pathogens and Other Germs Primary Health and Safety : Feeling Good with Good Hygiene Reading Rainbow - Germs Make Me Sick</p>	<p>K Weekly Reader/Dental Health Week/Daily hand washing</p> <p>1st Weekly Reader/Dental Health Week/Daily hand washing</p> <p>1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.11^{2nd} Daily Hand Washing/ Catch Sneezes 1.2.13 2nd Picnic – Apply Sunscreen</p> <p>5.2.2, 7.2.1 2nd Daily Hand Washing/ Catch Sneezes/Coughs 6.2.1, 7.2.2 2nd Dental Health Posters/Scholastic News/Dental Health Week</p> <p>1.2.1 Nurse Discussions 1.2.2 Nurse Discussions 1.2.3 Nurse Discussions 1.2.4 Nurse Discussions 1.2.11 Nurse Discussions 1.2.13 Nurse Discussions 5.2.1 Nurse Discussions 5.2.2 Nurse Discussions 7.2.1 Nurse Discussions 7.2.2 Nurse Discussions</p>