

Gr. K-2 Health Curriculum:

Overview

During this grade level band of instruction, students will be exposed to multiple learning objectives that focus on injury prevention and personal safety, nutrition, body functions, growth and development, the cycle of family life, disease and illness prevention, substance abuse prevention, community health and safety, self-worth, mental and emotional health, environmental and consumer health, and physical fitness. At all grade levels, these topics will be presented academically in an age appropriate manner that respects the comfort level, cognitive development, and wellbeing of all students, while also adhering to NJSL guidelines.

2020 New Jersey Student Learning Standards - Comprehensive Health and Physical Education

Learning in this grade level band will focus on:

Standards:

2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy

- 2.1.2.PGD. 2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).
- 2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness.
- 2.1.2.PGD.4: Use correct terminology to identify body parts and explain how body parts work together to support wellness.
- 2.1.2.PGD.5: List medically accurate names for body parts, including the genitals.
- 2.1.2.PP.1: Define reproduction.
- 2.1.2.PP.2: Explain the ways in which parents may care for their offspring (e.g., animals, people, fish).
- 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.
- 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities.
- 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).
- 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors.
- 2.1.2.EH.5: Explain healthy ways of coping with stressful situations.
- 2.1.2.SSH.1: Discuss how individuals make their own choices about how to express themselves.
- 2.1.2.SSH.2: Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.
- 2.1.2.SSH.3: Describe different kinds of families locally, nationally and globally and note similarities in the ways in which they keep their children safe.
- 2.1.2.SSH.4: Determine the factors that contribute to healthy relationships within a family
- 2.1.2.SSH.5: Identify basic social needs of all people.
- 2.1.2.SSH.6: Determine the factors that contribute to healthy relationships.
- 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another.
- 2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer).
- 2.1.2.SSH.9: Define bullying and teasing and explain why they are wrong and harmful.
- 2.1.2.CHSS.1: Identify community professionals and school personnel who address health emergencies and provide reliable health information to us.
- 2.1.2.CHSS.2: Determine where to access home, school and community health professionals.
- 2.1.2.CHSS.3: Demonstrate how to dial and text 911 in case of an emergency.
- 2.1.2.CHSS.4: Describe how climate change affects the health of individuals, plants and animals.
- 2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared.
- 2.1.2.CHSS.6: Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals).
- 2.2.2.N.1: Explore different types of foods and food groups.
- 2.2.2.N.2: Explain why some foods are healthier to eat than others.
- 2.2.2.N.3: Differentiate between healthy and unhealthy eating habits.
- 2.3.2.PS.1: Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.

- 2.3.2.PS.2: Discuss healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicle, water, weather safety).
- 2.3.2. PS.3: Recognize and demonstrate safety strategies to prevent injuries at home, school, in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention).
- 2.3.2. PS.4: Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol).
- 2.3.2.PS.5: Define bodily autonomy and personal boundaries.
- 2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else’s personal boundaries including friends and family.
- 2.3.2.PS.7: Identify behaviors that would be considered child abuse (e.g., emotional, physical, sexual).
- 2.3.2.PS.8: Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse).

Instructional Focus

<p>Essential Questions:</p> <p>How do we grow as individuals? How do we stay safe and healthy? What are some changes that can happen to a family over time? Is it ok to be different from someone else? Why? Why is nutrition important? What are the functions of my body? What are medicines?</p>	
<p>Suggested Activities</p> <p>The Great Body Shop Student Booklets - follow all activities as time allows: K01 Injury Prevention & Personal Safety Safety rules and helpers Effect of no rules Where injuries happen Safety awards Routines for fire, storms, floods; decision-making; emergencies Safe and unsafe play Personal safety Refusal skills Who to trust Safe and unsafe touches K02 Nutrition Healthful food choices Safe food handling Cultural, familial, and individual preferences Goals for healthful eating Decision-making for a healthful diet</p>	<p>Instructional Materials/Resources</p> <ul style="list-style-type: none"> ● The Great Body Shop Grades K-2 Program (Teacher & Student Booklets) ● Brain pop videos ● Teacher Made Materials* ● Video Clips ● Leveled Readers* <i>*includes varied levels of text</i>

<p>Food needs of living things Healthful vs. unhealthful Variety Meal plans Healthful breakfast Food groups K03 Functions of the Body Functions of and care routines for the five senses Responsibility Empathy Practicing being helpful Heeding body signals How senses protect you Predicting effects of sense impairment Respecting self and others Responsible self care Self awareness Impact of drugs on the body K04 Growth and Development/Cycle of Family Life Defining family and team Identifying love, trust, and caring Family similarities and differences Growing and changing A special person at every stage Family rules and jobs Consequences of no rules Comparing and contrasting different bodies Self awareness Self management Social awareness of differences K05 Disease & Illness Prevention What doctors, dentists, nurses, and others do Responsibility for following directions when sick MD's & dentist's tools Knowing emergency phone numbers Good hygiene Decision-making When and what not to share Defining sick Showing concern Medicine rules Communicable and non-communicable diseases K06 Substance Abuse Prevention Defining drugs and medicines Knowing the importance of saying no Identifying dangerous substances Practicing identifying different drugs (tobacco, alcohol) Following drug safety rules Drugs vs. non-drugs Drug effects</p>	
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<p>Where to go for help</p> <p>Refusal skills</p> <p>Predicting consequences</p> <p>Medicine rules</p> <p>K07</p> <p>Community Health and Safety (Violence Prevention)</p> <p>How to define community</p> <p>Community helpers</p> <p>How being a responsible citizen helps your community</p> <p>Rules and laws</p> <p>Unsafe and violent actions</p> <p>Safety routines to avoid violence and danger</p> <p>Bully prevention</p> <p>Social awareness</p> <p>Conflict resolution</p> <p>Decision making</p> <p>Respect for community helpers</p> <p>K08</p> <p>Self Worth, Mental and Emotional Health</p> <p>Identifying personal talents, qualities, and feelings</p> <p>Methods of communication</p> <p>Respecting self and others</p> <p>Helping others</p> <p>Setting goals</p> <p>Using refusal skills</p> <p>Locating trusted adults</p> <p>Talking about feelings</p> <p>Making friends</p> <p>Positive character traits</p> <p>Self management of emotions</p> <p>K09</p> <p>Environmental and Consumer Health</p> <p>How to identify healthy and clean communities</p> <p>Good citizenship</p> <p>Routines for a clean environment</p> <p>Types of pollution</p> <p>How to identify health care professionals and services</p> <p>Safety rules for medicines and health care products</p> <p>Influences on health</p> <p>Advocacy for clean communities</p> <p>How to access health services and products</p> <p>Media influences</p> <p>K10</p> <p>Physical Fitness</p> <p>Choosing heart healthy activities</p> <p>Physical activity guidelines</p> <p>Benefits of exercise on heart and muscles</p> <p>Safety routines for physical activity</p> <p>Organized and after school play</p> <p>Good sportsmanship</p> <p>Goals for fitness</p> <p>Types of physical activities</p> <p>Fitness pyramid</p> <p>Predicting consequences</p>	
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Pacing: 1 health lesson per cycle, complete one curricular unit per month in sequence (The Great Body Shop)

<https://www.thegreatbodyshop.net/curriculum/k-six/topics>

Interdisciplinary Connections

Language Arts Literacy

- LA.RL.K.2 With prompting and support, retell familiar stories using key details.
- LA.RI.K.1 With prompting and support, ask and answer key details in a text.
- LA.RI.1.1 Ask and answer key details in a text.
- LA.RI.1.2 Identify the main topic and retell key details of a text.
- LA.RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of a text.

Other Interdisciplinary Connections

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

Integration of Technology

The following standards will be addressed through activities in this unit:

- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.
- 8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.

Covered in this curriculum (x)	Career Readiness, Life Literacies, and Key Skills Practices	Description
X	Act as a responsible and contributing community members and employee	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
X	Attend to financial well-being	Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
X	Consider the environmental, social and economic impacts of	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or

	decisions	mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
X	Demonstrate creativity and innovation	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
X	Utilize critical thinking to make sense of problems and persevere in solving them	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
X	Model integrity, ethical leadership and effective management	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
X	Plan education and career paths aligned to personal goals	Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

X	Use technology to enhance productivity increase collaboration and communicate effectively	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
X	Work productively in teams while using cultural/global competence	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Evidence of Learning

Summative and Benchmark Assessments	Formative Assessments and Alternative Activities	
Unit Pretest Unit Project Unit Test Unit Writing Activity Performance Assessment	Student Conference Fun and Games Class work/participation Critical Thinking Skill activity Let's Write Bonus Source Activity Leveled Reading Activities	Lesson Review questions Reading Check questions Share/Pair Skills Practice Study Guide Teacher Observation Unit Review Vocabulary Review Homework and Practice pages Writing Connection Content Videos

Instructional Delivery add

Student learning experiences will include a combination of instructional strategies appropriate to the content and skills being taught. Lessons may include (but are not limited to) the following:

- The Great Body Shop Monthly Booklets
- Direct instruction/demonstration
- Interactive/Guided reading strategies
- Cooperative learning activities
- Digital activities including videos, games, assessments
- Small Group Instruction
- Share Examples
- Visual Aids
- Modeled, Shared, and Independent Activities
- Active Learning
- Literature Activities

Differentiated Instruction, Accommodations & Adaptations

Guided Reading -Leveled Readers

Alternative Assessments

Goal Setting with Students
 Homework Options
 Frequent Breaks
 Tests Read Aloud

Cooperative Learning
 Personal Maps
 Change in Content, Process, Product
 Flexible Grouping
 Modified Class Assignments

Special Education/IEP	504
Assessments/assignments read orally w/ extended time Concept chunking Picture study guides Small group instruction Tests modified to include a word bank, drawings, and diagrams while still covering the essential concepts	Extended time for assignments Frequent breaks Sign agenda book daily Study guides
ELL	Gifted & Talented
Video presentation/Audio presentation Tests modified to include a word bank, drawings, and diagrams while still covering the essential concepts	Independent extension research projects Jigsaw cooperative learning activities Student choice
I&RS/At Risk	

Internet Resources

[BrainPop Jr supplemental videos](#)

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