

Health Curriculum Overview

GRADE K

Grade Level: Kindergarten

Content Area: Health

Created: August 2022

Board Approved: _____

PACING GUIDE

Coding of Performance Expectations

To promote a unified vision of the NJSLS-CHPE, an abbreviated form of the disciplinary concepts is included in the alphanumeric code. The disciplinary concepts were abbreviated as follows:

- Personal Growth and Development (PGD)
- Social and Sexual Health (SSH)
- Physical Fitness (PF)
- Personal Safety (PS)
- Dependency, Substance Disorder and Treatment (DSDT)
- Pregnancy and Parenting (PP)
- Community Health Services and Support (CHSS)
- Lifelong Fitness (LF)
- Health Conditions, Diseases and Medicines (HCDM)
- Emotional Health (EH)
- Movement Skills and Concepts (MSC)
- Nutrition (N)
- Alcohol, Tobacco and other Drugs (ATD)

EACH LESSON IS ONE CLASS PERIOD (40 MINUTES)

| Lesson Title | Lesson Overview | Lesson Objectives | NJSLS Alignment |
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| UNIT: FEELINGS AND HEALTH RELATIONSHIPS | | | |
| Lesson 1: We're All Different and Special! | After identifying qualities that make a group of kindergarteners different from each other, students describe how they exhibit some of these qualities. They consider how differences make the world an interesting place and the importance of knowing and liking oneself as part of being healthy. Then they draw a picture to show others what is different and special about themselves. | Identify characteristics that make them unique or special. Explain why it's important to accept differences in others. Illustrate ways they are special. | 2.1.2.PGD.3 2.1.2.EH.1 2.1.2.SSH.1 2.1.2.SSH.7 |
| Lesson 2: Having Feelings | Students identify facial expressions related to feeling happy, sad, angry, bored, curious and afraid, consider reasons people might feel in these ways and demonstrate body language to communicate each emotion, with a focus on appropriate and healthy ways to express anger. | Identify different emotions. Explain the relationship between feelings and behavior. Identify appropriate ways to express and deal with feelings of sadness, fear and anger. Demonstrate self-control strategies for dealing with anger. | 2.1.2.PGD.3 2.1.2.EH.3 2.1.2.EH.4 2.1.2.CHSS.5 2.1.2.CHSS.6 |

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| Lesson 3: Having People Who Care | Students identify people in the lives of kindergarteners who care about them and want them to be healthy. They talk about why it is important to have family, friends and people at school who care about them, and draw a picture to illustrate some of these people in their lives. They take home a family sheet to help them talk with parents or other adult family members about people who care. | Identify people in their lives who care about them. Explain the importance of talking with parents and other trusted adults about feelings. Demonstrate how to ask a trusted adult for help with strong feelings. | 2.1.2.PGD.3 2.1.2.EH.1 2.1.2.SSH.4 2.1.2.SSH.5 |
| UNIT: KNOWING MY BODY AND WHAT TO DO IF INJURED | | | |
| Lesson 4: My Body Puzzle | Students work in pairs to complete a puzzle to help them identify parts of the body. They name key body parts and identify these parts of their own bodies. Then they describe some of the things their bodies can do. | Identify different parts of the human body (NOT GENITALS). Describe what it means to be healthy. Describe some ways to keep the body healthy. | 2.1.2.PGD.4 2.1.2.PGD.5 |
| Lesson 5: Keeping My Teeth Healthy | Students review the important things their teeth do, and discuss how to keep their teeth healthy. They watch a demonstration and practice the steps for proper tooth brushing, then make a pledge to properly brush their teeth twice a day. | Identify the proper steps for daily brushing of teeth. Demonstrate the steps to proper tooth brushing. Make a pledge to properly brush their teeth twice a day. | 2.1.2.PGD.2 2.1.2.PGD.3 2.3.2.HCDM.2 |
| Lesson 6: Washing Hands | Students discuss all the ways hands can get dirty and pick up germs during the day. They discuss when and why it is important to wash their hands. They watch a demonstration and practice the steps for proper hand washing, then make a pledge to remember to wash their hands often. | State why handwashing is important to good health. Demonstrate the steps to proper handwashing. Make a pledge to properly wash their hands throughout the day. | 2.1.2.PGD.2 2.1.2.PGD.3 2.3.2.HCDM.2 2.3.2.HCDM.3 |
| Lesson 7: Reading Body Signals | Students think about what happens when they feel sick and identify body signals that let them know they aren't feeling well. They learn the important rule about only using medicines with the help of an adult, and identify trusted adults whom they can ask for help when feeling ill. | Identify different signals from the body that can help them recognize an illness. Identify trusted adults at home and in school who can help them when they are sick. Describe how to use medicines correctly with the help of an adult. Identify rules about use of medicines. | 2.1.2.PGD.2 2.1.2.CHSS.1 2.1.2.CHSS.2 2.3.2.ATD.1 |
| Lesson 8: Responding to Injuries | Students identify body signals that let them know they've been injured. They describe some common childhood injuries, including cuts and scratches, sprains, insect bites and burns, including sunburn. They discuss the | Identify different signals from the body that can help them recognize an injury. Identify trusted adults at home and in school who can help when someone is injured. | 2.1.2.PGD.2 2.1.2.CHSS.1 2.1.2.CHSS.2 |

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| | importance of telling the teacher if they or classmates are injured at school, and take home a family sheet to help them talk with parents or other adult family members about being sick or hurt. | | |
| Lesson 9 | SKIP | | |
| UNIT: KEEPING SAFE | | | |
| Lesson 10: Safe Feelings Are Healthy Feelings | This lesson explores the idea of feeling safe. Students name people and places that make them feel safe and discuss how feeling safe is part of being healthy. They draw a person with whom they feel safe and learn a poem to help them decide if they need help to feel safe. They make badges to wear to encourage conversations with trusted adults about how they can help students be safe. | Identify people at home, at school and in the community who can help keep them safe. Ask for help to be safe. | 2.3.2.PS.1 2.3.2.PS.8 |
| Lesson 11: Feeling Safe at School: We Don't Bully! | Students discuss what helps them feel safe at school and identify things they do to help each other belong. They think about the difference between friendly and hurtful teasing, and discuss what bullying is and why it is wrong. They complete an activity sheet to illustrate what they can do to help everyone feel safe at school and create a paper chain to encourage each other to avoid and report hurtful teasing and bullying. | Explain why it is wrong to tease or bully others. Explain what to do if someone is being bullied. Encourage peers to avoid and report hurtful teasing and bullying. | 2.1.2.SSH.9 2.3.2.PS.6 |
| Lesson 12: Rules for Staying Safe in Traffic | This lesson teaches about how safety rules can help people stay safe in traffic. Students play a game to illustrate traffic problems that can occur when there are no rules. They discuss how they travel to school each day and how traffic rules can help keep them safe. | Explain the need for safety rules and procedures for staying safe around traffic. | 2.3.2.PS.1 |
| Lesson 13: You Can Be Safe When You Walk | In this lesson, students learn about staying safe when they walk. They think about when and where they walk each day and learn and practice following safety rules for walking safely, such as looking ahead and being seen. | Describe how to be a safe pedestrian when walking. Demonstrate safe behaviors when walking. | 2.3.2.PS.2 2.3.2.PS.3 |
| Lesson 14: You Can Be Safe When You Cross | This lesson focuses on crossing the street safely. Students use a poem to learn and practice rules to help them cross the street safely, and discuss some of the people and | Describe how to be a safe pedestrian when crossing the street. Demonstrate safe behaviors for crossing the | 2.3.2.PS.2 2.3.2.PS.3 2.3.2.PS.4 |

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| the Street | things that can help them stay safe when crossing the street. | street. | |
| Lesson 15: You Can Be Safe Riding in a Car | This lesson teaches about being safe when riding in a car. Students learn safety rules to follow as a passenger, including wearing a safety belt, using an appropriate car or booster seat and keeping hands and head inside the vehicle. They draw pictures of themselves riding safely in a car and learn a poem to remind them of the car smart safety rules. | State the benefits of riding in the back seat when a passenger in a motor vehicle. Demonstrate steps for wearing a safety belt. Illustrate the importance of using safety belts and booster seats. | 2.3.2.PS.2 2.3.2.PS.3 |
| Lesson 16: You Can Be Safe from Poisons | SKIP | | |
| Lesson 17: You Can Be Safe Around Guns | SKIP | | |
| Lesson 18: Emergencies | This lesson helps students identify and seek appropriate help in emergencies. After discussing the difference between “little” help and “BIG help,” students categorize example situations, and identify whom they could ask or where they could go for help with each one. | Classify situations as needing “little help” or “BIG help.” Identify whom they would ask or where they would go for little help and for big help. | 2.1.2.CHSS.1 2.1.2.CHSS.2 2.3.2.PS.3 |
| Lesson 19: You Can Call for Help When You Need It | This lesson teaches how to call for emergency help. Students learn and practice procedures for dialing 9-1-1 for help in an emergency, including what to say and the importance of staying on the line for instructions on what to do. | Demonstrate how to call 9-1-1 or 0 to locate community health helpers for help in an emergency. | 2.1.2.CHSS.3 |
| Lesson 20: Decide to Be Safe | SKIP | | |
| UNIT: NUTRITION AND A HEALTHY BODY | | | |
| Lesson 21: Eating Is Part of Being Healthy | In this lesson, students examine the role of eating in health. They think about why they eat and discuss the importance of eating. They identify body signals for hunger and fullness. | Explain why it’s important to eat different kinds of foods. Describe body signals that tell people when they are hungry and when they are full. | 2.2.2.N.1 |

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| | | Demonstrate how they act or feel when they are hungry and full. | |
| Lesson 22: You Can Choose to Eat Healthy Foods | This lesson helps students identify healthy food choices. After identifying healthy foods they like to eat, students practice making healthy food choices by making a personal collage/drawing of healthy foods. They also identify people who can help them make healthy food choices. | Explain the importance of trying new foods. Explain the importance of choosing healthy foods and beverages. Identify healthy foods they like to eat. | 2.2.2.N.1 2.2.2.N.2 2.2.2.N.3 |
| Lesson 23: Setting a Goal: Plenty of Water for Me! | This lesson explains the importance of drinking plenty of water for health. Students discuss how water is used and the role it plays in keeping the body healthy. They set a goal to drink plenty of water each day. They plan where and when they can drink water during the day, and identify people who can help them reach their goal. They take home a mini-poster and family sheet to promote drinking plenty of water. | Identify the benefits of drinking plenty of water, including when being physically active. Set a goal to drink plenty of water each day. | |
| Lesson 24: Knowing and Moving Your Body Is Part of Being Healthy | Students identify activities they can do with their hands, arms, legs and feet and discuss what they can do to move their bodies every day to be healthy. They make a booklet that illustrates all the things their special bodies can do and the ways they stay active. | Explain things they can do to move their bodies and be active every day. Describe the benefits of being physically active. | 2.1.2.PGD.1 2.2.2.PF.1 2.3.2.HCDM.2 |
| Lesson 25: Setting a Goal: Come Move with Me! | This lesson helps students explore being physically active as a key to good health. After discussing different things they do to be healthy, students identify things they can do to move their bodies, and then set a goal to move every day. | Describe how being physically active can help a person feel better. Set a goal to move their bodies each day. Encourage peers to be physically active. | 2.1.2.PGD.1 2.2.2.PF.1 2.3.2.HCDM.2 |