

# **HEALTH GRADE 1**

THE EWING PUBLIC SCHOOLS  
2099 Pennington Road  
Ewing, NJ 08618

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In accordance with The Ewing Public Schools' Policy 2230, Course Guides, this curriculum has been reviewed and found to be in compliance with all policies and all affirmative action criteria.
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### **Rationale and Summary:**

In today's world and economy and in conjunction with the NJ Student Learning Standards and Comprehensive Physical Education, there is an importance of health literacy for our 21st century learners. All students must take personal responsibility for their health by living a smart, healthy, and active lifestyle. The goal of this curriculum is to foster a life-long commitment to making informed and healthy choices about nutrition, wellness, social, and emotional topics that arise, while positively impacting their families, schools and communities.

**Pacing: 8-14 Days**

## **NJSLS for Health Education:**

### **Personal Growth and Development**

**Core Idea:** Individuals enjoy different activities and grow at different rates.

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

Core Idea: Personal hygiene and self-help skills promote healthy habits

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.

### **Pregnancy and Parenting**

**Core Idea:** All living things may have the capacity to reproduce.

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)

### **Emotional Health**

**Core Idea:** Many factors influence how we think about ourselves and others.

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).

**Core Idea:** There are different ways that individuals handle stress, and some are healthier than others. .

2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors.

## **Social and Sexual Health**

**Core Idea:** Every individual has unique skills and qualities, which can include the activities they enjoy such as how they may dress, their mannerisms, things they like to do.

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.

**Core Idea:** Families shape the way we think about our bodies, our health and our behaviors.

2.1.2.SSH.4: Determine the factors that contribute to healthy relationships within a family.

**Core Idea:** People have relationships with others in the local community and beyond.

2.1.2.SSH.6: Determine the factors that contribute to healthy relationships.

**Core Idea:** Communication is the basis for strengthening relationships and resolving conflict between people.

2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another.

**Core Idea:** Conflicts between people occur, and there are effective ways to resolve them.

2.1.2.SSH.9: Define bullying and teasing and explain why they are wrong and harmful.

## **Community Health Services and Support**

**Core Idea:** People in the community work to keep us safe.

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.

**Core Idea:** Individuals face a variety of situations that may result in different type of feelings and learning how to talk about their feelings is important.

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).

## **Personal Safety**

**Core Idea:** Potential hazards exist in personal space, in the school, in the community, and globally.

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).

**Core Idea:** Any time children feel uncomfortable or in an unsafe situation, they should reach out to a trusted adult for help.

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.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)

## **Health Conditions, Diseases and Medicines**

**Core Idea:** People need food, water, air, waste removal, and a particular range of temperatures in their environment to stay healthy.

2.3.2.HCDM.2: Demonstrate personal hygiene and the use of necessary and appropriate health-enhancing behaviors that can keep a person healthy (e.g., precautions to avoid illnesses, handle food hygienically, brush teeth, regular physical activity, adequate sleep, appropriate dress for various weather conditions)

2.3.2.HCDM.3: Explain strategies and develop skills to prevent the spread of communicable diseases and health conditions (e.g., Lyme disease, influenza, cardiovascular diseases).

## **Alcohol, Tobacco and Other Drugs**

**Core Idea:** People need food, water, air, waste removal, and a particular range of temperatures in their environment to stay healthy.

2.3.2.ATD.1: Explain what medicines are, how they are used, and the importance of utilizing medications properly.

## **NJSLS for 21st Century Life and Careers:**

### **Career Ready Practices**

CRP 1 Acts as a responsible and contributing citizen and employee

CRP 2 Apply appropriate academic and technical skills

CRP 3 Attend to personal health and financial well-being

CRP 4 Communicate clearly and effectively and with reason

CRP 5 Consider the environmental, social and economic impacts of decisions

### **Career Awareness, Exploration and Preparation**

9.2.4.A.4 Explain why knowledge and skills acquired in elementary grades lay the foundation for future academic and career success.

### **Technology Integration:**

8.1 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

### **Cross-Curricular Integration and Connections:**

W.2.8 Recall information from experiences or gather information from provided sources to answer a question

SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood

SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

**Instructional Focus:****Enduring Understandings:**

- Healthy habits benefit me and the people I meet in school and in my community.
- Every student has the right to always feel safe, at home and in public, and there are measures to take when someone makes them feel unsafe.
- The ways I communicate with my family, friends, and others in the community are determining factors in the outcome of health and safety-related situations that I face.
- When I practice personal safety strategies at home, in school, and in the community, I suffer fewer injuries.
- Many common illnesses are caused by germs.
- Good character can positively influence my health and the health of others. (guidance)
- My small efforts to help others impact all of society.
- There are many places where I can find health-related resources and people who can guide me.
- Smoking negatively affects my health and the health of others.

**Essential Questions:**

- What is the difference between healthy and unhealthy risks?
- Who is a stranger?
- Do I make healthy choices? If not, how can I improve?
- What are the five main food groups?
- Why are some foods healthier than others?
- How do my safety and health habits influence the health of people around me?
- How can I avoid harmful risks?
- How can I prevent illnesses caused by germs?
- How can I tell if the food I eat is healthy or not?
- Can my small contributions really help my community and society? How?
- How does my character influence my health?
- How can you express needs, wants, and feelings?
- Why is smoking unhealthy?
- Why is a mother's health important?



**Objectives:****Students will know:**

- Healthy habits and their connection to personal wellness and the wellness of others
- The nutritional content of foods as they relate to healthy choices
- Good personal hygiene practices that prevent the spread of germs.
- Different food groups and the foods that belong to various categories
- Self-care practices that support wellness, such as brushing and flossing teeth, washing hands, and
- wearing appropriate attire for weather or sports
- Basic safety principles to prevent injuries at home, in school, and in the community
- Personal and social benefits of participation in advocacy efforts for healthy living
- The importance of good character
- Impact of tobacco use on self and others
- People in the school and community who can help you and others when necessary
- The health of the birth mother impacts the health of the fetus.

**Students will be able to:**

- Explain how germs spread
- How to explain needs, wants, and feelings
- Identify healthy habits and explain the benefits they and the people around them will experience
- Sort foods according to food groups and food sources
- Participate in an activity where they make decisions based on scenarios they might encounter with friends, family, and in the community
- Practice good personal hygiene
- Exhibit traits of good character in their daily interactions
- Explain the negative effects of tobacco
- Identify a variety of occupations of people who help others (doctors, policemen, fire fighters, postal workers, dentists, crossing guards, teachers, etc.)

## **Assessments**

- Teacher observations
- Classroom Discussion
- Written assessments
- Verbal Assessment
- End of Term Assessment