

HEALTH GRADE 2

THE EWING PUBLIC SCHOOLS
2099 Pennington Road
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Board Approval Date: September 19, 2022
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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.

2.1.2.EH.5: Explain healthy ways of coping with stressful situations.

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.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.

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

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.

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.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.

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.

2.1.2.CHSS.4: Describe how climate change affects the health of individuals, plants and animals.

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.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)

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.1: Explain the consequences on a person's health if he or she does not have adequate food and a clean environment.

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: The use of alcohol, tobacco, and other drugs in unsafe ways is harmful to one's health.

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

2.3.2.ATD.2: Identify ways in which drugs, including some medicines, can be harmful. 2.3.2.ATD.3: Explain effects of tobacco use on personal hygiene, health, and safety.

Dependency, Substances Disorder and Treatment

Core Idea: Substance abuse is caused by a variety of factors.

2.3.2.DSDT.1: Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.

Core Idea: There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems. .

2.3.2.DSDT.2: Explain that individuals who abuse alcohol, tobacco, and other drugs can get help.

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.
- My nutritional choices affect me today and in the future.
- Develop an understanding of the difference between strangers, acquaintances and trusted adults
- When I practice personal safety strategies at home, in school, and in the community, I suffer fewer injuries.
- Coping skills can help me deal with conflict and with stressful situations I encounter at home and in school.
- Identify basic social and emotional needs
- Effective communication allows me to understand others.
- Good character can positively influence my health and the health of others.
- There are many places where I can find health-related resources and people who can guide me.
- Not all medicines are good and not all drugs are harmful; there are benefits and risks associated with all medications.
- Relationships vary depending on situations and circumstances.
- An individual's health at different stages of life depends on heredity, environmental factors, and lifestyle choices.
- Gender determines body parts and functions

Essential Questions:

- What are some self-care practices that can help you be well?
- Do I make healthy choices? If not, how can I improve?
- Why is a balanced meal important?
- How do my safety and health habits influence the health of people around me?
- How can I tell if the food I eat is healthy or not?
- How can I avoid harmful risks?
- What is conflict?
- What are healthy ways of dealing with stress?
- Why is good communication so important in everyday life?
- What can I do when I feel scared and worried? How can I cope with these situations?
- How does my character influence my health?
- How do outside factors such as parents and social media influence our health?
- How can I find out which drugs and medicines are safe and which are not?
- How can drugs be abused?

- Are all families the same? Why or why not?
- What are factors that contribute to a healthy relationship?
- What are the gender differences between females and males?

Objectives:

- Students will know
- How to express needs, wants, and feelings in health and safety related situations
- The meaning of wellness
- The connection between healthy choices and wellness
- Various types of information that can be found on product labels
- The nutritional content of foods as they relate to healthy choices
- Different food groups and the foods that belong to various categories
- How to read information found on food and product labels in order to choose between nutritious and junk foods
- Names of common diseases, symptoms, and preventive measures
- Basic safety principles to prevent injuries at home, in school, and in the community.
- Different characteristics of strangers, acquaintances, and trusted adults
- Differences between appropriate and inappropriate touches
- Relationship skills: looking at relationships, assertiveness skills, communication skills, conflict resolution skills
- What medicines are and when some types of medicine are used
- Common disabilities of children their age
- People in the school and community who can help you and others when necessary
- There are different types of families locally and globally.
- Names of common medicines that are used by children and their families

Students will be able to:

- Identify areas of the food label
- Identify stressful situations and how to properly deal with them
- Create a plan for healthy living and explain the benefits they will experience
- Analyze food choices for nutritional value and health; devise a healthy menu
- Keep a journal of personal feelings and ways they coped with emotions in a positive and/or negative way
- Explain how to get rid of germs.
- Who to ask for help if you are not feeling well in the home, school, and community
- Categorize diseases, symptoms, and preventive measures.

- Demonstrate appropriate interpersonal communication strategies when interacting with strangers, acquaintances, and trusted adults
- Choose a health goal; give reasons for the choice; and set up a plan of action to accomplish the goal
- Define character
- Identify healthy and unhealthy character traits.
- Explain the proper use of medicine.
- Identify harmful effects of drugs and alcohol

Assessments

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