

# **HEALTH GRADE K**

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: 7 - 10 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.

### **Emotional Health**

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

### **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.

**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.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:** The environment can impact personal health and safety in different ways.

2.3.2.PS.1 Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.

**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)

## **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.
- The choices I make about living healthy affect me today and in the future.
- When I practice personal safety strategies at home, in school, and in the community, I suffer fewer injuries.
- There are people in my community to help me and places where I can find help when I am frightened, threatened, or sick.
- Essential Questions
- What is the difference between healthy and unhealthy risks?
- Who is a stranger?
- Do I make healthy choices to keep my body healthy?
- How does my safety and health habits influence my health and the health of people around me?
- What can I do when I feel scared and worried? Whom can I talk to for help?

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

- The connection between healthy choices and its relationship to wellness
- Self-care practices that support wellness, such as brushing and flossing teeth, washing hands, wearing appropriate attire for weather or sports, sun protection
- How to classify foods as either healthy or unhealthy
- Fire, bus, and traffic safety procedures
- How to recognize warning symbols and what they mean
- The role of health care professionals

**Students will be able to**

- Demonstrate and explain healthy habits including correct hand washing techniques, using clean tissues, washing hands, handling food hygienically, brushing teeth, using sunscreen and wearing protective clothing, and dressing appropriately for the weather
- Indicate and explain the effects of healthy eating habits on a healthy body
- Enact safety procedures including bus drills, fire drills, and lock down drills
- Identify types of community helpers, their role and when they are needed
- Correctly dial 911 when appropriate

## **Assessments**

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