

ESSEX FELLS PUBLIC SCHOOL

OFFICE OF CURRICULUM & INSTRUCTION

Health

Grade: K

ABSTRACT

The school health curriculum is an organized, sequential K-12 plan for teaching students health-related information and helping them develop skills that promote health literacy, maintain and improve health, prevent disease, and reduce health-related risk behaviors. The school health curriculum addresses the physical, emotional, and social dimensions of health and is tailored to each grade level. The concepts and ideas addressed within the health curriculum are the following: personal growth and development, emotional health, social and sexual health, community health services and support, and nutrition.

BOE Approved: 8/12/26

ESSEX FELLS PUBLIC SCHOOL

Grade PreK-2 Health

Unit of Study: <i>(Pacing Guide/Scope & Sequence - Specify time frame by days or weeks)</i>	Topic: Personal & Emotional Health <i>September - November</i> <i>(10 weeks)</i>	Topic: Family & Peer Relationships <i>December - January</i> <i>(8 weeks)</i>	Topic: Community Health Services & Support <i>February - March</i> <i>(6 weeks)</i>
STAGE 1: Desired Results			
Established Goals: Write out complete NJSLs: <i>(Content Specific Standards Only. Only use standards that are applicable to the unit.)</i>	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. 2.3.2.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	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	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

	develop skills to prevent the spread of communicable diseases and health conditions (e.g., Lyme disease, influenza, cardiovascular diseases).	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.	professionals).
Interdisciplinary Connections: Write out complete NJSLS: <i>(Must have at least one standard from one of these areas but may have more):</i> • <i>ELA companion standards;</i> • <i>Standards for Mathematical; Practice</i> • <i>Science;</i> • <i>Visual/Performing Arts) - Standard 1;</i> • <i>Comprehensive Health & PE - Standard 2;</i> • <i>Social Studies - Standard 6;</i> • <i>World Languages - Standard 7;</i>	ELA Companion Mathematics	ELA Companion Mathematics	ELA Companion Mathematics
Integration of Career Readiness, Life Literacies & Key Skills: Write out complete NJSLS: <i>(Must have at least one standard from:</i> • <i>9.1 Personal Financial Literacy; or</i> • <i>9.2 Career Awareness, Exploration, Preparation & Training; or</i> • <i>9.4 Life Literacies & Key Skills)</i>	Life Literacies & Key Skills	Life Literacies & Key Skills	Life Literacies & Key Skills
Integration of Computer Science and Design Thinking: Write out complete NJSLS: <i>(Must have at least one standard from:</i> • <i>8.1 Computer Science; or</i> • <i>8.2 Design Thinking)</i>	Design Thinking	Design Thinking	Design Thinking

21st Century Life and Careers: Career Education: Write out complete NJSLS: <i>(Only include if a CTE curriculum</i> • 9.3 Career and Technical Education)	N/A	N/A	N/A
Enduring Understandings: <i>(Follow UbD: What big ideas will students know?)</i>			
Essential Questions: <i>(Follow UbD best practices in the creation of questions)</i>			
STAGE 2: Evidence			
Assessment & Evidence: <i>(By what criteria will performances of understanding be judged? Include:</i> 1. Formative, 2. Summative, 3. Alternative - Performance/Project) 4. Benchmark)	Formative Assessments • POD/Warm up questions: Used to pre-assess student understanding or to review current material • 3 Things - List 3 things that a fellow student might misunderstand about a topic. • Chalkboard Splash - Numerous students respond to a prompt/question on the chalkboard or whiteboard at the same time. • Metacognition - Allows for the students to process what they did in class and why it was done. At the end of class have students complete a table with the follow questions listed: o What did we do? o Why did we do it?	Formative Assessments Summative Assessments Alternative Assessments Benchmark Assessments	Formative Assessments Summative Assessments Alternative Assessments Benchmark Assessments

	- o What did I learn today? - o How can I apply it? - o What questions do I still have about it? ● Exit tickets ● Hand thermometer ● Read/Green card Summative Assessments ● Discuss and demonstrate proper hand washing technique then have students complete a worksheet putting the steps in the correct order. ● Emerging health habits assessment. ● Identify body systems using correct terminology and explain how they are supported through regular physical activity. Benchmarks ● After 1st and 2nd trimester - project-based assessment Alternative Assessments ● Health Puzzle ● Presentation - Identify feelings and how they affect overall wellness. ● Multimedia Project - Have the students find photographs that represent different feelings and emotions. ● Extension projects such as: ○ diorama ○ poster ○ fancy file folder ○ collage		
--	--	--	--

	○ abc book or ○ any creative ideas students can come up with to demonstrate additional understanding of a concept ● Doodle It - Have students draw what they understand instead of writing it. ● Oral presentations and debates		
STAGE 3: Learning Plan			
Learning Activities/Content: <i>(What is the core content of this unit? What performance tasks/ activities will students do? What skills will students know? Include content that adheres to NJ Administrative Code and Statutes:</i> ● Amistad Law ● Holocaust Law ● LGBTQ/Disabilities Law)			
Resources: <i>(Include names of texts and all online resources)</i>	NJDOE Kids Health ● www.kidshealth.org PE Central ● www.pecentral.org The Healthy Kids Project ● We Have Bodies The Healthy Kids Project PBS LearningMedia Health Powered Kids ● Brain Boost Health Powered Kids		

Differentiation: <i>(What type of differentiated instruction will be used for each of the following subgroups:</i> 1. <i>Special Education</i> 2. <i>English Language Learners (ELLs)</i> 3. <i>At Risk/BSI</i> 4. <i>Gifted & Talented/Advanced 5. 504)</i>	Special Education ● Individualized Education Plans (IEPs) ● Exemplars of varied performance levels ● Multi-media presentations ● Sheltered Instruction ● Consultation with CST ● Manipulatives ● Scaffolded Lessons ● Guided note-taking ● Study Guides ● Modified homework ● Differentiated pre-typed class notes and example problems ● Use of the inclusion teacher to re-instruct in flexible small groups for the struggling learner ● Use of alternate assessments English Language Learners (ELLs) ● Total Physical Response (TPR) ● SIOP ● Dictionaries ● Mnemonic devices ● Visual aids ● Modeling ● Provide notes to students as needed in native language ● Cultural responsiveness ● Present information in a variety of ways (notes, guided notes, video clips, images, diagrams, graphic organizers, stations) ● Group students with others of	Special Education English Language Learners (ELLs) Students At-Risk (BSI) Gifted and Talented (Advanced) Students: 504 Plans	Special Education English Language Learners (ELLs) Students At-Risk (BSI) Gifted and Talented (Advanced) Students: 504 Plans
---	---	--	--

	different learning levels and abilities. • Non-verbal assessments Students At-Risk (BSI) • Read, Encode, Annotate, Ponder (iREAP) • Interactive maps • Jigsaw groups • Vocabulary Self-Collection Strategy (VSS) • Graphic organizers • Use of technology for class assignments and homework • Provide opportunities for students to discuss material verbally and also periods of quiet reflection. Gifted and Talented (Advanced) Students: • Project Based Learning • Multimedia presentations • Open-ended and informative writing • VoiceThreads/Prezi/PWP • Internet based research • Open-ended responses • Curriculum Compacting • Advanced problems to extend the critical thinking skills of advanced learner • Supplemental reading material for independent study • Flexible grouping • Tiered assignments • Topic selection by interest		
--	---	--	--

	● Elevated questioning techniques using Webb's Depth of Knowledge matrix 504 Plans ● Preferential seating. ● Extended time on tests and assignments. ● Reduced homework or classwork. ● Verbal, visual, or technology aids. ● Modified textbooks or audio-video materials. ● Oral assessments		
--	---	--	--