

Grade K Health Course Overview

Content Area: **Health**
Course(s): **HEALTH-K**
Time Period:
Length: **Full Year**
Status: **Published**

Cover

EAST BRUNSWICK PUBLIC SCHOOLS

East Brunswick New Jersey

Superintendent of Schools

Dr. Victor P. Valeski

Health

Grade- Second

Course Number: 4700

BOARD OF EDUCATION

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Course Adoption: 4/21/1086

Curriculum Adoption:

Date of Last Revision: Summer 2022

**Health Education (AAAG)
Grade K
Course No. 4700**

REVISIONS PREPARED BY:

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COURSE DESCRIPTION: Kindergarten Health is designed to introduce the basic concepts of health and wellness.

In this course students are expected to demonstrate mastery/proficiency of all NJSLS. The course also reinforces the learning of other standards and contributes to the development of mastery of other standards in the areas of Language Arts Literacy, Science, and Social Studies, and Career Education and Consumer/Family/Life Skills.

COURSE RESOURCES

PICTURE BOOKS

- *I Will Never, Not Ever, Eat a Tomato* by Lauren Child
- *The Jacket I Wear in the Snow* by Shirley Neitzel
- *Froggy Gets Dressed* by Jonathan London
- *Today I Feel Silly and Other Moods That Make My Day* by Jamie Lee Curtis
- *The Way I Feel* by Janan Cain
- *Feelings* by Alike
- *Glad Monster, Sad Monster-A book about feelings* by Ed Emberley and Anne Miranda

- *Leo the Late Bloomer* by Robert Kraus
- *Chrysanthemum* by Kevin Henkes
- *When Sophie Gets Angry, Really, Really Angry* by Molly Bang
- *When I Feel Angry* by Cornelia Maude Spelman
- *The Mouse, the Monster, and Me* by Pat Palmer
- *The Princess and the Peanut Allergy* by Wendy McClure
- *Germs Make Me Sick* by Melvin Berger
- *Officer Buckle and Gloria* by P. Rathmann
- *The Rainbow Fish* by Marcus Pfister
- *The Wednesday Surprise* by Eve Bunting

ONLINE RESOURCES:

- Brainpop and Brainpop Jr.
- Discovery Education
- Youtube
- Curriculum-School Counseling-Superflex

Standards

- 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.
 - 2.1.2.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.
 - 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).
 - 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).
 - 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.
 - 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 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.
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- 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 professionals).
 - 2.2.2.N.1 Explore different types of foods and food groups.
 - 2.2.2.N.2 Explain why some foods are healthier to eat than others.
 - 2.2.2.N.3 Differentiate between healthy and unhealthy eating habits.
 - 2.3.2.PS.1 Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.
 - 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).
 - 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).
 - 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).
 - 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.
 - 2.3.2.DSDT.1 Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs
 - 2.3.2.DSDT.2 Explain that individuals who abuse alcohol, tobacco, and other drugs can get help.
 - 2.1.2.PGD.1 Explore how activity helps all human bodies stay healthy.
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GRADING PROCEDURES

Description of the grading procedures in accordance with Board Policy.

In terms of proficiency level, the East Brunswick grades equate to:

- √ - – NOT MG in all units
 √ – Units are MG or EG
 √ + – All units are EG

Grading Procedures – Health Education

COURSE EVALUATION

In terms of proficiency the East Brunswick grades

- √ - – NOT MG in all units
 √ – Units are MG or EG
 √ + – All units are EG

COURSE SCOPE AND SEQUENCE

Sequential Unit Description:	Associated CPI's to be Achieved	Marking Period Guide	Other Pacing Guide References	Proficiency (Summative) Assessments
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<p>UNIT I: <u>Personal Growth and Development</u></p> <p><i>Essential THEME:</i></p> <p><i>The Big Picture:</i> Wellness refers to a healthy body and mind which includes dressing appropriately for the weather and maintaining good hygiene. Identifying body parts and personal space.</p> <p><i>Essential Question:</i> What is “wellness”?</p>	<p>2.1.2.PGD.1 2.1.2.PGD.2 2.1.2.PGD.3 2.1.2.PGD.4 2.1.2.PGD.5 2.3.2.HCDM.2</p>	<p>1</p>	<p>8 days</p>	<p>Teacher observation</p>
<p>UNIT II: <u>Social and Emotional Health</u></p> <p><i>Essential THEME:</i></p> <p><i>The Big Picture:</i> Everyone has feelings and in order to respect those feelings, we need strategies to get along and resolve conflicts to sustain relationships.</p> <p><i>Essential Question:</i> Is my behavior appropriate and respectful to others?</p>	<p>2.1.2.SSH.1 2.1.2.SSH.2 2.1.2.SSH.3 2.1.2.SSH.4 2.1.2.SSH.5 2.1.2.SSH.6 2.1.2.SSH.7 2.1.2.SSH.8 2.1.2.SSH.9 2.3.2. PS.6</p>	<p>1</p>	<p>9 days</p>	<p>Teacher observation, role playing, and discussion</p>
<p>UNIT III: <u>Interpersonal Communication-Managing Emotions</u></p> <p><i>Essential THEME:</i></p> <p><i>The Big Picture:</i> Everyone has strong emotions; students will learn proactive strategies to help prevent them from</p>	<p>2.1.2.SSH.7 2.1.2.SSH.8 2.3.2.PS.8</p>	<p>2</p>	<p>10 days</p>	<p>Teacher guided questions, locating important people in the school building</p>

<p><i>escalating into negative behavior.</i></p> <p><i>Essential Question: Am I calm, and able to make good choices and solve problems?</i></p>				
<p>UNIT IV: <u>Nutrition</u></p> <p><i>Essential THEME:</i></p> <p><i>The Big Picture: Students will begin to have an understanding of nutritious foods and allergies and nutritious food choices promote wellness and are the basis for healthy eating habits.</i></p> <p><i>Essential Question: What are the types of foods that are best for my body?</i></p>	<p>2.2.2.N.1 2.2.2.N.2 2.2.2.N.3</p>	2	3 days	Teacher observation and sorting activity
<p>UNIT V: <u>Diseases and Health Concerns</u></p> <p><i>Essential THEME:</i></p> <p><i>The Big Picture: Diseases are spread from one person to another in a variety of ways including coughing, sneezing, and touching. Diseases can be prevented by taking simple precautions.</i></p> <p><i>Essential Question: What are some ways that we can all prevent the spread of some diseases?</i></p>	<p>2.3.2.HCDM. 2 2.3.2.HCDM. 3</p>	2	4 days	Teacher observation and discussion

<p>UNIT VI: <u>Safety</u></p> <p><i>Essential THEME:</i></p> <p><i>The Big Picture:</i> <i>Staying safe is a responsibility for all members of a community and students should be aware of ways to keep themselves safe in a variety of situations.</i></p> <p><i>Essential Question:</i> <i>How can I keep myself safe at home, school, and in my community?</i></p>	<p>2.1.2.SSH.3 2.3.2.PS.1 2.3.2.PS.2 2.3.2. PS.3 2.3.2. PS.4</p>	3	5 days	Teacher observation, role playing, worksheets, and fire safety poster
<p>UNIT VII: <u>Decision Making</u></p> <p><i>Essential THEME:</i></p> <p><i>The Big Picture:</i> <i>Making good decisions is important. Every choice you make is important.</i></p> <p><i>Essential Question:</i> <i>Are you making good decisions?</i></p>	<p>2.1.2.SSH.8 2.1.2.SSH.9 2.3.2.ATD.1 2.1.2.SSH.1</p>	3	3 days	Teacher guided questions, role playing
<p>UNIT VIII: <u>Character Development</u></p> <p><i>Essential THEME:</i></p> <p><i>The Big Picture: It is important to have and display good character.</i></p> <p><i>Essential Question:</i> <i>What is good character? And why is it important?</i></p>	<p>2.1.2.EH.1 2.1.2.EH.2 2.1.2.EH.3</p>	3	8 days	Discussion, role playing, illustrating

<p>UNIT IX: <u>Advocacy and Service</u></p> <p><i>Essential THEME: The Big Picture: Helping others is important. Why asking for help is important?</i></p> <p><i>Essential Question: What can I do to help others?</i></p>	2.1.2.EH.2	4	Ongoing	Participation in service project and discussion
<p>UNIT X: <u>Health Services and Information</u></p> <p><i>Essential THEME: The Big Picture: There are many community helpers that keep us safe and healthy.</i></p> <p><i>Essential Question: Who are the people in my community who can help me stay safe and healthy?</i></p>	2.1.2.CHSS.1 2.1.2.CHSS.2 2.1.2.CHSS.3 2.3.2.PS.8	4	2 days	Locating adult helpers in school, discussion, illustrating, acting out
<p>UNIT XI: <u>Medicines</u></p> <p><i>Essential THEME: The Big Picture: There is a safe and effective way to take medicines.</i></p> <p><i>Essential Question: Who can administer medicines?</i></p>	2.3.2.ATD.1 2.3.2.ATD.2	4	2 days	Teacher observation

73030 Kindergarten

Code 73030 represents Kindergarten courses that are not differentiated by subject area—that is,

instances in which students are enrolled in a grade-specified course and are taught various subjects throughout the day, rather than being enrolled in subject-specific courses. Specific course content depends upon state standards for kindergarten

PART I

CONTENT FOCUS AREA AND COURSE NAME

Health

Course #	School #'s	Course Level	Grade(s)	Credits	Min. Per Week	Elective/Required	Initial Course Adopted
4700	AE	A	K		60	R	04/21/86

PRIMARY CONTENT AREA AND SECONDARY AREAS OF FOCUS

NJSLS Standard		NJSLS Standard		NJSLS Standard	
1. Visual and Performing Arts		5. Science	S	9. Career Education and Consumer/ Family/ Life Skills	S
2. Health and Physical Education	P	6. Social Studies	S		
3. Language Arts Literacy	S	7. World Languages			
4. Mathematics		8. Technology Literacy			