

# Health Grades K-2 Unit 1: Personal Growth and Wellness

Content Area: **Health & PE**  
Course(s):  
Time Period: **MP1**  
Length: **45**  
Status: **Published**

## NJSLS Health & PE

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HE.K-2.2.1.2.EH.1	Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.
HE.K-2.2.1.2.EH.2	Identify what it means to be responsible and list personal responsibilities.
HE.K-2.2.1.2.EH.3	Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).
HE.K-2.2.1.2.EH.4	Demonstrate strategies for managing one's own emotions, thoughts and behaviors.
HE.K-2.2.1.2.EH.5	Explain healthy ways of coping with stressful situations.
HE.K-2.2.1.2.PP.1	Define reproduction.
HE.K-2.2.1.2.PP.2	Explain the ways in which parents may care for their offspring (e.g., animals, people, fish).
HE.K-2.2.1.2.PGD.1	Explore how activity helps all human bodies stay healthy.
HE.K-2.2.1.2.PGD.2	Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).
HE.K-2.2.1.2.PGD.3	Explain what being "well" means and identify self-care practices that support wellness.
HE.K-2.2.1.2.PGD.4	Use correct terminology to identify body parts and explain how body parts work together to support wellness.
HE.K-2.2.1.2.PGD.5	List medically accurate names for body parts, including the genitals.
HE.K-2.2.1.2.SSH.1	Discuss how individuals make their own choices about how to express themselves.
HE.K-2.2.1.2.SSH.2	Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.
HE.K-2.2.1.2.SSH.3	Describe different kinds of families locally, nationally and globally and note similarities in the ways in which they keep their children safe.
HE.K-2.2.1.2.SSH.4	Determine the factors that contribute to healthy relationships within a family.
HE.K-2.2.1.2.SSH.5	Identify basic social needs of all people.
HE.K-2.2.1.2.SSH.6	Determine the factors that contribute to healthy relationships.
HE.K-2.2.1.2.SSH.7	Explain healthy ways for friends to express feelings for and to one another.
HE.K-2.2.1.2.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).
HE.K-2.2.1.2.SSH.9	Define bullying and teasing and explain why they are wrong and harmful.
HE.K-2.2.1.2.CHSS.1	Identify community professionals and school personnel who address health emergencies and provide reliable health information to us.
HE.K-2.2.1.2.CHSS.2	Determine where to access home, school and community health professionals.
HE.K-2.2.1.2.CHSS.3	Demonstrate how to dial and text 911 in case of an emergency.
HE.K-2.2.1.2.CHSS.4	Describe how climate change affects the health of individuals, plants and animals.
HE.K-2.2.1.2.CHSS.5	Identify situations that might result in individuals feeling sad, angry, frustrated, or scared.

HE.K-2.2.1.2.CHSS.6	Identify individuals who can assist with expressing one’s feelings (e.g., family members, teachers, counselors, medical professionals).
HE.K-2.2.2.2.N.1	Explore different types of foods and food groups.
HE.K-2.2.2.2.N.2	Explain why some foods are healthier to eat than others.
HE.K-2.2.2.2.N.3	Differentiate between healthy and unhealthy eating habits.
HE.K-2.2.3.2.PS.1	Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.
HE.K-2.2.3.2.PS.2	Discuss healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicle, water, weather safety).
HE.K-2.2.3.2.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).
HE.K-2.2.3.2.PS.4	Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol).
HE.K-2.2.3.2.PS.5	Define bodily autonomy and personal boundaries.
HE.K-2.2.3.2.PS.6	Demonstrate how to communicate personal boundaries and show respect for someone else’s personal boundaries including friends and family.
HE.K-2.2.3.2.PS.7	Identify behaviors that would be considered child abuse (e.g., emotional, physical, sexual).
HE.K-2.2.3.2.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).
HE.K-2.2.3.2.ATD.1	Explain what medicines are, how they are used, and the importance of utilizing medications properly.
HE.K-2.2.3.2.ATD.2	Identify ways in which drugs, including some medicines, can be harmful.
HE.K-2.2.3.2.ATD.3	Explain effects of tobacco use on personal hygiene, health, and safety.
HE.K-2.2.3.2.DSDT.1	Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.
HE.K-2.2.3.2.DSDT.2	Explain that individuals who abuse alcohol, tobacco, and other drugs can get help.
HE.K-2.2.3.2.HCDM.1	Explain the consequences on a person’s health if he or she does not have adequate food and a clean environment.
HE.K-2.2.3.2.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).
HE.K-2.2.3.2.HCDM.3	Explain strategies and develop skills to prevent the spread of communicable diseases and health conditions (e.g., Lyme disease, influenza, cardiovascular diseases).

## **Rationale and Transfer Goals**

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The grades K-2 Comprehensive Health Education Units are a cohesive set of four units that will scaffold instruction from one grade level to the next. The units are made up of a blended set of standards and cumulative progress indicators that fully encapsulate the major ideas and themes behind the unit. The incorporation of different standards through major, supporting and additional concepts provide a greater opportunity for comprehensive health instruction in each unit. Students will begin the year with a Wellness unit that blends general health skills involving topics such as hygiene, nutrition and physical activity. Units will then progress to develop decision-making skills which will be applied in various situations in later units involving physical activity, alcohol, tobacco, drugs, relationships, interpersonal communication, and character

development.

## **Enduring Understandings**

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- Individuals enjoy different activities and grow at different rates. (K)
- Personal hygiene and self-help skills promote healthy habits (using utensils, choosing clothes, brushing teeth) (K)
- Develop and demonstrate an awareness of healthy habits (use clean tissues, wash hands, handle food hygienically) that support personal wellness. K
- All living things may have the capacity to reproduce.
- Many factors influence how we think about ourselves and others.
- There are different ways that individuals handle stress, and some are healthier than others.
- 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.
- Families shape the way we think about our bodies, our health and our behaviors.
- People have relationships with others in the local community and beyond.
- Conflicts between people occur, and there are effective ways to resolve them.
- Communication is the basis for strengthening relationships and resolving conflict between people.
- People in the community work to keep us safe.
- Individuals face a variety of situations that may result in different types of feelings and learning how to talk about their feelings is important.
- Nutritious food choices promote wellness and are the basis for healthy eating habits.
  
- Any time children feel uncomfortable or in an unsafe situation, they should reach out to a trusted adult for help.
  
- People need food, water, air, waste removal, and a particular range of temperatures in their environment to stay healthy.
  
- The use of alcohol, tobacco, and other drugs in unsafe ways is harmful to one's health.
  
- Substance abuse is caused by a variety of factors.
  
- There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.
- The environment can impact personal health and safety in different ways.
- Potential hazards exist in personal space, in the school, in the community, and globally.

## **Essential Questions**

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- What are healthy habits?
- What are self-help skills?
- What does being “well” mean?
- How do body parts work together to support wellness?
- What are the different food groups?
- What are good nutritious food choices?
- How do we read information about food on product labels?
- What are symptoms of common diseases and health conditions?
- What is reproduction?
- How can I handle difficult things?
- How can I contribute to my community?
- How do different people in my community contribute?
- How can I respect others and have others respect me?

## **Content - What will students know?**

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- Develop and demonstrate an awareness of healthy habits (use clean tissues, wash hands, handle food hygienically) that support personal wellness.
- Demonstrate independence when applying emerging self-help skills (using utensils, choosing clothes, brushing teeth).
- Explain how healthy habits and self-help skills support wellness. (i.e. personal hygiene, independence skills)
- Explain how participating in regular physical activity promotes overall personal wellness.
- Identify body parts (i.e. heart, lungs, legs etc.) using correct terminology and explain how they are supported through regular physical activity.

- Identify how feelings and actions can affect personal wellness.
- Identify healthy food choices.
- Investigate different foods and food groups and demonstrate an awareness of nutritional value.
- Explain which foods from My Plate are healthier and why they contain more nutritional value through identifying information on nutritional labels.
- Identify symptoms and demonstrate strategies to prevent the spread of disease and health conditions.

### **Skills - What will students be able to do?**

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- Develop an awareness of healthy habits
- Demonstrate emerging self-help skills
- Explain what being “well” means
- Use correct terminology to identify body parts
- Explore foods and food groups (e.g., compare and contrast foods representative of various cultures by taste, color, texture, smell, and shape).
- Develop awareness of nutritious food choices
- Explain why some foods are healthier to eat than others.
- Explain how foods in the food pyramid differ in nutritional content and value.
- Summarize information about food found on product labels
- Summarize symptoms of common diseases and health conditions.

### **Activities - How we teach content and skills.**

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- use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).
- develop independence when pouring, serving, and using utensils and when dressing and brushing teeth
- identify self-care practices that support wellness.
- explain how body parts work together to support wellness.
- compare and contrast foods representative of various cultures by taste, color, texture, smell, and shape.
- participate in classroom cooking activities, hold conversations with knowledgeable adults about daily nutritious meal and snack offerings
- Practice reading food labels

## Assessments - How we know students have learned.

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- Student independent work
- Student participation
- Discussion
- Follow-up activities
- Assessment

## Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit	Instructional Activities
Personal growth and wellness	Lessons from previous year	Grade K Health Lessons Grade 1 Health Lessons

## Career Awareness, Exploration, Preparation, and Training

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WRK.9.1.2.CAP.1                      Make a list of different types of jobs and describe the skills associated with each job.

## 21st Century Skills

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TECH.9.4.2.CT.2                      Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).  
TECH.9.4.2.DC.3                      Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).  
TECH.9.4.2.DC.4                      Compare information that should be kept private to information that might be made public.

## Interdisciplinary Connections

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LA.RI.2.1                              Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.  
LA.RI.2.7                              Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.  
LA.RI.3.7                              Use information gained from text features (e.g., illustrations, maps, photographs) and the

words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

LA.K-12.NJSLSA.R1

Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

LA.K-12.NJSLSA.W4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

MA.2.MD.A.1

Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.

MA.2.MD.A.3

Estimate lengths using units of inches, feet, centimeters, and meters.

MA.2.MD.D.10

Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put together, take-apart, and compare problems using information presented in a bar graph.

SCI.K-ESS3-3

Communicate solutions that will reduce the impact of climate change and humans on the land, water, air, and/or other living things in the local environment.

SCI.K-LS1-1

Use observations to describe patterns of what plants and animals (including humans) need to survive.