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

Content Area: **Physical Education & Health**
Course(s):
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Overview

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.

In Unit 1, students will interact with content regarding:

• 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.

Learning Targets

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

Enduring Understandings

- All living things may have the capacity to reproduce.
- Any time children feel uncomfortable or in an unsafe situation, they should reach out to a trusted adult for help.
- Communication is the basis for strengthening relationships and resolving conflict between people.
- Conflicts between people occur, and there are effective ways to resolve them.
- Develop and demonstrate an awareness of healthy habits (use clean tissues, wash hands, handle food hygienically) that support personal wellness. K
- 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
- Individuals enjoy different activities and grow at different rates. (K)
- Individuals face a variety of situations that may result in different types of feelings and learning how to talk about their feelings is important.
- Many factors influence how we think about ourselves and others.
- Nutritious food choices promote wellness and are the basis for healthy eating habits.
- People have relationships with others in the local community and beyond.
- People in the community work to keep us safe.
- People need food, water, air, waste removal, and a particular range of temperatures in their environment to stay healthy.
- Personal hygiene and self-help skills promote healthy habits (using utensils, choosing clothes, brushing teeth) (K)
- There are different ways that individuals handle stress, and some are healthier than others.

Essential Questions

- What are symptoms of common diseases and health conditions?
- What does being “well” mean?

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

NJ Health & PE 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.

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.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.MSC.1	Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hoping, skipping, running).
2.2.2.MSC.2	Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling).
2.2.2.MSC.3	Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges.
2.2.2.MSC.4	Differentiate manipulative movements (e.g., throwing, catching, dribbling).
2.2.2.MSC.5	Adjust and correct movements and skill in response to feedback.
2.2.2.MSC.6	Execute appropriate behaviors and etiquette while participating in activities, games, sports, and other events to contribute to a safe environment.
2.2.2.MSC.7	Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.
2.2.2.MSC.8	Explain the difference between offense and defense.
2.2.2.PF.1	Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles).
2.2.2.PF.2	Explore how to move different body parts in a controlled manner.
2.2.2.PF.3	Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building).
2.2.2.PF.4	Demonstrate strategies and skills that enable team and group members to achieve goals.
2.2.2.LF.1	Express one's feeling and emotions when involved in movement and physical activities to increase positive behaviors.
2.2.2.LF.2	Perform movement skills that involve controlling and adapting posture and balance, to successfully negotiate different environments (e.g., mats, turf fields, grass fields, hard surfaces, gym floors, sand, water, snow) during physical activity.
2.2.2.LF.3	Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).
2.2.2.LF.4	Identify physical activities available outside of school that are in the community.
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.

Learning Plan and Activities

Topic	Activities
Classroom Fitness	FitnessHustleTV Netflex Kids RSDOnline PhonicsMan Move and Groove Math

Mister Alonso

Mr. G

Hygiene

Germs

- Teacher's Guide
- Handout: Skin: A Shield Against Germs
- Handout: Washing My Hands
- Quiz
- Quiz: Answer Key
- Poster: Don't Share Germs (color) | (black and white) | (in Spanish, color) | (in Spanish, black and white)
- Poster: Wash Your Hands (color) | (black and white)

Head Lice

- Teacher's Guide
- Handout: Sharing Circle
- Handout for Teachers: Sharing Circle Answer Key
- Quiz
- Quiz: Answer Key

Nutrition

Breakfast

- Teacher's Guide
- Handout: Breakfast Buffet
- Handout: Breakfast Tracker
- Quiz
- Quiz: Answer Key
- Poster: Start Your Engines With a Healthy Breakfast (color) | (black and white)
- Poster: Eat a Rainbow (color) | (black and white)
- Poster: Healthy Drink Awards (color) | (black and white)

Poster: 5-2-1-Almost None (color) | (black and white)

Healthy Snacking

Teacher's Guide

Handout: The Snack Shack

Quiz

Quiz: Answer Key

Poster: Eat a Rainbow (color) | (black and white)

Poster: Healthy Drink Awards (color) | (black and white)

Poster: 5-2-1-Almost None (color) | (black and white)

School Lunch

Teacher's Guide

Handout: MyPlate for Lunch

Handout for Teachers: MyPlate for Lunch

Handout: Go, Slow, Whoa! Lunchtime Traffic Light

Quiz

Quiz: Answer Key

Poster: Eat a Rainbow (color) | (black and white)

Poster: Healthy Drink Awards (color) | (black and white)

Poster: 5-2-1-Almost None (color) | (black and white)

Conflict Resolution

Teacher's Guide

Handout: What Might Happen Next

Growing up and Emotions

Empathy

Teacher's Guide

Handout: I Feel...

Handout: How Would You Feel if...

Feelings

	Teacher's Guide
	Handout: Good Feelings Journal
	Handout: Feelings and Faces
	Getting Along
	Teacher's Guide
	Handout: Happy Days
	Quiz
	Quiz: Answer Key
	Self-Esteem
	Teacher's Guide
	Handout: Chain of Compliments
Screen Time	Teacher's Guide Handout for Teachers: All Aboard the Screen-Free Train! Handout for Students: All Aboard the Screen-Free Train! Quiz Quiz: Answer Key Poster: 5-2-1-Almost None (color) | (black and white)
Sportsmanship	Teacher's Guide Handout: Good Sports Charades Handout: Good Sport Award Quiz Quiz: Answer Key
Parts of the Body	Bones, Muscles, and Joints Teacher's Guide Handout: Mr. Bones Puzzle Handout: Simon Says Quiz
Kids Health Helpful video clips	

Quiz: Answer Key

Poster: How The Body Works - Bones (color) | (black and white)

Mouth and Teeth

Teacher's Guide

Handout: Mouth Mirror

Handout: Healthy Tooth Foods

Quiz

Quiz: Answer Key

Skin

Teacher's Guide

Handout: Skin Scavenger Hunt

Quiz

Quiz: Answer Key

Cardiovascular System

Teacher's Guide

Handout: Healthy Heart

Quiz

Quiz: Answer Key

Poster: Get Powerful from an Hour Full of Fun (color) | (black and white)

Body Systems

Poster: How The Body Works - Heart (color) | (black and white)

Poster: How The Body Works - Cardiovascular (color) | (black and white)

Kids Health Helpful video clips

Digestive System

Teacher's Guide

Handout: Go Fish for Fiber

Handout: Roll Through the Digestive System! Board Game

Quiz

Quiz: Answer Key

Poster: Eat a Rainbow (color) | (black and white)

Poster: Healthy Drink Awards (color) | (black and white)

Endocrine System

Teacher's Guide

Handout: Endocrine System 3-2-1 Chart

Quiz

Quiz: Answer Key

Immune System

Teacher's Guide

Handout: Immune System KWL Chart

Handout: Immunity Bingo

Handout for Teachers: Immunity Bingo

Quiz

Quiz: Answer Key

Poster: Don't Share Germs (color) | (black and white) | (in Spanish, color) | (in Spanish, black and white)

Poster: Wash Your Hands (color) | (black and white)

Nervous System

Teacher's Guide

Handout: My Nervous System

Quiz

Quiz: Answer Key

Poster: How The Body Works - Brain (color) | (black and white)

Respiratory System

Teacher's Guide

Handout: Deeper Breathing Fun

Quiz

	Quiz: Answer Key Poster: Get Powerful from an Hour Full of Fun (color) | (black and white) Poster: How The Body Works - Lungs (color) | (black and white)
Safe and Healthy Summer	Teacher's Guide Handout for Students: Summertime Fun Time Activity Calendar Handout for Family Members: Summertime Fun Time Activity Calendar Quiz Quiz: Answer Key

Other Ideas for Lesson Implementation/ Discussion

- Compare and contrast foods representative of various cultures by taste, color, texture, smell, and shape.
- Develop independence when pouring, serving, and using utensils and when dressing and brushing teeth.
- Engage with videos on healthy eating habits, importance of hand-washing, and brushing your teeth
- Explain how body parts work together to support wellness
- Identify self-care practices that support wellness
- Participate in classroom cooking activities, hold conversations with knowledgeable adults about daily nutritious meal and snack offerings
- Practice reading food labels
- Use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather.

Career Awareness, Exploration, and Preparation

9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

21st Century Skills

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).
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).
9.4.2.DC.4	Compare information that should be kept private to information that might be made public.

Interdisciplinary Connections

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.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.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
LA.RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
LA.K-12.NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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.
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.
K-LS1-1	Use observations to describe patterns of what plants and animals (including humans) need to survive.
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.