

Swedesboro-Woolwich School District's Comprehensive Health Education Curriculum Guidance Document

GRADE K-2 – Comprehensive Health Education Unit 1

Mission Statement

The primary goal of the Swedesboro-Woolwich School District is to prepare each student with the real life skills needed to compete in a highly competitive global economy. This will be achieved by providing a comprehensive curriculum, the integration of technology, and the professional services of a competent and dedicated faculty, administration, and support staff.

Guiding this mission will be Federal mandates, including No Child Left Behind, the New Jersey Core Curriculum Content Standards, and local initiatives addressing the individual needs of our students as determined by the Board of Education. The diverse resources of the school district, which includes a caring PTO and active adult community, contribute to a quality school system. They serve an integral role in supporting positive learning experiences that motivate, challenge and inspire children to learn.

Unit/Module 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.

Standards Covered in Current Unit/Module

Related Standards	Learning Goals
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

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	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

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	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.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-2.2.2.2.LF.1	Express one's feeling and emotions when involved in movement and physical activities to increase positive behaviors.
HE.K-2.2.2.2.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.
HE.K-2.2.2.2.LF.3	Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).
HE.K-2.2.2.2.LF.4	Identify physical activities available outside of school that are in the community.
HE.K-2.2.2.2.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).
HE.K-2.2.2.2.PF.2	Explore how to move different body parts in a controlled manner.
HE.K-2.2.2.2.PF.3	Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building).
HE.K-2.2.2.2.PF.4	Demonstrate strategies and skills that enable team and group members to achieve goals.

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HE.K-2.2.2.2.MSC.1	Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running).
HE.K-2.2.2.2.MSC.2	Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling).
HE.K-2.2.2.2.MSC.3	Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges.
HE.K-2.2.2.2.MSC.4	Differentiate manipulative movements (e.g., throwing, catching, dribbling).
HE.K-2.2.2.2.MSC.5	Adjust and correct movements and skill in response to feedback.
HE.K-2.2.2.2.MSC.6	Execute appropriate behaviors and etiquette while participating in activities, games, sports, and other events to contribute to a safe environment.
HE.K-2.2.2.2.MSC.7	Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.
HE.K-2.2.2.2.MSC.8	Explain the difference between offense and defense.
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,

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	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).

Unit/Module Weekly Learning Activities and Pacing Guide			
Topic & # Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
Starting in September 45 days	See above	Obj. We are learning to: <ul style="list-style-type: none"> I can demonstrate awareness of healthy habits 	

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		<ul style="list-style-type: none"> • 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 • <p>Essential Questions:</p> <ul style="list-style-type: none"> • 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 	<p>Topic</p> <p>Activities</p> <p>FitnessHustleTV Netflex Kids RSDOnline PhonicsMan Move and Groove Math Mister Alonso</p> <p>Classroom Fitness</p> <p>Mr. G</p> <p>Germ</p> <p>Quiz</p> <p>Quiz: Answer Key</p> <p>Poster: Don't Share Germs (color) (black and white) (in Spanish, color) (in Spanish, black and white)</p> <p>Poster: Wash Your Hands (color) (black and white) Head Lice</p> <p>Teacher's Guide</p> <p>Handout: Sharing Circle</p> <p>Handout for Teachers: Sharing Circle Answer Key Quiz</p> <p>Quiz: Answer Key</p> <p>Breakfast</p> <p>Teacher's Guide</p>
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		<p>things?</p> <ul style="list-style-type: none"> • 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? <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> • Discussion • Family Projects • Follow-up activities • Student independent work • Student participation 	<p>Handout: Breakfast Buffet</p> <p>Handout: Breakfast Tracker</p> <p>Quiz</p> <p>Quiz: Answer Key</p> <p>Poster: Start Your Engines With a Healthy Breakfast (color) (black and white)</p> <p>Poster: Eat a Rainbow (color) (black and white)</p> <p>Poster: Healthy Drink Awards (color) (black and white)</p> <p>Poster: 5-2-1-Almost None (color) (black and white)</p> <p>Teacher's Guide</p> <p>Handout: Skin: A Shield Against Germs</p> <p>Handout: Washing My Hands</p> <p>Hygiene</p> <p>Nutrition</p> <p>Growing up and Emotions</p> <p>Healthy Snacking</p> <p>Teacher's Guide</p>
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			<p>Handout: The Snack Shack Quiz</p> <p>Quiz: Answer Key</p> <p>Poster: Eat a Rainbow (color) (black and white)</p> <p>Poster: Healthy Drink Awards (color) (black and white) Poster: 5-2-1-Almost None (color) (black and white)</p> <p>School Lunch</p> <p>Teacher's Guide</p> <p>Handout: MyPlate for Lunch</p> <p>Handout for Teachers: MyPlate for Lunch</p> <p>Handout: Go, Slow, Whoa! Lunchtime Traffic Light Quiz</p> <p>Quiz: Answer Key</p> <p>Poster: Eat a Rainbow (color) (black and white)</p> <p>Poster: Healthy Drink Awards (color) (black and white) Poster: 5-2-1-Almost None (color) (black and white)</p> <p>Conflict Resolution</p> <p>Teacher's Guide</p> <p>Handout: What Might Happen Next</p> <p>Empathy</p> <p>Teacher's Guide</p> <p>Handout: I Feel...</p> <p>Handout: How Would You Feel if...</p> <p>Feelings</p> <p>Teacher's Guide</p>
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			<p>Screen Time</p> <p>Handout: Good Feelings Journal</p> <p>Handout: Feelings and Faces</p> <p>Getting Along</p> <p>Teacher's Guide Handout: Happy Days Quiz Quiz: Answer Key</p> <p>Self-Esteem</p> <p>Teacher's Guide Handout: Chain of Compliments</p> <p>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)</p> <p>Teacher's Guide Handout: Good Sports Charades Handout: Good Sport Award Quiz Quiz: Answer Key</p> <p>Bones, Muscles, and Joints</p> <p>Teacher's Guide Handout: Mr. Bones Puzzle Handout: Simon Says Quiz Quiz: Answer Key</p>
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			<p>Sportsmanship</p> <p>Parts of the Body</p> <p>Kids Health Helpful video clips</p> <p>Poster: How The Body Works - Bones (color) (black and white) Mouth and Teeth</p> <p>Teacher's Guide Handout: Mouth Mirror Handout: Healthy Tooth Foods Quiz Quiz: Answer Key</p> <p>Skin</p> <p>Teacher's Guide Handout: Skin Scavenger Hunt Quiz Quiz: Answer Key</p> <p>Body Systems</p> <p>Kids Health Helpful video clips</p> <p>Cardiovascular System</p>
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			<p>Teacher's Guide</p> <p>Handout: Healthy Heart</p> <p>Quiz</p> <p>Quiz: Answer Key</p> <p>Poster: Get Powerful from an Hour Full of Fun (color) (black and white)</p> <p>Poster: How The Body Works - Heart (color) (black and white) Poster: How The Body Works - Cardiovascular (color) (black and white)</p> <p>Digestive System</p> <p>Teacher's Guide</p> <p>Handout: Go Fish for Fiber</p> <p>Handout: Roll Through the Digestive System! Board Game Quiz</p> <p>Quiz: Answer Key</p> <p>Poster: Eat a Rainbow (color) (black and white)</p> <p>Poster: Healthy Drink Awards (color) (black and white) Endocrine System</p> <p>Teacher's Guide</p> <p>Handout: Endocrine System 3-2-1 Chart Quiz</p> <p>Quiz: Answer Key</p> <p>Immune System</p> <p>Teacher's Guide</p>
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			<p>Handout: Immune System KWL Chart</p> <p>Handout: Immunity Bingo</p> <p>Handout for Teachers: Immunity Bingo</p> <p>Quiz</p> <p>Quiz: Answer Key</p> <p>Poster: Don't Share Germs (color) (black and white) (in Spanish, color) (in Spanish, black and white)</p> <p>Poster: Wash Your Hands (color) (black and white) Nervous System</p> <p>Teacher's Guide</p> <p>Handout: My Nervous System</p> <p>Quiz</p> <p>Quiz: Answer Key</p> <p>Poster: How The Body Works - Brain (color) (black and white)</p> <p>Respiratory System</p> <p>Teacher's Guide</p> <p>Handout: Deeper Breathing Fun Quiz</p> <p>Quiz: Answer Key</p> <p>Safe and Healthy Summer</p> <p>Poster: Get Powerful from an Hour Full of Fun (color) (black and white)</p> <p>Poster: How The Body Works - Lungs (color) (black and white)</p>
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			<p>Teacher's Guide Handout for Students: Summertime Fun Time Activity Calendar Handout for Family Members: Summertime Fun Time Activity Calendar Quiz Quiz: Answer Key</p> <p>Other Ideas for Lesson Implementation/ Discussion</p> <ul style="list-style-type: none"> ● 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.
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[Link to Additional Components including Cross Curricular Connections, Accommodations, Assessments, Etc](#)

[ELA Enduring Understanding Statements](#)