

Readington Township Public Schools

Health Grades K-2

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2.1 Personal and Mental Health

2.2 Nutrition

2.3 Safety

Kindergarten-Second Grade

Overview

Successful preparation of students for the opportunities, rigors and advances of the 21st Century cannot be accomplished without a strong and sustained emphasis on the health and wellness of all students. Today's students are continually bombarded with physical, mental, and social influences that affect not only learning in school, but also the lifelong health of the citizens that schools are preparing for graduation. To that end, the New Jersey Student Learning Standards - Comprehensive Health and Physical Education (NJSLS-CHPE) were revised to address the need for students to gain knowledge and skills in caring for themselves, interact effectively with others, and analyze the impact of choices and consequences. All students will acquire the knowledge and skills of what is most essential to become individuals who possess health and physical literacy and pursue a life of wellness by developing the habits necessary to live healthy, productive lives that positively impact their families, schools and communities. (NJDOE)

Strategies

Teacher presentation
Teacher read-aloud
Group discussion
Small Group instruction
Group presentations

Accommodations

[Accommodations and Modification Addendum](#)

Assessments

Formative

- Classroom Discussion
- Anecdotal Notes from teacher observation
- Cooperative Learning Groups
- Exit Slips
- Open Ended Questions
- Checklists
- Teacher Observation
- Running Records

Summative

- Unit Tests
- Quizzes

Benchmark

- Notebook check with rubric
- End of unit presentation with rubric

Alternative

- Presentations
- Performance Assessments
- Role Play

Resources

Required

- The Great Body Shop
- KidsHealth.org
- USDA Food and Nutrition Service

Supplemental

- Weekly Reader
- Scholastic News
- Brain Pop
- YouTube Videos
- [Aavidum](#)

Personal Growth and Development

Pacing: 4 Lessons

Personal Growth and Development are lifelong processes of physical, behavioral, emotional and cognitive change throughout one's lifetime. Personal Growth and Development pertains to keeping your body healthy and understanding hormonal changes (all body systems) and their impact on sexuality. It encompasses the human condition: who we are, how we grow or evolve, and how interaction with others affects the process of growth physically, mentally, socially, and emotionally from infancy through advanced age. (NJDOE)

Core Ideas	Performance Expectations
Individuals enjoy different activities and grow at different rates.	2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy.
Personal hygiene and self-help skills promote healthy habits.	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.

Kindergarten

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> ● Our five senses help us learn, function, and grow. ● Making good food choices leads to a healthy life. ● Each person's body is special and needs to be kept safe. ● It is important to listen to our bodies when we don't feel well and to care for our bodies to stay healthy. ● Germs can make us sick. ● Playing can be a vital part of being active every day. 	<ul style="list-style-type: none"> ● How do we use our five senses? ● How do good food choices help me to be healthy? ● How do we respond when we don't feel safe? ● How do we respond when we don't feel well? ● How do we get sick? ● How does playing help keep us healthy?

Learning Objectives

Students will:

- Identify the five senses and the body part with which each is associated.
- Explain how your senses help you to learn.
- List problems that people can have with their senses.
- Develop empathy for people with physical challenges.
- Demonstrate an appreciation of the role choosing healthful food has in developing a positive self-image.
- Identify healthful and less healthful foods.
- Demonstrate rules for safe food handling.
- Identify ways bodies can differ physically and develop respect for those whose bodies seem different than yours.
- Develop personal responsibility for basic health and safety routines.
- Classify the things you need to help you keep your body safe and healthy.
- Define the term private parts and describe some of the rules of personal safety.
- Identify trusted adults who can help in situations involving personal safety.
- Distinguish between "safe," "confusing," and "unsafe" touches.
- Give reasons why it is very important to take good care of your teeth
- Describe how you can help to keep yourself healthy by making good decisions.

- List things you need to do to stay as healthy as possible.
- Discover what germs are and how they make us sick.
- Compare and contrast being well and being sick.
- Identify persons, places, and things that help us to get well.
- Identify what is and what is not play and explain the importance of play.
- Explain the importance of group and individual play.
- Identify the benefits of exercise for your heart, lungs, and muscles.
- Explain why staying fit is important to your health

CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS AND COMPUTER SCIENCE

- **Career Ready Practices**
 - Act as a responsible and contributing citizen and employee.
Activity: Students will create posters to remind others to wash their hands, brush their teeth, and eat healthy foods.
- **9.4 Life Literacies and Key Skills**
 - **9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives.
Activity: Class discussion will generate various reasons why staying fit is important to someone's health.
- **9.2 Career Awareness, Exploration, and Preparation**
 - **9.2.2.CAP.1:** Make a list of different types of jobs and describe the skills associated with each job.
Activity: Students will interview school health professionals to gain knowledge in various wellness professions.
- **Computer Science**
 - **8.1.2.DA.1:** Collect and present data, including climate change data, in various visual formats.
Activity: Students will create a word or google doc to create a chart listing persons, places, and things that help us get or stay well.

INTERDISCIPLINARY CONNECTIONS

- **K.MD.B.3** Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.
Activity: Students will generate a list of activities and sort them into the categories of promoting wellness or not.
- **W.K.2** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
Activity: Students will draw and label healthy foods they like to eat. They will then write a few sentences about the benefits of eating healthy food.

First Grade

Enduring Understandings

- The body is made up of many parts working together.
- Each person's body is special and needs to be kept safe.
- Illness can occur if we don't take care of our bodies.
- Eating healthy foods can help us live long lives.
- There are ways to help us get better when we are sick.
- Pollution and other irritants can damage our breathing if not controlled.
- It is important to always move our bodies and improve our fitness.

Essential Questions

- How does the body work?
- Why should we take care of our bodies?
- How do we respond when we don't feel safe?
- How does the food we eat affect our health?
- How does our body get sick?
- How does our body get better?
- How can pollution affect our breathing and health?
- How does exercise help our bodies and our health?

Learning Objectives

Students will:

- Identify body parts and functions including the five senses, brain, lungs, heart, teeth, bones, and skin..
- Explain how blood goes around and around through the body making it possible for the heart, lungs, liver, stomach, and intestines to function.
- Predict what might happen if you don't take care of your body.
- Define the term private parts and describe some of the rules of personal safety.
- Identify trusted adults who can help in situations involving personal safety.
- Distinguish between "safe," "confusing," and "unsafe" touches.
- Explain the reasons it is important to be responsible in choosing healthful food.
- Trace the path food takes through the body.
- List a variety of healthful and less healthful foods and their effects on the body.
- Explain the relationship between feelings, appetite, and food choices.
- Describe people in your community who are there to help keep you safe and healthy.
- Identify signs of illness.
- Identify those you can tell when you do not feel well.
- Predict the consequences of not staying home when you are sick.
- Define germs and discover how they spread.
- Compare and contrast a communicable and non-communicable illness.
- Identify things you can do which help you get better.
- Identify rules which help to keep our community free from illness caused by germs.
- Identify the basic need of all humans to breathe; describe what happens when you breathe and how your sense of smell works.
- Define the word pollution and give different examples of pollution, including identifying substances that pollute the air and harm your lungs.
- Define respiration and describe what can happen to breathing because of colds, allergies, and asthma.
- Compare and contrast the symptoms of colds, allergies, and asthma.
- Describe how exercise affects your breathing and your respiratory health.
- Discover how exercise is needed at all ages to make the body healthy and strong.
- Define the words physically fit and explain how good food, exercise, and sleep help you to be physically fit.

CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS AND COMPUTER SCIENCE

- **Career Ready Practices**
 - Act as a responsible and contributing citizen and employee.
Activity: Students will create posters to remind others to wash their hands, brush their teeth, and eat healthy foods.
- **9.2 Career Awareness, Exploration, and Preparation**
 - **9.2.2.CAP.1:** Make a list of different types of jobs and describe the skills associated with each job.
Activity: Activity: Students will interview a family member about their career and the skills they need to succeed in their job.
- **9.4 Life Literacies and Key Skills**
 - **9.4.2.CI.2:** Demonstrate originality and inventiveness in work.
Activity: Activity: Students will create posters that provide examples of how to prevent and spread disease. (e.g. how to wash your hands).
- **Computer Science**
 - **8.1.2.DA.1:** Collect and present data, including climate change data, in various visual formats.

Activity: Activity: Students will create a Word or Google document that sorts healthy and unhealthy food choices.

INTERDISCIPLINARY CONNECTIONS

- **RL.1.3** Describe characters, settings, and major events in a story, using key details.
Activity: After listening to the story, *Iris Has a Virus* by Arlene Alda, students will engage in discussion with the class about the main concepts highlighted in the book.
- **W.1.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Activity: Working in groups, students will make a list of different things in school that can have germs on them and what they should do after touching them.

Second Grade

Enduring Understandings

- Understanding, taking care of, and protecting the brain is important.
- Eating healthy and regularly can help prevent various complications.
- Understanding, taking care, and protecting the heart is important.
- Coping and understanding dangers and what our mind and body experience helps our health.
- Each person's body is special and needs to be kept safe.
- Germs affect our bodies, families and community.
- Understanding, taking care, and protecting the skin is important for good health.
- The muscular system helps our body move.

Essential Questions

- How do we care for the brain?
- How does eating healthy help our health?
- How do we care for our heart?
- How can we cope with fear?
- How do germs affect our bodies, families, and communities?
- How can we care for our skin?
- How can we exercise our muscular system and improve its function?

Learning Objectives

Students will:

- Explain the major parts of the brain and how the brain works as a control center for your body.
- Discover how senses help your brain learn.
- Analyze different methods people use to learn and remember.
- List ways to protect your brain from injury and from damage due to drugs.
- Classify foods and evaluate menus using MyPlate.
- Define and explain the role of nutrients in the body.
- Analyze the influences on your food choices.
- Explain the effects of healthful and less healthful foods on the body.
- Explain why a good breakfast is such an important meal.
- Describe what your heart does and explain why it is called “the hardest working machine.”
- Explain how a healthful diet and exercise help you have a healthy heart
- Compare and contrast the heart healthy value of different foods and forms of exercise.
- Describe some of the problems people can have with their hearts and some of the ways unhealthy hearts can be helped.
- Practice various methods of coping positively with fears.
- Analyze the positive effects of coping with fears.
- Describe the common physical effects of fear on the body.
- Recognize the signs of fear in your body.

- Define private parts using the medically accurate names for genitals and explain the rights you have to keep your body “private” (e.g. penis/testicles, vagina)
- Distinguish between safe, unsafe, and confusing touches.
- Explain what germs are, where you find them, and what they can do to you.
- Name at least two different kinds of germs, tell how they spread, and how they make you sick.
- Explain routines for healthy living that make it harder for germs to spread.
- Classify methods by which germs spread.
- Identify white blood cells as the body’s germ-fighting soldiers and explain how immunizations and medicines help in fighting disease
- Identify community health helpers and explain the things they do to help prevent germs from spreading.
- List the different functions of the skin.
- Describe what skin is made of and how it grows.
- List injuries and other conditions that harm your skin and remedies for them.
- Classify remedies for skin problems into those you can handle yourself and those where you need adult assistance.
- Describe how muscles help us move.
- Compare and contrast muscles you control and muscles you don’t control.
- Discover what exercise can do for your body.
- Explain the value of the relationship between your bones and your muscles.
- Describe what can harm muscles.

CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS AND COMPUTER SCIENCE

- **Career Ready Practices**
 - Utilize critical thinking to make sense of problems and persevere in solving them.
Activity: Students will work in groups to classify foods and evaluate menus using MyPlate.
- **9.2 Career Awareness, Exploration, and Preparation**
 - **9.2.2.CAP.1:** Make a list of different types of jobs and describe the skills associated with each job.
Activity: Students will match health professionals with needed skills for the job.
- **9.4 Life Literacies and Key Skills**
 - **9.4.2.CI.2:** Demonstrate originality and inventiveness in work.
Activity: Students will create a bulletin board showing how foods on MyPlate differ in nutritional value.
- **Computer Science**
 - **8.1.2.DA.1:** Collect and present data, including climate change data, in various visual formats.
Activity: Students will compare and contrast muscles you control and muscles you don’t control in a slideshow format.

INTERDISCIPLINARY CONNECTIONS

- **W.2.2.** Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.
Activity: Students will write a persuasive paragraph concerning wellness.
- **SL.2.1.** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
Activity: The teacher will offer a variety of literature such as “How Are You Feeling?” and discuss various emotions including fear.

Pregnancy and Parenting

Pacing: 2 Lessons

Pregnancy and parenting are stages in life that impact all aspects on one’s wellness. Regardless of the circumstance, pregnancy and parenting brings changes to an individual’s emotional, financial, physical, mental, and social well-being. These stages can include many happy experiences but can also be the source of great challenges. Like any new skill, parenting takes knowledge, skills, and practice to be successful. However, other factors such as medical and financial challenges can make this stage in life more difficult. Preparation is the key to a healthy pregnancy, delivery and transition to parenting. (NJDOE)

Core Ideas	Performance Expectations
All living things may have the capacity to reproduce.	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).

Kindergarten

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> ● The family works as a team to keep everyone healthy. 	<ul style="list-style-type: none"> ● How does each person in my family work as a team to keep each other healthy?

Learning Objectives Students will:

- Define the words family and team.
- Identify the elements of love, trust, and caring in families.
- Discuss how you are a “special person” at every stage of your life.
- Describe some family rules and list jobs that each family member does for the family and why it is important to have these rules/jobs.
- Define the word community and tell what communities do to help you and your family.

CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS AND COMPUTER SCIENCE

- **Career Ready Practices**
 - Demonstrate creativity and innovation.
Activity: Students will create an artistic representation of parents taking care of their offspring.
- **9.2 Career Awareness, Exploration, and Preparation**
 - **9.2.2.CAP.4:** List the potential rewards and risks to starting a business
Activity: Have a discussion about what it means to start your own business and how it can affect your family.
- **9.4 Life Literacies and Key Skills**
 - **9.4.2.TL.2:** Create a document using a word processing application.
Activity: Have students create a document listing as many relatives as they can.
- **Computer Science**
 - **8.1.2.DA.1:** Collect and present data, including climate change data, in various visual formats.
Activity: Students will create a digital collage of their family and its members. Students will explain what technology they used to create the collage.

INTERDISCIPLINARY CONNECTIONS

- **SL.K.3:** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
Activity: After listening to the book, *Families* by Shelley Rotner and Sheila M. Kelly, the class will discuss different families. Students are encouraged to ask clarifying questions.

- **RI.K.4:** With prompting and support, ask and answer questions about unknown words in a text.
Activity: During discussions and when the instructor reads information, students are encouraged to ask for definitions of any words they do not understand.

First Grade

NA

Second Grade

Enduring Understandings

- Babies grow and affect the family's dynamic.

Essential Questions

- How do babies develop?
- How do babies affect the family?

Learning Objectives

Students will:

- Discover how a newborn baby grows and changes to become an older child, an adult, into old age
- Define the word family, and describe the role that the family plays in the growth and development of a child.
- Describe some of the changes that can happen in families and some of the effects of those changes
- Analyze how a major family change, such as moving to a new town or adding a new baby, would affect each family member.
- Define the word unique. Explain why everyone is different, and that each person has special qualities.

CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS AND COMPUTER SCIENCE

- **Career Ready Practices**
 - Consider the environmental, social, and economic impacts of decisions.
Activity: The class will create a pro/con chart for a major family change such as moving or adding a new baby.
- **9.2 Career Awareness, Exploration, and Preparation**
 - **9.2.2.CAP.1:** Make a list of different types of jobs and describe the skills associated with each job.
Activity: Students will interview family members about their careers and how they affect the community. Students will then share their stories with classmates in a small group setting.
- **9.4 Life Literacies and Key Skills**
 - **9.4.2.IML.2:** Represent data in a visual format to tell a story about the data (e.g., 2.MD.D.10).
Activity: Students will create a digital storybook of their family and draw the roles each member plays within the family story.
- **Computer Science**
 - **8.1.2.CS.1:** Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
Activity: Students will add digital pictures and information to their "All About Me" posters.

INTERDISCIPLINARY CONNECTIONS

- **L.2.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Activity: After listening to the book, *The Family Book* by Todd Parr, students will work in groups discussing and listing different types of families and their characteristics.
- **6.1.4.C.10:** Explain the role of money, savings, debt, and investment in individuals' lives.
Activity: Students will work with a partner to list why money is necessary to families and the things that have to be paid for in everyday life using money.

Emotional Health

Pacing: 4 Lessons

Emotional Health encompasses the views, feelings, and expressions about oneself. Emotional health includes a person’s emotional, mental, psychological, and social well-being. It also helps determine how to handle stress and make choices related to others. Emotionally healthy people consciously develop coping mechanisms that are situationally appropriate to resolve and gather positive outcomes, develop strategies for mental health emergencies, respond to situations in a positive and appropriate manner, connect with resources and trusted individuals to assist, communicate feelings with confidence, and recognize support systems.

Core Ideas	Performance Expectations
Many factors influence how we think about ourselves and others.	<ul style="list-style-type: none"> ● 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)
There are different ways that individuals handle stress, and some are healthier than others.	<ul style="list-style-type: none"> ● 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.

Kindergarten

NA

First Grade

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> ● It is important to be aware of potential dangers around us. ● Talking and listening help us make connections with others. ● Sharing and understanding your feelings can help with coping and stress. ● It is important to always move our bodies and improve our fitness. 	<ul style="list-style-type: none"> ● How do we prevent injury from dangers around us? ● How can good communication show we care about others? ● How can we cope with stressful situations? ● How does exercise help our bodies and our health?

Learning Objectives Students will:

- Define and identify careless and careful behavior.
- Explain the importance of accepting responsibility for your actions.
- Identify ways to make situations safe.
- List rules for different kinds of safe play.
- Identify community safety helpers.
- Discover the value of good communication skills including being a “good listener” through various role-play situations.
- Identify a variety of feelings and recognize the verbal and nonverbal cues associated with each.
- Discuss why talking to somebody about problems helps you feel better.
- List people you trust to talk to when you feel bad.
- Identify situations that can evoke anger and discover helpful ways to deal with these events and feelings and understand why it's important to think before you act when you are mad.
- Practice ways to talk things out or work things out nonviolently.

- Choose healthful ways to have fun alone and with others.
- List the rules for playing fairly.
- Compare and contrast fair and unfair play.

CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS AND COMPUTER SCIENCE

- **Career Ready Practices**
 - Act as a responsible and contributing community member and employee.
Activity: Create a t-chart to compare fair and unfair play at recess.
- **9.2 Career Awareness, Exploration, and Preparation**
 - NA
- **9.4 Life Literacies and Key Skills**
 - **9.4.2.CT.3:** Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
Activity: Role play solutions to various situations.
- **Computer Science**
 - **8.1.2.DA.1:** Collect and present data, including climate change data, in various visual formats.
Activity: Students will create a Google Doc sorting fair and unfair play.

INTERDISCIPLINARY CONNECTIONS

- **W.1.8:** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Activity: Class discussion on who you can talk to when you are feeling bad.
- **SL.1.1:** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
Activity: Discuss verbal and nonverbal cues for how someone is feeling.

Second Grade

NA

Social and Sexual Health

Pacing: 4 Lessons

Social and Sexual Health is a person’s ability to communicate and interact with others efficiently. Individuals are able to form meaningful relationships with others and interact in healthy, appropriate ways. They encompass respect and accept differences of an individual’s race, religion, gender identity, gender expression, ethnicity, disability, socioeconomic background, and perspectives of health-related decisions. The extent to which people connect with others in different environments, adapt to various social and sexual situations, feel supported by individuals, institutions, and experience a sense of belonging, all contribute to social and sexual health.

Core Ideas	Performance Expectations
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.	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.
Families shape the way we think about our bodies, our health and our behaviors.	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.

People have relationships with others in the local community and beyond.	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.
Communication is the basis for strengthening relationships and resolving conflict between people.	2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another.
Conflicts between people occur, and there are effective ways to resolve them.	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.
Kindergarten	
Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> ● Our five senses help us learn, function, and grow. ● The family works as a team to keep everyone healthy. 	<ul style="list-style-type: none"> ● How do we use our five senses? ● How does each person in my family work as a team to keep each other healthy?
Learning Objectives	
Students will:	
<ul style="list-style-type: none"> ● List problems that people can have with their senses. ● Develop empathy for people with physical challenges. ● Describe some family rules and list jobs that each family member does for the family and why it is important to have these rules/jobs ● Define the word community and tell what communities do to help you and your family. 	
CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS AND COMPUTER SCIENCE	
<ul style="list-style-type: none"> ● Career Ready Practices <ul style="list-style-type: none"> ○ Act as a responsible and contributing community member and employee. Activity: Students will watch the read-aloud “Spoon” on YouTube. Students will discuss in groups the various roles each utensil plays in the family and how that relates to our personal families. ● 9.2 Career Awareness, Exploration, and Preparation <ul style="list-style-type: none"> ○ 9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job. Activity: Students will interview family members about their careers and how they affect the community. Students will then share their stories with classmates in a small group setting. ● 9.4 Life Literacies and Key Skills <ul style="list-style-type: none"> ○ 9.4.2.IML.2: Represent data in a visual format to tell a story about the data (e.g., 2.MD.D.10). Activity: Students will create a digital storybook of their family and draw the roles each member plays within the family story. 	
INTERDISCIPLINARY CONNECTIONS	
<ul style="list-style-type: none"> ● SL.K.3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood. Activity: After listening to the book, <i>Families</i> by Shelley Rotner and Sheila M. Kelly, the class will discuss different families. Students are encouraged to ask clarifying questions. ● RI.K.4: With prompting and support, ask and answer questions about unknown words in a text. Activity: During discussions and when the instructor reads information, students are encouraged to ask definitions about any words they do not understand. 	
First Grade	

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> ● Talking and listening help us make connections with others. ● Sharing and understanding your feelings can help with coping and stress. ● A person’s gender does not limit their choices for work or play. 	<ul style="list-style-type: none"> ● How can good communication show we care about others? ● How can we cope with stressful situations? ● Should a person’s gender influence work and play choices?
Learning Objectives Students will:	
<ul style="list-style-type: none"> ● Define the word communication and describe the importance of communication in the world around you. ● List at least five ways that people can communicate with each other. ● Explain how talking with someone you trust, including sharing your feelings, can help you. ● Discover the value of good communication skills including being a “good listener” through various role-play situations. ● Identify a variety of feelings and recognize the verbal and nonverbal cues associated with each. ● Discuss why talking to somebody about problems helps you feel better. ● List people you trust to talk to when you feel bad. ● Identify situations that can evoke anger and discover helpful ways to deal with these events and feelings and understand why it's important to think before you act when you are mad. ● Practice ways to talk things out or work things out nonviolently. ● Define gender and gender role stereotypes. 	
CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS AND COMPUTER SCIENCE	
<ul style="list-style-type: none"> ● Career Ready Practices <ul style="list-style-type: none"> ○ Utilize critical thinking to make sense of problems and persevere in solving them. Activity: In small groups students will match situations that could evoke anger and ways to deal with the events. Class discussion will reveal that there are multiple solutions to situations. ● 9.2 Career Awareness, Exploration, and Preparation <ul style="list-style-type: none"> ○ 9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job. Activity: The class will discuss that hard work and training jobs are not limited by gender. ● 9.4 Life Literacies and Key Skills <ul style="list-style-type: none"> ○ 9.4.2.CT.2: Identify possible approaches and resources to execute a plan. Activity: In small groups students will match situations that could evoke anger and ways to deal with the events. Class discussion will reveal that there are multiple solutions to situations. ● Computer Science <ul style="list-style-type: none"> ○ 8.1.2.DA.4: Make predictions based on data using charts or graphs. Activity: Teacher will share charts/graphs showing various ways to communicate. The class will discuss why some ways are used more than others. 	
INTERDISCIPLINARY CONNECTIONS	
<ul style="list-style-type: none"> ● SL.1.4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. Activity: Students will create a collaborative poster in a small group setting describing the feelings of a character in a teacher chosen text. (See SEL Program). ● RL.1.7: Use illustrations and details in a story to describe its characters, setting, or events. Activity: After hearing the book, <i>Your Family Is My Family</i> by Lisa Bullard, students will detail, through a class discussion, the different types of family compositions highlighted in the story. 	
Second Grade	
Enduring Understandings	Essential Questions

- Coping and understanding dangers and what our mind and body experience helps our health.

- How can we cope with fear?

Learning Objectives
Students will:

- List common causes of being afraid.
- Describe real dangers you might face under different circumstances and what to do about each of them
- Practice various methods of coping positively with fears.
- Analyze the positive effects of coping with fears.
- Describe the common physical effects of fear on the body.
- Recognize the signs of fear in your body.

CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS AND COMPUTER SCIENCE

- **Career Ready Practices**
 - Demonstrate creativity and innovation.
Activity: Students will design a matching game for cause and effects of fear.
- **9.2 Career Awareness, Exploration, and Preparation**
 - **9.2.2.CAP.1:** Make a list of different types of jobs and describe the skills associated with each job.
Activity: After listening to the story, *Don't Call Me Special: A First Look at Disability* by Pat Thomas, students will discuss how disabilities don't have to stop people from achieving their career goals.
- **9.4 Life Literacies and Key Skills**
 - **9.4.2.CI.2:** Demonstrate originality and inventiveness in work.
Activity: Students will design a matching game to identify causes of fear and common physical effects on the body.
- **Computer Science**
 - **8.1.2.CS.1:** Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
Activity: Students will search the Internet and copy/paste pictures of stress-relieving activities.

INTERDISCIPLINARY CONNECTIONS

- **SL.2.1:** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
Activity: After hearing the story, *Don't Call Me Special: A First Look at Disability* by Pat Thomas, students will engage in a class discussion about disabilities and why students don't want to be singled out because they have a disability. How would they feel if it was them?
- **L.2.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
Activity: Students will work in groups listing how being "stressed out" or fearful makes them feel, what are the characteristics of stress, and ways they "de-stress" or overcome fear.

Community Health Services and Support

Pacing: 4 Lessons

Community Health Services provide informational resources and assistance to communities and individuals to support disease and injury prevention, disaster relief, and improve the quality of services provided to all individuals. Community Health Services promote public health, health equity, healthy lifestyles and reduce health disparities. Services and support can include the provision of Culturally and Linguistically Appropriate Services (CLAS), medical/dental health services, nursing, clothing, shelter, hunger relief, and allied health professional care to people in need, or people

maintaining regular wellness screenings in the person’s home, other residential settings, or a community health care facility. (NJDOE)	
Core Ideas	Performance Expectations
People in the community work to keep us safe.	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.
Individuals face a variety of situations that may result in different types of feelings and learning how to talk about their feelings is important.	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).
Kindergarten	
Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> ● It is important to know how to stay safe at home, in school and in the community. ● Each person's body is special and needs to be kept safe. ● It is important to listen to our bodies when we don't feel well and to care for our bodies to stay healthy. 	<ul style="list-style-type: none"> ● How do we stay safe at home, in school and in the community? ● How do we respond when we don't feel safe? ● How do we respond when we don't feel well? ● How do we get sick?
Learning Objectives Students will:	
<ul style="list-style-type: none"> ● Explain safety rules and list Safety Helpers for home, school, and community. ● Predict what would happen in an unsafe situation without rules or Safety Helpers. ● Identify situations, in the home, where unintentional injuries or safety threats might happen. ● Tell what things you might do at play to avoid unintentional injury. ● Explain how you would show respect for yourself and the safety of others while playing. ● Identify trusted adults who can help in situations involving personal safety. ● Identify health helpers, including the doctor, and the dentist, and explain the role that each plays in keeping you healthy ● Explain what your family doctor or pediatrician does when you are sick and when you have a checkup. ● Identify various tools that the doctor uses in a checkup and show how you and your doctor work as a team to check your health. ● Identify persons, places, and things that help us to get well. 	
CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS AND COMPUTER SCIENCE	
<ul style="list-style-type: none"> ● Career Ready Practices <ul style="list-style-type: none"> ○ Act as a responsible and contributing community member and employee. Activity: Discuss ways to show respect for yourself and the safety of others while playing. ● 9.2 Career Awareness, Exploration, and Preparation <ul style="list-style-type: none"> ○ 9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job. Activity: List the tools and skills needed for doctors and/or dentists. ● 9.4 Life Literacies and Key Skills 	

- **9.4.2.CT.3:** Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
Activity: Students will come up with multiple ways to avoid injury and avoid unsafe situations.

- **Computer Science**

- **8.1.2.AP.4:** Break down a task into a sequence of steps.
Activity: With teacher assistance students will brainstorm the sequence of events when they visit the doctor or dentist.

INTERDISCIPLINARY CONNECTIONS

INTERDISCIPLINARY CONNECTIONS

- **SL.K.6:** Speak audibly and express thoughts, feelings, and ideas clearly.
Activity: The educator will start a discussion with the students identifying what persons, places, and things that helps us get or stay well.
- **SL.K.5:** Add drawings or other visual displays to descriptions as desired to provide additional detail.
Activity: Students will draw a picture highlighting different community helps that help keep us safe.

First Grade

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> ● It is important to be aware of potential dangers around us. ● Medicine can be an aid to help our bodies get healthy. ● Talking and listening help us make connections with others. ● Sharing and understanding your feelings can help with coping and stress. ● There are ways to help us get better when we are sick. ● Pollution and other irritants can damage our breathing if not controlled. 	<ul style="list-style-type: none"> ● How do we prevent injury from dangers around us? ● How does medicine help our bodies? ● How can good communication show we care about others? ● How can we cope with stressful situations? ● How does our body get sick? ● How does our body get better? ● How can pollution affect our breathing and health?

Learning Objectives
Students will:

- Identify the dangers of fire, ways to prevent fires, and what to do in case of fire and the importance of protecting others
- Identify community safety helpers.
- Name appropriate adults who can give medicine to a child.
- Discuss rules about taking medicines.
- Explain how talking with someone you trust, including sharing your feelings, can help you.
- Describe people in your community who are there to help keep you safe and healthy.
- Identify a variety of feelings and recognize the verbal and nonverbal cues associated with each.
- Discuss why talking to somebody about problems helps you feel better.
- List people you trust to talk to when you feel bad.
- Identify situations that can evoke anger and discover helpful ways to deal with these events and feelings and understand why it's important to think before you act when you are mad.
- Practice ways to talk things out or work things out nonviolently.
- Identify those you can tell when you do not feel well.
- Define the word pollution and give different examples of pollution, including identifying substances that pollute the air and harm your lungs.

CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS AND COMPUTER SCIENCE

- **Career Ready Practices**
 - Demonstrate creativity and innovation.
Activity: Create a bulletin board display of community safety helpers.

- **9.2 Career Awareness, Exploration, and Preparation**
 - **9.2.2.CAP.1:** Make a list of different types of jobs and describe the skills associated with each job.
Activity: Students will create Word or Google documents describing the differences between a Doctor and a Pharmacist and how medicine is given to patients.
- **9.4 Life Literacies and Key Skills**
 - **9.4.2.CI.2:** Demonstrate originality and inventiveness in work.
Activity: Students will navigate brain pop, watch the video and complete the quiz. Students will also create a word document describing the differences between Doctors and Pharmacists. On the computer they can create their “Do not consume” poster.
- **Computer Science**
 - **8.1.2.DA.4:** Make predictions based on data using charts or graphs.
Activity: Students will make predictions about feelings based on event data.

INTERDISCIPLINARY CONNECTIONS

- **W.1.8:** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Activity: Students can discuss how medicine affects their body and why only an adult should give someone medicine.
- **SL.1.1:** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
Activity: Discuss how medicine is used all over the world. Some cultures use “alternative” ways of healing instead of medicine such as tea, acupuncture or relaxation.

Second Grade

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> ● Preparing for common emergencies can help prevent injuries and get the right help. ● Coping and understanding dangers and what our mind and body experience helps our health. 	<ul style="list-style-type: none"> ● How do we prepare for emergencies? ● How can we cope with fear?

**Learning Objectives
Students will:**

- Identify safe vs. unsafe conditions for certain common hazards on the street and in the community.
- Name common emergencies and list steps to take in each case.
- Determine how to get the right kind of help quickly in simple emergencies.
- List common causes of being afraid. Describe real dangers you might face under different circumstances and what to do about each of them
- Practice various methods of coping positively with fears.
- Analyze the positive effects of coping with fears.

CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS AND COMPUTER SCIENCE

- **Career Ready Practices**
 - Act as a responsible and contributing community member and employee.
Activity: Discuss how to get the right kind of help in different scenarios.
- **9.4 Life Literacies and Key Skills**
 - **9.4.2.CI.2:** Demonstrate originality and inventiveness in work.
Activity: Students will look on the Internet for ways to stay safe when playing outside in school and at home.
- **Computer Science**

- **8.1.2.CS.1:** Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Activity: Students will search the Internet and copy/paste pictures of safe vs unsafe conditions.

INTERDISCIPLINARY CONNECTIONS

- **L.2.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

Activity: Students will work in groups listing how being fearful makes them feel, what are the characteristics of fear, and ways they overcome fear.

Nutrition

Pacing: 4 Lessons

Nutrition is the intake of food, considered in relation to the body's dietary needs. An adequate and well-balanced diet, in combination with regular physical activity, is a cornerstone of physical wellness. Nutritional wellness necessitates learning how to develop good eating habits, including choosing healthy foods and understanding the effects that portion size, sugars, fats, and high cholesterol foods have on a body. Additionally, balancing food intake with exercise, tempered by factors such as age, lifestyle, and hereditary are vitally important components of nutritional wellness.

Core Ideas

Nutritious food choices promote wellness and are the basis for healthy eating habits.

Performance Expectations

- 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.

Kindergarten

Enduring Understandings

- Making good food choices leads to a healthy life.

Essential Questions

- How do good food choices help me to be healthy?

Learning Objectives

Students will:

- Demonstrate an appreciation of the role choosing healthful food has in developing a positive self-image.
- Identify healthful and less healthful foods.
- Identify family and cultural preferences in choosing food
- Demonstrate rules for safe food handling.

CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS AND COMPUTER SCIENCE

- **Career Ready Practices**

- Demonstrate creativity and innovation.

Activity: Students will create a collage of healthy foods.

- **9.2 Career Awareness, Exploration, and Preparation**

- **9.2.2.CAP.1:** Make a list of different types of jobs and describe the skills associated with each job.

Activity: With teacher assistance students will make a list of possible food service related jobs.

- **9.4 Life Literacies and Key Skills**

- **9.4.2.CI.2:** Demonstrate originality and inventiveness in work.

Activity: Students will create posters to remind others to wash their hands, brush their teeth, and eat healthy foods.

- **Computer Science**

- **8.1.2.DA.4:** Make predictions based on data using charts or graphs.

Activity: Students will poll the class on what their favorite fruits and vegetables are. Then they will create a graph using the information.

INTERDISCIPLINARY CONNECTIONS

- **K.MD.B.3** Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.
Activity: Students will create two columns of fruits/vegetables and sort food into the appropriate groups. They will then count how many vegetables and how many fruits they sorted.
- **W.K.2** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
Activity: Students will draw and label healthy foods they like to eat. They will then write a few sentences about the benefits of eating healthy food.
- **K-ESS3-3.** Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment
Activity: Students will participate in a discussion about the benefits of growing your own food at home. Also, what could happen if we couldn't grow food and what would that do to our society?

First Grade

Enduring Understandings

- Eating healthy foods can help us live long lives.

Essential Questions

- How does the food we eat affect our health?

**Learning Objectives
Students will:**

- Explain the reasons it is important to be responsible in choosing healthful food.
- Trace the path food takes through the body.
- List a variety of healthful and less healthful foods, and their effects upon the body.
- Explain the relationship between feelings, appetite, and food choices.

CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS AND COMPUTER SCIENCE

- **9.2 Career Awareness, Exploration, and Preparation**
 - **9.2.2.CAP.1:** Make a list of different types of jobs and describe the skills associated with each job.
Activity: Students will interview cafeteria staff to learn about healthy food choices for school lunches.
- **9.4 Life Literacies and Key Skills**
 - **9.4.2.CI.2:** Demonstrate originality and inventiveness in work.
Activity: Students will diagram the path food takes through the body.
- **Computer Science**
 - **8.1.2.DA.1:** Collect and present data, including climate change data, in various visual formats.
Activity: Students will create a Word or Google document that sorts healthy and unhealthy food choices.

INTERDISCIPLINARY CONNECTIONS

- **RL.1.3** Describe characters, settings, and major events in a story, using key details.
Activity: The teacher will read *The Very Hungry Caterpillar*. Students will sort the food choices into healthy and unhealthy choices.
- **W.1.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Activity: Working in groups, students will make a list of different things in school that can offer a healthy lunch or snack.

Second Grade

Enduring Understandings

- Eating healthy and regularly can help prevent various complications.

Essential Questions

- How does eating healthy help our health?

**Learning Objectives
Students will:**

- Classify foods and evaluate menus using MyPlate.
- Define and explain the role of nutrients in the body.
- Analyze the influences upon your food choices.
- Explain the effects of healthful and less healthful foods on the body.
- Explain why a good breakfast is such an important meal.

CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS AND COMPUTER SCIENCE

- **Career Ready Practices**

- Demonstrate creativity and innovation.

Activity: Students will design their ideal healthy menu.

- **9.2 Career Awareness, Exploration, and Preparation**

- **9.2.2.CAP.1:** Make a list of different types of jobs and describe the skills associated with each job.

- **Activity:** After listening to the book, *When I Grow Up* by Al Yankovic, students will work in pairs discussing different careers and what each job entails.

- **9.4 Life Literacies and Key Skills**

- **9.4.2.CI.2:** Demonstrate originality and inventiveness in work.

- **Activity:** Students will create a bulletin board showing how foods on MyPlate differ in nutritional value.

- **Computer Science**

- **8.1.2.DA.1:** Collect and present data, including climate change data, in various visual formats.

- **Activity:** Students will graph the lunch choices for the last month.

INTERDISCIPLINARY CONNECTIONS

- **W.2.2.** Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.

Activity: Students will write a persuasive paragraph concerning food choices.

- **SL.2.1.** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

Activity: Students will classify foods and evaluate menus using MyPlate.

Personal Safety

Pacing: 4 Lessons

Personal Safety involves being aware of your surroundings and understanding of how certain situations and/or unhealthy behaviors can lead to injury, illness or death. The ability to identify potential risks and an awareness of the steps that can likely prevent injuries and diseases are key to being safe. In addition, it is essential that individuals understand that there are circumstances that may make them feel uncomfortable or are unsafe/dangerous that are beyond their control. In those circumstances, it is essential that individuals know where and how to seek help and do not blame themselves.

Core Ideas

Performance Expectations

The environment can impact personal health and safety in different ways.	2.3.2.PS.1: Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.
Potential hazards exist in personal space, in the school, in the community, and globally.	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).
Any time children feel uncomfortable or in an unsafe situation, they should reach out to a trusted adult for help.	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).

Kindergarten

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> ● It is important to know how to stay safe at home, in school and in the community. ● Each person's body is special and needs to be kept safe. ● Good hygiene can help prevent diseases and illness. ● Playing can be a vital part of being active everyday. 	<ul style="list-style-type: none"> ● How do we stay safe at home, in school and in the community? ● How do we respond when we don't feel safe? ● How do we prevent illness? ● How does playing help keep us healthy?

Learning Objectives
Students will:

<ul style="list-style-type: none"> ● Explain safety rules and list Safety Helpers for home, school, and community. ● Predict what would happen in an unsafe situation without rules or Safety Helpers. ● Identify situations, in the home, where unintentional injuries or safety threats might happen. ● Tell what things you might do at play to avoid unintentional injury. ● Explain how you would show respect for yourself and the safety of others while playing. ● Classify the things you need to help you keep your body safe and healthy. ● Describe some of the rules of personal safety. ● Identify trusted adults who can help in situations involving personal safety. ● Explain why keeping clean can help to keep you healthy. ● Explain why you feel better about yourself and others when you are clean. ● Identify ways that communities can be kept clean and healthy. ● Identify safe rules for play.

CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS AND COMPUTER SCIENCE

<ul style="list-style-type: none"> ● Career Ready Practices <ul style="list-style-type: none"> ○ Act as a responsible and contributing community member and employee. ● 9.4 Life Literacies and Key Skills <p style="text-align: center;">Activity: Students will explain safety rules at home and at school.</p>

- **9.4.2.CT.3:** Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
Activity: Predict what would happen in an unsafe situation without rules or Safety Helpers.

- **Computer Science**

- **8.1.2.AP.4:** Break down a task into a sequence of steps.
Activity: Students will watch the YouTube Video “Decisions, Decision, Decision, as a group of students will answer discussion questions (provided by the teacher) and participate in class discussion.

INTERDISCIPLINARY CONNECTIONS

- **SL.K.6:** Speak audibly and express thoughts, feelings, and ideas clearly.
Activity: The educator will start a discussion with the students to identify trusted adults who can help in situations involving personal safety.

First Grade

Enduring Understandings

- It is important to be aware of potential dangers around us.
- Sharing and understanding your feelings can help with coping and stress.
- Pollution and other irritants can damage our breathing if not controlled.

Essential Questions

- How do we prevent injury from dangers around us?
- How can we cope with stressful situations?
- How can pollution affect our breathing and health?

**Learning Objectives
Students will:**

- Define and identify careless and careful behavior.
- Explain the importance of accepting responsibility for your actions.
- Identify ways to make situations safe.
- List rules for different kinds of safe play.
- Identify the dangers of fire, ways to prevent fires, and what to do in case of fire and the importance of protecting others.
- Identify community safety helpers.
- Discuss why talking to somebody about problems helps you feel better.
- List people you trust to talk to when you feel bad.
- Define the word pollution and give different examples of pollution, including identifying substances that pollute the air and harm your lungs.

CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS AND COMPUTER SCIENCE

- **9.4 Life Literacies and Key Skills**

- **9.4.2.CI.2:** Demonstrate originality and inventiveness in work.
Activity: After hearing the story, *What Can a Citizen Do?* by Dave Eggers, students will discuss the characteristics of a good citizen and how they can help society.

- **Computer Science**

- **8.1.2.DA.2:** Store, copy, search, retrieve, modify, and delete data using a computing device.
Activity: Over multiple days students will create a slideshow of rules for safe play.

INTERDISCIPLINARY CONNECTIONS

- **RL.1.1:** Ask and answer questions about key details in a text
Activity: After hearing the story, *Never talk to Strangers* by Irma Joyce, students will engage in a discussion about information they heard in the book and why it is important.
- **SL.1.1:** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

Activity: After listening to the story, *Howie Helps Himself* by Joan Fassler, students will discuss the importance of including everyone and how disabilities do not always limit someone from doing activities.

Second Grade

Enduring Understandings

- Preparing for common emergencies can help prevent injuries and get the right help.

Essential Questions

- How do we prepare for emergencies?

**Learning Objectives
Students will:**

- Identify safe vs. unsafe conditions for certain common hazards on the street and in the community
- Name common emergencies and list steps to take in each case.
- Determine how to get the right kind of help quickly in simple emergencies.
- Practice taking the right action steps for the most threatening and urgent emergencies.
- Name ways that you might hurt others and they might hurt you.

CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS AND COMPUTER SCIENCE

- **Career Ready Practices**
 - Utilize critical thinking to make sense of problems and persevere in solving them.
Activity: Students will name common emergencies and list steps to take in each case.
- **9.4 Life Literacies and Key Skills**
 - **9.4.2.CI.2:** Demonstrate originality and inventiveness in work.
Activity: Students will create a poster to display ways to stay safe when playing outside in school and at home.
- **Computer Science**
 - **8.1.2.AP.4:** Break down a task into a sequence of steps.
Activity: Students will name common emergencies and list steps to take in each case.

INTERDISCIPLINARY CONNECTIONS

- **L.2.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
Activity: Students will work in groups to identify common emergencies and list the steps to take in each case.

Health Conditions, Diseases and Medicines

Pacing: 2 Lessons

Health conditions are acute or chronic illnesses and diseases, which can be either controllable or life threatening. People contract different types of diseases, such as communicable diseases, Vector-borne diseases and Zoonotic diseases to name a few. Access to care and facilities affect the conditions of health. Health-enhancing behaviors help a person avoid and reduce health risks, and diseases. Early detection, treatment, screenings, and vaccines assist in preventing (personal, community and global) illnesses and outbreaks. Medicines are substances that treat or relieve diseases and pain. Medications are prescribed by a physician or can be accessed over the counter. Medications can be misused and abused if not taken properly.

Core Ideas

People need food, water, air, waste removal, and a particular range of temperatures in their environment to stay healthy.

Performance Expectations

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).

Kindergarten

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> ● Making good food choices leads to a healthy life. ● Germs can make us sick. ● Good hygiene can help prevent diseases and illness. 	<ul style="list-style-type: none"> ● How do good food choices help me to be healthy? ● How do we get sick? ● How do we prevent illness?

Learning Objectives
Students will:

- Identify healthful and less healthful foods.
- Demonstrate rules for safe food handling.
- List things you need to do to stay as healthy as possible.
- Explain why keeping clean can help to keep you healthy.
- Explain why you feel better about yourself and others when you are clean.
- Identify ways that communities can be kept clean and healthy.
- Explain how being careful about what you share can keep disease away.

CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS AND COMPUTER SCIENCE

- **9.2 Career Awareness, Exploration, and Preparation**
 - **9.2.2.CAP.1:** Make a list of different types of jobs and describe the skills associated with each job.
Activity: The teacher will lead a discussion identifying jobs related to food preparation and the rules they must follow for safe food handling.
- **9.4 Life Literacies and Key Skills**
 - **9.4.2.Cl.2:** Demonstrate originality and inventiveness in work.
Activity: Students will create posters to remind others to wash their hands, brush their teeth, and eat healthy foods.

INTERDISCIPLINARY CONNECTIONS

- **W.K.2** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
Activity: Students will draw and label healthy foods they like to eat. They will then write a few sentences about the benefits of eating healthy food.
- **K-ESS3-3.** Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment
Activity: Students will participate in a discussion about the benefits of growing your own food at home. Also, what could happen if we couldn't grow food and what would that do to our society?

First Grade

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> ● Eating healthy foods can help us live long lives. ● There are ways to help us get better when we are sick. 	<ul style="list-style-type: none"> ● How does the food we eat affect our health? ● How does our body get sick? ● How does our body get better?

Learning Objectives
Students will:

- Explain the reasons it is important to be responsible in choosing healthful food.
- Compare and contrast a communicable and noncommunicable illness.
- Identify things you can do which help you get better.
- Identify rules which help to keep our community free from illness caused by germs.

CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS AND COMPUTER SCIENCE

- **Career Ready Practices**
 - Act as a responsible and contributing community member and employee.
Activity: Students will identify personal hygiene that should be done on a daily basis.
- **9.4 Life Literacies and Key Skills**
 - **9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives.
Activity: The teacher will introduce the difference between communicable and noncommunicable diseases.

INTERDISCIPLINARY CONNECTIONS

- **W.1.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Activity: Working in groups, students will make a list of different things in school that can have germs on them and what you should do after touching them.
- **SL.1.1:** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
Activity: Discuss how all people need food, water, clean air, and clean water to stay healthy.

Second Grade

Enduring Understandings

- Eating healthy and regularly can help prevent various complications.
- Germs affect our bodies, families and community.

Essential Questions

- How does eating healthy help our health?
- How do germs affect our bodies, families, and communities?

Learning Objectives

Students will:

- Analyze the influences upon your food choices.
- Explain the effects of healthful and less healthful foods on the body.
- Explain why a good breakfast is such an important meal.
- Explain routines for healthy living that make it harder for germs to spread.
- Classify methods by which germs spread.
- Identify white blood cells as the body’s germ-fighting soldiers and explain how immunizations and medicines help in fighting disease.

CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS AND COMPUTER SCIENCE

- **Career Ready Practices**
 - Demonstrate creativity and innovation.
Activity: Students will generate a list of solutions for unclean air or water.
- **9.4 Life Literacies and Key Skills**
 - **9.4.2.CT.1:** Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.
Activity: As a class, discuss strategies to prevent the spread of diseases.
- **Computer Science**
 - **8.1.2.IC.1:** Compare how individuals live and work before and after the implementation of new computing technology.

Activity: As a class discuss strategies to prevent the spread of diseases and how technology can have a positive impact on the spread of information.

INTERDISCIPLINARY CONNECTIONS

- **SL.1.2:** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
Activity: After watching a video on the environmental impacts on health students will answer questions.
- **W.2.8:** Recall information from experiences or gather information from provided sources to answer a question.
Activity: Students will write down all of the negative things that can happen when people don't have adequate food and a clean environment.

Alcohol, Tobacco, and other Drugs

Pacing: 2 Lessons

Alcohol, other drugs and tobacco can be found in a variety of forms. The use of alcohol and other drugs has both short-term and long-term effects. Alcohol and other drugs use refer to all types of legal and illicit drugs. Over the counter medicines and prescription medications, when taken correctly are drugs used to treat pain and illness. These drugs have both benefits and risks. There are many types of tobacco products such as cigarettes, e-cigarettes, and marijuana to name a few that can cause damage both physically and mentally. Tobacco, alcohol, and other illicit drug products can adversely affect the user, family members, and those in the community.

Core Ideas

The use of alcohol, tobacco, and other drugs in unsafe ways is harmful to one's health.

Performance Expectations

- 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.

Kindergarten

Enduring Understandings

- Certain drugs can help our bodies and others cause harm.

Essential Questions

- How can some drugs help us?
- What does it mean that some drugs can hurt us?

**Learning Objectives
Students will:**

- Identify substances that are drugs and describe the meaning of the word drugs
- List rules for taking medicine, including naming the people who can give it to you.
- Describe what the word medicine means and explain why medicines are drugs.
- Identify dangerous substances at home, at school, and on the playground.
- Show how you can be responsible in taking care of your body.

CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS AND COMPUTER SCIENCE

- **Career Ready Practices**
 - Demonstrate creativity and innovation.
Activity: Students will design a "Do __, Not Drugs" poster.
- **9.2 Career Awareness, Exploration, and Preparation**
 - **9.2.2.CAP.1:** Make a list of different types of jobs and describe the skills associated with each job.
Activity: With teacher assistance students will make a list of people who can give medicine as part of their job.

- **9.4 Life Literacies and Key Skills**

- **9.4.2.CI.2:** Demonstrate originality and inventiveness in work.

Activity: Students will design a “Do __, Not Drugs” poster.

INTERDISCIPLINARY CONNECTIONS

- **SL.K.6:** Speak audibly and express thoughts, feelings, and ideas clearly.

Activity: The educator will start a discussion with the students about what decisions are and why sometimes it is difficult to make them.

- **W.2.8** Recall information from experiences or gather information from provided sources to answer a question.

Activity: After hearing the story, *A Thousand Billion Things (and some sheep)* by Loic Clement, students will draw a picture describing a decision they needed to make.

First Grade

Enduring Understandings

- Medicine can be an aid to help our bodies get healthy.
- Smoking and drinking can cause many negative health issues.

Essential Questions

- How does medicine help our bodies?
- How can smoking and drinking alcohol affect our bodies?

Learning Objectives

Students will:

- Differentiate between medicines and non-medicines.
- Name appropriate adults who can give medicine to a child.
- Discover how medicine helps the body.
- Discuss rules about taking medicines.
- Practice using rules for deciding which substances are okay for you to eat and drink.
- Describe what tobacco and nicotine are and explain the harmful effects of smoking.
- Explain why alcohol is a drug, what it does to the body, and reasons why people drink alcohol.

CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS AND COMPUTER SCIENCE

- **Career Ready Practices**

- Demonstrate creativity and innovation.

Activity: Students will navigate brain pop, watch the video and complete the quiz. Students will also create a word document describing the differences between Doctors and Pharmacists. On the computer they can create their “Do not consume” poster.

- **9.2 Career Awareness, Exploration, and Preparation**

- **9.2.2.CAP.1:** Make a list of different types of jobs and describe the skills associated with each job.

Activity: Students will create Word or Google documents describing the differences between a Doctor and a Pharmacist and how medicine is given to patients.

- **9.4 Life Literacies and Key Skills**

- **9.4.2.CI.2:** Demonstrate originality and inventiveness in work.

Activity: Students will navigate brain pop, watch the video and complete the quiz. Students will also create a word document describing the differences between Doctors and Pharmacists. On the computer they can create their “Do not consume” poster.

- **Computer Science**

- **8.1.2.DA.1:** Collect and present data, including climate change data, in various visual formats.

Activity: Students will collect data on how medicine helps the body.

INTERDISCIPLINARY CONNECTIONS

- **W.1.8:** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Activity: Students can discuss how medicine affects their body.

- **SL.1.1:** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

Activity: Discuss how medicine is used all over the world. Some cultures use “alternative” ways of healing instead of medicine such as tea, acupuncture or relaxation.

Second Grade

Enduring Understandings

- Drugs do not create solutions to our problems.

Essential Questions

- How do drugs affect a community?

Learning Objectives Students will:

- Identify various types of drugs, including nicotine, alcohol, and street drugs.
- Identify what is and is not a medicine.
- Explain why drugs do not solve problems when taken for any reason other than medical with the permission of a doctor and parent
- Describe what constitutes a drug-free and safe community.
- Analyze the effects of drugs on a community.

CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS AND COMPUTER SCIENCE

- **9.2 Career Awareness, Exploration, and Preparation**

- **9.2.2.CAP.1:** Make a list of different types of jobs and describe the skills associated with each job.

Activity: Create a list of positive and negative effects legal and illegal drugs will have on your future and your career. Have a discussion about how legal and illegal substances could affect those skills.

- **9.4 Life Literacies and Key Skills**

- **9.4.2.CI.2:** Demonstrate originality and inventiveness in work.

Activity: Have students create a poster explaining the dangers of illegal drugs.

- **Computer Science**

- **8.1.2.DA.2:** Store, copy, search, retrieve, modify, and delete data using a computing device.

Activity: Create a document of positive and negative effects drugs have on your future and your career. Students will use various tools on Microsoft Word to add pictures, colors, borders, and the font. Students can work collaboratively showing each other how to use the tools.

INTERDISCIPLINARY CONNECTIONS

- **SL.1.2:** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

Activity: After the reading on the dangers of tobacco use students will meet in groups and discuss all of the negative problems tobacco use can cause to your body.

- **W.2.8:** Recall information from experiences or gather information from provided sources to answer a question.

Activity: Students will write down all of the negative things that can happen to your body by using tobacco products.

Dependency, Substances Disorder and Treatment

Pacing: 1 Lesson

Dependency is when a person develops a tolerance and an increased need for a drug or substance. There are types of dependency such as physical, and psychological addictions. Disorder or a substance use disorder is when casual or experimental use of alcohol or other substances (including illegal drugs, medications prescribed or not) escalates. Treatment includes programs and facilities a person can enroll in, to seek assistance and to receive help to recover. There are many types of treatment facilities for a person to receive help to recover. Students should know who to see and where to go for resources in the school and in the community (e.g., teacher, coach, school counselor, SAC, school nurse, resource officer, peer leadership individual, mental health specialist, parents, social worker).

Core Ideas	Performance Expectations
Substance abuse is caused by a variety of factors.	2.3.2.DSDT.1: Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.
There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.	2.3.2.DSDT.2: Explain that individuals who abuse alcohol, tobacco, and other drugs can get help.

Kindergarten

NA

First Grade

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> ● Smoking and drinking can cause many negative health issues. 	<ul style="list-style-type: none"> ● How can smoking and drinking alcohol affect our bodies?

**Learning Objectives
Students will:**

- Explain why alcohol is a drug, what it does to the body, and reasons why people drink alcohol.
- Describe people in your community who are there to help keep you safe and healthy.

CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS AND COMPUTER SCIENCE

- **Career Ready Practices**
 - Demonstrate creativity and innovation.
Activity: Students will navigate brain pop, watch the video and complete the quiz. Students will also create a poster with ways to stay healthy.
- **9.4 Life Literacies and Key Skills**
 - **9.4.2.CI.2:** Demonstrate originality and inventiveness in work.
Activity: Students will navigate brain pop, watch the video and complete the quiz. Students will also create a poster with ways to stay healthy.
- **Computer Science**
 - **8.1.2.DA.1:** Collect and present data, including climate change data, in various visual formats.
Activity: Students will collect data on the negative effects of tobacco.

INTERDISCIPLINARY CONNECTIONS

- **W.1.8:** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Activity: Students can discuss how tobacco affects their body.

Second Grade

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> ● Drugs do not create solutions to our problems. 	<ul style="list-style-type: none"> ● How do drugs affect a community?

**Learning Objectives
Students will:**

- Explain why drugs do not solve problems when taken for any reason other than medical with the permission of a doctor and parent
- Describe what constitutes a drug-free and safe community.
- Analyze the effects of drugs on a community.

CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS AND COMPUTER SCIENCE

- **Career Ready Practices**
 - Demonstrate creativity and innovation.
Activity: Have students create a poster explaining the dangers of illegal drugs.
- **9.2 Career Awareness, Exploration, and Preparation**
 - **9.2.2.CAP.1:** Make a list of different types of jobs and describe the skills associated with each job.
Activity: Create a list of positive and negative effects legal and illegal drugs will have on your future and your career. Have a discussion about how legal and illegal substances could affect those skills.
- **9.4 Life Literacies and Key Skills**
 - **9.4.2.CI.2:** Demonstrate originality and inventiveness in work.
Activity: Have students create a poster explaining the dangers of illegal drugs.
- **Computer Science**
 - **8.1.2.DA.2:** Store, copy, search, retrieve, modify, and delete data using a computing device.
Activity: Create a document of positive and negative effects drugs have on your future and your career. Students will use various tools on Microsoft Word to add pictures, colors, borders, and the font. Students can work collaboratively showing each other how to use the tools.

INTERDISCIPLINARY CONNECTIONS

- **SL.1.2:** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
Activity: After the reading on the dangers of tobacco use students will meet in groups and discuss all of the negative problems tobacco use can cause to your body.
- **W.2.8:** Recall information from experiences or gather information from provided sources to answer a question.
Activity: Students will write down all of the negative things that can happen to your body by using tobacco products.

**Monthly Sequence
The Great Body Shop**

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|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> 1. Safety 2. Functions of the Body 3. Nutrition 4. Community Health 5. Growth & Development | <ul style="list-style-type: none"> 6. Family Life 7. Substance Abuse Prevention 8. Disease and Illness 9. Functions of the Body 10. Fitness |
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State Statutes

[Visit this document for more information.](#)

- Mental Health (N.J.S.A. 18A:35-4.39)
- Sexting (N.J.S.A. 18A:35-4.33)
- Accident and Fire Prevention (N.J.S.A. 18A:6-2)
- Bullying Prevention Programs (N.J.S.A. 18A:37- 17)
- Cancer Awareness (N.J.S.A. 18A:40-33)
- Domestic Violence Education (N.J.S.A. 18A:35-4.23)
- Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids (N.J.S.A. 18A:40A-1)
- Gang Violence Prevention (18A:35-4.26)

- Lyme Disease Prevention (N.J.S.A. 18A:35-5.1)
- Sexual Assault Prevention (N.J.S.A. 18A:35-4.3)
- Suicide Prevention (N.J.S.A. 18A: 6-111)
- LGBT and Disabilities Law (N.J.S.A. 18A:35-4.35)
- Consent (N.J.S.A. 18A:35)
- Sexual abuse and assault awareness and prevention education (N.J.S.A 18A:35-4.5a.)
- Breast Self-Examination (N.J.S.A. 18A:35-5.4)
- Dating Violence Education (N.J.S.A. 18A: 35-4.23a)
- Stress Abstinence (N.J.S.A. 18A:35-4.19-20)
- Time devoted to course in Health, Safety and Physical Education
- Amistad Law N.J.S.A. 18A 52:16A-88
- Holocaust Law (N.J.S.A. 18A:35-28)