

Board Approved August 2013

DEPARTMENT Health and Physical Education COURSE TIMELINE FOR: Kindergarten Health

Lesson	Marking Period 1	Lesson	Marking Period 3
1.	Introduction to Health	5.	Healthy Habits
2.	Dental Health	6.	Nutrition
Lesson	Marking Period 2		
3.	Safety		
4.	Rabies Assembly		

Kindergarten Health Curriculum

Time Frame	Marking Period #1: Lesson 1		
Topic			
Introduction to Health			
Essential Questions			
<ul style="list-style-type: none"> • How do personal health choices impact our own health as well as the health of others? • How can a personal commitment to wellness influence the health of others? 			
Enduring Understandings			
<ul style="list-style-type: none"> • Health choices and behaviors have a profound impact on personal, family, community, and global wellness. • Medical advances, technology, and public health efforts enable some people to live healthier and longer lives than ever before, but many people struggle to be healthy. 			
Alignment to NJCCCS			
HE.PK.2.1.1 – Develop an awareness of healthy habits.			
Key Concepts and Skills			
<ul style="list-style-type: none"> • Develop a lifestyle that promotes personal well being. • Pursue leisure time activities that promote physical fitness and relieve mental and emotional tension. • Follow health care practices that prevent illness and maintain health. 			
Learning Activities			
<ul style="list-style-type: none"> • Define Health • Discuss what a healthy lifestyle incorporates • Perform activities that relieve mental and emotional tension • Introduce problem solving in relation to healthy choices • Discuss that healthy choices lead to healthier and longer lives 			
Assessments			
<ul style="list-style-type: none"> • Teacher Observation • Students worksheets 			
21st Century Skills			
Creativity		Critical Thinking	
<u>Life & Career Skills</u>		Information Literacy	Communication Collaboration
Interdisciplinary Connections			
<ul style="list-style-type: none"> • Physical activity leads to a Healthy person • By leading a healthy lifestyle, a person will be more successful in daily activities (i.e. school work, mental health, communication, relationships) 			
Technology Integration			
<ul style="list-style-type: none"> • ELMO • Ipod for Music • Ipad application for Yoga/Relaxation 			

Time Frame	Marking Period #1: Lesson 2		
Topic			
Dental Health			
Essential Questions			
<ul style="list-style-type: none"> • Why brush our teeth? • What does a dentist check for during cleanings? • Why do we have baby teeth and permanent teeth? • What causes cavities? • How can we care for our teeth? 			
Enduring Understandings			
<ul style="list-style-type: none"> • Understanding the proper dental habits and care will aid in the prevention of disease and lead to a healthy lifestyle. • The importance of proper dental care and maintaining healthy permanent teeth. 			
Alignment to NJCCCS			
2.1.P.A.2-Demonstrate emerging self help skills(e.g, develop independence when pouring, serving, and using utensils and when brushing teeth.)			
Key Concepts and Skills			
<ul style="list-style-type: none"> • Understanding why we have teeth and their purpose. • Understanding preventative care. • Demonstrating proper technique for brushing and flossing teeth. • Process of loosing teeth and growing permanent teeth. • Dentist visits and X-rays. • Basic anatomy of the tooth. 			
Learning Activities			
<ul style="list-style-type: none"> • Display and explain model of mouth • Demonstrate proper brushing and flossing technique • Brain Pop Jr. on Visiting the Dentist • Explanation of why we lose teeth and development of permanent teeth • Tic-Tac-Toe of proper technique for brushing and flossing. 			
Assessments			
<ul style="list-style-type: none"> • Teacher observation • Student worksheet 			
21st Century Skills			
Creativity	Critical Thinking	Communication	Collaboration
<u>Life & Career Skills</u>	Information Literacy	Media Literacy	
Interdisciplinary Connections			
<ul style="list-style-type: none"> • Anatomy of the tooth relates to science and how things grow. 			

Technology Integration

- Brain Pop Jr.
- ELMO

Time Frame	Marking Period #2: Lesson 3 & 4 - Rabies Assembly
Topic	
Bus, Playground, Fire/Home & Animal Safety	
Essential Questions	
<ul style="list-style-type: none"> • Why do some people still engage in unsafe behaviors despite knowing the inherent risks and possible outcomes? • Knowledge of personal information, how/when to dial 911, and safe and appropriate practices when interacting with strangers, acquaintances and trusted adults. 	
Enduring Understandings	
<ul style="list-style-type: none"> • Understanding why a behavior or activity is unsafe or risky is only the first step towards preventing injuries and staying safe. • Consistently employing safe and healthy behaviors helps to reduce the incidence and severity of injuries. 	
Alignment to NJCCCS	
<p>2.1.P.D.1-Use safe practices indoors and out (e.g, walk in the classroom, participate in emergency drills, understand why seat belts and car seats are used, etc)</p> <p>2.1.P.D.1-Use safe practices indoors and out(e.g, hallway safety)</p> <p>2.1.P.D.3-Identify community helpers who assist in maintaining a safe environment.(fireman, policeman)</p> <p>2.1.P.D.4-Know how to dial 911 for help.</p> <p>2.2.2.B.1-Explain what a decision is and why it is advantageous to think before acting.</p>	
Key Concepts and Skills	
<ul style="list-style-type: none"> • Identifying the need for school safety rules • Demonstrating safe school behavior • Steps to take in an emergency • Fire Safety rules • Bus Safety – seatbelts, no eating, staying behind yellow line, entering and exiting • Avoiding unnecessary risk taking behaviors • Learning process to contact emergency sources for help • Home safety – outlets, cooking, family meeting place in case of emergency • Playground safety – sun screen, proper use of equipment, no tag or chasing • Animal safety – when and how to approach animals, rabies 	
Learning Activities	
<ul style="list-style-type: none"> • Respect one another • Fire drills, Lockdown, Evacuation drills and signals • Safe street behavior & signs • Red Light/green light game • 911 telephone puzzles • Stop, Drop and Roll • Check and test doors for heat 	

- Know your exits – not just door
- Identify unsafe and safe situations in the home
- Role Play
- Animal Safety/Rabies Assembly presented by – for grades K-2

Assessments

- Teacher observation
- Student Worksheets – Playground, Bus, 9-1-1 Safety
- *Know What*, Bus Safety Rules Workbook
- *Safety*, Teacher Created Resources

21st Century Skills

Creativity	<u>Critical Thinking</u>	<u>Communication</u>	Collaboration
<u>Life & Career Skills</u>	Information Literacy	Media Literacy	

Interdisciplinary Connections

- Quick thinking and decision making during emergency situations
- Identify safety signs
- Identifying numbers for 911 call

Technology Integration

- ELMO
- Brain Pop Jr. (School Safety, Fire Safety & Bus Safety)
- Songs about Fire & Bus Safety

Time Frame	Marking Period #3: Lesson 5 - Healthy Habits
Topic	
Prevention of Common Diseases & Healthy Habits	
Essential Questions	
<ul style="list-style-type: none"> • How do you reduce ones’ risk for diseases, health conditions, and injuries that may impact the quality or duration of one’s life? 	
Enduring Understandings	
<ul style="list-style-type: none"> • Health choices and behaviors have a profound impact on personal, family, community, and global wellness. 	
Alignment to NJCCCS	
2.1.P.A.1 – Develop an awareness of healthy habits (e.g, use clean tissues, wash hands, hand food hygienically, and dress appropriately for the weather.) 2.1.2.C.1-Summarize symptoms of common diseases and health conditions.	
Key Concepts and Skills	
<ul style="list-style-type: none"> • Identify a germ. • Washing your hands and proper technique. • Covering your mouth when you sneeze and cough. • Avoid sharing personal items. 	

- Prevention from spreading germs.
- Proper bathing with soap and water.
- Common Illnesses.

Learning Activities

- Personal hygiene concepts
- Introduction: What do germs look like?
- Common Illnesses
- Spreading germs
- Germ Powder and UV light reveal
- Mr. Achoo with and without a tissue
- *Harry, the Dirty Dog* book
- *The Biggest Nose* book

Assessments

- Teacher observation
- Student experiments and discussion questions
- Students worksheets

21st Century Skills

Creativity	Critical Thinking	<u>Communication</u>	Collaboration
<u>Life & Career Skills</u>	Information Literacy	Media Literacy	

Interdisciplinary Connections

- Makeup of germ relates to scientific experiments

Technology Integration

- Brain Pop Jr.

Time Frame	Marking Period #3: Lesson 6 - Nutrition
Topic	
Nutrition & Proper Eating Habits	
Essential Questions	
<ul style="list-style-type: none"> • What are the major food groups that should be included in daily meals? • What food choices hold more nutritional value? • How are food choices influenced by culture and tradition? • What role does family, peers, and the media have on food choices now and throughout life? 	
Enduring Understandings	
<ul style="list-style-type: none"> • Food choices and eating patterns are developed at a young age, persist throughout one's lifetime, and may impact one's long-term health. 	

Alignment to NJCCCS

HE.PK.2.2.1 – Explore foods and food groups.

HE.PK.2.2.2 – Develop awareness of nutritious food choices.

Key Concepts and Skills

- My Pyramid description.
- Making healthy food choices in comparison to unhealthy food choices.
- Having a balanced diet.
- Eating a healthy breakfast to start your day out properly.
- What you eat is what your body will become.
- Families and eating habits.
- Commercials and advertising for poor food choices – happy meals with toy, etc.
- Intake vs. exercise

Learning Activities

- My Pyramid posters and coloring sheets.
- *Bread and Jam for Frances* book.
- Grocery Store Role Play.
- Clear communicator for circling the healthier food choice.
- Brain Pop Jr. – Food Groups and Eating Right.
- Distinguishing between food groups utilizing various equipment.

Assessments

- Teacher observation
- Role Play demonstration
- Coloring student worksheets

21st Century Skills

Creativity	Critical Thinking	<u>Communication</u>	Collaboration
<u>Life & Career Skills</u>	<u>Information Literacy</u>	Media Literacy	

Interdisciplinary Connections

- Physical activity is dependent on proper eating habits.
- Mathematics incorporates different measurements/serving size that aids in proper nutrition and cooking.

Technology Integration

- Brain Pop Jr.
- ELMO

Lesson	Marking Period 1	Lesson	Marking Period 3
1.	Safety	5.	Nutrition
2.	Personal Hygiene & Lice Prevention	6.	Respect for Medicine
Lesson	Marking Period 2	Lesson	Marking Period 4
3.	Dental Health	7.	Water/Swimming Safety
4.	Communicable Diseases	8.	Family/Social Skills

1st Grade Health Curriculum

Time Frame	Marking Period #1: Lesson 1 - Safety		
Topic			
Safety			
Essential Questions			
<ul style="list-style-type: none"> • How can I keep myself safe at home and at school? • How should I interact with strangers? 			
Enduring Understandings			
<ul style="list-style-type: none"> • Practice safe behaviors to reduce the risk of dangerous situations • Practice safe school and bus behaviors • Interact safely with strangers 			
Alignment to NJCCCS			
HE.K-2.2.1.2.D.1 Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).			
2.1.2.D.2 Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches.			
2.1.2.D.3 Identify procedures associated with pedestrian, bicycle, and traffic safety.			
2.2.2.E.1 Determine where to access home, school, and community health professionals.			
Key Concepts and Skills			
<ul style="list-style-type: none"> • Identifying the need for school safety rules • Demonstrating safe school behavior • Steps to take in an emergency • Bus Safety – seatbelts, no eating, staying behind yellow line, entering and exiting • Avoiding unnecessary risk taking behaviors • Learning process to contact emergency sources for help • Home safety – outlets, cooking, family meeting place in case of emergency • Playground safety – sun screen, proper use of equipment, no tag or chasing • Animal safety – when and how to approach animals, rabies 			
Learning Activities			
<ul style="list-style-type: none"> • Identify items that are “safe to use on your own, with an adult and never” within the home. • Brain Pop Jr. – Bus Safety review • Playground Safety worksheet • Trust Tree – who can you trust in the community • Scenario Discussion • <i>David Goes to School</i> book • 911 phone puzzle 			
Assessments			
<ul style="list-style-type: none"> • Teacher observation • Student discussion during scenarios • Students worksheets 			
21st Century Skills			
Creativity	<u>Critical Thinking</u>	<u>Communication</u>	<u>Collaboration</u>

<u>Life & Career Skills</u>	Information Literacy	<u>Media Literacy</u>
Interdisciplinary Connections		
<ul style="list-style-type: none"> • Quick thinking and decision making during emergency situations • Identify safety signs • Identifying numbers for 911 call 		
Technology Integration		
<ul style="list-style-type: none"> • ELMO • Brain Pop Jr. 		

Time Frame	Marking Period #1 – Lesson 2 – Personal Hygiene
Topic	
Personal Hygiene & Lice Prevention	
Essential Questions	
<ul style="list-style-type: none"> • Why is it important to maintain proper hygiene? • How can I prevent lice? 	
Enduring Understandings	
<ul style="list-style-type: none"> • Understanding why proper hygiene is important to maintain a healthy body and to keep others around me free of disease. • Understanding the importance of preventive lice measures. 	
Alignment to NJCCCS	
HE.K-2.2.1.2.A.1 – Explain what being “well” means and identify self-care practices that support wellness.	
HE.K-2.2.1.2.C.1 – Summarize symptoms of common diseases and health conditions.	
HE.K-2.2.1.2.C.2 – Summarize strategies to prevent the spread of common diseases and health conditions.	
Key Concepts and Skills	
<ul style="list-style-type: none"> • Identify a germ. • Washing your hands and proper technique. • Covering your mouth when you sneeze and cough. • Avoid sharing personal items. • Prevention from spreading germs. • Proper bathing with soap and water. • Common illnesses. • Lice identification. • Lice prevention tips. 	
Learning Activities	
<ul style="list-style-type: none"> • Germ powder and spread with UV light • Mr. Achoo • Grooming techniques • Brain Pop Jr. – Lice • Hand washing techniques – ABC and Twinkle Twinkle • Brain Pop Jr. – Hand Washing • Lice Prevention Worksheet – circle the items that could spread lice 	

Assessments

- Teacher Observation
- Lice Prevention Student Worksheet
- Washing Hand Technique with Antibacterial Soap and UV light

21st Century Skills

Creativity	Critical Thinking	<u>Communication</u>	Collaboration
<u>Life & Career Skills</u>	<u>Information Literacy</u>	Media Literacy	

Interdisciplinary Connections

- Germ identification relates to scientific experiments – making hypothesis

Technology Integration

- Brain Pop Jr.
- ELMO

Time Frame	Marking Period #2 – Lesson 3 – Dental Health
Topic	
Dental Health	
Essential Questions	
<ul style="list-style-type: none"> • Why brush our teeth? • What does a dentist check for during cleanings? • Why do we have baby teeth and permanent teeth? • What causes cavities? • How can we care for our teeth? 	
Enduring Understandings	
<ul style="list-style-type: none"> • Understanding the proper dental habits and care will aid in the prevention of disease and lead to a healthy lifestyle. • The importance of proper dental care and maintaining healthy permanent teeth. 	
Alignment to NJCCCS	
HE.K-2.2.1.2.A.2 – Use correct terminology to identify body parts and explain how body parts work together to support wellness. 2.2.1.2.C.2 – Summarize strategies to prevent the spread of common diseases and health conditions.	
Key Concepts and Skills	
<ul style="list-style-type: none"> • Understanding why we have teeth and their purpose. • Understanding preventative care. • Demonstrating proper technique for brushing and flossing teeth. • Process of losing teeth and growing permanent teeth. • Dentist visits and X-rays. • Anatomy of the tooth. 	
Learning Activities	
<ul style="list-style-type: none"> • Display and explain model of mouth 	

- Demonstrate proper brushing and flossing technique
- Brain Pop Jr. on Visiting the Dentist
- Explanation of why we lose teeth and development of permanent teeth
- Tic-Tac-Toe of proper technique for brushing and flossing.
- *The Crocodile's Toothache* – Where the Sidewalk Ends poem
- Show different animals teeth and relate to human teeth and identify differences
- *Albert's Toothache*

Assessments

- Teacher observation
- *Learning About My Body*, Evan-Moor page 67 student worksheet

21st Century Skills

Creativity	<u>Critical Thinking</u>	Communication	Collaboration
<u>Life & Career Skills</u>	Information Literacy	<u>Media Literacy</u>	

Interdisciplinary Connections

- Science – relating human teeth to different animals teeth and their purposes
- LAL – reading poem in relation to teeth & reading the book *Albert's Toothache* and discussing the characters and theme of book.

Technology Integration

- Brain Pop Jr.
- ELMO

Time Frame	Marking Period #2 – Lesson 4 – Communicable Diseases
Topic	
Communicable Diseases	
Essential Questions	
<ul style="list-style-type: none"> • What are some of the causes of disease? • Which behaviors promote healthy well-being? 	
Enduring Understandings	
<ul style="list-style-type: none"> • Understand the concept of disease & identify causes. • Develop healthy personal behaviors which help to prevent disease and promote a healthy well being. 	
Alignment to NJCCCS	
2.1.2.C.1 Summarize symptoms of common diseases and health conditions.	
2.1.2.C.2 Summarize strategies to prevent the spread of common diseases and health conditions.	
Key Concepts and Skills	
<ul style="list-style-type: none"> • Define communicable and non-communicable diseases. • Causes of diseases. • Ways to prevent the spread of disease. • How to treat flu, cold, and strep throat. • Kinds of germs – bacteria vs. virus. • How germs spread – air, contact with people, objects, animals, food and water. 	

- Ways the body keeps germs out.
- Doctors can treat the bacteria that are formed in our body through antibiotics.

Learning Activities

- Sparkle activity of how germs are spread.
- Magnifying glass experiment – find the dirt on their hands
- Doctor treats disease caused by bacteria – cotton ball experiment – shows food coloring going to cotton ball within the body.

Assessments

- Teacher Observation
- Student Worksheets

21st Century Skills

<u>Creativity</u>	<u>Critical Thinking</u>	Communication	Collaboration
<u>Life & Career Skills</u>	Information Literacy	Media Literacy	

Interdisciplinary Connections

- Scientific Experiments – Cotton Ball/Magnifying Glass
- Microscope – view germs

Technology Integration

- ELMO
- Microscope

Time Frame	Marking Period #3 – Lesson 5 – Nutrition
Topic	
Nutrition	
Essential Questions	
<ul style="list-style-type: none"> • How can I make healthy choices regarding the foods I eat? 	
Enduring Understandings	
<ul style="list-style-type: none"> • Demonstrate a basic understanding of nutrition concepts. • Practice making healthy nutrition choices. 	
Alignment to NJCCCS	
2.1.2.B.1 Explain why some foods are healthier to eat than others. 2.1.2.B.2 Explain how foods in the food pyramid differ in nutritional content and value. 2.1.2.B.3 Summarize information about food found on product labels.	
Key Concepts and Skills	
<ul style="list-style-type: none"> • MyPyramid description – try to eat more foods in the larger pyramid section. • Understanding the colors of the pyramid. • Your body uses food for many different reasons. • Choose foods and drinks that are healthful. • Healthful foods help your body in various ways. • Making healthful nutritional decisions. 	

Learning Activities

- MyPyramid Guide handouts
- My Plate Food Bingo
- Nutrition Spin Zone – identifying foods within each of the food groups
- Nutrition Games on BAM.gov on Smart Board

Assessments

- Teacher observation
- Student worksheet – choice of healthful meal with various pictures to choose from.

21st Century Skills

<u>Creativity</u>	Critical Thinking	Communication	Collaboration
<u>Life & Career Skills</u>	<u>Information Literacy</u>	<u>Media Literacy</u>	

Interdisciplinary Connections

- Color recognition in the MyPyramid guide.
- Mathematics – adding together various foods from each food group and measurements for cooking/serving sizes.

Technology Integration

- SmartBoard
- ELMO

Time Frame	Marking Period #3 – Lesson 6 – Respect for Medicine
Topic	
Respect for Medicine	
Essential Questions	
<ul style="list-style-type: none"> • Why must medicines be used correctly? • What are the risks of confusing medicine with candy? • Who can give me medicine? • What is the symbol for poison? 	
Enduring Understandings	
<ul style="list-style-type: none"> • Just because it's medicine doesn't mean it's good for you. • You can't tell a medicine just by looking at it. • Only a trusted adult can give you medicine. 	
Alignment to NJCCCS	
2.1.2.D.1 Identify ways to prevent injuries at home, school, and in the community (e.g., fire, poison, accident). 2.2.2.E.1 Determine where to access home, school, and community health professionals. 2.3.2.A.1 Explain what medicines are and when some types of medicines are used. 2.3.2.A.2 Explain why medicines should be administered as directed. 2.3.2.B.1 Identify ways that drugs can be abused.	
Key Concepts and Skills	
<ul style="list-style-type: none"> • Medicines can help you when you use them safely. • Other drugs can harm you. • Medicines come in all shapes, sizes, and tastes. (i.e. powder, cream, pills, liquid, etc.) 	

- Caffeine and tobacco are drugs that can harm you.
- Drug defined.
- Saying NO to drugs will keep you safe and healthy.

Learning Activities

- Identify different types of medicines – with real life visual props.
- Brain Pop Jr. – Medicines
- Caffeine Definition – visual props included.
- Role Play with Scenarios
- *No Drugs for Me* rhyme – “Bugs for me, and hugs for me, but NO drugs for me!”

Assessments

- Teacher observation
- Role Playing
- Scenario responses using critical thinking skills

21st Century Skills

<u>Creativity</u>		<u>Critical Thinking</u>		<u>Communication</u>	Collaboration
<u>Life & Career Skills</u>		<u>Information Literacy</u>		<u>Media Literacy</u>	

Interdisciplinary Connections

- LAL – rhyming poem will be read aloud and repeated with students.
- Role Play – acting as a form of art.

Technology Integration

- ELMO
- Brain Pop Jr.

Time Frame	Marking Period #4 – Lesson 7 – Water and Swim Safety
Topic	
Water and Swim Safety	
Essential Questions	
<ul style="list-style-type: none"> • What are ways to keep safe around water? • How can you be safe in a boat? • What are some signs to alert you when the ocean is safe or unsafe? • What can you do if you see someone in trouble in the water? • How can you be safe when swimming in a pool? 	
Enduring Understandings	
<ul style="list-style-type: none"> • Understanding that being unsafe near any body of water can result in drowning. • Understanding the importance of water safety skills in order to keep yourself and others around you safe. 	

Alignment to NJCCCS

HE.K-2.2.1.2.D.1 – Identify ways to prevent injuries at home, school and in the community.
2.2.2.2.B.1 – Explain what a decision is and why it is advantageous to think before acting.

Key Concepts and Skills

- *Boating Safety:*
- Lifejackets, always go with an adult, talk about what to do if an emergency happens, stay away from the water if a storm is approaching.
- *Beach Safety:*
- Green flags OK to swim, swim in front of lifeguard stand, rip currents, be aware of surfers and boogie boarders.
- *Water Safety:*
- Learn how to swim.
- Never swim alone.
- Do not push others into the water.
- Do not chew gum or eat in the water.
- Get out of the water if there is lightning or thunder.
- Find out how deep the water is before you jump or dive in.
- Do not swim if you are tired.
- Do not swim in the dark.
- No running around pool decks.
- No diving or jumping into shallow water.

Learning Activities

- Stroke Practice
- Swim Buddy Relay
- Scooter Lifeguard Rescue
- Kicking Practice
- Beach Flag Identification
- Boating Safety – wearing a lifejacket
- Sunscreen Safety
- Depth Surveyors – measure 6ft. in depth is in comparison to their height.
- Brain Pop Jr. – Sink or Float – description of why things float.

Assessments

- Teacher observation.
- Student participation in culminating station activities.

21st Century Skills

Creativity	Critical Thinking	<u>Communication</u>	Collaboration
<u>Life & Career Skills</u>	Information Literacy	Media Literacy	

Interdisciplinary Connections

- Mathematics – Depth of Water Measurements.
- Color Recognition with Beach Flags and relation to their meaning.

- Science – Flotation devices and how they save lives.

Technology Integration

- ELMO
- Brain Pop Jr.

Time Frame	Marking Period #4 – Lesson 8 – Family/Social Skills		
Topic			
Family & Social Skills			
Essential Questions			
<ul style="list-style-type: none"> • What is special about my family? • What are my responsibilities in my family? • What are ways in which we can communicate kindly with others? 			
Enduring Understandings			
<ul style="list-style-type: none"> • Appreciate families • Promote responsibility in the family unit. • Understanding differences amongst individual personalities. • Understanding how to properly communicate with others in all situations. 			
Alignment to NJCCCS			
2.4.2.A.1 Compare and contrast different kinds of families locally and globally.			
2.4.2.A.2 Distinguish the roles and responsibilities of different family members.			
2.4.2.A.3 Determine the factors that contribute to healthy relationships.			
Key Concepts and Skills			
<ul style="list-style-type: none"> • Roles of family members. • Getting along with family members through showing love and respect. • Every family is different and special. • Families change in different ways. • Ways you can contribute to your family. • Rules to follow to help family members get along. • Learn to resolve conflicts properly. • Communicate properly with others to avoid conflicts. 			
Learning Activities			
<ul style="list-style-type: none"> • Role Playing • Brain Pop, Jr. – Divorce and Changing Families • Harcourt Activity Book p. 51-52 worksheet • Chart to place on refrigerator for helping around the house. • <i>Clifford's Good Deeds</i> 			
Assessments			
<ul style="list-style-type: none"> • Teacher Observation • Role Playing contributions within the group • Student worksheet • Chart creations 			
21st Century Skills			
<u>Creativity</u>	Critical Thinking	<u>Communication</u>	<u>Collaboration</u>

<u>Life & Career</u> <u>Skills</u>	Information Literacy	Media Literacy
Interdisciplinary Connections		
<ul style="list-style-type: none">• Mathematics – chart creation for chores list		
Technology Integration		
<ul style="list-style-type: none">• ELMO• Brain Pop Jr.		

Lesson	Marking Period 1	Lesson	Marking Period 3
1.	Wellness	5.	Muscular System
2.	Nutrition	6.	Skeletal System
Lesson	Marking Period 2	Lesson	Marking Period 4
3.	Disability Awareness	7.	Conflict Resolution
4.	First Aid & Lyme's Disease	8.	W.H.O.

2nd Grade Health Curriculum

Time Frame	Marking Period #1 – Lesson 1 – Wellness				
Topic					
Wellness					
Essential Questions					
<ul style="list-style-type: none"> • How can setting goals and making good decisions enhance one’s health? • What are the six parts of Wellness? • How can you choose healthful behaviors? • How can you avoid risky behaviors? • What are life skills? 					
Enduring Understandings					
<ul style="list-style-type: none"> • Use effective interpersonal skills to enhance health. • Utilize healthful behaviors to improve and protect your health. • Learn how to use goal setting & decision making to improve health. 					
Alignment to NJCCCS					
<p>2.1.2.C.3 Determine how personal feelings can affect one’s wellness.</p> <p>2.1.2.E.3 Explain healthy ways of coping with common stressful situations experienced by children.</p> <p>2.2.2.B.1 Explain what a decision is and why it is advantageous to think before acting.</p> <p>2.2.2.B.2 Relate decision-making by self and others to one’s health.</p> <p>2.2.2.B.4 Select a personal health goal and explain why setting a goal is important.</p> <p>2.2.2.D.1 Determine the benefits for oneself and others of participating in a class or school service activity.</p>					
Key Concepts and Skills					
<ul style="list-style-type: none"> • Six parts of Wellness defined. • Choosing healthful decisions. • Avoiding unhealthful behaviors. • Setting health goals. • Using I-message. 					
Learning Activities					
<ul style="list-style-type: none"> • Health Behavior Contract – Harcourt • Reaching and understanding each component of Wellness. • Mirror Journal Reflection – write about what you think of yourself when you look into a mirror 					
Assessments					
<ul style="list-style-type: none"> • Journal Reflection • Setting a Health Goal • Teacher Observation 					
21st Century Skills					
Creativity		<u>Critical Thinking</u>		<u>Communication</u>	Collaboration

<u>Life & Career Skills</u>	Information Literacy	Media Literacy
Interdisciplinary Connections		
<ul style="list-style-type: none"> LAL – Journal Reflection 		
Technology Integration		
<ul style="list-style-type: none"> ELMO 		

Time Frame	Marking Period #1 – Lesson 2 – Nutrition
Topic	
Nutrition	
Essential Questions	
<ul style="list-style-type: none"> Can children make their own healthy choices? Why do I choose to eat what I do? 	
Enduring Understandings	
<ul style="list-style-type: none"> It is my responsibility to make healthy food choices. The foods I eat can affect my growth and development. 	
Alignment to NJCCCS	
<p>2.1.2.B.1 Explain why some foods are healthier to eat than others.</p> <p>2.1.2.B.2 Explain how foods in pyramid (MyPlate) differ in nutritional content and value.</p> <p>2.1.2.B.3 Summarize information about food found on product labels.</p> <p>2.2.2.B.2 Relate decision-making by self and others to one's health.</p> <p>2.2.2.B.3 Determine ways parents, peers, technology, culture, and the media influence.</p> <p>2.2.2.B.4 Select a personal health goal and explain why setting a goal is important</p>	
Key Concepts and Skills	
<ul style="list-style-type: none"> MyPyramid Guide Health snack choices Influences Food Choices Planning a Menu for Healthful Meal Basics Reading Food Label Table Manners Goals for Healthier Meals 	
Learning Activities	
<ul style="list-style-type: none"> Virtual Snack Bag- before and after assessment of packing a snack bag for school. Each child will make his/her own choices for snacks to pack. After instruction, the children will revisit their bags and consider if any changes need to be made and why/why not. Graph Analysis: Students will chart their eating habits and then graph the results, which will illustrate what they are choosing (and being made) to eat. They will analyze habits and patterns. Goal Setting Form 	
Assessments	
<ul style="list-style-type: none"> Pre and Post Snack Bag Check Graph Analysis Goal Setting 	

- Teacher Observation

21st Century Skills

<u>Creativity</u>	<u>Critical Thinking</u>	Communication	Collaboration
<u>Life & Career Skills</u>	<u>Information Literacy</u>	<u>Media Literacy</u>	

Interdisciplinary Connections

- Math – graph analysis and goal setting

Technology Integration

- ELMO

Time Frame	Marking Period #2 – Lesson 3 – Disability Awareness
Topic	
Disability Awareness	
Essential Questions	
<ul style="list-style-type: none"> • In what ways am I alike and different from others? • What comes easily to me? What is difficult? What things do I need help with? • How should I interact with someone with a disability? • What accommodations do people with disabilities use to help them achieve their goals, dreams, and personal needs? 	
Enduring Understandings	
<ul style="list-style-type: none"> • We are all unique and worthy of respect. • We all have goals, dreams, and personal needs. • Everyone has feelings. • We all have special talents. • We can all learn something from each other. 	
Alignment to NJCCCS	
2.1.2.E.1 Identify basic social and emotional needs of all people.	
2.2.2.C.2 Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities.	
2.1.2.A.2 Use correct terminology to indentify body parts, and explain how body parts work together in wellness.	
Key Concepts and Skills	
<ul style="list-style-type: none"> • Define “difference” and “similarity.” • Identify differences and similarities between themselves and other students. • Explain the term “disability.” • Demonstrate understanding that people with disabilities are more like us than different. • Show understanding that people with disabilities can do many things. • Experience hearing, visual, physical and learning disabilities. 	
Learning Activities	
<ul style="list-style-type: none"> • Poster of different health issues in each country. • Write your name using your non-dominant hand. 	

- Walk a balance beam with goggles.
- Artists or famous people with disabilities and their success stories.
- Blindfold and try to catch a ball.
- Various disability assistant devices can be discussed using props (i.e. walker, wheelchair, etc.)

Assessments

- Teacher observation
- Poster completion and presentation

21st Century Skills

<u>Creativity</u>	Critical Thinking	Communication	Collaboration
<u>Life & Career Skills</u>	<u>Information Literacy</u>	Media Literacy	

Interdisciplinary Connections

- Music- Focus on artists with disabilities – sing/play music
- Physical Education- Performing activities with blindfolds play catch with one arm.
- Art- Focus on artist with disability. Draw with glasses and with Vaseline. Draw with non-dominant hand.

Technology Integration

- ELMO

Time Frame	Marking Period #2 – Lesson 4 – First Aid
Topic	
First Aid & Lyme's Disease	
Essential Questions	
<ul style="list-style-type: none"> • What would you do to take care of a minor cut on yourself or someone else? • What types of situations are appropriate for using first aid procedures? • How can you prevent Lyme's disease? • Why do I have to worry about ticks when I play outside? 	
Enduring Understandings	
<ul style="list-style-type: none"> • I can take care of minor cuts and wounds. • I can take care of myself. • I understand the harmful events of Lyme's disease. • Behaviors can affect health throughout a lifetime. 	
Alignment to NJCCCS	
HE.K-2.2.1.2.C.1 – Summarize symptoms of common diseases and health conditions. 2.2.1.C.2 – Summarize strategies to prevent the spread of common diseases and health conditions. 2.2.1.2.D.1 – Identify ways to prevent injuries at home, school and in the community.	
Key Concepts and Skills	
<ul style="list-style-type: none"> • Items that should be part of First Aid Kit. • Precautions to take when giving first aid. • How to give first aid for cuts, scrapes, nosebleeds, insect stings, burns, bites and reactions to plants. • List and demonstrate the five steps of wound care. 	

- Classify injuries.
- Know the difference between a minor and a major cut.
- Know when to seek adult assistance.
- Tick characteristics – differentiate between types.
- Know how to dress when going hiking, camping or participating in other outdoor/wilderness activities.
- Show how and where to look for ticks on their bodies.
- Show what to do if they find a tick on their body.
- Demonstrate preventative strategies to keep ticks from attaching themselves to their bodies.

Learning Activities

- Emergency Telephone List – create at home.
- Harcourt p. C74-C75 differentiate between different first aid care.
- Let's Talk about Scratches, Scrapes and Bug Bites by Melanie Apel Gordon
- Brain Pop – First Aid
- Student Worksheet identifying the different types of ticks

Assessments

- Teacher observation
- Student Worksheet

21st Century Skills

Creativity	<u>Critical Thinking</u>	Communication	<u>Collaboration</u>
Life & Career Skills	Information Literacy	Media Literacy	

Interdisciplinary Connections

- LAL – read along with book
- Science – body part identification and proper terminology

Technology Integration

- ELMO
- Brain Pop

Time Frame	Marking Period #3 – Lesson 5 – Muscular System
Topic	
Muscular System	
Essential Questions	
<ul style="list-style-type: none"> • How does the human body work? • What are choices that people can make to help their body and what are choices people can make to hurt their body? 	
Enduring Understandings	
<ul style="list-style-type: none"> • The human body is a collection of systems that work together to allow the body to function and maintain health. • Each body system has components, which may be shared with other systems. 	

- People can make conscious choices to keep the human body healthy or unhealthy.

Alignment to NJCCCS

HE.K-2.2.2.1.2.A.2 – Use correct terminology to identify body parts, and explain how body parts work together to support wellness.

Key Concepts and Skills

- Recognize that muscles allow the body to move and give support to the skeleton.
- Identify strategies that they can use to maintain a healthy muscular system.

Learning Activities

- Muscles Work in Pairs to Move Bones sheet & How do Muscles Work? Sheet
- Brain Pop – All Systems Go!
- *Magic School Bus: Inside the Human Body*

Assessments

- Teacher Observation
- Student Worksheet

21st Century Skills

Creativity	Critical Thinking	Communication	Collaboration
<u>Life & Career Skills</u>	<u>Information Literacy</u>	Media Literacy	

Interdisciplinary Connections

- Science – Body Systems Functions

Technology Integration

- Brain Pop

Time Frame | **Marking Period #3 – Lesson 6 – Skeletal System**

Topic

Skeletal System

Essential Questions

- How does the human body work?
- What are choices that people can make to help their body and what are choices people can make to hurt their body?

Enduring Understandings

- The human body is a collection of systems that work together to allow the body to function and maintain health.
- Each body system has components, which may be shared with other systems.
- People can make conscious choices to keep the human body healthy or unhealthy.

Alignment to NJCCCS

HE.K-2.2.2.1.2.A.2 – Use correct terminology to identify body parts, and explain how body parts work together to support wellness.

Key Concepts and Skills

- Identify and label the major parts of our skeletal system.
- Recognize that the bones in our body give shape, a frame, protection, and movement.
- Identify strategies that they can use to maintain a healthy skeletal system.
- Recognize that muscles allow the body to move and give support to the skeleton.

Learning Activities

- *Learning About My Body* Evan-Moor p.14 Where are the Bones? Worksheet
- *Dem Bones*, Bob Barner, Chronicle Books, ISBN 0-8118-0827-0
- Model of Skeletal System

Assessments

- Teacher Observation
- Student Worksheet

21st Century Skills

Creativity	Critical Thinking	Communication	Collaboration
<u>Life & Career Skills</u>	<u>Information Literacy</u>	Media Literacy	

Interdisciplinary Connections

- Science: Body System Functions

Technology Integration

- ELMO

Time Frame	Marking Period #4 – Lesson 7 – Conflict Resolution
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Topic

Conflict Resolution

Essential Questions

- How can I peacefully resolve conflicts?
- How can I express my emotions in a positive way and use strategies for dealing with emotions effectively?

Enduring Understandings

- Practice resolving conflicts in a peaceful manner.
- Identify and express emotions in acceptable ways, and demonstrate effective coping strategies for dealing with emotions.

Alignment to NJCCCS

HE.K-2.1.2.C.3 – Determine how personal feelings can affect one’s wellness.

2.2.1.2.E.1 – Identify basic social and emotional needs of all people.

2.2.1.2.E.2 – Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.

2.2.1.2.E.3 – Explain healthy ways of coping with common stressful situations experienced by children.

Key Concepts and Skills

- Ways to be kind to others.
- Using I-Care language.
- Understanding the four steps to resolve conflict.
- Ways to get along with others.
- Peer pressure.

Learning Activities

- Cooperative Games
- Role Play to resolve conflicts the proper way
- Relaxation Techniques and Breathing

Assessments

- Teacher Observation

21st Century Skills

<u>Creativity</u>		Critical Thinking		<u>Communication</u>		<u>Collaboration</u>
<u>Life & Career Skills</u>		Information Literacy		Media Literacy		

Interdisciplinary Connections

- Art – role playing
- Physical Education – Yoga techniques and breathing associated with the poses and cooperative activities

Technology Integration

- ELMO

Time Frame | **Marking Period #4 – Lesson 8 – W.H.O.**

Topic

We Help Ourselves

Essential Questions

- Who are strangers?
- Who can you trust if you get lost?
- What is the difference between a safe touch and an unsafe touch?

Enduring Understandings

- Understanding that strangers are most of the time good people, however, you should always

take extra caution in all situations involving strangers.

Alignment to NJCCCS

HE.K-2.2.1.2.D.2 – Differentiate among the characteristics of strangers, acquaintances and trusted adults and describe safe and appropriate behavior/touches.

Key Concepts and Skills

- Do not play alone.
- Do not take anything from strangers.
- Do not go near a stranger that wants to show you a pet.
- Do not go anywhere with a stranger even if they say “it’s ok.”
- Always tell a parent where you are playing.
- Good strangers who are community helpers can be identified as someone who is safe.
- Knowing where you live and your phone number.
- Family safe meeting spot.

Learning Activities

- *Let’s Learn About Safe and Unsafe Touching* workbook
- National Crime Prevention Council Scenarios
- Various pictures of different looking people; identify if they think they are “safe” or “unsafe” strangers.
- *Bernstein Bears* book
- Address and Phone Number sheets.

Assessments

- Worksheets in Safe and Unsafe Touching book
- Teacher Observation

21st Century Skills

Creativity	<u>Critical Thinking</u>	<u>Communication</u>	Collaboration
<u>Life & Career Skills</u>	Information Literacy	Media Literacy	

Interdisciplinary Connections

- LAL – read aloud book
- Science – Body parts and anatomy

Technology Integration

- ELMO

Lesson	Marking Period 1	Lesson	Marking Period 3
1.	Nutrition	5.	Circulatory Systems & Care of
2.	Personal Health Choices	6.	Exercise and Prevention
Lesson	Marking Period 2	Lesson	Marking Period 4
3.	Digestive System & Care of	7.	Sun Safety
4.	Smoking, Drugs & Effects on the Body	8.	Cyber Bullying

3rd Grade Health Curriculum

Time Frame	Marking Period #1 – Lesson 1 - Nutrition		
Topic			
Nutrition			
Essential Questions			
<ul style="list-style-type: none"> • Can children make their own healthy choices? • Why do I choose to eat what I do? • How can food labels help me to make healthy choices? 			
Enduring Understandings			
<ul style="list-style-type: none"> • You are what you eat. • A balanced diet and exercise contribute to physical and mental health. 			
Alignment to NJCCCS			
HE.3-4.2.1.4.B.1 – Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.			
2.1.4.B.2 – Differentiate between healthy and unhealthy eating practices.			
2.1.4.B.3 – Create a healthy meal based on nutritional content, value, calories, and cost.			
2.1.4.B.4 – Interpret food product labels based on nutritional content.			
Key Concepts and Skills			
<ul style="list-style-type: none"> • Six kinds of nutrients and what foods provide them (i.e. proteins, carbohydrates, fats, vitamins, minerals, water.) • MyPyramid Guide to plan a balanced diet. • The basic dietary guidelines. • Create a healthy meal based on various factors. • Healthy vs. unhealthy eating choices. • Understanding and interpreting food labels. 			
Learning Activities			
<ul style="list-style-type: none"> • MyPyramid Guide handouts • My Plate Food Bingo • Reading a Food Label worksheet • Nutrition Spin Zone – identifying foods within each of the food groups • Nutrition Games on BAM.gov on Smart Board 			
Assessments			
<ul style="list-style-type: none"> • Student worksheet • Teacher observation • Students centers with nutrition activities 			
21st Century Skills			
<u>Creativity</u>	<u>Critical Thinking</u>	<u>Communication</u>	<u>Collaboration</u>
<u>Life & Career Skills</u>	<u>Information Literacy</u>	<u>Media Literacy</u>	
Interdisciplinary Connections			
<ul style="list-style-type: none"> • Mathematics – Reading Food Labels 			
Technology Integration			
<ul style="list-style-type: none"> • Smart board • ELMO 			

Time Frame	Marking Period #1 – Lesson 2 – Personal Health		
Topic			
Personal Health			
Essential Questions			
<ul style="list-style-type: none"> • How can I care for my body? • Why is sleep important? • How do my eyes and ears function? • How can I protect my eyes and ears? 			
Enduring Understandings			
<ul style="list-style-type: none"> • Caring for my body will aid in my continued awareness of personal health choices and in maintaining a healthy lifestyle. 			
Alignment to NJCCCS			
<p>HE.3-4.2.1.4.A.1 – Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.</p> <p>2.1.4.A.2 – Determine the relationship of personal health practices and behaviors on an individual’s body system.</p>			
Key Concepts and Skills			
<ul style="list-style-type: none"> • Sleep benefits our health. • Caring for your skin, hair, nails and clothes. • How the eye works and how vision can be corrected. • How the ear works and how common hearing problems can be detected and avoided. • Caring for your eyes and ears. 			
Learning Activities			
<ul style="list-style-type: none"> • Sleep cycle and REM and how it relates to your daily activities. • See what your skin does apple experiment. • Props of grooming products and how to properly use them. • Brain Pop – Eyes • Sound tape recognition for testing hearing. • Models of eyes and ears. • Optical illusion to see how the eyes can be tricked. 			
Assessments			
<ul style="list-style-type: none"> • Teacher observation • Students generated hearing and sight tests and participation 			
21st Century Skills			
Creativity	Critical Thinking	Communication	Collaboration
<u>Life & Career Skills</u>	<u>Information Literacy</u>	Media Literacy	
Interdisciplinary Connections			
<ul style="list-style-type: none"> • Science – Apple Experiment • Science – parts of the eye and ear 			
Technology Integration			
<ul style="list-style-type: none"> • ELMO • Brain Pop • Optical Illusions online (moving) 			

Time Frame	Marking Period #2 – Lesson 3 – Digestive System		
Topic			
Digestive System and Care Of			
Essential Questions			
<ul style="list-style-type: none"> • How does the human body work? • What are choices that people can make to help their body and what are choices people can make to hurt their body? 			
Enduring Understandings			
<ul style="list-style-type: none"> • The human body is a collection of systems that work together to allow the body to function and maintain health. • Each body system has components, which may be shared with other systems. • People can make conscious choices to keep the human body healthy or unhealthy. 			
Alignment to NJCCCS			
HE.3-4.2.1.4.C.1 – Explain how most diseases and health conditions are preventable. 2.1.4.A.2 – Determine the relationship of personal health practices and behaviors on an individual’s body system.			
Key Concepts and Skills			
<ul style="list-style-type: none"> • Body systems defined. • Define digestion. • Process of digestion. • Nutrients absorbed through digestion process. • Caring for the digestive system. 			
Learning Activities			
<ul style="list-style-type: none"> • Brain Pop – Digestion. • Let’s Make a Stomach Experiment. • Eating pretzels pre and post. • Understanding that fiber can aid in the care of digestion and what foods are rich in fiber. • Digestive System worksheet 			
Assessments			
<ul style="list-style-type: none"> • Teacher observation • Student participation and discussion during experiments. • Student worksheet. 			
21st Century Skills			
Creativity	Critical Thinking	Communication	Collaboration
<u>Life & Career Skills</u>	<u>Information Literacy</u>	Media Literacy	
Interdisciplinary Connections			
<ul style="list-style-type: none"> • Science – experiments • Science – body systems 			
Technology Integration			
<ul style="list-style-type: none"> • Brain Pop 			

Time Frame	Marking Period #2 – Lesson 4 – Smoking, Drugs and Effects on Body		
Topic			
Smoking, Drugs & Effects on Body			
Essential Questions			
<ul style="list-style-type: none"> • What are the consequences of using tobacco, alcohol, and other drugs? • How can I make healthy decisions? 			
Enduring Understandings			
<ul style="list-style-type: none"> • Know criteria for selecting health resources, products & services • Understand the consequences of tobacco, alcohol, and other drug use • Apply the decision making process to drugs and other health related issues 			
Alignment to NJCCCS			
2.2.4.B.2 Differentiate between situations when a health-related decision should be made independently or with the help of others.			
2.3.4.A.1 Distinguish between over-the counter and prescription medicines.			
2.3.4.A.2 Determine possible side effects of common types of medicines.			
2.3.4.B.2 Compare the short- and long-term physical effects of all types of tobacco use.			
2.3.4.B.3 Identify specific environments where second-hand/passive smoke may impact the wellness of nonsmokers.			
Key Concepts and Skills			
<ul style="list-style-type: none"> • Harmful effects of toxins found in tobacco smoke. • The short and long terms effects of tobacco use. • How to quit tobacco use. • How secondhand smoke can be harmful to you. • How drug abuse harms health. • The effects of depressants and stimulants. • Difference between RX and over the counter medicine. • Reading a drug label. • Proper use for medicine and harmful effects of abuse. • Four steps of drug dependence. • Caffeine can be harmful to your body if abused. • Steps for refusal of drugs. 			
Learning Activities			
<ul style="list-style-type: none"> • Lou Wheeze lung • Tobacco toxins defined on ELMO • Pictures of people who have abused tobacco – long term effects • Straw experiment – breathe through normal straw and coffee straw • Calculate tobacco costs • No smoking song partner activity • Role Play with practicing refusal skills. • News clip on the harmful effects of energy drinks. (MSNBC) • Brain Pop - Smoking 			
Assessments			
<ul style="list-style-type: none"> • Teacher observation • Peer assessments 			
21st Century Skills			
Creativity	<u>Critical Thinking</u>	<u>Communication</u>	Collaboration

<u>Life & Career Skills</u>	<u>Information Literacy</u>	Media Literacy
Interdisciplinary Connections		
<ul style="list-style-type: none"> • Music – creating a song with partner • Mathematics – Cost of cigarettes calculations • Science – experiments 		
Technology Integration		
<ul style="list-style-type: none"> • News clip from MSNBC • Brain Pop 		

Time Frame	Marking Period #3 – Circulatory System and Care Of
Topic	
Circulatory System and Care Of	
Essential Questions	
<ul style="list-style-type: none"> • How does the human body work? • What are choices that people can make to help their body and what are choices people can make to hurt their body? 	
Enduring Understandings	
<ul style="list-style-type: none"> • The human body is a collection of systems that work together to allow the body to function and maintain health. • Each body system has components, which may be shared with other systems. • People can make conscious choices to keep the human body healthy or unhealthy. 	
Alignment to NJCCCS	
2.1.4.A.2 1.1 Determine the relationship of personal health practices and behaviors on an individual's body systems.	
HE.3-4.2.1.4.C.1 – Explain how most diseases and health conditions are preventable.	
Key Concepts and Skills	
<ul style="list-style-type: none"> • Explanation of circulatory system. • Identify some chronic diseases. • What symptoms signal heart disease? • How to reduce your risk of heart disease. • Know the risk factors for heart disease. • Exercise directly relates to your cardiovascular health. 	
Learning Activities	
<ul style="list-style-type: none"> • Brain Pop – Heart • Model a Clogged Artery Experiment – D62 Macmillan/McGraw-Hill • Review Heart Attack Symptoms • Check for Heart Smart Foods • Set Heart Health Goals worksheet • Heart model • Stethoscope experiment 	
Assessments	
<ul style="list-style-type: none"> • Teacher Observation • Students worksheets 	

21st Century Skills

Creativity	<u>Critical Thinking</u>	Communication	Collaboration
<u>Life & Career Skills</u>	<u>Information Literacy</u>	<u>Media Literacy</u>	

Interdisciplinary Connections

- Science – body systems and experiment

Technology Integration

- Brain Pop
- ELMO

Time Frame **Marking Period #3 – Lesson 6 – Exercise and Prevention****Topic**

Exercise and Prevention

Essential Questions

- Why is exercise important for my body?
- What activities are beneficial to improvement of physical fitness components?
- What are physical fitness components?
- Why is it important to set fitness goals?
- How can I check my heart rate?
- How does daily physical activity benefit my health?

Enduring Understandings

- By exercising on a daily basis and setting goals to improve your physical fitness level one will benefit physically, mentally and emotionally.

Alignment to NJCCCS

HE.3-4.2.2.4.B.4 – Develop a personal health goal and track progress.

2.6.4.A.1 – Determine the physical, social, emotional, and intellectual benefits of regular physical activity.

2.6.4.A.3 – Develop a health related fitness goal and track progress using health/fitness indicators.

2.6.4.A.4 – Determine the extent to which different factors influence personal fitness such as heredity, training, diet and technology.

Key Concepts and Skills

- What amount and intensity of physical activity is healthful
- Kinds of physical activity to choose.
- How to work out safely and effectively.
- How to set health goals for fitness.
- Participating in daily exercise will help to prevent many diseases.
- Water consumption during exercise.
- Being a good sport during non competitive and competitive situations.
- Heredity and the effects on exercise and other habits.

Learning Activities

- Activitygram
- Calculate your Resting & Target Heart Rate
- Goal worksheet

- Participating in various activities to check heart rate after physical activity.
- Anaerobic vs. aerobic exercise
- Brain Pop – Fitness
- Safety – sneakers and during exercise
- Water consumption experiment

Assessments

- Teacher observation
- Student worksheets

21st Century Skills

Creativity	<u>Critical Thinking</u>	Communication	Collaboration
<u>Life & Career Skills</u>	<u>Information Literacy</u>	Media Literacy	

Interdisciplinary Connections

- Mathematics – Calculating pulse and heart rate (resting/target)
- Mathematics – Graphing workout times, intensity, and heart rate

Technology Integration

- ELMO
- Brain Pop
- Heart Rate Monitor – Finger Pulse Oximeter

Time Frame	Marking Period #4 – Lesson 7 – Sun Safety
Topic	
Sun Safety	
Essential Questions	
<ul style="list-style-type: none"> • How can I protect my body from the sun? • What are the harmful effects of the sun? • How can I determine the strength of the sun? • What can I do to reduce my chances of skin cancer? 	
Enduring Understandings	
<ul style="list-style-type: none"> • Understanding that the sun emits harmful rays that are cancer causing will help me to make an informed decisions while out in the sun. 	
Alignment to NJCCCS	
HE.3-4.2.1.4.C.1 – Explain how most diseases and health conditions are preventable.	
Key Concepts and Skills	
<ul style="list-style-type: none"> • The sun emits various UV rays. • During certain months and places around the country the UV rays become stronger. • Sunscreen can help protect against the damaging effects of UV rays. • Dermatologist. • Clothing, hats, sunglasses, etc. also aid in protecting against the UV rays. • Certain times of the day one should be more careful in the sun. • Definition of SPF and various number factors explained. 	

- Skin cancer and how to prevent sunburns.
- How to treat sunburns.

Learning Activities

- The Dark Side of the Sun DVD – Molly’s Story
- UV ray chart – ELMO
- Weather.com – showing them where to find the strength of UV rays
- Brain Pop – Sun Safe
- Props of different sunscreens
- Sun bead bracelets

Assessments

- Teacher observation

21st Century Skills

Creativity	Critical Thinking	Communication	Collaboration
<u>Life & Career Skills</u>	<u>Information Literacy</u>	<u>Media Literacy</u>	

Interdisciplinary Connections

- Geography – understanding where the sun is most strong around the world
- Art – beading and making sun bracelets
- Science – understanding the sun and how it emits UV rays

Technology Integration

- ELMO
- DVD
- Brain Pop
- Weather.com

Time Frame | **Marking Period #4 – Lesson 8 – Cyber Bullying**

Topic

Cyber Bullying

Essential Questions

- What is private information?
- What is acceptable use of the Internet and electronic devices?

Enduring Understandings

- I can use technology safely and responsibly.
- A stranger is anyone I don’t know.
- Some information is private and should not be shared.

Alignment to NJCCCS

2.2.4.A.1 Demonstrate effective interpersonal communication in health- and safety-related situations.

2.2.4.B.2 Differentiate between situations when a health-related decision should be made independently or with the help of others.

2.2.4.C.2 Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community.

2.2.4.E.1 Identify health services and resources provided in the school and community and determine how each assists in addressing health needs and emergencies.

Key Concepts and Skills

- Define electronic communication.
- Identify what private information is.
- Define stranger.
- Create a guide that shows how they can use the Internet safely and responsibly.
- Bullying defined and various types of.
- Identify all forms of electronic communication including but not limited to: cell phones, gaming,
- text messaging, e-mail, etc.
- Identify and explain how to be a helpful bystander/upstander.
- Identify steps to take when a victim of Cyber Bullying.
- Identify and explain the effects of Cyber Bullying on the victim.
- Identify consequences of Cyber Bullying.

Learning Activities

- Brain Pop – Cyber Bullying
- Role Play with scenarios of Cyber bullying

Assessments

- Teacher Observation

21st Century Skills

<u>Creativity</u>	<u>Critical Thinking</u>	<u>Communication</u>	Collaboration
<u>Life & Career Skills</u>	Information Literacy	<u>Media Literacy</u>	

Interdisciplinary Connections

- LAL – communication through role playing

Technology Integration

- Brain Pop
- ELMO

Lesson	Marking Period 1	Lesson	Marking Period 3
1.	Nutrition	5.	Nervous System, Care of & Rabies Awareness
2.	Reading Labels and Understanding Advertising	6.	Alcohol
Lesson	Marking Period 2	Lesson	Marking Period 4
3.	Smoking and Harmful Inhalants	7.	First Aid & Abdominal Thrusts & CPR
4.	Respiratory System	8.	Introduction to Puberty

4th Grade Health Curriculum

Time Frame	Marking Period #1 – Lesson 1 & 2 – Nutrition & Reading a Food Label
Topic	
Nutrition & Reading a Food Label/Understanding Advertising	
Essential Questions	
<ul style="list-style-type: none"> • Can children make their own healthy choices? • Why do I choose to eat what I do? • How can food labels help me to make healthy choices? • How can we compare the nutritional value and unit price of foods? • How can advertisements influence nutritional choices and body image? 	
Enduring Understandings	
<ul style="list-style-type: none"> • You are what you eat. • A balanced diet and exercise contribute to physical and mental health. • Advertising influences both body image and nutritional choices. 	
Alignment to NJCCCS	
<p>HE.3-4.2.1.4.B.1 – Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.</p> <p>2.1.4.B.2 – Differentiate between healthy and unhealthy eating practices.</p> <p>2.1.4.B.3 – Create a healthy meal based on nutritional content, value, calories, and cost.</p> <p>2.1.4.B.4 – Interpret food product labels based on nutritional content.</p>	
Key Concepts and Skills	
<ul style="list-style-type: none"> • The six nutrients in food. • MyPyramid guide use. • Following the dietary guidelines. • Reading a food label and unit price for foods. • Cost of different types of foods. • Causes of food allergies and intolerances. • Reasons to maintain a healthful weight. • Ways to maintain a healthful weight. • Body image – factors that influence it, eating disorders, develop a positive body image. 	
Learning Activities	
<ul style="list-style-type: none"> • Reading a Food Label worksheet • My Pyramid.gov website • Helping People who Have Food Allergies – Macmillan/McGraw B54 • Burning Calories – Macmillan/McGraw B60 • Healthful Menu for school lunches • Role Playing of teasing about people’s weight • Show various pictures from magazines of advertising and ask what images they are portraying (positive body image, message, etc.) 	
Assessments	
<ul style="list-style-type: none"> • Reading a Food Label worksheet • Healthful menu creation • Role Playing • Exit Assessment on Post It note – My body image is... 	

21st Century Skills

<u>Creativity</u>	Critical Thinking	<u>Communication</u>	Collaboration
<u>Life & Career Skills</u>	<u>Information Literacy</u>	<u>Media Literacy</u>	

Interdisciplinary Connections

- Mathematics – Burning Calories calculation
- Art – Creating a Menu for the week
- LAL – role playing and communication

Technology Integration

- MyPyramid.gov

Time Frame	Marking Period #2 – Lesson 3 – Smoking and Harmful Inhalants
Topic	
Smoking and Harmful Inhalants	
Essential Questions	
<ul style="list-style-type: none"> • What are the consequences of using tobacco and inhalants? • How can I make healthy decisions? 	
Enduring Understandings	
<ul style="list-style-type: none"> • Know criteria for selecting health resources, products & services • Understand the consequences of tobacco and inhalants • Apply the decision making process to drugs and other health related issues 	
Alignment to NJCCCS	
<p>HE.3-4.2.2.4.B.2 Differentiate between situations when a health-related decision should be made independently or with the help of others.</p> <p>2.3.4.B.2 Compare the short- and long-term physical effects of all types of tobacco use.</p> <p>2.3.4.B.3 Identify specific environments where second-hand/passive smoke may impact the wellness of nonsmokers.</p> <p>2.3.4.B.5 – Identify the short and long term physical effects of inhaling certain substances.</p> <p>2.3.4.C.2 – Differentiate between drug use, abuse, and misuse.</p> <p>2.3.4.C.3 – Determine how advertising, peer pressure, and home environment influence children and teenagers to experiment with alcohol, tobacco and other drugs.</p>	
Key Concepts and Skills	
<ul style="list-style-type: none"> • Harmful effects of toxins found in tobacco smoke. • The short and long terms effects of tobacco use. • How to quit tobacco use. • How secondhand smoke can be harmful to you. • How drug abuse harms health. • Stages of tobacco addiction. • Smokeless tobacco harmful to health. • Resisting pressures to use tobacco. • Short and long term effects of inhalants. • Inhalant by mistake – stay away from harmful fumes. • Steps for refusal of drugs. <p>Home environment influences choices.</p>	

Learning Activities

- Lou Wheeze lung
- Tobacco toxins defined on ELMO
- Pictures of people who have abused tobacco – long term effects
- Straw experiment – breathe through normal straw and coffee straw
- No smoking song partner activity
- Role Play with practicing refusal skills.
- Brain Pop – Smoking
- Diagram the Effects of Inhalants

Assessments

- Song creation
- Diagram worksheet

21st Century Skills

<u>Creativity</u>	<u>Critical Thinking</u>	<u>Communication</u>	Collaboration
<u>Life & Career Skills</u>	<u>Information Literacy</u>	Media Literacy	

Interdisciplinary Connections

- Music – song creation with partners
- LAL – diagram creation
- LAL – role playing and communication

Technology Integration

- Brain Pop

Time Frame	Marking Period # 2 – Lesson 4 – Respiratory System
Topic	
Respiratory System	
Essential Questions	
<ul style="list-style-type: none"> • How does the human body work? • What are choices that people can make to help their body and what are choices people can make to hurt their body? 	
Enduring Understandings	
<ul style="list-style-type: none"> • The human body is a collection of systems that work together to allow the body to function and maintain health. • Each body system has components, which may be shared with other systems. • People can make conscious choices to keep the human body healthy or unhealthy. 	
Alignment to NJCCCS	
HE.3-4.2.1.4.A.2 – Determine the relationship of personal health practices and behaviors on an individual's body systems.	
Key Concepts and Skills	
<ul style="list-style-type: none"> • Function of the respiratory system. 	

- Understand that the respiratory system provides oxygen to the body.
- Identify the major components of the respiratory system.
- Identify strategies that they can use to maintain a healthy respiratory system.
- Identify possible problems in the respiratory system.
- List ways to prevent or treat each problem (i.e. lung cancer, chronic bronchitis).
- Care for your respiratory system.
- Asthma defined and ways to treat the problem.
- Explain how the body normally breathes.
- Explain what happens when a person is having an asthma attack.
- Use terminology specific to asthma and the breathing system.
- Identify different triggers of asthma.
- Become familiar with different asthma treatments.
- Become familiar with strategies for helping during an asthma attack.

Learning Activities

- Brain Pop – Respiratory System
- Catch your Breath worksheet
- Breath In and Breath Out worksheet
- Model of the Lung and how it works
- Journal Entry – describe how a person can get help who have asthma (include home, school or public place)

Assessments

- Teacher Observation
- Student Worksheets

21st Century Skills

Creativity	Critical Thinking	Communication	Collaboration
<u>Life & Career Skills</u>	<u>Information Literacy</u>	Media Literacy	

Interdisciplinary Connections

- Science – body systems
- LAL – journal entry

Technology Integration

- Brain Pop
- ELMO

Time Frame	Marking Period #3 – Lesson 5 – Nervous System
Topic	
Nervous System, Care Of & Rabies Awareness	
Essential Questions	
<ul style="list-style-type: none"> • How does the human body work? • What are choices that people can make to help their body and what are choices people can make to hurt their body? • What is rabies and how can I protect myself? 	
Enduring Understandings	
<ul style="list-style-type: none"> • The human body is a collection of systems that work together to allow the body to function and maintain health. 	

- Each body system has components, which may be shared with other systems.
- People can make conscious choices to keep the human body healthy or unhealthy.
- Rabies awareness will keep me safe around animals and protect my nervous system.

Alignment to NJCCCS

HE.3-4.2.1.4.A.2 – Determine the relationship of personal health practices and behaviors on an individual's body systems.

2.1.4.C.1 – Explain how most diseases and health conditions are preventable.

2.1.4.D.1 – Determine the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and in the community.

Key Concepts and Skills

- Identify and locate some of the major parts of our nervous system (brain, spinal cord, network of nerves).
- Understand and demonstrate that the body's sense organs (eyes, ears, nose, taste buds, and skin) gather information from outside the body and pass it on to the brain for processing and reacting.
- Recognize that the nervous system controls all of the systems of the body.
- Discuss ways that students can protect the functioning of the nervous system.
- Define rabies and how it can be prevented.
- How does rabies travel through body and effect the nervous system.

Learning Activities

- Act out the effect of interferences and problems of the nervous system.
- Senses tests – boxes for touch, boxes with different smells, hearing tape, optical illusion eyes, sour/sweet tastes.
- Proper fit for helmet – protection of nervous system.
- Role Play with Rabies animal situations.

Assessments

- Teacher observation
- Student Role Playing

21st Century Skills

<u>Creativity</u>	Critical Thinking	<u>Communication</u>	Collaboration
<u>Life & Career Skills</u>	<u>Information Literacy</u>	Media Literacy	

Interdisciplinary Connections

- LAL – role playing and communication

Technology Integration

- ELMO
- Ipod

Time Frame	Marking Period #3 – Lesson 6 - Alcohol
Topic	
Alcohol	
Essential Questions	
<ul style="list-style-type: none"> • What does alcohol do my body? 	

- What are the effects of drinking alcohol on our decision making?
- How I refuse alcohol from a peer?

Enduring Understandings

- Understanding that the use of alcohol has serious consequences on our physical, mental and emotional health.

Alignment to NJCCCS

HE.3-4.2.1.4.D.2 – Summarize the various forms of abuse and ways to get help.

2.3.4.B.4 – Summarize the short and long term physical and behavioral effects of alcohol use and abuse.

2.3.4.C.2 – Differentiate between drug use, abuse, and misuse.

2.3.4.C.3 – Determine how advertising, peer pressure, and home environment influence children and teenagers to experiment with alcohol, tobacco and other drugs.

Key Concepts and Skills

- Effects of alcohol on the body.
- Effects of drinking alcohol on decision making and relationships.
- The short and long terms effects of drinking alcohol.
- Resistance skills you can use if you are pressured to drink alcohol.
- Understand dependency and how you can help others to get help.

Learning Activities

- Fitness Skills Reenactment – understanding the physical effects of drinking alcohol.
- Role Play with Peer Pressure and using Resistance Skills
- Brain Pop - Alcohol

Assessments

- Teacher Observation

21st Century Skills

Creativity		Critical Thinking	<u>Communication</u>	Collaboration
<u>Life & Career Skills</u>		<u>Information Literacy</u>	<u>Media Literacy</u>	

Interdisciplinary Connections

- LAL – Role play and communication

Technology Integration

- Brain Pop

Time Frame	Marking Period #4 – Lesson 7 – First Aid, Abdominal Thrusts, CPR
Topic	
First Aid, Heimlich, CPR	
Essential Questions	
<ul style="list-style-type: none"> • What would you do to take care of a minor cut on yourself or someone else? • What types of situations are appropriate for using first aid procedures? • How do I know that someone is choking? • When do I contact emergency personal? • How do I perform the abdominal thrusts? • What does CPR mean? • What is the purpose of CPR? 	

Enduring Understandings

- I can take care of minor cuts and wounds.
- I can take care of myself.
- I know when to notify emergency personnel in emergency situations.
- I can perform abdominal thrusts.

Alignment to NJCCCS

HE.3-4.2.1.4.D.4 – Demonstrate simple first aid procedures for choking, bleeding, burns and poisoning.

Key Concepts and Skills

- Recognizing and treating minor injuries.
- Calling for emergency medical help.
- PRICE treatment.
- Staying calm in emergency situations.
- Universal sign of choking.
- Abdominal thrusts steps for adult, child, and baby.
- CPR definition.
- Reasons for CPR to be performed.
- AED – where is it located and purpose.
- Recognize signs and symptoms of a heart attack or respiratory distress.

Learning Activities

- Hands on practicing for cuts, burns, abdominal thrusts and CPR on dummies and/or partners.
- PRICE worksheet.
- Brain Pop – First Aid

Assessments

- Students worksheet
- Teacher observation

21st Century Skills

Creativity	<u>Critical Thinking</u>	<u>Communication</u>	<u>Collaboration</u>
<u>Life & Career Skills</u>	<u>Information Literacy</u>	Media Literacy	

Interdisciplinary Connections

- Science – Body systems and how to care for certain minor injuries

Technology Integration

- ELMO
- Brain Pop

Time Frame | **Marking Period #4 – Lesson 8 – Introduction to Puberty**

Topic

Introduction to Puberty

Essential Questions

- How am I like and different from everyone else?
- Why do we change physically and emotionally?
- When will change happen to me?

- Who can I safely go to for accurate answers to my questions?

Enduring Understandings

- I am normal.
- Change is normal; it happens at different rates and at different times and can be difficult.
- I can make informed decisions about taking care of myself.
- I can get accurate answers to my questions.

Alignment to NJCCCS

HE.3-4.2.4.4.B.1 – Differentiate the physical, social, and emotional changes occurring at puberty and explain why puberty begins and ends at different ages.

Key Concepts and Skills

- Define puberty.
- Discuss growth rates and differences between boys and girls.
- Explain that individuals change at their own pace and on their own predetermined time schedule.
- Talk about misconceptions versus accurate information about puberty.
- Accept that puberty is normal and natural.
- Have follow-up conversation with their parents about the topic of puberty.
- Acne and cleanliness during puberty.
- Knowing who and where to get appropriate answers to your questions.

Learning Activities

- Brain Pop – Adolescence
- Brain Pop – Acne
- *Growth, Development and Reproduction* Growth Chart
- Appropriate Health websites to direct them to proper information about their puberty. (i.e. kidshealth.org)

Assessments

- Teacher observation

21st Century Skills

Creativity	Critical Thinking	Communication	<u>Collaboration</u>
<u>Life & Career Skills</u>	<u>Information Literacy</u>	<u>Media Literacy</u>	

Interdisciplinary Connections

- Science – growth and development of the human body

Technology Integration

- Brain Pop
- ELMO