

Unit: Healthy Habits

Content Area: 02 Health **Revised 7/1/23**

Course & Grade Level: 00 Grade K Health

Summary and Rationale

Students will learn habits that will help human bodies stay healthy on a daily basis. They will understand what being well means and how they can achieve wellness through their own self practices.

Recommended Pacing

1 day

New Jersey Student Learning State Standards for Health Education

2.1 Personal and Mental Health

CPI #2.1 PGD	Cumulative Progress Indicator (CPI)	
	<small>Disciplinary Concept</small>	Personal Growth and Development

2.1.2.PGD.1	Explore how activity helps all human bodies stay healthy.
2.1.2.PGD.2	Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).
2.1.2.PGD.3	Explain what being “well” means and identify self-care practices that support wellness.

Interdisciplinary Connections

Standard #	Standard
S.L.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.
SL.K.1	Participate in collaborative conversation with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

New Jersey Student Learning Standards for 21st Century Life and Careers

Career Ready Practices

Standard#	Standard
9.1.2.FP.3	Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).
9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community.
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Career Awareness, Exploration and Preparation

Standard#	Standard
9.2.4.A.4	Explain why knowledge and skills acquired in elementary grades lay the foundation for future academic and career success.

New Jersey Student Learning Standards for Technology	
8.1.2.AP.4	Break down a task into a sequence of steps.
Instructional Focus	
Unit Enduring Understandings:	
<ul style="list-style-type: none"> ● Personal hygiene and self-help skills promote healthy habits. 	
Unit Essential Questions:	
<ul style="list-style-type: none"> ● Am I active and do I make healthy choices to keep my body healthy? ● How do my safety and healthy habits influence my health and the health of people around me? 	
Objectives:	
Children will know	
<ul style="list-style-type: none"> ● Self-help skills and personal hygiene skills that promote healthy habits. ● How to develop healthy behaviors that contribute to wellness. 	
Children will be able to	
<ul style="list-style-type: none"> ● Demonstrate and explain healthy habits including correct hand washing techniques, using clean tissues, washing hands, handling food hygienically, brushing teeth, using sunscreen and wearing protective clothing, and dressing appropriately for the weather 	
Evidence of Learning	
<input checked="" type="checkbox"/> Formative Assessment	
<input checked="" type="checkbox"/> Summative Assessment	
<input checked="" type="checkbox"/> Alternative Assessment	
<input checked="" type="checkbox"/> Benchmark	
Assessment plan includes teacher-designed formative and summative assessments, a district common assessment, self-assessments, and performance tasks. During each common, formative, and summative assessment, teachers will provide alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students. Accommodations	
Competencies for 21st Century Learners:	
<ul style="list-style-type: none"> ● Collaborative Team Member ● Globally Aware, Active & Responsible Student/Citizen ● Effective Communicator ● Self-Directed Learner 	
Resources	
<ul style="list-style-type: none"> ● Couch Potato by Jory John ● Kidshealth.org ● Visual resources provided by the teacher 	

Unit: Being Me	
Content Area: 02 Health	Revised 7/1/23
Course & Grade Level: 00 Grade K Health	

Summary and Rationale

Students will learn about relationships and the factors that make it a healthy relationship. We will explain ways that friends express feelings for and to one another. Situations will be identified that may result in individuals feeling sad, angry, frustrated or scared. With those feelings students will be taught how to manage their emotions, thoughts and behaviors. Individuals will identified that can assist with expressing one’s feelings(e.g., family members, teachers, counselors and medical professionals).

Recommended Pacing

2 day

New Jersey Student Learning State Standards for Health Education

2.1 Personal and Mental Health

CPI #2.1 SSH	Cumulative Progress Indicator (CPI)	
	Disciplinary Concept	Social and Sexual Health
2.1.2.SSH.5	Identify basic social needs of all people.	
2.1.2.SSH.6	Determine the factors that contribute to healthy relationships.	
2.1.2.SSH.7	Explain healthy ways for friends to express feelings for and to one another.	

Interdisciplinary Connections

Standard #	Standard
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New Jersey Student Learning Standards for 21st Century Life and Careers

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Career Awareness, Exploration and Preparation

Standard#	Standard
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New Jersey Student Learning Standards for Technology

8.1.2.AP.4 Break down a task into a sequence of steps.

Instructional Focus

Unit Enduring Understandings:

- Communication is the basis for strengthening relationships and resolving conflict between people.
- People in the community work to keep us safe.
- Individuals face a variety of situations that may result in different types of feelings and learning how to talk about their feelings is important.

Unit Essential Questions:

- Be able to recognize personal feelings and identify individuals who will be able to help?

Objectives:

Children will know

- How to develop healthy behaviors that contribute to wellness.
- The role of health care professionals

Children will be able to

- Identify many factors at home, school, and in the community that can impact social and emotional health.
- Identify types of community helpers, their role and when they are needed

Evidence of Learning

Assessment

- Formative Assessment
- Summative Assessment
- Alternative Assessment
- Benchmark

Assessment plan includes teacher-designed formative and summative assessments, a district common assessment, self-assessments, and performance tasks. During each common, formative, and summative assessment, teachers will provide alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students. [Accommodations](#)

Unit: Safety

Content Area: 02 Health **Revised 7/1/23**

Course & Grade Level: 00 Grade K Health

Summary and Rationale

Safety for students is supported and provided by the community that surrounds both in and out of school. Identifying and learning access to the individuals that address health emergencies and provide reliable health information will be a goal for this unit. Students will demonstrate how to dial 911 in case of an emergency. Students will also be exposed to safety strategies to prevent injuries at home, school, in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention). Climate change will also be discussed and the impact it has on the health of individuals, plants and animals.

Recommended Pacing

2 day

New Jersey Student Learning State Standards for Health Education

2.1 Personal and Mental Health

CPI #2.1 D	Cumulative Progress Indicator (CPI)
	Disciplinary Concept Personal 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.2	Discuss healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicle, water, weather safety).
CPI #2.1 CHSS	Cumulative Progress Indicator (CPI)
	Disciplinary Concept Community Health Services and Support
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.

Interdisciplinary Connections

Standard #	Standard
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Career Awareness, Exploration and Preparation

Standard#	Standard
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New Jersey Student Learning Standards for Technology

8.1.2.AP.4	Break down a task into a sequence of steps.
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Instructional Focus	
Unit Enduring Understandings:	
<ul style="list-style-type: none"> • People in the community work to keep us safe. • Potential hazards exist in personal space, in the school, in the community, and globally. 	
Unit Essential Questions:	
<ul style="list-style-type: none"> • How do my safety and healthy habits influence my health and the health of people around me? 	
Objectives:	
Children Will Know	
<ul style="list-style-type: none"> • How to develop an awareness of potential hazards in the environment that can impact personal health and safety. • How to recognize unsafe situations and choose appropriate ways to reduce or eliminate risk that can contribute to the safety of self and others. 	
Children will be able to	
<ul style="list-style-type: none"> • Enact safety procedures including bus drills, fire drills, and lock down drills • Identify types of community helpers, their role and when they are needed • Correctly dial and text 911 when appropriate 	
Evidence of Learning	
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Unit: Nutrition		
Content Area: 02 Health	Revised 7/1/23	
Course & Grade Level: 00 Grade K Health		
Summary and Rationale		
Students will explore different types of foods and food groups with the understanding that some foods are healthier for you than others.		
Recommended Pacing		
1 day		
New Jersey Student Learning State Standards for Health Education		
2.2 Physical Wellness		
CPI #2.2 N	Cumulative Progress Indicator (CPI)	
	<table border="1" style="width: 100%;"> <tr> <td style="font-size: small;">Disciplinary Concept</td> <td style="text-align: center;">Nutrition</td> </tr> </table>	Disciplinary Concept
Disciplinary Concept	Nutrition	
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.
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New Jersey Student Learning Standards for Technology

8.1.2.AP.4	Break down a task into a sequence of steps.
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Instructional Focus

Unit Enduring Understandings:

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

Unit Essential Questions:

- Am I active and do I make healthy choices to keep my body healthy?
- How do my safety and healthy habits influence my health and the health of people around me?

Objectives:

Children will know

- How to develop healthy behaviors that contribute to wellness.
- How to classify foods as either healthy or unhealthy

Children will be able to

- Indicate and explain the effects of healthy eating habits on a healthy body

Evidence of Learning:

- Formative Assessment
- Summative Assessment

Alternative Assessment

Benchmark

Assessment plan includes teacher-designed formative and summative assessments, a district common assessment, self-assessments, and performance tasks. During each common, formative, and summative assessment, teachers will provide alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students. [Accommodations](#)