

Curriculum Guide
Subject Focus: Health
Grades: Pre-K, 1-2

STANDARD 2.1 (Wellness) All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.
A. Personal Growth and Development
ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • How do personal health choices impact our own health as well as the health of others? • Can you identify the body parts? • Why do you need to take care of yourself when you are sick?
Unit Theme:

NJ CCCS	Outcomes: Students will...	Activities	MATERIALS	ASSESSMENT
<u>By 2nd Grade</u> 2.1.P.A.1 2.1.P.A.2 2.1.2.A.1 2.1.2.A.2	<ul style="list-style-type: none"> • Develop an awareness of healthy habits and hygiene skills • Develop and understanding self-help skills • Develop an understanding of how personal hygiene effects one’s well-being • Identify and use correct terminology for body parts 	<ul style="list-style-type: none"> • Song – Sing “Row, Row, Row your Boat” (3x) while washing their hands • Learn to use “Dracula Cough” to avoid spreading germs • Smart Board – Identify and drag body part labels to the skeleton 	<ul style="list-style-type: none"> • Smart Board • Teacher demonstration • Brain Pop Jr. • Book – The Skeleton Inside You, by Philip Balestrino • Use – www.unitedstreaming.com 	Teacher observation Discussion Following directions Drawings

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B. Nutrition
ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • What are the 5 basic food groups? • How do you make a “healthy plate”? • What do you look for on food labels? • Why should you compare food labels?
Unit Theme:

NJ CCCS	Outcomes: Students will...	Activities	MATERIALS	ASSESSMENT
<u>By 2nd Grade</u>				
2.1.P.B.1 2.1.P.B.2 2.1.2.B.1 2.1.2.B.2 2.1.2.B.3	<ul style="list-style-type: none"> • Learn how to make healthy Food choices • Create a “healthy plate” scenario • Compare the nutritional value of food labels 	<ul style="list-style-type: none"> • Food Groups – Smart Board to drag and click foods into right group • Paper plate – build a meal and fill the plate using pictures cut from magazines • Use food labels from home and do a co-operative group and compare labels on healthiest foods to less healthy food choices 	Smart board Paper plates Magazines Oak tag Food label Brain Pop, Jr.	Teacher Observation Student presentation Finished work Written test

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C. Diseases and Health Conditions
ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • Can you recognize different diseases? • How can feeling happy affect your health? • How can you prevent the spread of germs? • Why does cleanliness keep us healthy?
Unit Theme:

NJ CCCS	Outcomes: Students will...	Activities	MATERIALS	ASSESSMENT
<u>By 2nd Grade</u> 2.1.P.C.1 2.1.2.C.1 2.1.2.C.2 2.1.2.C.3	<ul style="list-style-type: none"> • Understand the importance why washing your hands keep you healthy and prevent the spreading of germs • Recognize the difference between illnesses • Understand how positive attitude effects your health 	<p>“Germy Potato” – Cut potato in half and have students touch the one and place in bag to put away for 2 weeks. The other half is not touched and placed in bag.</p> <p>Smart Board – Use pictures of sick child and compare to healthy child.</p> <p>Brain Pop – Demonstrate what different diseases look like</p>	<p>Book – Germs Make Me Sick, by Melvin Berger</p> <p>Use – www.unitedstreaming.com</p> <p>Puppets</p> <p>Bean bags</p> <p>Feeling Word Cards</p> <p>Smart Board</p>	<p>Teacher Observation</p> <p>Student Discussion</p> <p>Written Test</p>

		<p>Puppet Show – act out skit of what positive behavior looks like</p> <p>Bean Toss – toss bean bag to the word on the feeling words on floor – go to the word it lands on and explain what makes you feel like that word.</p>		
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D. Safety
ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> • How are emergency drills useful? • Why do we have universal symbols? • Do you know your address in case of emergencies? • What are the duties of community helpers? • Who is a stranger?
Unit Theme:

NJ CCCS	Outcomes: Students will...	Activities	MATERIALS	ASSESSMENT
By 2 nd Grade		Adopt a Cop – speaks on bike safety and community safety	Adopt a Cop (Dare Officer)	Teacher Observation
2.1.P.D.1	• Determine why it is necessary to take precautions to prepare for emergencies and to avoid potential hazards	Smart Board lesson to match the symbol with the correct picture	Smart Board	Role Playing
2.1.P.D.2	• Learn the difference of universal symbols	Co-operative groups – Each group will be given a community helper and need to write a paragraph on what their job	Paper/Pencil	Written Work
2.1.P.D.3	• Identify how community helpers assist to maintain a safe environment	Role Play – Use puppets and demonstrate what to do or say when a stranger approaches you;	Cell Phone/Real Phone	Student Participation
2.1.P.D.4	• Know what 911 means and how to use it properly		Puppets	
2.1.2.D.1	• Analyze what stranger/danger is and what are appropriate touches			
2.1.2.D.2	• Identify procedures for person/bike/traffic safety			
2.1.2.D.3				

		<p>Discussion – concerning the differences between good and bad touches.</p> <p>Role Play – Use phone and pretend to call 911 give the procedures of what to do (name, address, and what the problem is)</p>		
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STANDARD 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

E. Social and Emotional Health

ESSENTIAL QUESTIONS

- What makes you feel sad?
- What is the difference between wants and needs?
- Can you disagree and still be friends?
- How do you feel when you lose someone special?

Unit Theme:

NJ CCCS	Outcomes: Students will...	Activities	MATERIALS	ASSESSMENT
By 2 nd Grade 2.1.2.E.1 2.1.2.E.2 2.1.2.E.3	<ul style="list-style-type: none"> • Identify social and emotional needs • Demonstrate how people can solve conflict in a healthy way • Learn healthy ways to cope with stressful situations 	<p>Draw Pictures – Show what makes you feel good and safe. Draw pictures that make you feel scared</p> <p>Collage – Divide class in half and one group will do a collage of “emotional needs”. The other half will do a collage of “wants”</p> <p>Role Play – Act out different scenarios</p> <ul style="list-style-type: none"> • Confrontations • Sharing • Sportsmanship <p>Books – Reading and discussion time</p>	<p>Paper Crayons Markers Pencils Magazines Smart Board Book – What is Heaven, by Marie Shriver Book – Chester Raccoon and the Acorn Full of Memories, by Audrey Penn</p>	<p>Teacher observation Student participation Drawings Role playing</p>

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STANDARD 2.2 (Integrated Skills) All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

A. Interpersonal Communication

ESSENTIAL QUESTIONS

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Unit Theme:

NJ CCCS	Outcomes: Students will...	Activities	MATERIALS	ASSESSMENT
By 2 nd Grade 2.2.2.A.1				

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B. Decisions Making and Goal Setting

ESSENTIAL QUESTIONS

- Why is it so difficult for some people to access healthcare?
- How do you know when you need help?
- What’s more important: prevention or cure?
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Unit Theme:

NJ CCCS	Outcomes: Students will...	Activities	MATERIALS	ASSESSMENT
By 2 nd Grade 2.2.2.B.1 2.2.2.B.2 2.2.2.B.3 2.2.2.B.4				

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C. Character Development

ESSENTIAL QUESTIONS

- Why is it so difficult for some people to access healthcare?
- How do you know when you need help?
- What's more important: prevention or cure?
-

Unit Theme:

NJ CCCS	Outcomes: Students will...	Activities	MATERIALS	ASSESSMENT
2.2.2.C.1 2.2.2.C.2				

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D. Advocacy and Service

ESSENTIAL QUESTIONS

- Why is it so difficult for some people to access healthcare?
- How do you know when you need help?
- What's more important: prevention or cure?
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Unit Theme:

NJ CCCS	Outcomes: Students will...	Activities	MATERIALS	ASSESSMENT
By 2 nd Grade 2.2.2.D1				

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E. Health Services and Information

ESSENTIAL QUESTIONS

- Why is it so difficult for some people to access healthcare?
- How do you know when you need help?
- What's more important: prevention or cure?
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Unit Theme:

NJ CCCS	Outcomes: Students will...	Activities	MATERIALS	ASSESSMENT
By 2 nd Grade 2.2.P.E.1 2.2.2.E.1				

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STANDARD 2.3 (Drugs and Medicines) All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.

A. Medicines

ESSENTIAL QUESTIONS

- Why do people use and abuse alcohol, tobacco, and other drugs despite warnings about the dangers to self and others?
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Unit Theme:

NJ CCCS	Outcomes: Students will...	Activities	MATERIALS	ASSESSMENT
By 2 nd Grade 2.3.2.A.1 2.3.2.A.2				

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STANDARD 2.3 (Drugs and Medicines) All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.

B. Alcohol, Tobacco and Other Drugs

ESSENTIAL QUESTIONS

- Why do people use and abuse alcohol, tobacco, and other drugs despite warnings about the dangers to self and others?
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Unit Theme:

NJ CCCS	Outcomes: Students will...	Activities	MATERIALS	ASSESSMENT
By 2 nd Grade 2.3.2.B.1 2.3.2.B.2 2.3.2.B.3 2.3.2.B.4 2.3.2.B.5				

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STANDARD 2.3 (Drugs and Medicines) All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.

C. C. Dependency, Addiction and Treatment

ESSENTIAL QUESTIONS

- Why do people use and abuse alcohol, tobacco, and other drugs despite warnings about the dangers to self and others?
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Unit Theme:

NJ CCCS	Outcomes: Students will...	Activities	MATERIALS	ASSESSMENT
By 2 nd Grade				
2.3.2.C.1				
2.3.2.C.2				

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STANDARD 2.4 (Human Relationships and Sexuality) All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

A. Relationships

ESSENTIAL QUESTIONS

- How does your family influence the adult you will become?
- How do you develop and sustain relationships over time?
- Why is it so hard to have healthy relationships?
-

Unit Theme:

NJ CCCS	Outcomes: Students will...	Activities	MATERIALS	ASSESSMENT
By 2 nd Grade 2.4.2.A.1 2.4.2.A.2 2.4.2.A.3				

STANDARD 2.4 (Human Relationships and Sexuality) All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

B. Sexuality

ESSENTIAL QUESTIONS

- How does your family influence the adult you will become?
- How do you develop and sustain relationships over time?
- Why is it so hard to have healthy relationships?
-

Unit Theme:

NJ CCCS	Outcomes: Students will...	Activities	MATERIALS	ASSESSMENT
By 2 nd Grade 2.4.2.B.1				

STANDARD 2.4 (Human Relationships and Sexuality) All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

C. Pregnancy and Parenting

ESSENTIAL QUESTIONS

- How does your family influence the adult you will become?
- How do you develop and sustain relationships over time?
- Why is it so hard to have healthy relationships?
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Unit Theme:

NJ CCCS	Outcomes: Students will...	Activities	MATERIALS	ASSESSMENT
By 2 nd Grade 2.4.2.C.1				

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STANDARD 2.5 (Motor Skill Development) All students will utilize safe, efficient, and effective movement to develop and maintain a healthy lifestyle

ESSENTIAL QUESTIONS

- How can understanding movement concepts improve my performance?
- How does my use of movement influence that of others?
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Unit Theme

NJ CCCS	Outcomes: Students will...	Activities	MATERIALS	ASSESSMENT

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STANDARD 2.6 (Fitness) All students will apply health related and skill related fitness concepts and skills to develop and maintain a healthy lifestyle.

ESSENTIAL QUESTIONS

- Why is it so difficult to become healthy and physically fit?
- How can I set challenging fitness goals that help me stay committed to wellness?
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Unit Theme

NJ CCCS	Outcomes: Students will...	Activities	MATERIALS	ASSESSMENT