

Rutherford Public Schools
Rutherford, New Jersey

Health Curriculum

Grade - Kindergarten

2003

Approved: 7/8/03
"Revised 2005 to reflect current
Core Curriculum Content Standards"

I. Introduction

Our health curriculum is a comprehensive program designed to provide students with the knowledge, life skills and thinking skills they need to achieve good health.

II. Objectives

This course offering will afford each student the opportunity to acquire the knowledge they need to make informed decisions about their health, engage in opportunities to learn and practice life skills for positive health behaviors, and be encouraged to develop thinking skills in order to solve problems and think critically.

Learning activities will enable students to achieve health literacy as defined in The National Health Education Standards. "A health-literate person obtains, interprets, and understands basic health information and services and uses that information and those services in ways that are health-enhancing".

A. The "National Health Education Standards"

were developed by representatives of various health organizations, including the American School Health Association, the Association for the Advancement of Health Education, and the American Cancer Society.

The standards describe what students should know and be able to do in order to be health literate.

National Health Education Standards

1. Students will comprehend concepts related to health promotion and disease prevention.
2. Students will demonstrate the ability to access valid health information and health promoting products and services.
3. Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.
4. Students will analyze the influence of culture, media, technology, and other factors on health.
5. Student will demonstrate the ability to use interpersonal communication skills to enhance health.
6. Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.
7. Students will demonstrate the ability to advocate for personal, family, and community health.

- B. New Jersey Core Curriculum Standards and Cumulative Progress Indicators
Student outcomes are based on the New Jersey Core Curriculum Content Standards in Comprehensive Health and Physical Education Standards and Progress Indicators (Grades K-2)

The standards and strands for all students are delineated below:

2.1 Wellness

- A. Personal Health
- B. Growth and Development
- C. Nutrition
- D. Diseases and Health Conditions
- E. Safety
- F. Social and Emotional Health

2.2 Integrated Skills

- A. Communication
- B. Decision Making
- C. Planning and Goal Setting
- D. Character Development
- E. Leadership, Advocacy, and Service
- F. Health Services and Careers

2.3 Drugs and Medicines

- A. Medicines
- B. Alcohol, Tobacco, and Other Drugs
- C. Dependency/Addiction and Treatment

2.4 Human Relationships and Sexuality

- A. Relationships
- B. Sexuality
- C. Pregnancy and Parenting

2.5 Motor Skill Development

- A. Movement Skills
- B. Movement Concepts
- C. Strategy
- D. Rules, Safety, and Sportsmanship
- E. Sports Psychology

2.6 Fitness

- A. Fitness and Physical Activity
- B. Training
- C. Achieving and Assessing Fitness

STANDARD 2.1 (WELLNESS) ALL STUDENTS WILL LEARN AND APPLY HEALTH PROMOTION CONCEPTS AND SKILLS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.

Descriptive Statement: This standard aims to increase student knowledge about the physical, social, emotional, and intellectual dimensions of wellness, thus enabling them to make informed choices about their health now and in the future. Wellness can be defined as a way of life that emphasizes health promotion measures such as healthy eating, learning to manage stress, reducing one's risk of contracting a disease, and preventing and treating simple injuries. Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy, active life style.

Strands and Cumulative Progress Indicators

By the end of Grade 2, students will:

A. Personal Health

1. Define wellness and explain how making healthy choices and having health relationships contribute to wellness.
2. Describe and demonstrate self-care practices that support wellness, such as brushing and flossing teeth, washing hands, and wearing appropriate attire for weather or sports.

B. Growth and Development

1. Name and locate body organs and parts.
2. Describe how children are alike and how they are different.

C. Nutrition

1. Explain why some foods are healthier to eat than others.
2. Sort foods according to food groups and food sources.
3. Explain what information can be found on food and product labels.

D. Diseases and Health Conditions

1. Explain why diseases and health conditions need to be detected and treated early.
2. Explain the difference between communicable and non-communicable diseases.
3. Discuss common symptoms of diseases and health conditions.
4. Explain ways to prevent the spread of diseases such as hand washing, immunizations, covering coughs, and not sharing cups, hats or combs.

E. Safety

1. Explain and demonstrate ways to prevent injuries, including seat belts and child

safety seats in motor vehicles, protective gear, and fire, bus, and traffic safety procedures.

2. Explain and demonstrate simple first aid procedures, including getting help and calling 911, knowing personal information such as address and phone number, avoiding contact with blood and other body fluids, and caring for small cuts.

3. Distinguish among “good/safe touch,” “bad/unsafe touch,” and “confusing touch” and explain what to do if touching causes uncomfortable feelings.

4. Identify safe and appropriate behavior for use when interacting with strangers, acquaintances, and trusted adults.

5. Identify warning labels found on medicines and household products.

F. Social and Emotional Health

1. Explain that all human beings have basic needs including food, water, sleep, shelter, clothing, and love.

2. Recognize various emotions and demonstrate sympathy and empathy.

3. Describe and demonstrate appropriate ways to express wants, needs, and emotions.

4. Identify the possible causes of conflict and discuss appropriate ways to prevent and resolve conflicts.

STANDARD 2.2 (INTEGRATED SKILLS) ALL STUDENTS WILL USE HEALTH-ENHANCING PERSONAL, INTERPERSONAL, AND LIFE SKILLS TO SUPPORT A HEALTHY. ACTIVE LIFESTYLE
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Descriptive Statement: This standard seeks to foster responsible health behaviors through the enhancement of critical thinking, decision making, problem solving, and communication skills used in situations impacting personal, family, and community health. It enables students to locate and evaluate health information and resources and to develop character, leadership, and advocacy skills so they can become more active participants in the promotion of wellness. Competency in these skills enables and empowers students to resist destructive behaviors and seek out positive opportunities for growth and learning. These skills may be cross-disciplinary and should be integrated into each Comprehensive Health and Physical Education Standard.

Strands and Cumulative Progress Indicators

By the end of Grade 2, students will:

A. Communication

1. Identify sources of health information.

2. Express ideas and opinions about wellness issues.

3. Explain when and how to use refusal skills in health and safety situations.

4. Demonstrate effective communication and listening skills.

B. Decision Making

1. Explain the steps to making an effective health decision.
2. Discuss how parents, peers, and the media influence health decisions.

C. Planning and Goal Setting

1. Develop a wellness goal and explain why setting a goal is important

D. Character Development

1. Explain that a person's character and values are reflected in the way the person thinks, feels, and acts.

E. Leadership, Advocacy, and Service

1. Act as a leader and a follower.
2. Identify factors that lead to group success and help solve group problems.
3. Motivate group members to work together and provide constructive feedback.
4. Demonstrate respect for varying ideas and opinions.
5. Participate in a class or school service activity and explain how volunteering enhances self-esteem.

F. Health Services and Careers

1. Discuss how community helpers and healthcare workers contribute to personal and community wellness.
2. Explain when and how to seek help when feeling ill, scared, sad, lonely, or bullied.

STANDARD 2.3 (DRUGS AND MEDICINES) ALL STUDENTS WILL LEARN AND APPLY INFORMATION ABOUT ALCOHOL, TOBACCO, OTHER DRUGS AND MEDICINES TO MAKE DECISIONS THAT SUPPORT A HEALTHY, ACTIVE LIFESTYLE.

Descriptive Statement: This standard aims to provide students with information on the responsible use of medicines as well as the effects of alcohol, tobacco, and other drugs. The appropriate use of medicines can prevent serious health problems, reduce absenteeism from work and school, and enhance the quality of life. Conversely, the misuse or abuse of substances such as alcohol, tobacco, and other drugs can impair judgment and lead to illness and injury. Helping students to acknowledge the internal and external pressures that influence them to use substances enables and empowers them to make choices that support a healthy, active lifestyle.

Strands and Cumulative Progress Indicators

By the end of Grade 2, students will:

A. Medicines

1. Identify different kinds of medicines.
2. Explain that medicines can be helpful or harmful and that when used correctly, medicines can help keep people healthy.
3. Discuss basic rules when taking medicines.

B. Alcohol, Tobacco and Other Drugs

1. Define drug and give examples of harmful and/or illegal drugs.
2. Explain that tobacco use contributes to lung diseases and fires.
3. Discuss how tobacco smoke impacts the environment and the health of nonsmokers.
4. Discuss how alcohol use contributes to injuries such as falls and motor vehicle crashes.
5. Identify substances that should never be consumed or inhaled such as drug look-alikes, glue, poisons, and cleaning fluids.

C. Dependency/Addiction and Treatment

1. Explain that some people cannot control their use of alcohol, tobacco and other drugs.
2. Explain that people who abuse alcohol, tobacco, and other drugs can get help.

STANDARD 2.4 (HUMAN RELATIONSHIPS AND SEXUALITY) ALL STUDENTS WILL LEARN THE PHYSICAL, EMOTIONAL, AND SOCIAL ASPECTS OF HUMAN RELATIONSHIPS AND SEXUALITY AND APPLY THESE CONCEPTS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.

Descriptive Statement: This standard seeks to provide students with an understanding of the physical, emotional and social aspects of human relationships and sexuality and how they support a healthy, active lifestyle. Students learn how to develop and maintain healthy relationships with friends and family. Additionally, students learn medically-accurate information about both abstinence and contraception and learn the skills to enact behaviors to reduce or eliminate the occurrence of sexually transmitted diseases, HIV/AIDS, and unintended pregnancy.

Strands and Cumulative Progress Indicators

By the end of Grade 2, students will:

A. Relationships

1. Identify different kinds of families and explain that families may differ for many reasons.
2. Explain that all family members have certain rights and responsibilities that contribute to the successful functioning of the family.

3. Explain that families experiencing a change or crisis can get help if they need it.
4. Define friendship and explain that friends are important throughout life.
5. Identify appropriate ways for children to show affection and caring.

B. Sexuality

1. Explain the physical differences and similarities of the genders.

C. Pregnancy and Parenting

1. Explain that human beings develop inside their birth mother, are helpless when born, and must be fed, clothed and nurtured.

STANDARD 2.5 (MOTOR SKILL DEVELOPMENT) ALL STUDENTS WILL UTILIZE SAFE, EFFICIENT, AND EFFECTIVE MOVEMENT TO DEVELOP AND MAINTAIN A HEALTHY. ACTIVE LIFESTYLE.
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Descriptive Statement: This standard enables students to understand how to move and why it is necessary. When individuals learn to move safely, effectively, and efficiently, and feel comfortable and confident in the performance of motor skills, they are more likely to participate in health-enhancing forms of physical activity throughout life. In order to meet this standard, students must participate in a wide range of developmentally-appropriate games, sports, dance, and lifetime recreational activities that will help students develop and maintain a healthy, active lifestyle.

Strands and Cumulative Progress Indicators

By the end of Grade 2, students will:

A. Movement Skills

1. Perform movement skills (locomotor, nonlocomotor, and manipulative skills) with developmentally appropriate control in isolated (skill practice) and applied (game/sport/dance/recreational) settings.
2. Demonstrate smooth transitions between sequential movement skills used in combination.
3. Demonstrate control in traveling, weight bearing and balance activities on a variety of body parts.
4. Move in personal and general space at different levels, directions, and pathways.
5. Respond in movement to changes in tempo, beat, rhythm, or musical style.
6. Change the effort (force, flow, energy) or range (extension) of a movement skill or skill combination.

7. Change a movement skill in response to a changing environment such as a dance partner, obstacle, smaller target, or larger space.
8. Respond appropriately to verbal and visual cues during physical activity.
9. Correct movement errors in response to feedback.
10. Demonstrate the use of creative movement in response to music, poetry or stories.

B. Movement Concepts

1. Identify body planes and parts.
2. Explain how changes in direction, pathways and levels can alter movement.
3. Explain how changes in rhythm, tempo, beat, and musical style can alter movement.
4. Distinguish between personal and general space.
5. Explain verbal and visual cues used to improve skill performance.
6. Define and use basic movement vocabulary to describe physical activity.

C. Strategy

1. Differentiate between competitive and cooperative strategies.

D. Sportsmanship, Rules and Safety

1. Explain why good sportsmanship is important and demonstrate positive behaviors during participation.
2. Follow basic activity and safety rules and explain why they are important.
3. Explain that practice and being healthy contribute to safe and improved performance.

E. Sport Psychology

1. Explain that mental attitude influences physical performance.

STANDARD 2.6 (FITNESS) ALL STUDENTS WILL APPLY HEALTH-RELATED AND SKILL-RELATED FITNESS CONCEPTS AND SKILLS TO DEVELOP AND MAINTAIN A HEALTHY. ACTIVE LIFESTYLE.

Descriptive Statement: This standard enables students to understand the components of health-related fitness (cardiorespiratory endurance, body composition, flexibility, muscular strength and muscular endurance) and skill-related fitness (speed, agility, reaction time, coordination, and power). Students learn how each component is developed and measured and how to design and implement a personal fitness plan that supports a healthy, active lifestyle.

Strands and Cumulative Progress Indicators

By the end of Grade 2, students will:

A. Fitness and Physical Activity

1. Identify the components of health-related and skill-related fitness and identify activities that develop each component.
2. Identify body responses associated with moderate to vigorous physical activity including sweating, a fast heart rate, and heavy breathing.

B. Training

1. Explain that too much or not enough exercise can be harmful.
2. Explain that participation in regular physical activity contributes to wellness.

C. Achieving and Assessing Fitness

1. Engage in moderate to vigorous physical activity that develops all components of fitness.
2. Monitor heart rate and breathing before, during, and after exercise.
3. Develop a fitness goal and monitor achievement of the goal.

C. Cross-Content Workplace Readiness Standards

The Cross-Content Workplace Readiness Standards apply to all content areas and all grade levels. Teachers will integrate the Cross-Content Workplace Readiness Standards with all subject areas in a content-specific and developmentally appropriate way.

1. All students will develop career planning and workplace readiness skills.
2. All students will use technology, information, and other tools.
3. All students will use critical thinking, decision-making, and problem-solving skills.
4. All students will demonstrate self-management skills
5. All students will apply safety principles.

D. Skills

1. Emotional, intellectual and social health
2. Family life, growth and development
3. Personal health and physical fitness
4. Nutrition
5. Disease prevention and control
6. Drug use prevention
7. Injury prevention
8. Community and environmental health
9. Consumer health
10. Careers

E. Content

1. General student outcomes/students will be introduced to:
 - a. exploring ways in which they are the same and different
 - b. strategies for resolving conflicts
 - c. the five senses
 - d. basic body parts and changes during growth
 - e. proper care of teeth
 - f. the importance of exercise
 - g. positive strategies for dealing with negative feelings
 - h. the importance of proper nutrition for growth, energy, and good dental health
 - i. ways of preventing the spreading of disease
 - j. strategies for refusal of harmful drugs, alcohol and tobacco
 - k. proper ways of crossing streets safely
 - l. fire prevention rules and safety skills
 - m. passenger safety (ie. car, bus etc.)
 - n. when and how to contact 911 in case of emergency

2. Specific Goals and Objectives
 - a. Goal: Children will develop an understanding that everyone is special in his/her own way
Objectives:
 - to explore ways children are the same and different
 - to learn to identify positive and negative feelings
 - to recognize that everyone shares a variety of feelings and reacts to them differently
 - to explore the use of conflict resolution strategies (ie - I-messages)

 - b. Goal: Children will be introduced to the basic body parts.
Objectives:
 - to identify and differentiate between internal and external body parts
 - to describe how growth changes the body
 - to identify the five senses and their effects on their bodies

 - c. Goal: Children will be introduced to proper dental health
Objectives:
 - to compare and develop an understanding of the types of teeth and their specific functions
 - to demonstrate the proper way of brushing and flossing
 - to develop skills that will help in keeping teeth safe from harm

 - d. Goal: Children will be introduced to the importance of staying healthy and physically fit
Objectives:
 - to develop an understanding of the effects of a healthy diet on their bodies
 - to develop an understanding of the effects of physical exercise on their bodies and emotions
 - to develop an understanding of the importance of a good night's rest
 - to develop an understanding of keeping oneself neat and clean

 - e. Goal: Children will develop an awareness of strategies for keeping their bodies safe from harm
Objectives:
 - to demonstrate passenger safety when traveling in a vehicle

- to develop an understanding of fire prevention rules
- to demonstrate safe ways of escaping a fire and “Stop, Drop and Roll”
- to develop an understanding and demonstrate when and how to contact 911 in case of emergency
- to practice refusal skills in dealing with harmful drugs, alcohol and tobacco
- to learn to respond to situations when they are alone and approached by strangers
- to demonstrate proper street crossing

III. Proficiency Level - Students will take this course at the Kindergarten grade level.

IV. Methods of Assessment

A. Student Assessments

1. teacher observation
2. discussion
3. teacher made worksheets

B. Curriculum/Teacher Assessment

Since curriculum development is an ongoing process, the teachers will provide the Health/Physical Education Department Supervisor with suggestions for changes and up-dates as this course requires.

V. Grouping

The students in this course are grouped heterogeneously according to their grade level.

VI. Articulation/Scope and Sequence/Time Frame.

This course is the first level in the Elementary school health education program.

VII. Resources

- a. speakers/community helpers
- b. literature: stories, poetry, songs
- c. CAP (Child Abuse Prevention) program w/speaker
- d. Learn Not To Burn

VIII. Methodologies

Students will be engaged in learning activities which are varied. Methods employed will be developmentally and age-appropriate. The unique learning styles of the individual students will be accommodated in order to provide opportunities for each to succeed in the acquisition of desirable attitudes, habits, knowledge and skills.

IX. Suggested Activities

Incorporating a wide variety of activities which address the learning styles of all students is required. These activities would include:

- a. discussion
- b. demonstration
- c. reading
- d. poems
- e. songs
- f. drawings
- g. posters
- h. collages
- i. work sheets
- j. role playing

X. Interdisciplinary Connections

As students achieve “health-literacy” through study of the health education curriculum, they will call upon knowledge and practice skills acquired and developed throughout a variety of disciplines. Studies in the life sciences, mathematics, language arts and social studies will serve to enable the student to formulate opinions and adopt those attitudes and behaviors which, when applied with sound problem-solving and critical thinking skills, are “health-enhancing”.

XI. Professional Development

As per the PIP/100 hours professional development provision: the teacher will continue to improve expertise through participation in a variety of professional development opportunities.