

**North Hanover Township School District**  
**Comprehensive Health Curriculum**  
**Grade: Kindergarten**  
**BOE Approved: 01/17/2023**

**Kindergarten**

**Unit of Study: Personal and Mental Health; Safety**

**Pacing: One Trimester**

**Unit Foci:**

- **A study in a person’s body in relation to self, others and their environment, and its contribution to overall wellness.**
- **Recognizing and demonstrating safety strategies to prevent injuries at home, school, and in the community**

**New Jersey Student Learning Standards**

- 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.
- 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities.
- 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).
- 2.1.2.EH.4: Demonstrate strategies for managing one’s own emotions, thoughts and behaviors.
- 2.1.2.EH.5: Explain healthy ways of coping with stressful situations.
- 2.1.2.SSH.3: Describe different kinds of families locally, nationally and globally and note similarities in the ways in which they keep their children safe.
- 2.1.2.SSH.4: Determine the factors that contribute to healthy relationships within a family.
- 2.1.2.SSH.9: Define bullying and teasing and explain why they are wrong and harmful.
- 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.
- 2.2.2.N.1: Explore different types of foods and food groups.

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- 2.2.2.N.2: Explain why some foods are healthier to eat than others.
- 2.2.2.N.3: Differentiate between healthy and unhealthy eating habits.
- 2.3.2.PS.2: Discuss healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicle, water, weather safety).
- 2.3.2.PS.3: Recognize and demonstrate safety strategies to prevent injuries at home, school, in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention).
- 2.3.2.PS.4: Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol).
- 2.3.2.HCDM.3: Explain strategies and develop skills to prevent the spread of communicable diseases and health conditions (e.g., Lyme disease, influenza, cardiovascular diseases).
- 2.3.2.ATD.1: Explain what medicines are, how they are used, and the importance of utilizing medications properly.

**Interdisciplinary Connections**

**English Language Arts**

- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
- NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**Social Studies**

- 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.
- 6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

**Career Readiness, Life Literacies, and Key Skills**

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet.

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- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.
- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals.

**Technology**

- 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.
- 8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.
- 8.1.2.AP.4: Break down a task into a sequence of steps.

<b>Enduring Understandings</b>	<b>Essential Questions</b>
<p><i>What specifically do you want students to understand? What inferences should they make? Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● Develop and demonstrate an awareness of healthy habits (use clean tissues, wash hands, handle food hygienically) that support personal wellness.</li> <li>● Personal hygiene and self-help skills promote healthy habits.</li> <li>● What medicines are and why it is important to use them properly</li> <li>● Everyone has responsibilities, and managing stress and self-control are important skills.</li> <li>● Safety – (e.g. Wear bike helmets, walking in the classroom safety, understand how to participate in emergency drills, etc.)</li> </ul>	<p><i>What thought-provoking questions will foster inquiry, meaning-making, and transfer? Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>● What are the characteristics to describe good personal hygiene?</li> <li>● Why is it important to develop healthy family and friend relationships?</li> <li>● What are characteristics of good decision making?</li> <li>● What are characteristics of a bully and what are bully prevention programs that can be used?</li> <li>● What is the definition of healthy habits and provide examples?</li> <li>● What health enhancing behaviors contribute to wellness?</li> <li>● What is the definition of a stranger/acquaintance?</li> <li>● Who are community members that may be able to</li> </ul>

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<ul style="list-style-type: none"> <li>● Warning signs such as red lights, stop signs, poison symbols, etc.</li> <li>● To maintain healthy relationships, you must show care, consideration, and respect for self and others.</li> <li>● Express needs, wants, and feelings in health- and safety-related situations.</li> <li>● Explain what a decision is and why it is advantageous to think before acting.</li> <li>● Explain the meaning of Character and how it is reflected in the thoughts, feelings, and actions of oneself and others.</li> <li>● Identify ways they can show respect for different types of families.</li> <li>● Understand harassment, intimidation, and bullying and its prevention methods.</li> <li>● Understand the importance of the acceptance of diversity and inclusion</li> </ul>	<p style="text-align: center;">maintain a safe environment?</p> <ul style="list-style-type: none"> <li>● Why is safety so important inside and outside of school?</li> <li>● How do you respond in emergency situations?</li> </ul>
<b>Key Terms and Vocabulary</b>	<b>Skills</b>
<p><i>What facts and basic concepts should students know and be able to recall? Students will know...</i></p> <ul style="list-style-type: none"> <li>● Stranger</li> <li>● Wellness</li> <li>● Inclusion</li> <li>● Character</li> </ul>	<p><i>What skills and processes should students be able to use? Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● Developing self-help skills and personal hygiene skills promotes healthy habits.</li> </ul>

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- Safety
- Trusted Community Members
- Bullying
- Teasing

- Developing the knowledge and skills necessary to understand the importance of diversity and inclusion in the classroom.
- Developing skills to feel comfortable with a trusted adult in uncomfortable situations.
- Developing the knowledge and skills necessary to reduce injuries at home and/or school.
- Developing an awareness of potential hazards in the environment impacts personal health and safety
- Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness
- Determine how personal feelings can affect one's wellness.
- Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches
- Explain the meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others
- Determine the factors that contribute to healthy relationships
- Identify basic social and emotional needs of all people

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Learning Activities	Resources/Websites
<ul style="list-style-type: none"> <li>● “My Family Worksheet”</li> <li>● “Family Portrait”</li> <li>● “Who Can I Tell if I’m Being Bullied Activity”</li> <li>● “What’s Going on Here?” - Students will look at a number of pictures and describe what they see in under two sentences. (Whole Class activity).</li> <li>● “Explaining Bullying Activity”</li> <li>● “Teasing or Bullying” - The teacher will discuss certain scenarios where bullying or teasing is occurring. Students will then use their understanding of bullying or teasing and choose which is taking place in the given scenario.</li> <li>● BrainPop - Safety Lesson</li> <li>● BrainPop - Bicycle Safety Lesson</li> <li>● Kids Health- Staying Safe (Safety First Aid)</li> <li>● Kids Health - Staying Safe (Around The House)</li> <li>● Kids Health - Staying Safe (Outdoors and on the Road)</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">BrainPOP, Jr</a> (District subscription)</li> <li>● <a href="#">Kids Health</a></li> <li>● <a href="#">Lesson Plan: Different Kinds of Families</a> <ul style="list-style-type: none"> <li>○ <i>The Family Book:</i> <ul style="list-style-type: none"> <li>■ <a href="https://www.youtube.com/watch?v=AyVL9bH0guk">https://www.youtube.com/watch?v=AyVL9bH0guk</a></li> </ul> </li> </ul> </li> <li>● <a href="#">Lesson Plan: Bullying Is Never OK!</a> <ul style="list-style-type: none"> <li>○ <a href="#">Resource: Bullying Is Never OK! Worksheet</a></li> </ul> </li> <li>● <a href="#">K-2 Poster Rubric</a></li> </ul>
Assessment Evidence	
<p><b>Performance Tasks</b></p> <ul style="list-style-type: none"> <li>● Scenario Role Play</li> <li>● Family worksheet</li> <li>● Family Portrait</li> <li>● Teasing or Bullying Activity</li> </ul>	<p><b>Other Evidence</b></p> <ul style="list-style-type: none"> <li>● Group Discussion</li> <li>● Teacher Checklists</li> <li>● Teacher Observation</li> <li>● Informal Rubrics</li> <li>● Self Assessment</li> </ul>

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<b>Accommodations for Different Learners</b>		
<b>Students with Disabilities</b>	<b>Gifted and Talented Students</b>	<b>ESL Students</b>
<ul style="list-style-type: none"> <li>● preferential seating</li> <li>● repeat and clarify Instructions</li> <li>● Provide a peer for support</li> <li>● break long term projects into shorter chunks</li> <li>● check in frequently with students</li> </ul>	<ul style="list-style-type: none"> <li>● modify content to extend skills to a higher level</li> <li>● provided additional independent projects</li> <li>● allow structured student choice for skill extension or topic</li> </ul>	<ul style="list-style-type: none"> <li>● provide visual supports</li> <li>● provide definitions and examples of new vocabulary</li> <li>● repeat, reword, and clarify directions</li> <li>● provide visual supports and diagrams to support skills /content</li> <li>● preferential seating</li> <li>● provide short, concise directions</li> <li>● provide extended time</li> <li>● modify assignments to support vocabulary</li> <li>● check in frequently with students</li> <li>● provide study guides</li> <li>● provide concrete examples when possible</li> </ul>
<b>At Risk Students</b>	<b>504 Plan Students</b>	

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- preferential seating
- repeat and clarify Instructions
- provide word bank of vocabulary words
- extend deadlines and time for tests
- provide a copy of notes
- provide graphic organizers/scaffold projects
- highlight important information
- Provide a peer for support  
break long term projects into shorter chunks
- check in frequently with students
- provide study guides/visual supports
- use of assistive technology (eg. speech to text)

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