



Tri-District

Atlantic Highlands Elementary School, Highlands Elementary School, and Henry Hudson Regional School

Course Title: Health

Content Area: Health

Grade Level(s): K-2

Curriculum Writer(s): Nicole Ciafardini

Date Created: July 2022

Date Approved by Board of Education: September 2022

Course Description: Health education is essential to maintaining wellness and an active lifestyle. Throughout the units of study, students will increase their knowledge of the physical, social, emotional, and intellectual dimensions of wellness. Students will understand the importance of making informed choices about their health.

Pacing Guide

Unit 1: Wellness and Personal Growth and Development

Unit 2: Community Health and Integrated Skills

Unit 3: Alcohol, Tobacco, Drugs, and Medicines

Unit 4: Family Life

Unit 1: 5-6 classes

Unit 2: 5-6 classes

Unit 3: 5-6 classes

Unit 4: 5-6 classes

Unit 1: Wellness and Personal Growth and Development

Unit Summary: This unit was designed to teach students how to take responsibility for their own health as it is an essential step towards developing and maintaining a healthy, active lifestyle. The taught content includes identifying the parts of the body, keeping your body healthy, and understanding



Tri-District

Atlantic Highlands Elementary School, Highlands Elementary School, and Henry Hudson Regional School

hormonal changes and their impact on sexuality. This encompasses the human condition: who we are, how we grow or evolve, and how interaction with others affects the process of growth physically, mentally, socially, and emotionally from infancy through advanced age.

Interdisciplinary Connections:

- RI.1.1. Ask and answer questions about key details in a text. (Use with books listed under Curriculum Development Resources.)
- RI.1.2. Identify the main topic and retell key details of a text. (Use with books listed under Curriculum Development Resources.)
- RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. (After reading, compare and contrast healthy versus unhealthy habits.)
- NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. (Students will write about various ways to show how they are being healthy.)
- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Use a rubric for informative writing pieces.)

Career Readiness, Life Literacies, and Key Skills:

- 9.4.2.CI.1 Demonstrate openness to new ideas and perspectives.
- 9.4.2.CT.2 Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
- 9.4.2.CT.3 Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Technology Integration:

- 8.1.2.A.2 Create a document using a word processing application. (Make a list of the things you do before you come to school and before you go to bed - brush your teeth, etc.)



Tri-District

Atlantic Highlands Elementary School, Highlands Elementary School, and Henry Hudson Regional School

- 8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources. (Make a list of the things you do before you come to school and before you go to bed - brush your teeth, etc.)
- 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue. (Make a list of the things you do before you come to school and before you go to bed - brush your teeth, etc.)

NJSLS Number	NJSLS Content
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.1	Explain the meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others.
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.9	Define bullying and teasing and explain why they are wrong and harmful.
2.3.2.HCDM.1	Explain the consequences on a person’s health if he or she does not have adequate food and a clean environment.



Tri-District

Atlantic Highlands Elementary School, Highlands Elementary School, and Henry Hudson Regional School

2.3.2.HCDM.2	Demonstrate personal hygiene and the use of necessary and appropriate health enhancing behaviors that can keep a person healthy (e.g., precautions to avoid illnesses, handle food hygienically, brush teeth, regular physical activity, adequate sleep, appropriate dress for various weather conditions).
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).
2.2.2.LF.1	Express one's feelings and emotions when involved in movement and physical activities to increase positive behaviors.
2.2.2.LF.3	Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).
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.
2.2.2.N.3	Differentiate between healthy and unhealthy eating habits.
2.3.2.PS.1	Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.

<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● There are ways to take care of an individual's personal wellness. ● Various body parts work together to support wellness. ● Some foods are healthier than others. 	<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> ● How do I prevent the spread of germs? ● What is the best way to get complete nutrition? ● What can I do to take care of myself? ● What can I do to reduce or avoid health risks?
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Tri-District

Atlantic Highlands Elementary School, Highlands Elementary School, and Henry Hudson Regional School

- Different foods have various nutritional content and value.
- Nutrition labels contain different sections of important information.
- Various diseases and health conditions have different symptoms.
- Diseases and health conditions can be prevented.
- Personal feelings can affect an individual's wellness.
- Injuries can be prevented.
- Interactions vary based on the variety of people you encounter.
- People have various social and emotional needs.
- Conflict can arise for various reasons and can be prevented and resolved.
- Some ways of dealing with stressful situations are healthier than others.

- What do I need to know to make good decisions and stay healthy?
- How do the different body systems impact and affect one another?
- How do decisions we make each day influence our health and wellness?
- How do you stay safe at home, school, and in the community?

Instructional Outcomes:

Students will:

- Define wellness and its physical and mental aspects.
- Brainstorm self-care practices that support wellness.
- Explain what healthy habits are and list examples.
- Identify ways to stop germs from spreading.
- Correctly identify body parts and how they work together.



Tri-District

Atlantic Highlands Elementary School, Highlands Elementary School, and Henry Hudson Regional School

- Color pictures that depict a healthy interaction with a peer, such as playing games outdoors.
- Define teamwork by listing words that describe what good teams do (e.g., share, take turns, talk, etc.).
- Identify offensive or defensive skills that help one of their favorite teams win.

Formative Assessments:

- Homework
- Classroom activities
- Class discussion
- Closure activity

Summative Assessments:

- Unit quiz
- End of unit culminating discussion or activity

Learning Activities:

- Kindergarten:
 - Introduce healthy habits such as hand washing, brushing teeth, and covering your mouth and nose when coughing and sneezing.
 - Draw examples of healthy versus unhealthy foods.
 - Draw pictures of healthcare professionals including the dentist, doctors, nurses, nutritionists, and firefighters.
 - Complete dressing for the season activities.
 - Perform a puppet dialogue in which safety rules and healthy communication are modeled.
 - Color in an outline of a person with an emotion on his or her face and identify what color the emotion represents.
 - Illustrate ways to keep safe at home, school, and in the community to prevent injury.
- 1st Grade:
 - Reinforce healthy habits such as hand washing, brushing teeth, and covering your mouth and nose when coughing and sneezing.



Tri-District

Atlantic Highlands Elementary School, Highlands Elementary School, and Henry Hudson Regional School

- Create safety posters.
- Complete a weekly personal wellness checklist.
- Discuss and model various emotions and what type of situation may have caused them as well as appropriate ways to prevent and resolve them.
- Express age-appropriate needs, wants, and feelings in health and safety-related situations.

2nd Grade:

- Identify body parts using correct terminology and explain how they are supported through regular physical activity.
- List which foods from My Plate are healthier and explain why they contain more nutritional value through identifying information on nutrition labels.
- Describe symptoms of disease and health conditions.
- Demonstrate strategies to prevent the spread of disease and health conditions and create disease prevention slogans.
- Discuss different emotional scenarios and how one can make it more positive versus negative.

Accommodations/Modifications:

- [Appendix for Tri-District Curricula Accommodations/Modifications](#)

Curriculum Development Resources:

- BrainPOP, Jr.
- <https://www.thegreatbodyshop.net> (The Great Body Shop)
- Colgate.com
- Scrubclub.org
- Timeforkids.com
- www.kidshealth.org (Kids Health)
- www.cdc.gov (Center for Disease Control)
- www.myplate.gov (USDA Choose My Plate)



Tri-District

Atlantic Highlands Elementary School, Highlands Elementary School, and Henry Hudson Regional School

- <https://www.shapeamerica.org/standards/health/> (Shape America National Standards)
- <https://www.etr.org/healthsmart/> (Health Smart)
- <http://www.wuen.org/Lessonplan/LPview.cgi?core=1209>
- <http://www.choosemyplate.gov/preschoolers/HealthyEatingForPreschoolers-MiniPoster.pdf>
- <https://www.aacpp.com/pdf/parents/English/Be-Happy-be-healthy.pdf>
- https://busyteacher.org/classroom_activities-vocabulary/food_and_drinks/food-worksheets/
- Books:
 - *I Know How We Fight Germs (Sam's Science)*, by Kate Rowan and Katharine McEwen
 - *Germs Make Me Sick!*, by Melvin Berger
 - *Germs! Germs! Germs!*, by Bobbi Katz
 - *Gregory, the Terrible Eater*, by Mitchell Sharmat
 - *The Edible Pyramid*, by Loreen Leedy
 - *Slim Goodbody's Invaders: Disease Prevention*, by John Burstein
 - *The Power of a Plant: A Teacher's Odyssey to Grow Healthy Minds and Schools*, by Stephen Ritz

Notes/Comments:

- Parents/guardians can opt their child or children out of this unit as per N.J.S.A. 18A:35-4.7.

Unit 2: Community Health and Integrated Skills

Unit Summary: This unit is designed to foster responsible health behaviors through the enhancement of critical thinking, decision making, problem solving, and communication skills spanning situations that impact personal, family, and community health. Students will be able 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.



Tri-District

Atlantic Highlands Elementary School, Highlands Elementary School, and Henry Hudson Regional School

Interdisciplinary Connections:

- RI.1.1. Ask and answer questions about key details in a text. (Use with books listed under Curriculum Development Resources.)
- RI.1.2. Identify the main topic and retell key details of a text. (Use with books listed under Curriculum Development Resources.)
- NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. (Complete a research project on bike, school, and/or Internet safety.)
- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Career Readiness, Life Literacies, and Key Skills:

- 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.
- 9.4.2.CT.2 Identify possible approaches and resources to execute a plan.
- 9.4.2.CT.3 Use a variety of types of thinking to solve problems.
- 9.4.2.DC.3 Explain how to be safe online and follow safe practices when using the Internet.

Technology Integration:

- 8.1.2.A.2 Create a document using a word processing application. (Complete a research project on bike, school, and/or Internet safety.)
- 8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources. (Complete a research project on bike, school, and/or Internet safety.)
- 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue. (Complete a research project on bike, school, and/or Internet safety.)

NJSLS Number	NJSLS Content
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Tri-District

Atlantic Highlands Elementary School, Highlands Elementary School, and Henry Hudson Regional School

2.1.2.PGD.3	Explain what being “well” means and identify self-care practices that support wellness.
2.1.2.EH.1	Explain the meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others.
2.1.2.EH.2	Identify what it means to be responsible and list personal responsibilities.
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.1	Discuss how individuals make their own choices about how to express themselves.
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.
2.1.2.SSH.9	Define bullying and teasing and explain why they are wrong and harmful.
2.2.2.LF.4	Identify physical activities available outside of school that are in the community.
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, and in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention).



Tri-District

Atlantic Highlands Elementary School, Highlands Elementary School, and Henry Hudson Regional School

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.
2.1.2.CHSS.5	Identify situations that might result in individuals feeling sad, angry, frustrated, or scared.
2.1.2.CHSS.6	Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals).

<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● There are various sources for health information. ● Community helpers and healthcare workers contribute to personal and community wellness. ● Values impact choices. ● There are various ways to express needs, wants, and feelings. ● Decision making is a process that should take place before acting. ● Decision making can have an impact on an individual's health. 	<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> ● How can I be an effective listener and communicator? ● What steps can I take when making decisions? ● In what ways can I contribute to a group? ● How can I be a valuable asset to my community? ● Where can I find healthcare information? ● What do I value? ● How does effective communication keep you safe? ● What factors can be used when making a lifestyle choice? ● How might your character traits determine your decision making when it comes to health?
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Tri-District

Atlantic Highlands Elementary School, Highlands Elementary School, and Henry Hudson Regional School

- How can service projects impact your life?
- Who can you go to for help?

Instructional Outcomes:

Students will:

- Develop an awareness of potential hazards in the environment that impact personal health and safety.
- Know that locating health-related assistance at home, at school, and in the community assists in addressing health emergencies and obtaining reliable information.
- Know who to ask for help when not feeling well at home, at school, and in the community.
- Express needs, wants, and feelings in health and safety-related situations.
- List safety rules for being a good passenger (e.g., wear a seatbelt, sit quietly, sit in a child safety seat, and always ride in the back seat).
- Identify how to cross a street safely including looking left, right, left, listening, and thinking.
- Demonstrate understanding of healthy boundaries, choicemaking, and bodily autonomy by expressing preferences and boundaries (i.e. yes or no).

Formative Assessments:

- Homework
- Classroom activities
- Class discussion
- Closure activity

Summative Assessments:

- Unit quiz
- End of unit culminating discussion and activity



Tri-District

Atlantic Highlands Elementary School, Highlands Elementary School, and Henry Hudson Regional School

Learning Activities:

- Kindergarten:
 - Draw pictures of “community helpers” to create posters to place around the classroom.
 - Practice talking to the 911 dispatcher using their own home address and telephone number.
 - Role play when and how to seek help when feeling ill, scared, sad, lonely, or bullied.
 - Illustrate or list their daily healthcare routine and draw pictures of healthy food.
- 1st Grade:
 - Compare/contrast needs, wants, and feelings.
 - Create a list of community helpers and healthcare workers and discuss their contributions to the community.
 - Practice talking to the 911 dispatcher using their own home address and telephone number.
 - Role play, expressing emotions and reacting to others’ emotions.
 - List trusted adults with whom they are comfortable speaking.
 - Create a brochure for healthy food or illustrate or write about healthy foods.
- 2nd Grade:
 - Role play various scenarios to act out emotions.
 - Make a list of health-related goals to accomplish.
 - Participate in a community service activity.
 - Create a brochure for healthy food or illustrate ideas of healthy food or healthy lifestyle habits.

Accommodations/Modifications:

- [Appendix for Tri-District Curricula Accommodations/Modifications](#)

Curriculum Development Resources:

- BrainPOP, Jr.
- <https://www.thegreatbodyshop.net> (The Great Body Shop)



Tri-District

Atlantic Highlands Elementary School, Highlands Elementary School, and Henry Hudson Regional School

- <http://www.unitedhealthfoundation.org/Main/Default.aspx>
- <http://www.glogerm.com/>
- <http://education.wichita.edu/m3/tips/health/kdg/safety/lessonKs.htm>
- <http://www.uen.org/Lessonplan/LPview.cgi?core=1209>
- <http://www.choosemyplate.gov/preschoolers/HealthyEatingForPreschoolers-MiniPoster.pdf>
- <https://www.aacpp.com/pdf/parents/English/Be-Happy-be-healthy.pdf>
- <http://education.wichita.edu/m3/tips/health/kdg/safety/webqstfrm.htm>
- Books:
 - *How Children Build Friendships*, by Carla Poole, Susan Miller, and Ellen Booth
 - *26 Big Things Small Hands Can Do*, by Coleen Paratore
 - *I Need a Friend*, by Sherry Kafka
 - *Hands Are Not for Hitting*, by Martine Agassi
 - *We Can Get Along, A Child's Book of Choices*, by Lauren Murphy Payne

Notes/Comments:

- Parents/guardians can opt their child or children out of this unit as per N.J.S.A. 18A:35-4.7.

Unit 3: Alcohol, Tobacco, Drugs, and Medicines

Unit Summary: Knowledge about drugs and medicines informs decision making related to personal wellness and the wellness of others. Health conditions are acute or chronic illnesses and diseases, which can be either controllable or life threatening. Access to care and facilities affects the conditions of health. Health-enhancing behaviors help a person avoid and reduce health risks and diseases. Medicines prescribed and provided by a health physician can relieve and aid in one's recovery. These topics will be explored in this unit.



Tri-District

Atlantic Highlands Elementary School, Highlands Elementary School, and Henry Hudson Regional School

Interdisciplinary Connections:

- RI.1.1. Ask and answer questions about key details in a text. (Use with books listed under Curriculum Development Resources.)
- RI.1.2. Identify the main topic and retell key details of a text. (Use with books listed under Curriculum Development Resources.)
- NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. (Complete a safety project for drugs, alcohol, and medicines.)
- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Career Readiness, Life Literacies, and Key Skills:

- 9.4.2.CT.2 Identify possible approaches and resources to execute a plan.
- 9.4.2.CT.3 Use a variety of types of thinking to solve problems.
- 9.4.2.IML.1 Identify a simple search term to find information in a search engine or digital resource.

Technology Integration:

- 8.1.2.A.2 Create a document using a word processing application. (Complete a safety project for drugs, alcohol, and medicines.)
- 8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources. (Complete a safety project for drugs, alcohol, and medicines.)
- 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue. (Complete a safety project for drugs, alcohol, and medicines.)

NJSLS Number	NJSLS Content
2.3.2.ATD.1	Explain what medicines are, how they are used, and the importance of utilizing medications properly.



Tri-District

Atlantic Highlands Elementary School, Highlands Elementary School, and Henry Hudson Regional School

2.3.2.ATD.2	Identify ways in which drugs, including some medicines, can be harmful.
2.3.2.ATD.3	Explain effects of tobacco use on personal hygiene, health, and safety.
2.3.2.DSDT.1	Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.
2.3.2.DSDT.2	Explain that individuals who abuse alcohol, tobacco, and other drugs can get help.
2.3.2.PS.4	Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol).

<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● Common diseases and other health-related conditions and associated symptoms can be treated. ● Good, healthy, and consistent practices can help prevent disease and health conditions. ● Bacteria and germs are all around us, and transmitting and spreading them can be prevented. ● Medicines are used primarily to treat an illness or disease. ● Medicines are prescribed by a doctor and are given by a parent or trusted adult. 	<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> ● What are the different kinds of medicines? ● What is a drug? ● How do drugs affect my body? ● What is dependency? ● How do I know what medicine is safe and effective to take? ● Who could I take medicine from? ● What substances are bad for my body? ● What are good healthy practices and routines that can help prevent illness? ● Who and what can help me when I am sick? ● What are poisons?
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Instructional Outcomes:



Tri-District

Atlantic Highlands Elementary School, Highlands Elementary School, and Henry Hudson Regional School

Students will:

- Identify different kinds of medicines.
- Define drugs and give examples of harmful and/or illegal drugs.
- Explain that tobacco use contributes to lung diseases and fires.
- Explain how tobacco smoke impacts the environment and the health of nonsmokers.
- Describe how alcohol use contributes to injuries such as falls and motor vehicle crashes.
- Explain that some people cannot control their use of alcohol, tobacco, and other drugs.
- Explain that people who abuse alcohol, tobacco, and other drugs can get help.
- Explain that medicines can be helpful or harmful and that when used correctly medicines can help keep people healthy.
- Identify basic rules for taking medicines.
- Identify substances that should never be consumed or inhaled such as drug lookalikes, glue, poisons, and cleaning fluids.
- Brainstorm people and places an abuser of medicine can seek help (i.e. school counselor, school nurse, parent, teacher, etc.).
- Identify common health conditions and diseases.
- Identify and describe different types of symptoms and changes in the body when ill.
- Describe healthy habits that can help prevent illness and the potential spread of germs.
- Explain that the use of medicine is to help aid in recovery and is to only be given by a trained medical physician, parent, or trusted adult.
- Identify safe and unsafe substances.

Formative Assessments:

- Homework
- Classroom activities
- Class discussion
- Closure activity

Summative Assessments:



Tri-District

Atlantic Highlands Elementary School, Highlands Elementary School, and Henry Hudson Regional School

- Unit quiz
- End of unit culminating discussion and activity

Learning Activities:

- Kindergarten:
 - Explain when medicines are used and describe why medicines should be administered by a trusted adult.
 - Illustrate the effects of tobacco use and list the rules for taking medicine.
 - Have students participate in a glitter experiment to illustrate how easily germs can spread and how handwashing can help prevent the spreading of illness and disease.
- 1st Grade:
 - Create a poster of a substance that should not be consumed.
 - List and discuss things tobacco does to your body (i.e. yellow teeth, bad breath, poor lung health, etc.).
- 2nd Grade:
 - Discuss how your lungs work and their importance as well as how smoking can cause them to work less efficiently.
 - Create a graphic organizer listing different types of symptoms of common illness and other related health conditions and diseases.
 - Map out a list of commonly used drugs and discuss if they are acquired over the counter or by a doctor's prescription.

Accommodations/Modifications:

- [Appendix for Tri-District Curricula Accommodations/Modifications](#)

Curriculum Development Resources:

- BrainPOP, Jr.
- <https://www.thegreatbodyshop.net> (The Great Body Shop)
- <http://kidshealth.org/classroom/prekto2/problems/drugs/drugs.pdf>
- <http://www.aapcc.org/dnn/PoisoningPrevention/Children.aspx>



Tri-District

Atlantic Highlands Elementary School, Highlands Elementary School, and Henry Hudson Regional School

- <http://www.brighthub.com/education/k-12/articles/6066.aspx#ixzz1UHhojM15>
- http://kidshealth.org/kid/feel_better/things/kidmedic.html
- Books:
 - *Doctor Tools*, by Inez Sydner
 - *Hello, Doctor*, by Micahel Escoffier
 - *Let's Meet a Doctor*, by Bridget Heos
 - *Let's Get a Checkup*, by Anna McQuinn

Notes/Comments:

- Parents/guardians can opt their child or children out of this unit as per N.J.S.A. 18A:35-4.7.

Unit 4: Family Life

Unit Summary: In this unit, students will gain an understanding of the physical, emotional, and social aspects of human relationships and sexuality and how they support a healthy, active lifestyle. Students will learn how to develop and maintain healthy relationships with friends and family members.

Interdisciplinary Connections:

- RI.1.1. Ask and answer questions about key details in a text. (Use with books listed under Curriculum Development Resources.)
- RI.1.2. Identify the main topic and retell key details of a text. (Use with books listed under Curriculum Development Resources.)
- RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. (Use with books listed under Curriculum Development Resources.)
- NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. (Draw or write an explanatory piece about family, responsibilities, and how to be a good friend.)
- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.



Tri-District

Atlantic Highlands Elementary School, Highlands Elementary School, and Henry Hudson Regional School

- 1-LS1-1. Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs. (Content presented via science videos.)
- 1-LS1-2. Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.

Career Readiness, Life Literacies, and Key Skills:

- 9.4.2.CI.1 Demonstrate openness to new ideas and perspectives.
- 9.4.2.CT.2 Identify possible approaches and resources to execute a plan.
- 9.4.2.CT.3 Use a variety of types of thinking to solve problems.
- 9.4.2.IML.1 Identify a simple search term to find information in a search engine or digital resource.

Technology Integration:

- 8.1.2.A.2 Create a document using a word processing application. (Draw or write an explanatory piece about how to have a safe and healthy pregnancy.)
- 8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources. (Draw or write an explanatory piece about how to have a safe and healthy pregnancy.)
- 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue. (Draw or write an explanatory piece about how to have a safe and healthy pregnancy.)

NJSLS Number	NJSLS Content
2.1.2.PP.1	Define reproduction.
2.1.2.PP.2	Explain the ways in which parents may care for their offspring (e.g., animals, people, fish).



Tri-District

Atlantic Highlands Elementary School, Highlands Elementary School, and Henry Hudson Regional School

2.1.2.PGD.4	Use correct terminology to identify body parts and explain how body parts work together to support wellness.
2.1.2.PGD.5	List medically accurate names for body parts, including the genitals.
2.1.2.SSH.2	Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.
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.1	Discuss how individuals make their own choices about how to express themselves.
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.
2.3.2.PS.5	Define bodily autonomy and personal boundaries.
2.3.2.PS.6	Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family.
2.3.2.PS.7	Identify behaviors that would be considered child abuse (e.g., emotional, physical, sexual).
2.3.2.PS.8	Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse).



Tri-District

Atlantic Highlands Elementary School, Highlands Elementary School, and Henry Hudson Regional School

Unit Enduring Understandings:

- The people in your life who are related to you and nurture and care for you are your family.
- Gender-specific similarities and differences exist between males and females.
- You can show respect by treating everyone the same way you would want to be treated.
- Everyone's body grows at a different rate.
- It is important to know your body parts; in the event you get hurt, you can tell someone the part of your body that hurts.
- Your senses help you see, hear, feel, smell, and taste things.

Unit Essential Questions:

- What is a family?
- How can I show respect for others?
- How fast does my body grow?
- Why is it important to know my body parts?
- How can my senses help me?
- How can a mother have a healthy baby?
- What foods will make the baby grow to be healthy?
- Is sleep important for the mother when she's pregnant?
- How long does it take the baby to grow?
- What changes happen when parents become a family?

Instructional Outcomes:

Students will:

- Know that the family unit encompasses the diversity of forms that represent society.
- Know that gender-specific similarities and differences exist between males and females.
- Recognize how families have both similar and different characteristics.
- Be able to discuss how family and friends are important throughout life.
- Identify that relationships require respect for each other.
- Recognize that everyone's body grows at a different rate.
- Identify the parts of the body and the senses.
- Know that living things likely have the capacity to reproduce.



Tri-District

Atlantic Highlands Elementary School, Highlands Elementary School, and Henry Hudson Regional School

- Recall the stages of pregnancy.
- Name challenges new parents might face after pregnancy.

Formative Assessments:

- Homework
- Classroom activities
- Class discussion
- Closure activity

Summative Assessments:

- Unit quiz
- End of unit culminating discussion and activity

Learning Activities:

- Kindergarten and 1st Grade:
 - Draw who is in your family and share family pictures.
 - Identify different roles that family members assume and the responsibilities that are included.
 - Complete a five senses scavenger hunt.
- 2nd Grade:
 - Summarize how making decisions can impact healthy relationships.
 - Explain the physical characteristics of both genders and draw and label the body.
 - Predict the factors that contribute to a mother having a healthy baby and how the mother's decisions can help or harm the baby.
 - Complete a writing assignment focusing on the changes experienced since birth.

Accommodations/Modifications:

- [Appendix for Tri-District Curricula Accommodations/Modifications](#)



Tri-District

Atlantic Highlands Elementary School, Highlands Elementary School, and Henry Hudson Regional School

Curriculum Development Resources:

- BrainPOP, Jr.
- <https://www.thegreatbodyshop.net> (The Great Body Shop)
- <http://www.pbisworld.com/tier-1/teach-relationship-skills/>
- <https://www2.cortland.edu/dotAsset/1b1764f4-968a-4f29-b506-01257a542b39.pdf>
- http://talkingtreebooks.com/what_is_respect.html
- <http://kidshealth.org/classroom/prekto2/body/functions/senses.pdf>
- Books:
 - *Friends*, by Helme Heine
 - *The Trouble with Friends*, by Stan and Jan Berenstain
 - *Just Schoolin' Around Saved by the Ball*, by Peter Maloney
 - *Swimmy*, by Leo Leonni
 - *A Color of His Own*, by Leo Leonni
 - *Neeny Coming, Neeny Going*, by Karen English
 - *Nine Months*, by Miranda Paul and Jason Chin
 - *It's Okay to Be Different*, by Todd Parr
 - *Introducing Teddy*, by Jessica Walton
 - *The Friendship Tree*, by Kathy Caple
 - *Tip's Tips on Friendship*, by Sheila Sweeny Higginson
 - *My Family, Your Family*, by Lisa Bullard

Notes/Comments:

- Parents/guardians can opt their child or children out of this unit as per N.J.S.A. 18A:35-4.7.