

Unit Title: A Healthy, Active Lifestyle		
Content Area: 02 Health		
Course & Grade Level: 00 Grades K		
Summary and Rationale		
<p>The New Jersey Core Curriculum Content Standards for Health and Comprehensive Physical Education site the importance of health literacy for citizens in the 21st century. There is a focus on the individual to take personal responsibility for his/her health by living an active, healthy lifestyle. As such, the goal of the curriculum is to foster a life-long commitment to healthy living by making informed choices about wellness, nutrition, social and emotional pressures, and fitness. Decisions one makes today impact current and future quality of life.</p>		
Recommended Pacing		
7 days		
New Jersey Student Learning Standards for Health Education		
2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.		
CPI #2.1 A	Cumulative Progress Indicator (CPI)	
	Strand A	Personal Growth and Development
2.1.P.A.1	Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, dressing appropriately, bathing)	
2.1.P.A.2	Demonstrate self-help skills (e.g. , independence with eating, dressing and brushing teeth)	
CPI # 2.1.B	Cumulative Progress Indicator (CPI)	
	Strand B	Nutrition
2.1.P.B.1	Explore food and food groups (e.g., compare and contrast foods representative of various cultures and taste)	
2.1.P.B.2	Develop an awareness of nutritious food choices	
CPI #2.1.C	Cumulative Progress Indicator (CPI)	
	Strand C	Diseases and Health Conditions
2.1.P.C.1	Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, dress for the weather)	
CPI #2.1.D	Cumulative Progress Indicator (CPI)	
	Strand D	Safety
2.1.P.D.1	Use safe practice indoors and outdoors (e.g., wear bike helmets, walk in the classroom, understand how to participate in emergency drills and understand why car seats and seat belts are used.	
2.1.P.D.2	Develop an awareness of warning symbols and there meaning (e.g., red light, stop sign, poison symbol, etc.)	
2.1.P.D.3	Identify community helpers who assist in maintaining a safe environment.	
2.1.P.D.4	Know how to dial 911 for help	

CPI #2.2.E	Cumulative Progress Indicator (CPI)	
	Strand E	Health Services and Information
2.2.P.E.1	Identify community helpers who assist with maintaining a safe environment	
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.		
Interdisciplinary Connections		
Standard #	Standard	
W.2.8	Recall information from experiences or gather information from provided sources to answer a questions	
SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood	
SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.	
Integration of Technology		
CPI #	Cumulative Progress Indicator (CPI)	
8.1	All students will use digital tools to access, manage, evaluate and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge	
New Jersey Student Learning Standards for 21st Century Life and Careers		
Career Ready Practices		
Standard #	Standard	
CRP 1	Acts as a responsible and contributing citizen and employee	
CRP 2	Apply appropriate academic and technical skills	
CPR 3	Attend to personal health and financial well-being	
CRP 4	Communicate clearly and effectively and with reason	
CRP 5	Consider the environmental, social and economic impacts of decisions	
9.2 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.	
Instructional Focus		
Unit Enduring Understandings		
<ul style="list-style-type: none">● Healthy habits benefit me and the people I meet in school and in my community.● The choices I make about living healthy affect me today and in the future.● When I practice personal safety strategies at home, in school, and in the community, I suffer fewer injuries.● There are people in my community to help me and places where I can find help when I am frightened, threatened, or sick.		
Unit Essential Questions:		
<ul style="list-style-type: none">● Do I make healthy choices to keep my body healthy?● How do my safety and health habits influence my health and the health of people around me?		

<ul style="list-style-type: none"> What can I do when I feel scared and worried? Whom can I talk to for help? 			
Objectives:			
Children will know <ul style="list-style-type: none"> The connection between healthy choices and its relationship to wellness Self-care practices that support wellness, such as brushing and flossing teeth, washing hands, wearing appropriate attire for weather or sports, sun protection How to classify foods as either healthy or unhealthy Fire, bus, and traffic safety procedures How to recognize warning symbols and what they mean The role of health care professionals 			
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 sun screen and wearing protective clothing, and dressing appropriately for the weather Indicate and explain the effects of healthy eating habits on a healthy body Enact safety procedures including bus drills, fire drills, and lock down drills Make warning labels for poisonous substances Identify types of community helpers, their role and when they are needed Correctly dial 911 when appropriate 			
Evidence of Learning			
Assessment			
Common Assessment 1.1			
Competencies for 21st Century Learners			
x	Collaborative Team Member	x	Effective Communicator
x	Globally Aware, Active & Responsible Student/Citizen		Information Literate Researcher
	Innovative & Practical Problem Solver	x	Self-Directed Learner
Resources			
Core Text: Suggested Resources:			