

South Bound Brook School District	Course: Health	Grade Level: K
Unit 1- How To Stay Safe		(Lessons -1-4)
Pacing: (4) Instructional Days Unit Rationale All students will understand the importance of being safe.		
Enduring Understandings <ul style="list-style-type: none"> ● Students will be able to: <ul style="list-style-type: none"> ○ Safety rules and safety helpers are important. ○ Safety rules encompass at home, at play, at school and in the community. 		
Essential Questions <ul style="list-style-type: none"> ● Why is it important to be safe? ● How do following safety rules lead to a healthy life? 		
Student Learning Objectives <ul style="list-style-type: none"> ● Explain safety rules and list Safety Helpers for home, school, and community. ● Tell why you think Safety Helpers are important. ● Pretend you need help and tell how you would ask for it from different Safety Helpers. ● Predict what would happen in an unsafe situation without rules or Safety Helpers. ● Identify situations in the home where unintentional injuries or safety threats might happen. ● Make an award for a Safety Helper to show how much you appreciate what they do to keep you safe. ● Perform routines for safety including: drill behavior, stop-drop-and-roll, and weather safety. ● Use Decision Making Skill Steps to decide what to do with safety questions. ● Tell what things you might do at play to avoid unintentional injury. ● Explain how when playing you would show respect for yourself and the safety of others. ● Demonstrate safety routines and how you would respond to danger. ● Predict what happens when you play in safe and unsafe ways. ● Identify ways of acting that might lead to accidents or dangerous situations at school or in the community. ● Explain why it is important to have rules at school and in the community. ● Demonstrate appropriate safety routines for school and the community. ● Use Decision Making Skill Steps to decide what to do to keep safe in different situations. 		
Differentiation Identify student learning needs, groups and resources from informal observations and evidence of student work. <ul style="list-style-type: none"> ● Prerequisite Lessons & Resources ● Community and Cultural Responsiveness Activities ● Hands-On Activities, Visual Models ● IEP and 504 modifications and accommodations as required English Language Learners: <ul style="list-style-type: none"> ● Language differentiation strategies organized by levels similar to WIDA English Language Proficiency levels (Levels 1-3 Listening/Writing; Levels 2-4 Speaking/Writing; Levels 3-5 Speaking/Writing) ● SIOP teaching and learning strategies 		
Assessments (Formative and Summative) <ul style="list-style-type: none"> ● Adaptive Diagnostic Assessments ● Unit Self-Check ● Lesson Quizzes, Comprehension Checks, Exit Tickets 		
Benchmark Assessments <ul style="list-style-type: none"> ● End of Unit Quiz 		

Instructional Resources

Print:

- Teacher Instruction Resource Book,
- Student Instruction Resource Book,

Digital:

- TheGreatBodyShop.net
- Youtube.com
- Chromebooks, iPads, Promethean Boards, Document Cameras
- SBBSD approved applications, programs and websites

New Jersey Student Learning Standards

2020 NJSL- Comprehensive Health and Physical Education Standards

- 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.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)
- 2.1.2.SSH.9: Define bullying and teasing and explain why they are wrong and harmful.

2020 NJSL- Career Readiness, Life Literacies, and Key Skills

- 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 (e.g., 8.1.2.NI.3, 8.1.2.NI.4).
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments

2020 NJSL- Computer Science and Design Thinking

- 8.1.2.DA.4: Make predictions based on data using charts or graphs.

Interdisciplinary Connections

ELA:

- NJLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJLSA.R2. Determine the central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

SCIENCE:

- K-ESS2-1 Use and share observations of local weather conditions to describe patterns over time.

South Bound Brook School District	Course: Health	Grade Level: K
Unit 2- The Five Senses (Lessons -1-4) Pacing: (4) Instructional Days		
Unit Rationale All students will understand the five senses and be able to describe what they do.		
Enduring Understandings <ul style="list-style-type: none"> ● Students will be able to: <ul style="list-style-type: none"> ○ Understand what the five senses are. ○ Discuss how our senses help us learn. ○ Discuss how to use our senses. ○ Discuss problems that can occur with senses. 		
Essential Questions <ul style="list-style-type: none"> ● How can we use our senses most effectively? ● How does using our senses to our fullest potential promote a good lifestyle? 		
Student Learning Objectives <ul style="list-style-type: none"> ● Identify the five senses and the body parts with which they are associated. ● Respect what your senses can do for you. ● Practice routines for healthful care of the sense organs. ● Analyze why eyes, ears, nose, and tongue have their shape. ● Explain how your senses help you to learn. ● Value what your senses tell you. ● Practice using your senses to protect you. ● Predict what might happen if you didn't pay attention to your senses. ● Discover and identify how the senses work before and during a meal. ● Show the importance of the senses by identifying the senses used in making decisions. ● Practice using your senses. ● Compare and contrast two items using the senses. ● List problems that people can have with their senses. ● Develop empathy for people with physical challenges. ● Practice being helpful to those in need. ● Predict the kinds of problems people would have if the senses were impaired. 		

Differentiation

Identify student learning needs, groups and resources from informal observations and evidence of student work.

- Prerequisite Lessons & Resources
- Community and Cultural Responsiveness Activities
- Hands-On Activities, Visual Models
- IEP and 504 modifications and accommodations as required

English Language Learners:

- Language differentiation strategies organized by levels similar to WIDA English Language Proficiency levels (Levels 1-3 Listening/Writing; Levels 2-4 Speaking/Writing; Levels 3-5 Speaking/Writing)
- SIOP teaching and learning strategies

Assessments (Formative and Summative)

- Adaptive Diagnostic Assessments
- Unit Self-Check
- Lesson Quizzes, Comprehension Checks, Exit Tickets

Benchmark Assessments

- End of Unit Quiz

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New Jersey Student Learning Standards

2020 NJSL- Comprehensive Health and Physical Education Standards

- 2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness
- 2.1.2.PGD.4: Use correct terminology to identify body parts and explain how body parts work together to support wellness.

2020 NJSL- Career Readiness, Life Literacies, and Key Skills

- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

2020 NJSL- Computer Science and Design Thinking

- 8.1.2.AP.4: Break down a task into a sequence of steps.

Interdisciplinary Connections

ELA:

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R2. Determine the central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

South Bound Brook School District	Course: Health	Grade Level: K
Unit 3- Good Food (Lessons -1-4) Pacing: (4) Instructional Days		
Unit Rationale All students will understand why healthy eating is important.		
Enduring Understandings <ul style="list-style-type: none"> ● Students will be able to: <ul style="list-style-type: none"> ○ Understand their food needs for life. ○ Discuss how healthful or less healthful foods affect them. ○ Discuss what forms good food comes in. 		
Essential Questions <ul style="list-style-type: none"> ● Why is it important to have a healthy diet? ● How does eating a healthy diet contribute to having a healthy body and mind? 		
Student Learning Objectives <ul style="list-style-type: none"> ● Identify food as a need of all living things. ● Demonstrate an appreciation of the role choosing healthful food has in developing a positive self-image. ● Identify routines for healthful eating. ● Compare and contrast the needs of living things. ● Identify healthful and less healthful foods. ● State an appreciation for the role healthful food plays in developing and maintaining a healthful body and mind. ● Distinguish between healthful and less healthful foods. ● Use Decision Making Skill Steps to determine which of various meal plans is the most healthful. ● Describe how healthful foods come in a variety of forms. ● Identify how family and culture influences food choices. ● Set goals for healthful eating routines and food preparation. ● Create a healthful meal plan. ● Explain the routines and reasons for proper food handling techniques. ● Demonstrate rules for safe food handling. ● Apply routines for safe food handling to personal behavior. ● Compare and contrast to determine routines for safe food handling. 		

Differentiation

Identify student learning needs, groups and resources from informal observations and evidence of student work.

- Prerequisite Lessons & Resources
- Community and Cultural Responsiveness Activities
- Hands-On Activities, Visual Models
- IEP and 504 modifications and accommodations as required

English Language Learners:

- Language differentiation strategies organized by levels similar to WIDA English Language Proficiency levels (Levels 1-3 Listening/Writing; Levels 2-4 Speaking/Writing; Levels 3-5 Speaking/Writing)
- SIOP teaching and learning strategies

Assessments (Formative and Summative)

- Adaptive Diagnostic Assessments
- Unit Self-Check
- Lesson Quizzes, Comprehension Checks, Exit Tickets

Benchmark Assessments

- End of Unit Quiz

Instructional Resources

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- Student Instruction Resource Book,

Digital:

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- SBBSB approved applications, programs and websites

New Jersey Student Learning Standards

2020 NJSLS- Comprehensive Health and Physical Education Standards

- 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.

2020 NJSLS- Career Readiness, Life Literacies, and Key Skills

- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

2020 NJSLS- Computer Science and Design Thinking

- 8.1.2.DA.4: Make predictions based on data using charts or graphs.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.

Interdisciplinary Connections

ELA:

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R2. Determine the central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

SCIENCE:

- K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive.

South Bound Brook School District	Course: Health	Grade Level: K
Unit 4- The Family Team		(Lessons -1-4)
Pacing: (4) Instructional Days Unit Rationale All students will understand why families differ and how they play a role in theirs.		
Enduring Understandings <ul style="list-style-type: none"> ● Students will be able to: <ul style="list-style-type: none"> ○ Understand the components of a family. ○ Understand how families grow and change. ○ Discuss how families have different rules and jobs. ○ Understand how a family interacts with the community. 		
Essential Questions <ul style="list-style-type: none"> ● What is a family? ● How does the family work as a team to promote a healthy, active lifestyle? ● What kind of changes can take place within a family? ● How does a family function physically, emotionally, and socially to support a healthy lifestyle? 		
Student Learning Objectives <ul style="list-style-type: none"> ● Define the words family and team. ● Identify the elements of love, trust, and caring in families. ● Identify and name personal family members. ● Compare a family to a team. ● Describe the process of growing in a family from a baby to an adult. ● Discuss how you are a “special person” at every stage of your life. ● Identify ways to control anger when changes are necessary. ● Identify ways you and your family have changed since you were a baby and imagine how you will change when you “grow up.” ● Describe some family rules and list jobs that each family member does for the family. ● Demonstrate why it is important for families to have rules and jobs. ● Practice setting goals for yourself in being responsible about doing your jobs and keeping your family’s rules. ● Predict the consequences of living in a family that has no rules. ● Define the word community and tell what communities do to help you and your family. ● Explain the value of rules and laws in a community. ● Name people (roles) that make the neighborhood or town/city/community a better place for your family to live. ● Think about how your school could be called a “community.” 		

Differentiation

Identify student learning needs, groups and resources from informal observations and evidence of student work.

- Prerequisite Lessons & Resources
- Community and Cultural Responsiveness Activities
- Hands-On Activities, Visual Models
- IEP and 504 modifications and accommodations as required

English Language Learners:

- Language differentiation strategies organized by levels similar to WIDA English Language Proficiency levels (Levels 1-3 Listening/Writing; Levels 2-4 Speaking/Writing; Levels 3-5 Speaking/Writing)
- SIOP teaching and learning strategies

Assessments (Formative and Summative)

- Adaptive Diagnostic Assessments
- Unit Self-Check
- Lesson Quizzes, Comprehension Checks, Exit Tickets

Benchmark Assessments

- End of Unit Quiz

Instructional Resources

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Digital:

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New Jersey Student Learning Standards

2020 NJSL- Comprehensive Health and Physical Education Standards

- 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.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.

2020 NJSL- Career Readiness, Life Literacies, and Key Skills

- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.1.2.FP.3: Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).

2020 NJSL- Computer Science and Design Thinking

- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.

Interdisciplinary Connections

ELA:

- NJLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJLSA.R2. Determine the central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

South Bound Brook School District	Course: Health	Grade Level: K
Unit 5- My Body is Special		(Lessons -1-4)
Pacing: (4) Instructional Days		
Unit Rationale All students will understand why their body is the way it is and how to protect it from harm.		
Enduring Understandings <ul style="list-style-type: none"> ● Students will be able to: <ul style="list-style-type: none"> ○ Understand that all bodies are different. ○ Discuss how they are special. ○ Learn about how to take care of their body. ○ Learn what is Safe touch and unsafe touch. 		
Essential Questions <ul style="list-style-type: none"> ● How is my body "Special" and at the same time different? ● How do I take care of my body to maintain a healthy, active lifestyle? ● What is the difference between safe touch and unsafe touch? 		

Student Learning Objectives

- Identify ways bodies can differ physically.
- Demonstrate respect for people whose bodies seem different from yours.
- Practice noticing differences and similarities in the people around you.
- Compare and contrast the ways our bodies are the same and different.
- Tell why every person is unique and “special.”
- Encourage self confidence by discovering each student’s own special qualities and talents.
- Practice looking for ways to help each person feel good about him/herself.
- Imagine what it would be like if we were all the same and predict what problems it would cause.
- Describe the basic routine necessary to keep your “special” body healthy and safe.
- Develop personal responsibility for basic health and safety routines.
- Set healthy habit goals and keep a “healthy body” checklist to see how you are doing with these goals for a week.
- Classify the things you need to help you keep your body safe and healthy.
- Identify trusted adults who can help in situations involving personal safety.
- Practice what to do when someone tries to touch you in a way you don’t think is right.
- Distinguish between “safe,” “confusing,” and “unsafe” touches.

Differentiation

Identify student learning needs, groups and resources from informal observations and evidence of student work.

- Prerequisite Lessons & Resources
- Community and Cultural Responsiveness Activities
- Hands-On Activities, Visual Models
- IEP and 504 modifications and accommodations as required

English Language Learners:

- Language differentiation strategies organized by levels similar to WIDA English Language Proficiency levels (Levels 1-3 Listening/Writing; Levels 2-4 Speaking/Writing; Levels 3-5 Speaking/Writing)
- SIOP teaching and learning strategies

Assessments (Formative and Summative)

- Adaptive Diagnostic Assessments
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- Lesson Quizzes, Comprehension Checks, Exit Tickets

Benchmark Assessments

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New Jersey Student Learning Standards

2020 NJSL- Comprehensive Health and Physical Education Standards

- 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.PGD.4: Use correct terminology to identify body parts and explain how body parts work together to support wellness.
- 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).

2020 NJSL- Career Readiness, Life Literacies, and Key Skills

- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

2020 NJSL- Computer Science and Design Thinking

- 8.2.2.ITH.3: Identify how technology impacts or improves life.

Interdisciplinary Connections

ELA:

- NJLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJLSA.R2. Determine the central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

South Bound Brook School District	Course: Health	Grade Level: K
Unit 6- Going to the Doctor and Dentist		(Lessons -1-4)
Pacing: (4) Instructional Days Unit Rationale All students will understand why doctors are important and how they help their health.		
Enduring Understandings <ul style="list-style-type: none"> ● Students will be able to: <ul style="list-style-type: none"> ○ Understand information about their doctor or dentist. ○ Explain why they should get a checkup. ○ Understand why taking care of their teeth is important. ○ Understand why they should make healthy decisions. 		
Essential Questions <ul style="list-style-type: none"> ● How does the doctor/dentist go about promoting your healthy, active lifestyle? ● What healthy decisions do you have to make to support a healthy, active lifestyle? 		

Student Learning Objectives

- Identify health helpers, including the doctor and the dentist, and explain the role that each plays in keeping you healthy.
- Show that you appreciate what your doctor, dentist, nurse, or other health helper can do for you.
- Practice giving the right information to health helpers so they can help you.
- Match health problems with appropriate health helpers.
- Explain what your family doctor or pediatrician does when you are sick and when you have a checkup.
- Take responsibility for answering your doctor or nurse's questions about your health and for following directions when you are sick.
- Identify various tools that the doctor uses in a checkup and show how you and your doctor work as a team to check your health.
- Remember your own phone number, the names of your parents, and where they can be reached.
- Describe the role of the dentist in keeping you healthy.
- Give at least three reasons why it is very important to take good care of your teeth.
- Practice establishing good habits of brushing and flossing your teeth.
- Predict the consequences of having no teeth.
- Describe how you can help to keep yourself healthy by making good decisions.
- Show that you can take responsibility for carrying out healthful routines by following a plan for one week with the help of your family.
- Practice daily routines for healthful living.
- Compare and contrast healthful and unhealthful choices.

Differentiation

Identify student learning needs, groups and resources from informal observations and evidence of student work.

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- Community and Cultural Responsiveness Activities
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- IEP and 504 modifications and accommodations as required

English Language Learners:

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- 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.
- 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).

2020 NJSLS- Career Readiness, Life Literacies, and Key Skills

- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

2020 NJSLS- Computer Science and Design Thinking

- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats

Interdisciplinary Connections

ELA:

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R2. Determine the central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

SOCIAL STUDIES:

- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

South Bound Brook School District	Course: Health	Grade Level: K
Unit 7- My Great Body! (Lessons -1-4) Pacing: (4) Instructional Days		
Unit Rationale All students will understand drugs are bad and how to say no.		
Enduring Understandings <ul style="list-style-type: none"> ● Students will be able to: <ul style="list-style-type: none"> ○ Discuss what a drug is. ○ Understand what medicine is. ○ Discuss why they should stay away from dangerous substances. ○ Discuss what is great about their body. 		
Essential Questions <ul style="list-style-type: none"> ● What do I need to know about drugs, alcohol, tobacco and medicines to support a healthy lifestyle? ● Why are these substances harmful? 		
Student Learning Objectives <ul style="list-style-type: none"> ● Tell in your own words the meaning of the word <i>drugs</i>. ● Give three reasons why it is very important for you to always say “No Drugs! No Way!” ● Practice identifying substances that are drugs. ● Compare and contrast substances that are drugs and ones that are not. ● Tell what the word <i>medicine</i> means and explain why medicines are <i>drugs</i>. ● Show how you can be responsible by following the medicine rules. 		

- List rules for taking medicine, including naming the people who can give it to you.
- Predict the consequences of taking medicines you should not have.
- Identify dangerous substances at home, at school, and on the playground.
- Show that you know your actions have consequences.
- Practice saying no to risk-taking behavior.
- Analyze what you would do and where you would go for help if you, a friend, or a family member were exposed to a dangerous substance.
- List three healthful things you especially like to do using your “great body.”
- Show how you can be responsible in taking care of your “great body.”
- Create a poster to encourage others to make healthful choices.
- Identify how someone can replace unhealthful, risky behaviors with healthful behaviors.

Differentiation

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- Hands-On Activities, Visual Models
- IEP and 504 modifications and accommodations as required

English Language Learners:

- Language differentiation strategies organized by levels similar to WIDA English Language Proficiency levels (Levels 1-3 Listening/Writing; Levels 2-4 Speaking/Writing; Levels 3-5 Speaking/Writing)
- SIOP teaching and learning strategies

Assessments (Formative and Summative)

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Benchmark Assessments

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2020 NJSL- Comprehensive Health and Physical Education Standards

- 2.3.2.ATD.1: Explain what medicines are, how they are used, and the importance of utilizing medications properly.
- 2.3.2.ATD.2: Identify ways in which drugs, including some medicines, can be harmful.

2020 NJSL- Career Readiness, Life Literacies, and Key Skills

- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments

2020 NJSL- Computer Science and Design Thinking

- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.1.2.DA.4: Make predictions based on data using charts or graphs.

Interdisciplinary Connections**ELA:**

- NJLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJLSA.R2. Determine the central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

South Bound Brook School District	Course: Health	Grade Level: K
Unit 8- Getting Sick		(Lessons -1-4)
Pacing: (4) Instructional Days		
Unit Rationale All students will understand what germs are and how they can avoid them to stay healthy.		
Enduring Understandings <ul style="list-style-type: none"> ● Students will be able to: <ul style="list-style-type: none"> ○ Understand what it means to be healthy. ○ Discuss how germs can make them sick. 		
Essential Questions <ul style="list-style-type: none"> ● What does it mean to be healthy? ● How do you get well and stay well if you are sick? 		
Student Learning Objectives <ul style="list-style-type: none"> ● Define <i>being healthy</i>. ● Explain why you want to be healthy. 		

- Make a list of at least three things you need to do to stay as healthy as possible.
- Use the Decision Making Skill Steps to make healthful choices about daily routines.
- Discover what germs are and how they make us sick.
- Tell why it is important to you to stay well.
- Practice proper hygiene to help avoid getting sick.
- Compare and contrast being well and being sick.
- Identify persons, places, and things that help us to get well.
- Show appreciation to all those who help us to get well.
- Identify what is and what is not a medicine.
- Predict the consequences of not following directions in taking medicine, including the consequences of taking medicine not meant for you.
- Name different ways you can help someone who is sick.
- Demonstrate concern for those who are sick.
- Practice different ways of helping someone who is sick.
- Analyze why helping someone else makes you feel good.

Differentiation

Identify student learning needs, groups and resources from informal observations and evidence of student work.

- Prerequisite Lessons & Resources
- Community and Cultural Responsiveness Activities
- Hands-On Activities, Visual Models
- IEP and 504 modifications and accommodations as required

English Language Learners:

- Language differentiation strategies organized by levels similar to WIDA English Language Proficiency levels (Levels 1-3 Listening/Writing; Levels 2-4 Speaking/Writing; Levels 3-5 Speaking/Writing)
- SIOP teaching and learning strategies

Assessments (Formative and Summative)

- Adaptive Diagnostic Assessments
- Unit Self-Check
- Lesson Quizzes, Comprehension Checks, Exit Tickets

Benchmark Assessments

- End of Unit Quiz

Instructional Resources

Print:

- Teacher Instruction Resource Book,
- Student Instruction Resource Book,

Digital:

- TheGreatBodyShop.net
- Youtube.com
- Chromebooks, iPads, Promethean Boards, Document Cameras
- SBBS approved applications, programs and websites

2020 NJSL- Comprehensive Health and Physical Education 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.PGD.4: Use correct terminology to identify body parts and explain how body parts work together to support wellness.

2020 NJSL- Career Readiness, Life Literacies, and Key Skills

- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

2020 NJSL- Computer Science and Design Thinking

- 8.1.2.DA.4: Make predictions based on data using charts or graphs.

Interdisciplinary Connections

ELA:

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R2. Determine the central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

South Bound Brook School District	Course: Health	Grade Level: K
Unit 9- Keeping Clean and Healthy		(Lessons -1-4)
Pacing: (4) Instructional Days		
Unit Rationale		
All students will understand why keeping themselves clean contributes to good health.		

Enduring Understandings

- Students will be able to:
 - Understand that keeping their body and clothing clean helps to prevent illness

Essential Questions

- How do I keep my body clean and healthy and how does that make me feel?
- How does keeping clean and healthy keep disease away?

Student Learning Objectives

- Explain why keeping clean can help to keep you healthy.
- Demonstrate being responsible for keeping clean by keeping a checklist of completed health routines for one week with your family.
- Practice daily routines for keeping clean.
- Predict the consequences of not keeping clean.
- Explain why you feel better about yourself and others when you are clean.
- Show that you respect yourself and others by following rules to keep clean.
- With your family's help, set up a reward system for keeping clean and healthy every day for a week.
- Predict what would happen if more people felt good about themselves because they practice clean health habits.
- Identify ways that communities can be kept clean and healthy.
- Commit to do your part to be a good community citizen.
- Practice routines to keep the community clean and to protect the environment from pollution.
- Compare and contrast communities that have pollution problems with those that don't.
- Explain how being careful about what you share can keep disease away.
- Demonstrate kindness to others by not spreading your germs.
- Role-play situations where you use the rules for keeping clean and not sharing to protect yourself and others from spreading germs.
- Use the Decision Making Skill Steps to decide what you can and cannot share.

Differentiation

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English Language Learners:

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Assessments (Formative and Summative)

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New Jersey Student Learning Standards

2020 NJSL- Comprehensive Health and Physical Education Standards

- 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.PGD.4: Use correct terminology to identify body parts and explain how body parts work together to support wellness.

2020 NJSL- Career Readiness, Life Literacies, and Key Skills

- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

2020 NJSL- Computer Science and Design Thinking

- 8.1.2.DA.4: Make predictions based on data using charts or graphs.

Interdisciplinary Connections

ELA:

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

SOCIAL STUDIES:

- 6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.

South Bound Brook School District

Course: Health

Grade Level: K

Unit 10- Every Day, Play!

(Lessons -1-4)

Pacing: (4) Instructional Days

Unit Rationale

All students will understand why physical activity is important to their growth and development.

Enduring Understandings

- Students will be able to:
 - Understand that the human body needs physical activity to be healthy.

Essential Questions

- What is physical activity?
- How do we play/exercise safely to keep our body healthy?
- How do we play?
- Is play exercise too?
- How do we learn the rules of safe play?

Student Learning Objectives

- Identify what is and what is not play.
- Explain the importance of play.
- Practice different ways to play, including dance.
- Compare and contrast different forms of play.
- Discover group and individual play.
- Tell why you like to play with friends.
- Practice different kinds of play through exercise.
- Imagine what it would be like if you couldn't play.
- Identify the benefits of exercise for your heart, lungs, and muscles.
- Tell why staying fit is important to your health.
- Set goals to exercise daily.
- Use the Decision Making Skill Steps to choose exercises that will be especially good for your heart.
- Identify safe rules for play.
- Discuss why safety rules are important to your well-being.
- Practice safe play.
- Predict consequences of having no rules for safe play.

Differentiation

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English Language Learners:

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New Jersey Student Learning Standards	
<p>2020 NJSL- Comprehensive Health and Physical Education Standards</p> <ul style="list-style-type: none"> ● 2.2.2.PF.1: Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles). ● 2.2.2.PF.2: Explore how to move different body parts in a controlled manner. ● 2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer). <p>2020 NJSL- Career Readiness, Life Literacies, and Key Skills</p> <ul style="list-style-type: none"> ● 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive). ● 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). <p>2020 NJSL- Computer Science and Design Thinking</p> <ul style="list-style-type: none"> ● 8.2.2.ITH.3: Identify how technology impacts or improves life. 	
Interdisciplinary Connections	
<p>ELA:</p> <ul style="list-style-type: none"> ● NJLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 	