

Fair Lawn Public Schools

Fair Lawn, NJ

**K-5
Health**

August

2015

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The Fair Lawn Public Schools comprehensive health and physical education program promotes development of life-long healthy living through a focus on the multiple dimensions of health – physical, emotional, social, and mental well-being.

**Comprehensive
Health & PE**

Fair Lawn School District

Committee Credits

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Health K-5

I. Course Synopsis

The Fair Lawn elementary comprehensive health curriculum has been developed to address important information related to a child's development of physical, mental, emotional and social health. The grade K-5 health program is spiraled in nature. Students will be introduced to appropriate and relevant health content in grades K-1 which will be further developed as a child progresses through elementary school. Important life skills such as communication skills, goal setting, character building, time management, and conflict resolution, refusal skills, dealing with peer pressure, decision making, and stress and anger management are incorporated throughout each of the units.

II. Philosophy & Rationale

This course has been aligned and developed with the [NJCCS health and physical education standards](#) as its focus.

At each grade level, students will be exposed to important health education content related to the multiple dimensions of health including physical, mental, emotional, and social health. At each grade level, content is spiraled in nature and thematic units repeat, but specific content will build upon what has been previously learned. Students at each grade level will learn about nutrition & fitness, growth & development, safety/injury/disease prevention, family life, substance awareness and personal & mental health and at certain grade levels, environmental health will be taught. The NJCCS require that sensitive topics such as communicable disease prevention and sexuality be introduced in the elementary grades and efforts have been made to address these topics in this curriculum in an age appropriate way.

Since technical writing and reading non-fiction is a focus of health education, students are expected to think critically and caringly about real-life situations and express their thoughts through text-based narratives, journal entries, short-constructed response, argument-based writing, and/or in-class discussion.

Differentiated instruction for students at different levels of achievement and specific learning needs (e.g. special education, English Language Learners (ELL), at-risk, and Gifted & Talented) is embedded in targeted scaffolding based on knowledge of each student's interests, needs, and assessment data, including, but not limited to, in class formative and summative assessments.

When deemed appropriate, department teachers will engage students in purposeful paired discussions to share information more effectively, such as the “turn and talk” (Harvey & Daniels, 2009). “Text annotation” could be used, for example to optimize reading comprehension (Daniels & Steineke, 2010).

For additional information on the NJDOE requirements for Comprehensive Health & Physical Education, refer to these websites: [Statutes](#); [FAQ](#).

III. Scope & Sequence

The K-5 Comprehensive Health curriculum consists of six to seven thematic units reflective of the [NJDOE Model Curriculum](#) & [NJCCCS for comprehensive health and physical education](#). Each unit develops upon content taught in prior years, at a grade-appropriate level. Teachers should discuss each theme over the course of approximately **1 1/2 months**, and are encouraged to reflect on ways to connect the material to content in their social studies, science, & character education programs.

K-5 Comprehensive Health Curriculum Overview & Pacing Guide K-2

Unit Correlated to NJCCCS	Nutrition & Fitness	Growth & Development	Environmental	Safety/Injury/Disease Prevention	Family Life	Substance Awareness	Personal & Mental
Health Promotion Wave Unit Title	<i>Nutrition & Fitness</i>	<i>Growth & Development</i>	<i>Community & Environmental Health</i>	<i>Safety & Injury Prevention or Disease Prevention</i>	<i>Family Life</i>	<i>Drug Prevention</i>	<i>Personal & Mental</i>
<u>K</u>	Food Groups 2.1.2.B.1-3	Human Body 2.1.2.A.2		Germes 2.1.P.C.1 2.1.2.C.1-3	Families 2.1.2.E.1-3	Medicine 2.3.2.A.1-2	Friendship 2.2.2.B.1-4
				Street Signs, 2.1.2.D.1-3			
<u>1</u>	Eating A Variety of Foods 2.1.2.B.1-3	Your Body 2.1.2.A.2		Fire Safety 2.1.P.D.1-4 2.1.2.D.1-4	Coping with Problems 2.1.2.E.1-3	Decision Making Process 2.2.2.B.1-4	Complementing Self & Others 2.2.2.B.1-4
				Bike & Traffic Safety 2.1.P.D.1-4 2.1.2.D.1-4	Resolving Conflicts 2.1.2.E.1-3	Positive Peer Influence 2.2.2.B.1-4	
<u>2</u>	Sources of Food 2.1.2.B.1-3	Functions of the Body 2.1.2.1.2		Communicable Diseases 2.1.2.C.1-3	Coping with Problems 2.1.2.E.1-3	Harmful Effects of Drugs 2.3.2.A.1-2	Self Esteem 2.1.2.E.1-3
		Fetal Development 2.4.2.B.1 2.4.2.C.1.		Understanding AIDS 2.1.2.C.1-3	Resolving Conflicts 2.1.2.E.1-3	Decision Making Skills 2.2.2.B.1-4	Goal Setting 2.2.2.B.1-4
				Strangers 2.1.2.D.1-3			

Health Promotion WAVE teacher materials are provided to Fair Lawn Teachers via a password protected website. Please [click here](#) to learn more.

Helpful web links for individual topics are provided within each unit. However, consider visiting: <http://kidshealth.org>, <http://brainpop.com>, and <http://unitedstreaming.com> to further elaborate on your lessons.

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Unit Correlated to NJCCCS	Nutrition & Fitness	Growth & Development	Environmental	Safety/Injury/ Disease Prevention	Family Life	Substance Awareness	Personal & Mental
Health Promotion Wave Unit Title	<i>Nutrition & Fitness</i>	<i>Growth & Development</i>	<i>Community & Environmental Health</i>	<i>Safety & Injury Prevention or Disease Prevention</i>	<i>Family Life</i>	<i>Drug Prevention</i>	<i>Personal & Mental</i>
3	Food Choices 2.6.4.A.1-4 2.1.4.B.1-4	Structures and Functions 2.1.4.A.2		Defining Illness & Spread of Germs 2.1.4.C.1-3	Dealing with Changes 2.1.4.E.1-4	Influence of Drug Abuse 2.3.4.A.1-2	School & Group Cooperation 2.1.2.4.A.1-2
				Family Support 2.1.4.D.1-3			
4	Nutrition Labels 2.1.4.B.1-4	Sexual Abuse 2.1.4.D.1-3		Recognizing Emergencies 2.1.4.D.1-3	Positive Family Influences 2.4.4.A.1-2	Tobacco Prevention 2.3.4.B.1-3	Personal Achievement 2.1.4.E.1-4
	Serving Sizes 2.1.4.B.1-4			Responding to Emergencies 2.1.4.D.1-3	Making New Friends 2.2.4.1-2	Learning about other Drugs 2.3.4.C.1-3	Goal Setting 2.2.4.B.1-4
5				Strangers 2.1.4.4.1-4			
	Consumer Skills 2.1.6.B.1-4	Puberty Sexual Assault 2.4.6.B.1-4	Nature & Resources 2.1.6.C.1-3	Personal Safety 2.1.6.D.1-1-4	Dealing with Feelings 2.1.6.A.1-5	Drug Dependence & Prevention 2.3.6.C.1-4	Stress Management 2.4.6.A.1-5

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Summary of Topics By Unit By Grade Level

Units	Nutrition & Fitness	Growth & Development	Environmental	Safety/Injury/ Disease Prevention	Family Life	Substance Awareness	Personal & Mental
K	Food Groups Dental Health	Human Body Growth		Germs & Hygiene Street Signs Stranger Danger	Diverse Families	Medicine	Friendship
1	Nutritious Foods	Hygiene		Fire Safety Bike & Traffic Safety	Coping Resolving Problems	Good Choices Peer Pressure	Expressing Feelings
2	Good Choices	Muscles Healthy Mom Healthy Baby		How Germs Spread Communicable vs. Non- Communicable	Strangers Coping Resolving Conflicts Bullying	Harmful Drugs Decision Making	Self Esteem Goal Setting
3	Food Choices	Respiratory & Digestive System		Illness & Spreading Disease Family Safety	Dealing With Change	Influence of Drug Abuse	Self-Identity
4	Nutrition Labels Serving Size	Sexual Abuse		Emergencies	Family Influence Making Friends	Tobacco Other Drugs	Personal Achievement Goal Setting
5	Consumer Skills	Puberty Sexual Assault	Environment Health	Emergencies School Safety	Dealing with Feelings Bullying	Drug Dependency	Stress Management

Please refer to the objectives in which follow for a greater understanding of what content will be taught within each of these units.

IV. Unit Descriptions

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I. Nutrition & Fitness Unit: FOOD GROUPS

A. Big Idea

- What foods belong in each food groups?
- What is the definition of nutrition?

B. Objectives

- Define nutrition and recognize the importance of choosing healthy foods.
- Identify different ways to group healthy foods.
- Explain proper dental hygiene and the effects food have on your teeth.

C. Helpful Links

- www.myplate.gov
- Invite a dentist to your class to speak.

D. Health Promotion WAVE Lesson Titles

- Taking Care of Our Wonderful Bodies
 - Health Riddle
 - The ABC of Health Foods

E. NJCCCS: 2.1.2.B.1-3

II. Growth & Development Unit: HUMAN BODY

A. Big Idea

- How does the body change?

B. Objectives

- Understand what it means to be living and the capabilities of the human body.
- Illustrate various developmental stages spanning several years of growth including newborn to school age.

C. Helpful Links

- www.kidshealth.org

D. Health Promotion WAVE Lesson Titles

- New Life
 - Body Chart Review
 - Growth Mural

E. NJCCCS: 2.1.2.A.2

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III. Safety, Injury, Disease Prevention Unit: GERMS

A. Big Idea

- What is a germ?
- How does it affect the body?
- How do germs spread?

B. Objectives

- Describe what germs look like and where they can be found.
- Identify ways that germs spread including air, water, insect, and person to person.
- Illustrate the importance of keeping clean to prevent spreading disease.

C. Helpful Links

- www.kidshealth.org
- www.jr.brainpop.com Cold & Flu

D. Health Promotion WAVE Lesson Titles

- Learning About Germs
 - What do Germs Look Like?
 - How do Germs Spread?
- Personal Hygiene
 - Washing Hands

E. NJCCCS: 2.1.P.C.1; 2.1.2.C.1-3

IV. Safety, Injury, Disease Prevention Unit: SAFE BEHAVIOR

A. Big Idea

- What do street signs mean?
- How can behaviors keep us safe?
- What is the difference between a good stranger and a bad stranger?

B. Objectives

- Recognize common street safety signs and learn about safe street behavior.
- Identify examples of “good strangers” and “bad strangers” in the community.

C. Helpful Links

- Suggestion: Invite a police officer into your classroom to speak about street safety. The Health & PE Supervisor can help you make this community connection.
- www.jr.brainpop.com Safety Signs

D. Health Promotion WAVE Lesson Titles

- Safe Behaviors
 - Safety Signs
 - Safe Street Behaviors

E. NJCCCS: 2.1.2. D.1-3

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V. Family Life Unit: FAMILIES

- A. Big Idea
 - What does it mean to belong to a family?
- B. Objectives
 - Identify and discuss family responsibilities.
- C. Helpful Links
 - kidshealth.org Foster Families
 - unitedstreaming.com Diversity Elementary: Families
- D. Health Promotion WAVE Lesson Titles
 - Health Family Relationships
 - Family Responsibilities
- E. NJCCCS 2.4.2.A.1-3

VI. Substance Abuse Unit: MEDICINE

- A. Big Idea
 - What does medicine do?
 - What are the differences between medicine and other drugs?
- B. Objectives
 - Define medicine as a substance that a responsible adult provides to help someone feel better when they are sick.
 - Practice distinguishing between medicine and other drugs.
- C. Helpful Links
 - www.jr.brainpop.com Medicine
- D. Health Promotion WAVE Lesson Titles
 - Medicine & Other Drugs
 - What is a drug?
 - Medicine and other drugs
- E. NJCCS 2.3.2.A.1-2

VII. Personal & Mental Unit: FRIENDSHIP

- A. Big Idea
 - What qualities make a good friend?
- B. Objectives
 - Demonstrate personal characteristics that contribute to self-confidence and self-esteem.
- C. Helpful Links
 - Sesame Street “Good Bird Club” – Fitting In / Be Your Self
- D. Health Promotion WAVE Lesson Titles
 - Emotional & Mental Health
 - Unique Qualities
- E. NJCCCS: 2.1.2.E.1-3

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I. Nutrition & Fitness Unit: Eating a Variety of Foods

A. Big Idea

- What foods we should be eating all the time, in order for our body to be at its best?

B. Objectives

- Identify healthy foods that are high in nutrients, providing energy for work and play.
- Identify food combinations that provide a balanced daily diet. Healthy foods that are high in nutrients, providing energy for work and play.

C. Helpful Links

- www.myplate.gov

D. Health Promotion WAVE Lesson Titles

- Healthy Foods
 - Healthy Foods
 - Nutrition Cards
 - Healthy Choices

E. NJCCCS 2.1.2.B.1-3

II. Growth & Development Unit: YOUR BODY

A. Big Idea

- How to keep your body healthy

B. Objectives

- Illustrate healthy growth and foster pride for all levels of growth and development.
- Illustrate the importance of cleanliness and personal hygiene as our bodies develop and grow.

C. Helpful Links

- [Do You Want to Be My Friend](#), Eric Carle

D. Health Promotion WAVE Lesson Titles

- Personal Growth and Hygiene
 - Illustrating Healthy Growth
 - Cleanliness and Hygiene
 - Elements of Personal Hygiene

E. NJCCCS 2.1.A.2

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III. Safety, Injury, Disease Prevention Unit: FIRE SAFETY

A. Big Idea

- How do you stay safe during a fire?
- How do you prevent a fire?

B. Objectives

- Identify important rules of fire safety.
- Prepare students to prevent, avoid, and escape fires by illustrating and practicing fire safety rules.

C. Helpful Links

- Fire Department Assembly or invite a firefighter into your classes to speak about fire safety. Consider doing this in October.
- www.jr.brainpop Fire Safety

D. Health Promotion WAVE Lesson Titles

- Fire Safety
 - Introductory Activity
 - Illustrating Fire Safety Rules
 - Emergency Drills

E. NJCCCS 2.1.P.D.1-4, 2.2.2.D.1-3

IV. Safety, Injury, Disease Prevention Unit: BIKE & TRAFFIC SAFETY

A. Big Idea

- How do you stay safe on your bicycle?

B. Objectives

- Recognize safety rules and promote safe cycling behaviors.

C. Helpful Links

- Consider inviting a Police Officer into your school to speak about bike and traffic safety.
- Kidshealth.org

D. Health Promotion WAVE Lesson Titles

- Outdoor Safety
 - Safety Rules
 - Bike Safety Rules

E. NJCCCS 2.1.P.D.1-4, 2.2.2.D.1-3

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V. Family Life Unit: COPING WITH PROBLEMS

A. Big Idea

- It is important to know who you can talk to when you are upset.

B. Objectives

- Identify important adults in your life and how they can provide support.
- Identify ways that you can cope with problems.

C. Helpful Links

- When I Feel Angry, Cornelia Maude Spelman

D. Health Promotion WAVE Lesson Titles

- Family Heritage
 - Family Support
- Resolving Conflict
 - Conflict Resolution Skills

E. NJCCCS 2.42.A.1-3

VI. Family Life Unit: RESOLVING CONFLICTS

A. Big Idea

- What do you do if you are arguing with a friend or family member?

B. Objectives

- Identify and practice conflict resolution skills.

C. Helpful Links

- Kidshealth.org

D. Health Promotion WAVE Lesson Titles

- Resolving Conflict
 - Effective Strategies
 - Resolving Conflict

E. NJCCCS 2.42.A.1-3

VII. Substance Abuse Unit: DECISION MAKING PROCESS

A. Big Idea

- Understanding the decision making process helps us solve problems.

B. Objectives

- Apply a decision-making process to health issues and problems.

C. Helpful Links

- Kidshealth.org
- Unitedstreaming.com Life Skills 101: Problems & Choices

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D. Health Promotion WAVE Lesson Titles

- Introductory Activity

E. NJCCC 2.2.2.B.1-4

VIII. Substance Abuse Unit: POSITIVE PEER INFLUENCE

A. Big Idea

- It is important to remain positive with your friends and not give in to negative influences.

B. Objectives

- Illustrate the importance of making positive health choices.
- Demonstrate the ability to influence and support others in making positive health choices.

C. Helpful Links

- Kidshealth.org

D. Health Promotion WAVE Lesson Titles

- Remaining Drug Free
 - Introductory Activity
 - Collage of Friendship

E. NJCCCS 2.2.2.A.1

IX. Personal & Mental: COMPLEMENTING SELF & OTHERS

A. Big Idea

- It is important to know how to tell someone what you want and how you feel.

B. Objectives

- Demonstrate healthy ways to express needs, wants, and feelings.

C. Helpful Links

- Kidshealth.org
- We Are Best Friends, Alik

D. Health Promotion WAVE Lesson Titles

- Complimenting Self
- Kernels of Kindness

E. NJCCCS 2.2.2.E.1-3

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I. Nutrition & Fitness Unit: SOURCES OF FOOD

A. Big Idea

- Making good food choices can help keep you healthy.

B. Objectives

- Explore the various sources of foods.
- Analyze influences on food choices and safely prepare a variety of foods.

C. Helpful Links

- Myplate.gov

D. Health Promotion WAVE Lesson Titles

- Sources and Variety of Foods
 - Introductory Activity
 - Food Heritage
 - Preparing Foods

E. NJCCCS 2.1.2.B.1-3

II. Growth & Development Unit: FUNCTIONS OF THE BODY

A. Big Idea

- Your skeleton and muscles change as you grow up.
- Your skeleton and muscles play important roles.

B. Objectives

- Appreciate the importance of the skeletal and muscular systems.
- Identify the basic structures and functions of the skeletal and muscular systems and identify behaviors that can protect them.

C. Helpful Links:

- www.kidshealth.org or www.brainpop.com

D. Health Promotion WAVE Lesson Titles

- Bones and Muscles
 - Introductory Activity
 - Vocabulary Words
 - Identifying Major Bones

E. NJCCCS 2.1.2.A.2

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III. Growth & Development: FETAL DEVELOPMENT

A. Big Idea

- A healthy mother makes a healthy baby.

B. Objectives

- Know that a baby grows inside of a mother.
- Identify ways that a mother must keep herself healthy in order to keep her baby healthy, such as getting rest, eating the right foods, moderate activity and prenatal care.

C. Helpful Links

- Kidshealth.org Things to Expect When Your Mom is Pregnant
- Unitedstreaming.com, Reading Rainbow: On The Day You Were Born, Fraiser

D. Health Promotion WAVE Lesson Titles

- None

E. NJCCCS 2.4.2.B.1, 2.4.2.C.1

IV. Safety, Injury, Disease Prevention Unit: COMMUNICABLE DISEASES

A. Big Idea

- A disease is something that can make you sick. Some diseases can be treated and prevented. Different diseases spread in different ways.

D. Objectives

- Formulate a realistic concept of disease.
- Identify various causes of disease such as germs.

E. Helpful Links

- Kidshealth.org What Are Germs?

F. Health Promotion WAVE Lesson Titles

- Defining Disease
- Causes of Diseases
- Communicable Diseases

G. NJCCS 2.1.2.C.1-3

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Safety, Injury, Disease Prevention Unit: UNDERSTANDING HIV/AIDS

A. Big Ideas

- Some diseases can be spread and some disease can't be spread or can't easily be spread, such as HIV.

B. Objectives

- Distinguish between communicable and non-communicable diseases.
- Eliminate unnecessary fears about HIV/AIDS and develop compassion for those suffering with AIDS.
- Clarification Statement: The focus of this unit is the difference between communicable and non-communicable diseases and the elimination of fear related to HIV/AIDS. The focus should be that AIDS/HIV is spread through bodily fluids, not through a sneeze, cough, or touch. Health enhancing behaviors such as washing one's hands and calling an adult if blood is present should be stressed.

C. Helpful Links

- <http://www.cdc.gov/hiv/> (For the Teacher)
- <http://www.cdc.gov/globalhealth/ncd/> (For the Teacher)

D. Health Promotion WAVE Lesson Titles

- i. Introductory Activity
- ii. What is AIDS?
- iii. Addressing Common Questions
- iv. Universal Precautions

E. NJCCCS 2.1.2.C.1-3

V. Safety, Injury, Disease Prevention Unit: STRANGERS

A. Big Idea

- It is important to keep yourself safe around strangers.

B. Objectives

- Identify potentially dangerous situations.

C. Helpful Links

- Unitedstreaming.com Strangers and Dangers
- Unitedstreaming.com I'm the Boss of My Own Body: Preventing Child Sexual Abuse

D. Personal Safety

- Introductory Activity
- Good and Bad Touches
- NJCCCS 2.1.2.D.1-3

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VI. Family Life Unit: COPING WITH PROBLEMS

- A. Big Idea
 - It is important to know how to react to situations which make you upset or sad.
- B. Objectives
 - Recognize problematic situations and identify resources for dealing with them.
- C. Helpful Links
 - Unitedsteaming.com Got A Problem? Share Ideas!
- D. Health Promotion WAVE Lesson Titles
 - Coping with Problems
 - Problem Solving
 - Role Playing
 - Seeking Help
- E. NJCCCS 2.4.2.A.1-3

VII. Family Life Unit: RESOLVING CONFLICT

- A. Big Idea
 - It important to know ways to resolve conflicts between yourself and a friend or family member.
 - It is not ok to be bullied or to bully someone.
- B. Objectives
 - Resolve conflicts in a positive, constructive way.
- C. Helpful Links
 - Unitedstreaming.com Angry? Just Walk Away
- D. Health Promotion WAVE Lesson Titles
 - Resolving Conflicts
 - Dealing With Bullies
 - Role Play
- E. NJCCCS 2.4.2.A.1-3

VIII. Substance Abuse Unit: HARMFUL EFFECTS OF DRUGS

- A. Big Idea
 - Some drugs can cause harmful effects on your body.
- B. Objectives
 - Recognize the negative impact of harmful drugs on body organs.
- C. Helpful Links
- D. Health Promotion WAVE Lesson Titles
 - The Effects of Drugs on the Body
 - Drugs and Body organs
 - Protecting Body Organs
- E. NJCCCS 2.2.2.B.1-4

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IX. Substance Abuse Unit: DECISION MAKING SKILLS

- A. Big Idea
- B. Objectives
 - Recognize that behaviors have consequences and to practice making the right decisions.
- C. Helpful Links
 - [Rosalie, My Rosalie: The Tale of the Duckling](#)
- D. Health Promotion WAVE Lesson Titles
 - Prevention Skills
 - Making Healthy Decisions
 - Health Choices
- E. NJCCCS 2.2.2.A.1

X. Personal & Mental Unit: SELF ESTEEM

- A. Big Idea
- B. Objectives
 - Demonstrate personal characteristics that contribute to self-confidence and self-esteem.
- C. Helpful Links
 - [Discovery Education](#) Self Esteem
- D. Health Promotion WAVE Lesson Titles
 - Positive Personal Qualities
 - Introductory Activity
 - Facing Fears
- E. NJCCCS 2.1.2.E.1-3

XI. Personal & Mental Unit: GOAL SETTING

- A. Big Idea
- B. Objectives
 - Develop realistic plans for achieving goals
- C. Helpful Links
- D. Health Promotion WAVE Lesson Titles
 - Setting Personal Goals
 - Setting Goals
 - Responsibility Chart
- a. NJCCCS 2.1.2.E 1-3

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I. Nutrition & Fitness Unit – Food Choices

A. Big Ideas

- It is important to make good choices regarding what you eat since this influences your health.

B. Objectives

- Illustrate the impact of outside influences on nutrition choices and know the criteria for selecting resources, products, and services.

C. Helpful Link

- Myplate.gov

D. Health Promotion WAVE Title

- Making Healthy Nutrition & Fitness Choices
 - Introductory Activity
 - Media Influences
 - Who Would You Turn To?

E. 2.6.4.A.1-4; 2.1.4.B.1-4

II. Growth & Development Unit – Structures & Development

A. Big Ideas

- The body changes and grows a little each year.
- Taking care of the body helps it to grow healthy.

B. Objectives

- Identify ways that your body has grown and developed since last year.
- Identify the major structures and functions of the digestive and respiratory systems.
- Determine the relationship between personal health practices and their effects on the digestive and respiratory systems.

C. Helpful Link

- Kidshealth.org
- [Discovery Health Digestive System](#)

D. Health Promotion WAVE Title

- Childhood Growth
 - Individual Growth Patterns
- The Digestive System
 - Structures & Functions
- The Respiratory System
 - Structures & Functions

E. 2.1.4.A.2

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III. Safety, Injury, Disease Prevention Unit – Defining Illness & Spreading of Germs

A. Big Ideas

- It is important to recognize when you don't feel well.
- It is important to practice good hygiene to keep yourself and your friends healthy.

B. Objectives

- Define illness and the importance of early detection and treatment.
- Identify common childhood illness and discuss prevention.
- Identify good practices to prevent the spread of illnesses.

C. Helpful Link

D. Health Promotion WAVE Title

- Understanding Illness
 - Defining Disease
 - Common Childhood Disease
- Communicable Diseases
 - Preventing the Spread of Germs

E. 2.1.4.C.1-3

IV. Safety, Injury, Disease Prevention Unit – Family Support

A. Big Ideas

- If you don't feel safe, tell someone.

B. Objectives

- Know strategies for avoiding dangerous or abusive situations.

C. Helpful Link

D. Health Promotion WAVE Title

- Personal Safety
 - Preventing Personal Harm

E. 2.1.4.D.1-3

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V. Family Life Unit – Dealing with Changes

A. Big Ideas

- It is ok that changes will occur within your family. It is important to know how to react to these changes.

B. Objectives

- Identify and discuss ways to cope with feelings related to change.

C. Helpful Link

- Discovery Education

D. Health Promotion WAVE Title

- Promoting Health Families
 - Dealing with Change
- Handling Emotions
 - Coping Strategies

E. 2.1.4.D.1-3

VI. Personal & Mental Health – Self-Identity

A. Big Ideas

- Every person is unique and has a role to play within our school.

B. Objectives

- Demonstrate cooperative practices within the school.
- Recognize that each individual is important.

C. Helpful Link

- Discovery Education- Reading Rainbow: Unique Monica

D. Health Promotion WAVE Title

- Introduction
 - School & Group Cooperation
- Self-Awareness
 - Promoting a Positive Self Image

E. 2.2.4.C.1

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VII. Substance Awareness Unit – Influence of Drug Abuse

A. Big Ideas

- Some drugs can be harmful. It is important to know how to avoid harmful drugs.

B. Objectives

- Recognize harmful drugs vs. helpful drugs.
- Recognize outside influences on drugs.
- Apply decision making skills related to drugs.

C. Helpful Link

- Discovery Education: Drugs and Alcohol: Alcohol: It's Not for Me

D. Health Promotion WAVE Title

- Prevention Skills
 - Refusing Drugs
 - Influences on Drug Use
 - Preventing Drug Use

E. 2.3.4.A.1-2

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- I. Nutrition & Fitness Unit – Nutrition Labels
- A. Big Ideas
 - Food labels provide important information that you can use to make health choices.
 - B. Objectives
 - Successfully interpret important nutrition information on food labels.
 - C. Helpful Link
 - www.myplate.gov
 - D. Health Promotion WAVE Lesson Titles
 - Nutrition Labels
 - Food Labels
 - What's In A Label?
 - E. 2.1.4.B.1-4
- II. Nutrition & Fitness Unit – Serving Sizes
- A. Big Ideas
 - The amount of food that you eat can affect your health.
 - B. Objectives
 - Understanding the criteria for selecting healthy food servings.
 - C. Helpful Link
 - www.myplate.gov
 - D. Health Promotion WAVE Lesson Titles
 - Serving Sizes
 - What is a Serving?
 - Proper Serving Size
 - E. 2.1.4.B.1-4
- III. Growth & Development Unit – Sexual Abuse
- A. Big Ideas
 - You have the right to be safe.
 - B. Objectives
 - Identify the difference between a good touch and a bad touch.
 - Recognize sexual abuse.
 - Know how to stop an abuser.
 - Know how and who to tell if you have been abused.
 - C. Helpful Link
 - Human Relations Media Video: [You Are In Charge of Your Body 8231A*](#)
 - D. Health Promotion WAVE Title
 - None
 - E. 2.1.4.D.1-3

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IV. Safety, Injury, Disease Prevention Unit – Recognizing Emergencies

- A. Big Ideas
 - Knowing how to recognize an emergency can save someone’s life.
- B. Objectives
 - Learn and practice techniques for medical emergencies.
- C. Helpful Link
 - Discovery Education: Primary Health and Safety: I Can Be Safe!
- D. Health Promotion WAVE Title
 - Recognizing an Emergency
 - Introductory Activity
- E. 2.1.4.D.1-3

V. Safety, Injury, Disease Prevention Unit – Responding to Emergencies

- A. Big Ideas
 - Knowing how to respond in an emergency can save someone’s life.
- B. Objectives
 - Recognize and practice responding to emergency situations.
- C. Helpful Link
 - Discovery Education: Primary Health and Safety: I Can Be Safe!
- D. Health Promotion WAVE Title
 - Responding to Emergencies
 - Guest Speaker
 - Emergency Game
- E. 2.1.4.D.1.3

VI. Family Life Unit – Positive Family Influences

- A. Big Ideas
 - Your family’s choices can have a positive or negative impact on your health, so it is important to know how to respond to them.
- B. Objectives
 - Understand how families influence personal health behaviors and to identify changing roles within the family.
- C. Helpful Link
- D. Health Promotion WAVE Title
 - Positive Family Influences
 - Changing Family Roles
 - Problem Solving in the Family
- E. 2.4.4.A.1-2

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VII. Family Life Unit – Making New Friends

- A. Big Ideas
 - It is important to choose your friends based on their qualities.
- B. Objectives
 - Identify important qualities of friendship, and practice making new friends.
- C. Helpful Link
 - Discovery Education: Let's Get Along: Making and Keeping Friends
- D. Health Promotion WAVE Title
 - Making New Friends
 - Interview With a Friend
 - Friendship Box
- E. 2.2.4.1-2

VIII. Substance Awareness Unit – Tobacco Prevention

- A. Big Ideas
 - Using tobacco can be dangerous to yourself and others.
- B. Objectives
 - Practice effective prevention skills
- C. Helpful Link
 - http://kidshealth.org/kid/grow/drugs_alcohol/poll_tobacco.html#
- D. Health Promotion WAVE Title
 - Tobacco Prevention Skills
 - Anti-Tobacco Campaign
 - Skits and Drama
- E. 2.3.4.A.1-2

IX. Substance Awareness Unit – Learning About Other Drugs

- A. Big Ideas
 - Social, emotional, and physical health consequences can result from the use of drugs.
- B. Objectives
 - Demonstrate knowledge gained through research, and identify specific health and social consequences of various illegal and legal drugs.
- C. Helpful Link
 - Discovery Education: Standard Deviants Guidance Systems: Your Body, Your Health, and Drugs
- D. Health Promotion WAVE Title
 - Learning About Other Drugs
 - Research Project Presentations
 - Guest Speaker
- E. 2.3.4.A.1-2

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X. Personal & Mental Unit – Personal Achievement

A. Big Ideas

F. Setting goals is an important step for making accomplishments.

B. Objectives

- Illustrate the importance of setting personal goals, and recognize the commitment and hard work that is necessary to achieve personal goals.

C. Helpful Link

D. Health Promotion WAVE Title

- Personal Achievement
 - Introductory Activity

E. 2.1.4.E.1-4

XI. Personal & Mental Unit – Goal Setting

A. Big Ideas

- Setting goals should include small steps along the way.

B. Objectives

- Learn how to make progress toward achieving a personal and health goals.

C. Helpful Link

D. Health Promotion WAVE Title

- Goal Setting
 - Steps of Goal Setting
 - Sharing Personal Goals

E. 2.1.4.B.1-4

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I. Nutrition & Fitness Unit – Consumer Skills

A. Big Ideas

- Smart consumers research their choices to make informed decisions regarding health and finances.

B. Objectives

- Identify how and where to obtain reliable information and practice making effective consumer choices.

C. Helpful Link

- www.Myplate.gov

D. Health Promotion WAVE Title

- Consumer Skills
 - Consumer Influences
 - Comparison Shopping

E. 2.1.6.B.1-4

II. Growth & Development Unit – Puberty

A. Big Ideas

- Changes to the body are natural and important.

B. Objectives

- Address common questions and concerns about puberty

C. Helpful Link

- Video: [Dr. D's Birds & Bees: Crossing the Adolescence Bridge \(United Streaming\)](#)
- Video: [Body Stories: Teen Dreams \(You Tube\)](#)

D. Health Promotion WAVE Title

- Common Questions
 - Gender Respect
 - Introductory Activity

E. 2.4.6.B.1-4

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III. Growth & Development Unit – Sexual Assault (under Safety and Injury Prevention)

A. Big Ideas

- You have a right to be and feel safe, especially within a relationship.

B. Objectives

- Distinguish between appropriate and inappropriate touch and developing the skills for avoiding personal harm.

C. Helpful Link

D. Health Promotion WAVE Title

- Introduction
 - Introductory Activity
- Facts about Sexual Assault
 - Questions and Answers
 - Recognizing Potential Abuse
 - Assertive Skills

E. NJCCS 2.1.6.D.1-2

IV. Environmental Unit – Nature & Resources

A. Big Ideas

- We have a responsibility to our environment.

B. Objectives

- Recognize the importance of keeping the environment clean and safe.
- Discuss, write about, or take action which will help locally or globally.

C. Helpful Link

D. Health Promotion WAVE Title

- None

E. 2.1.6.C-3

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- V. Safety, Injury, Disease Prevention Unit – Responding to Emergencies
- A. Big Ideas
 - Recognizing and knowing how to respond to an emergency can save someone’s life.
 - B. Objectives
 - Recognize common emergencies requiring basic first aid and the treatment for these emergencies.
 - C. Helpful Link
 - Brainpop: First Aid
 - D. Health Promotion WAVE Title
 - Basics of First Aid
 - About First Aid
 - Trivia Game
 - E. 2.1.6.D.1.1-4
- VI. Safety, Injury, Disease Prevention Unit – Personal Safety
- A. Big Ideas
 - You should feel safe and make others feel safe within your school.
 - B. Objectives
 - Identify current school safety policies and assess how well they are enforced.
 - C. Helpful Link
 - Link with character education
 - D. Health Promotion WAVE Title
 - School Safety Rules
 - Introductory Activity
 - E. 2.1.6.D.1-4
- VII. Family Life Unit – Dealing with Feelings
- A. Big Ideas
 - Good listening and speaking skills are essential to good relationships.
 - B. Objectives
 - Exhibit attentive listening skills to enhance interpersonal communication.
 - Exhibit listening and understanding skills to prevent bullying situations.
 - C. Helpful Link
 - Discovery Education: Life Skills 101: Active Listening
 - D. Health Promotion WAVE Title
 - Positive Family Interactions
 - Communication Skills
 - Role Playing
 - Different Views
 - E. 2.1.6.A.1-5

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VIII. Substance Awareness Unit – Drug Dependence & Prevention

A. Big Ideas

- Legal and illegal drug abuse can result in dependency.

B. Objectives

- Recognize the signs and symptoms of chemical dependency within the home and identify where to go for help.
- Demonstrate skills necessary for improving and maintaining personal health.

C. Helpful Link

- [NIH.org Talking to Your Kids About Drugs](#)
- [NIH Resources for Parents & Teachers](#)

D. Health Promotion WAVE Title

- Chemical Dependency
 - Guest Speaker
 - Drug Essay
- Prevention Skills
 - Assertive Skills
 - Role Playing

E. 2.3.6.C.1-4

IX. Personal & Mental Unit – Stress Management

A. Big Ideas

- Stress is an emotional or physical conflict or problem.
- Young people should learn the importance of strong conflict resolution skills.

B. Objectives

- Identify common stressors among young people.
- Illustrate the role of conflict in stress and identify common conflicts among young people

C. Helpful Link

- <http://www.discoveryeducation.com>

D. Health Promotion WAVE Lesson Title

- Identifying Stressors
- Conflict and Stress

E. 2.4.5.A.1-5

V. Course Materials

Health Promotion WAVE

HPW is a national, research-based, K-12 comprehensive health curriculum. It is aligned with the [National Health Education Standards, as well as many State Standards](#) and has clearly stated goals and objectives for all [health content areas](#). Our ultimate goal is health literacy for all children. HPW was designed to ensure that all children learn how to make responsible, safe, and healthful choices throughout their lives. 'All students' include those with disabilities or diverse backgrounds.

[Proven and demonstrated teaching methods](#), combined with specially developed instructional tools are the cornerstone of the HPW health curriculum. These tools help students become active learners in the classroom; they learn to work together in groups and in self-directed projects. The lessons and activities are designed to build positive attitudes, engage and motivate students, reduce conflict and promote cooperation and respect. Students also develop the ability to internalize the critical health values they will need the rest of their lives.

In order to log into the Health Promotion Wave go to: <http://www.healthwaveinc.com/>

- Then click on **Online Program Member sign in** (in the column on the left hand side, second one down from the top).
- Next when you see, **Chose Subscription Grade Level:** Click on K-5.
- You will then put in your name and password. Next choose your grade level you are working in.

This document provides the minimal lessons from Health Promotion WAVE that all students should be taught in order to address the learning objectives. Teachers are encouraged to pick and choose additional lessons from HPW based on the needs of their students to enrich their comprehensive health education.

In order to obtain your unique user name and password, please contact the health and physical education supervisor.

VI. Assessments

Classroom assessments are included to primarily guide instruction (formative assessment) and to support decisions made beyond the classroom (summative assessment).

Benchmark assessments should include testing a student's ability to apply knowledge to real world applications before the end of the grade level.

6-8 Suggested Activities & Suggested Modifications for Special Education Students, ELL Students, Students at Risk, and Gifted Students:

1. Students with special needs and ELL learners may be provided with key vocabulary terms prior to the unit beginning.
2. Special needs students and ELL students may be given a reduced number of terms and definitions to memorize.
3. ELL students may be provided with additional visual aids. For additional modifications, refer to [Classroom Instruction that Works for ELL Learners](#) or the SIOP protocol.
4. Gifted students may be challenged by asking them to form additional connections between sciences, social studies, and or may be asked to do additional research related to this unit, and to form strong connections to local and global community issues during their research.

VII. Interdisciplinary Connections and Alignment to Technology standards

Science classes in the Fair Lawn Public schools promote career-readiness skills related to Personal Financial Literacy (9.1) and Career Awareness, Exploration, and Presentation (9.2). Some course concepts from the Career and Technical Education Standards (9.3), but these are not directly correlated since our district is not a CTE program.

The Fair Lawn Public Schools District fosters an environment that promotes career-readiness skills in all content areas. Whereas [Career Ready Practices](#) are explored consistently, specific alignment to [Personal Finance Literacy \(9.1\)](#) and [Career Awareness, Exploration, and Presentation Standards \(9.2\)](#) are included in the district level document (below). When appropriate, the [Career and Technical Education Standards \(9.3\)](#) have been reviewed and aligned as well.

Examples: 9.2B: Career exploration in each unit of study.

In addition, every effort is made to integrate technology and engineering into our science classes. [Educational Technology \(8.1\)](#) and [Technology Education, Engineering, Design, and Computational Thinking – Programming \(8.2\)](#) standards are cross connected throughout our science programs.

Examples: 8.1A: Use spreadsheets to analyze & interpret data from laboratories, 6-12.
Use the internet to increase productivity and efficiency, 9-12.
8.1B,C: Use data to solve real-world problems, 6-12.
Use online platforms to collaborate & address global issues, 9-12.
8.1F: Collect and analyze data using internet and data simulations, 6-12.
8.2A: Become aware of the invention process, 3-5.
8.2B: Become aware of the global impacts on technology, 6-12.
8.2C: Apply the design process to pushes & pulls, K-2.
8.2D: Use tools to reduce work, K-2.

For additional detail on how these standards are integrated throughout the Fair Lawn Schools curriculum, review the Fair Lawn Public Schools District Alignment to Technology & Career Readiness & 21st Century Skills Standards Curriculum Appendix.