

**TOMS RIVER REGIONAL SCHOOLS  
ELEMENTARY HEALTH CURRICULUM**

**Mission:** Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social and emotional wellness. All students in Kindergarten through 5<sup>th</sup> grade will be taught a comprehensive health and physical education curriculum that encompasses all of the NJCCCS.

**Student Outcomes and Big Ideas:**

- All students will learn and apply health promotion concepts and skills to support a healthy and active lifestyle. Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy and active lifestyle.
- All students will use health-enhancing personal, interpersonal and life skills to support a healthy and active lifestyle. The use of critical thinking, decision making, problem solving, leadership, and communication skills are essential to making informed personal, family and community health decisions.
- All students will learn and apply information about alcohol, tobacco, other drugs and medicines to make decisions that support a healthy, active lifestyle. Knowledge about drugs and medicines informs decision making related to personal wellness and the wellness of others.
- All students will learn the physical, social, and emotional aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle. Understanding the various aspects of human relationships and sexuality assists in making good choices about healthy living.
- All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle. Individuals who learn to move safely, effectively and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.
- All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle. Lifetime fitness depends upon understanding how each fitness component is developed and measured and how to design and implement a personal fitness plan that supports a healthy, active lifestyle.

**Length:** A total of 150 minutes per week will be spent on health, safety, and physical education.

- 40 minutes per week: Taught by the physical education teacher
- 40 minutes per week: Taught by the health teacher
- 70 minutes per week: Taught by the regular classroom teacher

**Assessment:**

- Students will be expected to attend class regularly and adhere to teacher directions, complete classwork, homework, projects and reports.
- Students will be expected to demonstrate an acceptable level of proficiency in all goals and objectives of the course within the defined content and instructional areas.
- The evaluation of student proficiencies may consist of quizzes, written assignments, and/or projects, which must be completed to the best of each student's ability.
- Teacher daily observations of the student's proficiencies, involvement, and learning within the class activities and in the classroom environment will also be considered.

- The final grade represents the teacher's professional judgment as to what the student has contributed and/or achieved. In grades 1, 2, and 3, the health teacher will collaborate with the regular classroom teacher to determine an appropriate grade that reflects individual student learning.

### Materials and Resources

- Scholastic Magazine
- Weekly Reader Magazine
- Current Health Magazine
- Scott Foresman Science 2000
- Long Fellow's WHALE (Water Habits Are Learned Early) TALES
- Lions Quest Skills, Quest International
- T.E.A.M. (Together Everyone Achieves More) Visits
- Local fire and police departments
- "Always Changing" Program Video on Puberty & Development, Procter & Gamble Company: <http://www.pgschoolprograms.com/puberty/> (Grade 5)
- Caregivers: [www.caregivervolunteers.org](http://www.caregivervolunteers.org)
- Pinwheels for Peace: International Peace Day: <http://www.pinwheelsforpeace.com/>
- Teaching Tolerance: <http://www.tolerance.org/teach/?source=redirect&url=teachingtolerance>
- D.A.T.E. (Disability Awareness through Education) program: <http://moceanscil.org/disability-awareness-through-education-date>
- American Red Cross: <http://www.njredcross.org/programs/communityDisasterEd.asp>
- American Heart Association: <http://www.americanheart.org/presenter.jhtml?identifier=1200000>
- Fire Safety: <http://www.befiresmart.com/educators/>
- Bus Safety: <http://www.crisisprevention.com/direct/schoolbussafety.asp?gclid=CliuxL6o2psCFU1M5QodHgObAw>
- Dental Care: <http://www.colgate.com/app/BrightSmilesBrightFutures/US/EN/HomePage.cvsp>
- Ocean County health department: <http://www.ochd.org/>
- Community Medical Center: The Center for Kids and Family: School Based Programs (Character Ed.): [http://www.saintbarnabas.com/hospitals/community\\_medical/services/kidsandfamily.html](http://www.saintbarnabas.com/hospitals/community_medical/services/kidsandfamily.html)
- Health & Safety with McGruff: <http://www.mcgruff.org/>
- Sun Safety: <http://www.sunsafetyforkids.org/>
- Slim Good Body: <http://www.slimgoodbody.com/>
- Asthma Awareness: <http://www.asthmakids.ca/>

## GRADES ONE AND TWO HEALTH

By the end of Grade 2, students will:

- 1) Wellness
  - a) Personal Health
    - i) Define wellness and explain how making healthy choices and having healthy relationships contribute to wellness.
    - ii) Describe and demonstrate self-care practices that support wellness, such as brushing and flossing teeth, washing hands and hair, bathing, and wearing appropriate attire.
  - b) Growth & Development
    - i) Describe the difference between living and non-living things.
    - ii) Describe how children are alike and how they are different.
    - iii) Name and locate body organs and parts and their basic functions.
      - (1) digestive, skeletal, respiratory, muscular, circulatory, nervous
      - (2) the five senses
  - c) Nutrition
    - i) Explain why some foods are healthier to eat than others.
    - ii) Sort foods according to food groups and food sources.
    - iii) Explain what information can be found on food and product labels.
  - d) Diseases & Health Conditions
    - i) Discuss symptoms of diseases and health conditions and why they need to be detected and treated.
    - ii) Differences between communicable and non-communicable diseases.
    - iii) Explain ways to prevent the spread of diseases such as hand washing, immunizations, covering coughs, and not sharing cups, hats, or combs.
  - e) Safety
    - i) Explain and demonstrate ways to prevent injuries, including seat belts, child safety seats, and protective gear, and fire, water, bus, traffic, and bike safety procedures.
    - ii) Identify safe and appropriate behavior when interacting with strangers, acquaintances, and trusted adults.
    - iii) Explain and demonstrate simple first aid procedures, including getting help and calling 911, knowing personal information such as address and phone number, avoiding contact with blood and other body fluids, and caring for small cuts.
    - iv) Distinguish among “good/safe touch,” “bad/unsafe touch,” and “confusing touch” and explain what to do if touching causes uncomfortable feelings.
    - v) Avoiding unknown and possibly dangerous containers and substances and develop awareness of warning symbols and their meaning (red light, stop sign, poison symbol...)
  - f) Social & Emotional
    - i) Explain that all human beings have basic needs: food, water, sleep, shelter, clothing, and love. Demonstrate ways to express wants, needs, and emotions.
    - ii) Identify causes of conflict and discuss ways to prevent and resolve conflicts.
    - iii) Recognize various emotions and demonstrate sympathy and empathy.
- 2) Integrated Skills
  - a) Communication
    - i) Identify sources of health information and express ideas about wellness issues.
    - ii) Explain when and how to use refusal skills in health and safety situations.
    - iii) Demonstrate effective communication, cooperation and listening skills.
      - (1) asking for help and getting permission

- iv) Identify the names and roles of school staff.
- b) Decision Making & Goal Setting
  - i) Classify decisions as good or bad and explain steps to making effective health decisions and saying no to harmful ones.
  - ii) Understand and develop wellness goals and explain why goals are important.
- c) Character Development
  - i) Explain that a person's character and values are reflected in the way the person thinks, feels, and acts.
  - ii) Become a valued member of the classroom and the school community.
  - iii) Understanding bullying and teasing: valuing and respecting ones-self and others.
  - iv) Demonstrate helping behaviors and learning why, how, and when to share
  - v) Identify disabilities and demonstrate proper interaction with people with disabilities.
- d) Advocacy & Service
  - i) Learn how and when to act as a leader and a follower.
  - ii) Identify factors that lead to group success and help solve group problems.
  - iii) Motivate group members to work together and provide constructive feedback.
  - iv) Demonstrate respect for varying ideas and opinions.
  - v) Participate in a class or school service activity and discuss the wellness outcomes.
- e) Health Services & Information
  - i) Discuss how community helpers and healthcare workers contribute to personal and community wellness. Understand the role of the school nurse.
  - ii) Explain when and how to seek help when feeling ill, scared, sad, lonely, or bullied.
- 3) Drugs, Medicine, Dangerous Substances
  - a) Medicines
    - i) Identify different kinds of medicines and basic rules when taking them.
    - ii) Explain that medicines can be helpful when used correctly and harmful when not.
  - b) Alcohol, Tobacco, & other Drugs
    - i) Explain that tobacco use contributes to lung diseases and fires and impacts the environment and the health of nonsmokers.
    - ii) Discuss how alcohol can contribute to injuries.
    - iii) Identify substances that should never be consumed or inhaled such as drug look-alikes, glue, poisons, cleaning fluids, and household chemicals.
    - iv) Define drug and give examples of harmful and/or illegal drugs.
  - c) Dependency/Addiction & Treatment
    - i) Explain that some people cannot control their use of alcohol, tobacco, and other drugs and that people who abuse alcohol, tobacco, and other drugs can get help.
- 4) Human Relationships & Sexuality
  - a) Relationships
    - i) Recognizing, understanding, and appreciating ones similarities and differences.
    - ii) Understanding and respecting the feelings of others.
    - iii) Identify different kinds of families and explain how families may differ.
    - iv) Explain that all family members have certain rights and responsibilities that contribute to the successful functioning of the family.
    - v) Identify appropriate ways for children to show affection and caring.
    - vi) Define friendship and explain that friends are important throughout life.
    - vii) Explain that families experiencing a change or crisis can get help if they need it.
  - b) Sexuality
    - i) Explain some simple physical differences and similarities of the genders.
  - c) Pregnancy & Parenting
    - i) Explain the factors that contribute to a mother having a healthy baby.

5) Motor Skills Development and Fitness

- a) Distinguish between personal and general space.
- b) Differentiate between competitive and cooperative strategies, explain why good sportsmanship is important, and demonstrate positive behaviors during participation.
- c) Explain that participation in regular physical activity and being healthy contributes to safe and improved performance and wellness.
- d) Explain that mental attitude influences physical performance.
- e) Identify body responses associated with physical activity including sweating, heart rate, and heavy breathing, and determine pulse rate before, during, and after activities.
- f) Explain that too much or not enough exercise can be harmful, develop a fitness goal and monitor achievement of the goal.

*Course Proficiency Outline – Health*

**GRADES THREE AND FOUR HEALTH**

Building upon knowledge and skills gained in preceding grades,  
by the end of Grade 4, students will:

- 1) Wellness
  - a) Personal Health
    - i) Describe the physical, social, emotional, and intellectual dimensions of wellness.
    - ii) Describe and demonstrate personal hygiene practices that support wellness.
      - (1) head lice
    - iii) Analyze the impact of health choices and behaviors on wellness including the importance of fitness and exercise and proper rest and sleep habits.
  - b) Growth & Development
    - i) Describe the structure and function of human body systems: digestive, skeletal, respiratory, muscular, circulatory, nervous
      - (1) heart and lungs in action
      - (2) the brain at work
      - (3) digestion and the digestive process
      - (4) identify the parts of the skeletal system
      - (5) how the nervous system works
      - (6) organs and tissue
      - (7) bones and muscle
    - ii) Describe each human life stage and the physical changes that occur at each stage.
  - c) Nutrition
    - i) Differentiate between healthy and unhealthy eating patterns.
    - ii) Classify foods by group, source, and nutritional content and interpret product labels.
    - iii) Learn and understand the food pyramid and the importance of proper nutrition.
    - iv) Create a healthy meal based on nutritional content, value, calories, and cost.
  - d) Diseases & Health Conditions
    - i) Discuss the importance of the early detection of diseases and health conditions.
    - ii) Describe signs and symptoms of diseases/ health conditions common in children.
    - iii) Investigate ways to treat common childhood diseases and health conditions.
    - iv) Explain that some diseases/health conditions are preventable and some are not.
      - (1) Lyme disease
    - v) Investigate how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls help to prevent diseases and health conditions and communicable disease.
    - vi) Discuss myths and facts about mental illness.
  - e) Safety
    - i) Describe the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and community.
      - (1) fire, lost, injured, injured guardian, bike safety
      - (2) Internet safety: internet predators, safe sites, chatrooms, email, blogs
    - ii) Describe the characteristics of strangers, acquaintances, and trusted adults and demonstrate safe and appropriate ways to deal with each.
    - iii) Describe and demonstrate simple first aid procedures, including the assessment of choking and breathing, control of bleeding, and care of minor wounds and burns.

- iv) Explain that abuse can take several forms and identify ways to get help should abuse be suspected.
- f) Social & Emotional
  - i) Describe basic human needs and how individuals meet those needs.
  - ii) Distinguish among conflict, violence, harassment, and bullying, discuss factors that contribute to each and demonstrate strategies to prevent and mediate conflict.
  - iii) Discuss how culture, peer pressure, and the media impact the way individuals communicate and express emotions, and how emotions can affect communication, choices, and behaviors
  - iv) Explain how stereotypes influence personal growth and behavior.
  - v) Explain and demonstrate ways to cope with rejection, loss, separation, and stress.
  - vi) Explain and understand the effects of self-esteem.
- 2) Integrated Skills
  - a) Communication
    - i) Explain how to determine the validity and reliability of a health resource.
    - ii) Describe and demonstrate effective communication and improve listening skills.
    - iii) Discuss the importance of cooperation and cooperative efforts in school and life.
  - b) Decision Making & Goal Setting
    - i) Outline the steps to making effective decisions and saying no to harmful ones.
      - (1) Describe situations that might require a decision about health and safety.
    - ii) Discuss how parents, peers, and media influence health decisions and behaviors.
    - iii) Describe and develop a personal health goal and track progress.
  - c) Character Development
    - i) Describe character traits and core ethical values such as trustworthiness, responsibility, respect, caring, justice, fairness, civic virtue, and citizenship.
    - ii) Discuss how character impacts individual and group goals.
    - iii) Learn to value and respect peers as members of the classroom and community.
    - iv) Recognize, understand, and appreciate similarities and differences among people.
    - v) Understanding bullying and what do if it occurs (include cyber-bullying)
  - d) Advocacy & Service
    - i) Describe and demonstrate the characteristics of an effective leader.
    - ii) Develop and articulate group goals and demonstrate respect for opinions, abilities, and contributions of group members.
    - iii) Organize and participate in school or community services and discuss how helping others impacts personal and community wellness.
  - e) Health Services & Information
    - i) Describe health and fitness services and careers within the school and community.
    - ii) Understand how to seek help for health and fitness concerns.
- 3) Drugs, Medicine, Dangerous Substances
  - a) Acquire knowledge, attitudes, and behaviors needed to be healthy and drug free.
  - b) Understand how various substances affect the body.
  - c) Discuss how to report situations involving dangerous substances.
  - d) Medicines
    - i) Distinguish between over-the-counter and prescription medicines.
    - ii) Discuss the importance of taking medicines as ordered, not sharing medicines with others, and reporting any side effects to a trusted adult.
    - iii) Discuss school rules regarding medications.
  - e) Alcohol, Tobacco, & other Drugs
    - i) Describe the short- and long-term physical effects of tobacco use.
    - ii) Discuss the impact of second-hand/passive smoke on the health of nonsmokers.

- iii) Identify the short- and long-term physical and behavioral effects of alcohol.
- iv) Explain that brain damage, lung damage, and death can occur from inhaling certain substances, such as solvents, propellants, and medicinal gases.
- v) Identify the physical and behavioral effects of marijuana use.
- vi) Explain why it is illegal to use or possess certain drugs/substances.
- f) Dependency/Addiction & Treatment
  - i) Discuss signs of addiction, use, and misuse of alcohol, tobacco, and other drugs.
  - ii) Describe how media, peers, and adults influence children and teenagers to try alcohol, tobacco, and other drugs.
  - iii) Identify how individuals with a substance abuse problem can get help.
- 4) Human Relationships & Sexuality
  - a) Describe different kinds of families and family support structures and discuss how culture and tradition influence personal and family development.
  - b) Discuss factors that support healthy relationships with friends and family.
  - c) Describe appropriate ways to show affection and caring.
  - d) Describe the characteristics of a friend.
  - e) Discuss ways that families adjust to changes in the nature or structure of the family.
- 5) Motor Skills Development and Fitness
  - a) Discuss good sportsmanship and the importance of rules to maintain safety.
  - b) Discuss the physical, social, and emotional benefits of regular physical activity.
  - c) Describe how body systems respond to vigorous exercise.
  - d) Discuss factors such as heredity, training, and diet that influence fitness.
  - e) Describe how technology has improved fitness activities.
  - f) Describe the causes, symptoms of Asthma and what to do in case of an attack.
  - g) Describe training principles of frequency, intensity, and time (FIT) during physical activity.
  - h) Explain that using performance-enhancing substances, including anabolic steroids and supplements, may be unsafe and illegal.
  - i) Describe how to monitor physiological responses before, during, and after exercise (pulse rate).
  - j) Develop a health-related fitness goal and use technology to track fitness status.

## GRADE FIVE HEALTH

Building upon knowledge and skills gained in preceding grades,  
by the end of Grade 5 students will:

- 1) Wellness
  - a) Personal Health
    - i) Discuss the physical, social, emotional, and intellectual dimensions of wellness.
    - ii) Discuss how health data (blood pressure, body composition, cholesterol) can be used to assess and improve wellness.
    - iii) Describe the appropriate use of healthcare and personal hygiene products.
    - iv) Discuss how health knowledge, choices, self-control, resistance, and self-management skills influence wellness.
    - v) Discuss how technology impacts wellness.
  - b) Growth and Development
    - i) Compare and contrast body systems, and their parts and functions.
    - ii) Compare physical, social, emotional, and intellectual changes during life stages.
    - iii) Discuss how heredity and physiological changes contribute health.
  - c) Nutrition
    - i) Discuss short- and long-term benefits and risks associated with nutrition.
    - ii) Discuss factors that influence food choices.
    - iii) Compare food choices based on nutrient content and value, calories, and cost and create a healthy meal plan.
    - iv) Analyze nutrition information on food packages and labels.
  - d) Disease and Health Conditions
    - i) Discuss methods used to diagnose and treat diseases and health conditions.
    - ii) Compare and contrast diseases and health conditions prevalent in adolescents, including Asthma, Obesity, Diabetes, Lyme Disease, STDs, and HIV/AIDS.
    - iii) Compare and contrast forms of mental illness.
  - e) Safety
    - i) Analyze short- and long-term impacts of injuries on individuals and family members.
    - ii) Demonstrate and assess basic first aid procedures, including victim and situation assessment, rescue breathing and choking, and care of cuts, sprains, and bleeding.
    - iii) Discuss physical, social, and emotional impacts of all forms of abuse and discuss what to do if any form of abuse is suspected or occurs.
    - iv) Discuss internet safety, internet predators, and safe sites, chatrooms, email, blogs.
    - v) Gang violence prevention and in ways to avoid membership in gangs
  - f) Social and Emotional Health
    - i) Describe strategies to prevent conflict, vandalism, bullying, harassment, and violence (include cyber-bullying).
    - ii) Discuss how stereotyping might influence one's goals, choices, and behaviors.
    - iii) Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation.
    - iv) Describe physical and emotional signs of stress and short-and long-term impacts.
- 2) Integrated Skills
  - a) Communications
    - i) Summarize and present health information from a variety of valid resources using a multimedia approach.
    - ii) Demonstrate effective use of communication skills, active and reflective listening.

- b) Decision Making and Goal Setting
  - i) Demonstrate effective decision making in health and safety situations.
  - ii) Analyze the influence of family, peers, and the media on health decisions.
  - iii) Use health data to formulate health goals and develop strategies to support the achievement of short- and long-term health goals.
- c) Character Development
  - i) Describe actions and situations that show evidence of good character.
  - ii) Discuss the characteristics of a role model and their influence on others.
  - iii) Develop ways to proactively include peers with disabilities at home, at school, and in community activities.
- d) Advocacy and Service
  - i) Compare various forms of leadership and learn to serve in a leadership role.
  - ii) Evaluate personal and group contributions towards the achievement of a goal.
  - iii) Learn to cooperate and compete to achieve within a group without conflict.
  - iv) Participate in activities of volunteer service through school or community.
- e) Health Services and Information
  - i) Determine the validity and reliability of different types of health resources.
  - ii) Distinguish health issues that warrant support from trusted adults or health professionals.
- 3) Drugs and Medicine
  - i) Medicines
    - (1) Compare and contrast short- and long-term effects and the potential for abuse of over-the-counter and prescription medicines and herbal and medicinal supplements.
    - (2) Compare information found on over-the-counter and prescription medicines.
  - b) Alcohol, Tobacco, and Other Drugs
    - i) Describe how the use and abuse of alcohol and tobacco impacts behavior and contributes to the incidence of illness, injury, disease, and death.
    - ii) Discuss the short- and long-term physical and behavioral effects of inhaled and injected drugs, including brain, heart, lung damage, death, and disease.
    - iii) Discuss the classifications of illegal drugs and controlled substances and give examples of each and describe the physical and behavioral effects of each.
    - iv) Discuss legal consequences of the use, sale, and possession of illegal substances.
  - c) Dependency/Addiction and Treatment
    - i) Describe symptoms of a substance abuse problem and factors that contribute to the use and abuse of alcohol, tobacco, and other drugs by adolescents.
    - ii) Identify ways addicts can get help to stop misuse.
    - iii) Describe how substance abuse affects the individual and the family.
  - d) Human Relationships and Sexuality
    - i) Relationships
      - (1) Describe characteristics of a healthy relationship.
      - (2) Describe how peer relationships may change during adolescence.
    - ii) Sexuality: Puberty and development will be taught by the school nurse and/or the special area health teacher. A district permission letter signed by the parent/guardian is required.
      - (1) Describe the physical, social, and emotional changes occurring at puberty
      - (2) Discuss why puberty begins and ends at different ages for different people
      - (3) Describe individual growth patterns of males and females during adolescence.
  - e) Motor Skills Development and Fitness
    - i) Discuss how practice and training improve performance and injury prevention.
    - ii) Discuss good sportsmanship and the importance of rules to maintain safety
    - iii) Describe the physical, social, and emotional benefits of regular physical activity.
    - iv) Differentiate among activities that improve skill versus health-related fitness.

- v) Investigate technological advances that impact physical activity and fitness.
- vi) Describe the relationship between physical activity, healthy eating, and body composition and how gender, age, heredity, and health behaviors impact fitness.
- vii) Describe physical and behavioral effects of anabolic steroids and other performance enhancing substances and their legal and competition consequences.
- viii) Assess personal fitness, develop a fitness plan and use technology to implement.

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