

<b>BLOOMINGDALE CURRICULUM</b>			
<b>CONTENT AREA: Health</b>	<b>GRADE: K-2</b>	<b>UNIT #: 1</b>	<b>UNIT NAME: Wellness</b>

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING NJSLs
<b>1</b>	Develop and demonstrate an awareness of healthy habits (use clean tissues, wash hands, handle food hygienically) that support personal wellness. K	(2.1.P.A.1, 2.1.P.C.1)
<b>2</b>	Demonstrate independence when applying emerging self-help skills (using utensils, choosing clothes, brushing teeth). K	(2.1.P.A.1, 2.1.P.A.2)
<b>3</b>	Explain how healthy habits and self-help skills support wellness. (i.e. personal hygiene, independence skills) 1	(2.1.P.A.2, 2.1.2.A.1)
<b>4</b>	Explain how participating in regular physical activity promotes overall personal wellness. 1	(2.6.2.A.1)
<b>5</b>	Identify body parts (i.e. heart, lungs, legs etc.) using correct terminology and explain how they are supported through regular physical activity. 2	(2.1.2.A.2, 2.6.2.A.1)
<b>6</b>	Identify how feelings and actions can affect personal wellness. 2	( 2.1.2.C.3)
<b>7</b>	Identify healthy food choices. K	(2.1.2.B.1)
<b>8</b>	Investigate different foods and food groups and demonstrate an awareness of nutritional value. 1	(2.1.P.B.1, 2.1.2.B.2 )
<b>9</b>	Explain which foods from My Plate are healthier and why they contain more nutritional value through identifying information on nutritional labels. 2	( 2.1.2.B.1, 2.1.2.B.2, 2.1.2.B.3)
<b>10</b>	Identify symptoms and demonstrate strategies to prevent the spread of disease and health conditions. 2	(2.1.2.C.1, 2.1.2.C.2)

Code #	NJSLs
2.1- Wellness	
A .Personal growth and development	P Developing self-help skills and personal hygiene skills promotes healthy habits.
	2.1.P.A.1 Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).
	2.1.P.A.2 Demonstrate emerging self-help skills (e.g., develop independence when pouring, serving, and using utensils and when dressing and brushing teeth).
	2 Health-enhancing behaviors contribute to wellness.
B. Nutrition	2.1.2.A.1 Explain what being “well” means and identify self-care practices that support wellness.
	2.1.2.A.2 Use correct terminology to identify body parts, and explain how body parts work together to support wellness.
	P Developing the knowledge and skills necessary to make nutritious food choices promotes healthy habits.
	2.1.P.B.1 Explore foods and food groups (e.g., compare and contrast foods representative of various cultures by taste, color, texture, smell, and shape).
	2.1.P.B.2 Develop awareness of nutritious food choices (e.g., participate in classroom cooking activities, hold conversations with knowledgeable adults about daily nutritious meal and snack offerings).
	2 Choosing a balanced variety of nutritious foods contributes to wellness .
C. Diseases and Health conditions	2.1.2.B.1 Explain why some foods are healthier to eat than others.
	2.1.2.B.2 Explain how foods in the food pyramid differ in nutritional content and value.
	2.1.2.B.3 Summarize information about food found on product labels.
	P Developing self-help skills and personal hygiene skills promotes healthy habits.
	2.1.P.C.1 Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).
	2 Knowledge about diseases and disease prevention promotes health-enhancing behaviors.

	2.1.2.C.1 Summarize symptoms of common diseases and health conditions. 2.1.2.C.2 Summarize strategies to prevent the spread of common diseases and health conditions. 2.1.2.C.3 Determine how personal feelings can affect one’s wellness.
2.6 Fitness	
A. Fitness and Physical Activity	2 Appropriate types and amounts of physical activity enhance personal health. 2.6.2.A.1 Explain the role of regular physical activity in relation to personal health.

<b>BLOOMINGDALE CURRICULUM</b>			
<b>CONTENT AREA: Health</b>	<b>GRADE: K-2</b>	<b>UNIT #: II</b>	<b>UNIT NAME: Alcohol, Tobacco, and other Drugs</b>

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING NJSLS
<b>1</b>	Explain what it means to make a decision. K	(2.2.2.B.1)
<b>2</b>	Identify how certain decisions we make may affect the way we feel (physically/emotionally, socially, etc.). 1	(2.2.2.B.1)
<b>3</b>	Describe why using decision-making skills is advantageous to prevent the use of alcohol, tobacco, and other drugs. 2	(2.2.2.B.1, 2.2.2.B.2 )
<b>4</b>	Explain what medicines are and who the trusted adults are who may administer them. K	(2.3.2.A.1, 2.3.2.A.2)
<b>5</b>	Determine why we use medicines when we are not feeling well. 1	(2.3.2.A.1)
<b>6</b>	Describe why medicines should be administered by a trusted adult. 2	(2.3.2.A.2)
<b>7</b>	Identify the harmful effects that tobacco could have on personal hygiene, health and safety. K	(2.3.2.B.2)
<b>8</b>	Determine the harmful effects of alcohol, tobacco, and other drugs and how it impacts the personal wellness of the user and nonuser. 1	(2.3.2.B.2, 2.3.2.B.3)
<b>9</b>	Demonstrate an understanding of how alcohol, tobacco, and other drugs can be abused. 2	(2.3.2.B.1)

<b>10</b>	Describe products in your environment that contain alcohol. 1	( 2.3.2.B.4 )
<b>11</b>	Determine what substances should never be inhaled and explain why. 2	(2.3.2.B.5)
<b>12</b>	Recognize that people may have difficulty controlling their use of alcohol, tobacco and other drugs and explain that they can get help. 1	(2.3.2.C.1, 2.3.2.C.2,2.2.2.E.1)
<b>13</b>	Understand that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs and determine where/how community health professionals can be accessed. (2.3.2.C.1, 2.2.2.E.1) 2	(2.3.2.C.1, 2.2.2.E.1)

Code #	NJSLs
2.2- Integrated Skills	
B. Decision- Making and Goal Setting	<p>2 Effective decision-making skills foster healthier lifestyle choices.</p> <p>2.2.2.B.1 Explain what a decision is and why it is advantageous to think before acting.</p> <p>2.2.2.B.2 Relate decision-making by self and others to one’s health.</p>
E. Health Services and Information	<p>2 Knowing how to locate health professionals in the home, at school, and in the community assists in addressing health emergencies and obtaining reliable information.</p> <p>2.2.2.E.1 Determine where to access home, school, and community health professionals.</p>
2.3 Drugs and Medicines	
A. Medicines	<p>2 Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.</p> <p>2.3.2.A.1 Explain what medicines are and when some types of medicines are used.</p> <p>2.3.2.A.2 Explain why medicines should be administered as directed.</p>
B. Alcohol, Tobacco, and other Drugs	<p>2 Use of drugs in unsafe ways is dangerous and harmful.</p>

	<p>2.3.2.B.1 Identify ways that drugs can be abused.</p> <p>2.3.2.B.2 Explain effects of tobacco use on personal hygiene, health, and safety.</p> <p>2.3.2.B.3 Explain why tobacco smoke is harmful to nonsmokers.</p> <p>2.3.2.B.4 Identify products that contain alcohol.</p> <p>2.3.2.B.5 List substances that should never be inhaled and explain why.</p>
<p>C. Dependency, Addiction, and Treatment.</p>	<p>2 Substance abuse is caused by a variety of factors.</p> <p>2 There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.</p>
	<p>2.3.2.C.1 Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.</p> <p>2.3.2.C.2 Explain that people who abuse alcohol, tobacco, and other drugs can get help.</p>

<b>BLOOMINGDALE CURRICULUM</b>			
<b>CONTENT AREA: Health</b>	<b>GRADE: K-2</b>	<b>UNIT #: III</b>	<b>UNIT NAME: Family Life</b>

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING NJSLs
<b>1</b>	Identify what decisions we make as families. K	( 2.2.2.B.1)
<b>2</b>	Identify when a decision needs to be made to ensure the health of all family members. 1	(2.2.2.B.1)
<b>3</b>	Determine when a decision influences the health of oneself or other family members. 2	( 2.2.2.B.1)
<b>4</b>	Describe the roles and responsibilities of family members in different types of families both locally and globally. K	( 2.4.2.A.2)
<b>5</b>	Identify different roles that family members assume and the responsibilities that are included. 1	( 2.4.2.A.2)
<b>6</b>	Identify different types of families and distinguish responsibilities family members may assume. 2	(2.4.2.A.1, 2.4.2.A.2)
<b>7</b>	Identify how making decisions can impact healthy relationships. 2	(2.4.2.A.3, 2.2.2.B.2)
<b>8</b>	Identify the similarities between boys and girls. K	(2.4.2.B.1)

<b>9</b>	Identify the physical characteristics of both genders. 1	(2.4.2.B.1)
<b>10</b>	Describe the physical similarities and differences of the genders. 2	(2.4.2.B.1)
<b>11</b>	Explain the factors that contribute to a mother having a healthy baby and how the mother’s decisions can help or harm the baby. 1	( 2.4.2.C.1, 2.2.2.B.2)
<b>12</b>	Determine how other’s health related decisions have an impact on a pregnant mother and the	(2.4.2.A.3, 2.2.2.B.1,

	health of her unborn baby. 2	2.2.2.B.3)
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Code #	NJSLs
2.4- Human Relationships and Sexuality	
A. Relationships	2 The family unit encompasses the diversity of family forms in contemporary society. 2.4.2.A.1 Compare and contrast different kinds of families locally and globally. 2.4.2.A.2 Distinguish the roles and responsibilities of different family members. 2.4.2.A.3 Determine the factors that contribute to healthy relationships.
B. Sexuality	2 Gender-specific similarities and differences exist between males and females. 2.4.2.B.1 Compare and contrast the physical differences and similarities of the genders.
C. Pregnancy and Parenting	2 The health of the birth mother impacts the development of the fetus. 2.4.2.C.1 Explain the factors that contribute to a mother having a healthy baby.
2.2- Integrated skills	
B. Decision-Making and Goal Setting	2 Effective decision-making skills foster healthier lifestyle choices. 2.2.2.B.1 Explain what a decision is and why it is advantageous to think before acting. 2.2.2.B.2 Relate decision-making by self and others to one’s health. 2.2.2.B.3 Determine ways parents, peers, technology, culture, and the media influence health decisions.

<b>BLOOMINGDALE CURRICULUM</b>			
<b>CONTENT AREA: Health</b>	<b>GRADE: K-2</b>	<b>UNIT #: IV</b>	<b>UNIT NAME: Community Health Skills</b>

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING NJSLS
<b>1</b>	Understand what needs, wants, and feelings are in health and safety related situations (i.e. assistance, fear, nervousness). 1	(2.2.2.A.1, 2.1.2.E.1)
<b>2</b>	Express age appropriate needs, wants, and feelings in health and safety related situations (i.e. communication in different scenarios). 2	(2.2.2.A.1, 2.1.2.E.1)
<b>3</b>	Determine how parents, culture and media influence their healthy decision making. K	(2.2.2.B.3)
<b>4</b>	Determine how parents, technology, culture, and the media influence their healthy decision making. 1	(2.2.2.B.3)
<b>5</b>	Explain why it is advantageous to think before acting and how those decisions impact the health of you and others. 2	(2.2.2.B.1, 2.2.2.B.2, 2.2.2.B.4)
<b>6</b>	Explain the meaning of character. K	(2.2.2.C.1)
<b>7</b>	Understand that character impacts the way one feels and thinks about one's self and others. 1	(2.2.2.C.1)
<b>8</b>	Explain how certain character traits (respect, responsibility, trustworthiness, honesty, kindness, compassion) impact the way one feels, thinks and acts towards themselves and others. 2	(2.2.2.C.1)

<b>9</b>	Explain how character may be enhanced by participating in school service activities. 2	(2.2.2.C.1, 2.2.2.D.1)
<b>10</b>	Understand that peers have different physical abilities. 1	(2.2.2.C.2)

<b>11</b>	Demonstrate appropriate behavior when interacting with people with disabilities. 2	(2.2.2.C.2)
<b>12</b>	Identify trusted community workers that help keep us safe. K	(2.2.P.E.1)
<b>13</b>	Determine where and how to access home, school, and community health professionals (including dialing 911 in case of emergency). K	(2.2.2.E.1, 2.1.P.D.3, 2.1.P.D.4)
<b>14</b>	Utilizes proper decision making leading to safe practices indoors and out (e.g. wear bike helmets, walk in the classroom, follow school and bus rules.) 1	(2.1.P.D.1)
<b>15</b>	Identify ways to keep one safe at home, school and in the community to prevent injury. (e.g. fire safety, poison safety, accident prevention, pedestrian, bicycle and traffic safety, and rip current safety <a href="http://www.nj.gov/education/aps/cccs/chpe/">http://www.nj.gov/education/aps/cccs/chpe/</a> ) 2	(2.1.2.D.1,2.1.2.D.3)
<b>16</b>	Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors. 1	(2.1.2.D.2)
<b>17</b>	Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches. 2	(2.1.2.D.2)
<b>18</b>	Understand that conflict occurs between people and age appropriate ways to resolve them. K	(2.1.2.E.2)
<b>19</b>	Determine possible causes of conflict between people and appropriate ways to prevent and	(2.1.2.E.2)

	resolve them. 1	
<b>20</b>	Explain healthy ways of coping with common stressful situations experienced by children. 2	(2.1.2.E.3)

Code #	NJSLS
2.1- Wellness	
D. Safety	P Developing an awareness of potential hazards in the environment impacts personal health and safety.
	2.1.P.D.1 Use safe practices indoors and out (e.g., wear bike helmets, walk in the classroom, understand how to participate in emergency drills, and understand why car seats and seat belts are used).
	2.1.P.D.2 Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol, etc.).
	2.1.P.D.3 Identify community helpers who assist in maintaining a safe environment.
	2.1.P.D.4 Know how to dial 911 for help.
	2 Using personal safety strategies reduces the number of injuries to self and others.
	2.1.2.D.1 Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).
	2.1.2.D.2 Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches.
	2.1.2.D.3 Identify procedures associated with pedestrian, bicycle, and traffic safety.
E. Social and Emotional Health	2 Many factors at home, school, and in the community impact social and emotional health.
	2.1.2.E.1 Identify basic social and emotional needs of all people.
	2.1.2.E.2 Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.

	2.1.2.E.3 Explain healthy ways of coping with common stressful situations experienced by children.
2.2 Integrated Skills	
A. Interpersonal Communication	2 Effective communication may be a determining factor in the outcome of health- and safety-related situations. 2.2.2.A.1 Express needs, wants, and feelings in health- and safety-related situations.
B. Decision Making and Goal Setting	2 Effective decision-making skills foster healthier lifestyle choices. 2.2.2.B.3 Determine ways parents, peers, technology, culture, and the media influence health decisions. 2.2.2.B.4 Select a personal health goal and explain why setting a goal is important.
C. Character Development	2 Character traits are often evident in behaviors exhibited by individuals when interacting with others. 2.2.2.C.1 Explain the meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others. 2.2.2.C.2 Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities.
D. Advocacy and Service	2 Service projects provide an opportunity to have a positive impact on the lives of self and others. 2.2.2.D.1 Determine the benefits for oneself and others of participating in a class or school service activity.
E. Health Services and Information	P Developing an awareness of potential hazards in the environment impacts personal health and safety. 2.2.P.E.1 Identify community helpers who assist in maintaining a safe environment. 2 Knowing how to locate health professionals in the home, at school, and in the community assists in addressing health emergencies and obtaining reliable information.

	2.2.2.E.1 Determine where to access home, school, and community health professionals.
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