

Township of Franklin Public Schools
Health and Family Life Curriculum
Grade K

Skill Area	Student Objective	Example/Activities	Resource/ Materials	Assessment	NJ Core Curriculum Standard
<p style="text-align: center;"><u>Unit A</u> Mental, Emotional, Family, and Social Health</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Describe the three parts of health • Identify various feelings • Discuss ways to cope with and share feelings 	<ul style="list-style-type: none"> • Have students classify health situations by putting their hands on the stomachs for “body”, their heads for “mind”, and waving for “actions toward others”. Describe health situations and have students signal body, mind, or actions towards others. Some health situations could include: playing outside (body), doing a puzzle (mind), being a good friend (actions toward others). • After discussing the text, have students think about ways to cheer up a friend who is sad. Have them draw pictures of their ideas and share with the group. • After discussing the text, invite students to use puppets to act out how to share feelings in healthful ways. Provide scenarios such as your brother lost your toy, you lost at a game, and you can’t tie your shoe. 	<ul style="list-style-type: none"> • TG pgs. 4–5 • TG pgs. 6–7 • Health Masters 3 • TG pgs. 8–9 	<ul style="list-style-type: none"> • Teacher Observation • Student Responses • Teacher Observation • Student Responses • Teacher Observation • Health Master 5 	<p>By the end of Grade 2</p> <ul style="list-style-type: none"> • 2.1, A1 • 2.1, F1 • 2.1, F2 • 2.1, F3 • 2.1, F4

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<u>Unit A</u> Mental, Emotional, Family, and Social Health	Students will be able to: <ul style="list-style-type: none"> • Recognize and understand differences among people • Identify six ways to show good character • Demonstrate communication skills 	<ul style="list-style-type: none"> • After discussing the text students draw self portraits. Have them write a sentence telling why they are special or tell the sentence to the teacher to write. • After discussing the six ways to show good character play the Thumbs Up – Thumbs Down game. The teacher describes a scenario and the students put thumbs up if it shows good character and thumbs down if it does not. Some scenarios could include: You help a friend pick up his crayons (thumbs up). You leave your dirty clothes on the floor (thumbs down). You use ‘please’ and ‘thank you’ when you talk (thumbs up). You throw trash on the ground (thumbs down). • Pair students to act out communications skills. Give the class a scenario (such as ‘ask to borrow a crayon’) and monitor that the students are using the four steps to effective communication. 	<ul style="list-style-type: none"> • TG pgs. 10- 11 • TG pgs. 12– 13 • Transparencies 1 to 6 • TG pgs. 14 – 15 • Display Poster 1A Communicating 	<ul style="list-style-type: none"> • Teacher Observation • Health Master 8 • Teacher Observation • Health Master 9 and 10 • Teacher Observation • Health Master 11 	By the end of Grade 2 <ul style="list-style-type: none"> • 2.1, B2 • 2.2, D1 • 2.2, A4

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<u>Unit A</u> Mental, Emotional, Family, and Social Health	Students will be able to: <ul style="list-style-type: none"> • Recognize different kinds of families • Explain how to be a responsible family member • Tell ways in which family members care. 	<ul style="list-style-type: none"> • Have students write the number of people who live in his or her home. The use the information to make a class pictograph. • After discussing the text, provide a laundry basket and some socks (either real socks or pictures of socks). Have students stand near the basket and take turns tossing in the socks. As students toss the socks, have them name a chore they can do to help their families. • Have students name actions that show they care about their families and then use puppets to act them out. For example, a child might say "I hug my Mom." and then have the puppets hug. 	<ul style="list-style-type: none"> • TG pgs. 20–21 • TG pgs. 22–23 • Display Poster 8A Character Trait: Be Trustworthy • TG pgs. 24–25 • Transparency 4 Be Caring • Puppets 	<ul style="list-style-type: none"> • Teacher Observation • Health Master 15 • Teacher Observation • Health Master 18 • Teacher Observation • Health Master 19 	By the end of Grade 2 <ul style="list-style-type: none"> • 2.4, A1 • 2.4, A2 • 2.4, A3

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<u>Unit A</u> Mental, Emotional, Family, and Social Health	Students will be able to: <ul style="list-style-type: none"> • Discuss ways to show respect for friends • Tell how to make wise decisions with friends • Define conflict and describe ways to avoid or resolve conflict 	<ul style="list-style-type: none"> • After discussing the text play the Thumbs Up – Thumbs Down game. The teacher describes a scenario and the students put thumbs up if it shows making a good decision and thumbs down if it does not. Some scenarios could include: You ask a parent before going over to a friend’s house (thumbs up). You ride your scooter even though you can’t find your helmet (thumbs down). • People sometimes want to apologize after they have resolved a conflict. Model then ask for volunteers to act out ways to apologize to a family member or friend after a conflict. 	<ul style="list-style-type: none"> • TG pgs. 26- 27 • TG pgs. 28 - 31 • Display Poster 9A Character Trait: Be Fair 	<ul style="list-style-type: none"> • Teacher Observation • Health Master 21 - 22 • Teacher Observation • Health Master 23 - 24 	By the end of Grade 2 <ul style="list-style-type: none"> • 2.2, D1 • 2.1, F4 • 2.2, A4
	<u>Unit B</u> Growth and Nutrition <ul style="list-style-type: none"> • Describe human growth and development 	<ul style="list-style-type: none"> • Students will fold a piece of construction paper in half. In one half they will draw a picture of themselves as a baby, in the other half they will draw a picture of themselves now. 	<ul style="list-style-type: none"> • TG pgs. 36 – 37 • Display Poster 9B Show Respect 	<ul style="list-style-type: none"> • Teacher Observation • Health Master 30 	<ul style="list-style-type: none"> • 2.1, B2

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<p style="text-align: center;">Unit B Growth and Nutrition</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Name various body parts • Name and describe the five senses • Demonstrate skills for practicing healthful habits • Discuss ways foods are used by the body and mind 	<ul style="list-style-type: none"> • After discussing the text students play “Simon Says” with directions to touch the following body parts: head, neck, hand, arm, chest, leg, foot, elbow, and knee. • Give students various objects (orange slice, jingle bell, cotton ball, peppermint candy, etc.) and have them tell which senses they use to describe the object. • Students will make a Foldable book as pictured on pages 42 and 43 of the teacher’s guide. Under the four flaps the students will draw a picture of themselves engaging in a healthful behavior. • Give each child an index card on which to draw his or her favorite food. Use the pictures to make a class pictograph titled “Our Favorite Foods”. 	<ul style="list-style-type: none"> • TG pgs. 38 – 39 • TG pgs. 40 – 41 • TG pgs. 42 – 43 • Display Poster 2B Practice Healthful Habits • TG pgs. 48 – 49 • Index cards 	<ul style="list-style-type: none"> • Teacher Observation • Health Master 31 - 32 • Teacher Observation • Health Master 33 - 34 • Teacher Observation • Health Master 35 - 36 • Teacher Observation • Health Master 39 - 40 	<p>By the end of Grade 2</p> <ul style="list-style-type: none"> • 2.1, B1 • 2.2, A4 • 2.2, B1 • 2.1, C2

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<p style="text-align: center;"><u>Unit B</u> Growth and Nutrition</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Classify food using My Pyramid • Identify and plan healthy food choices using My Pyramid • Recognize influences on food choices 	<ul style="list-style-type: none"> • Give students pictures of foods that represent the various food groups. Have students sort the food pictures into groups, putting all those that belong to the same groups together. • Have the students set a goal to eat healthy snacks for one week. Have them draw seven circles on paper, then draw a happy face each day they have healthful snacks. • After discussing the text, have students cut out food ads from magazines and decide whether they show healthful or unhealthful food. 	<ul style="list-style-type: none"> • TG pgs. 50 – 51 • Display Poster 6A My Pyramid • TG pgs. 52 - 53 • Transparency 17 Which Treat to Eat? • TG pgs. 54 – 57 	<ul style="list-style-type: none"> • Teacher Observation • Health Master 40 - 41 • Teacher Observation • Health Master 43 – 44 • Teacher Observation • Health Master 45 – 46 	<p>By the end of Grade 2</p> <ul style="list-style-type: none"> • 2.1, C2 • 2.1, C1 • 2.1, C1

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<p style="text-align: center;">Unit B Growth and Nutrition</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Describe how germs gets into food • Discuss correct food handling procedures and table manners 	<ul style="list-style-type: none"> • After discussing the text, provide appropriate props, such as plates, silverware, and napkins, and have groups take turns pretending to use table manners as they eat. Let other students identify each healthful habit they see. 	<ul style="list-style-type: none"> • TG pgs. 58 – 59 • Plate, silverware, napkins 	<ul style="list-style-type: none"> • Teacher Observation • Health Master 49 - 50 	<p>By the end of Grade 2</p> <ul style="list-style-type: none"> • 2.1, A2
<p style="text-align: center;">Unit C Personal Health and Safety</p>	<ul style="list-style-type: none"> • Discuss ways to be well-groomed • Explain how to care for teeth and gums 	<ul style="list-style-type: none"> • Bring to class some grooming products and put them in a bag. Invite volunteers to take turns picking a grooming product at random, naming it, and telling how it is used. • Organize children into pairs, and ask them to show one another the correct way to brush teeth. Let them us a mouth model and toothbrush or the cutouts from Health Handout 57. 	<ul style="list-style-type: none"> • TG pgs. 64 – 65 • Various grooming products • TG pgs. 68 – 69 • Transparency 21 The Correct Way to Brush Teeth 	<ul style="list-style-type: none"> • Teacher Observation • Health Master 53 - 54 • Teacher Observation • Health Master 57 - 58 	<ul style="list-style-type: none"> • 2.1, A1 • 2.1, A2 • 2.2, B1 • 2.1, A1 • 2.1, A2

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<p style="text-align: center;"><u>Unit C</u> Personal Health and Safety</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain the importance of regular exercise and discuss types of exercises • Discuss ways to stay safe during exercise • Describe sports safety equipment • Define sleep and rest • Identify recommended amounts of sleep and rest 	<ul style="list-style-type: none"> • Make a Morning Exercise Jar. On tongue depressors write various exercises, such as jogging in place, jumping jacks, toe touches, etc. Place the sticks in a jar. Each morning one child will pick one stick and lead the class in that morning exercise. • Play “Simon Says Safety Equipment”. When ‘Simon’ calls the names of the various sports safety equipment (elbow pad, helmet, wrist guard, etc) student must touch that body part. For example, “Simon says helmet” and each student will touch his or her head. • Have students fold a sheet of construction or drawing paper in half. On one side they will draw a picture of themselves sleeping. On the other side the students will draw a picture of themselves resting. 	<ul style="list-style-type: none"> • TG pgs. 70- 71 • Tongue depressors • TG pgs. 72 – 75 • Transparency 24 ABC’s of Good Stretches • TG pgs. 74 – 74 • Construction paper 	<ul style="list-style-type: none"> • Teacher Observation • Health Master 50 • Teacher Observation • Health Master 61 - 62 • Teacher Observation • Health Master 63 - 64 	<p>By the end of Grade 2</p> <ul style="list-style-type: none"> • 2.1, A1 • 2.1, A2 • 2.1, E1 • 2.1, A1 • 2.1, A2

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<p style="text-align: center;"><u>Unit C</u> Personal Health and Safety</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate refusal skills • Describe fire safety rules • Discuss how to prevent injuries at home and in school 	<ul style="list-style-type: none"> • Ask volunteers to act out saying “No” in situations that are not healthful, safe, or legal; are disrespectful, break family rules, or do not show character. Some scenarios can include riding without a helmet, talking to strangers, skateboarding in the street, etc. • Play “Hot Seat”. Play a version of Musical Chairs in which the child who sits when the music ends is in the ‘hot seat’ and must tell a fire safety tip or fire drill rule. • Give each student an index card. On one side of the card the students draw a smile face. On the other side they draw a frowning face. Tell the students various facts about keeping safe at home and school. If the sentences are true or describe safe situations they hold up the smile card. If the sentence is false or unsafe they hold up the frowning card. Sentences can include: Run down the stairs (frown). Ask for help if you want to reach something on a top shelf (smile). Leave toys all over the floor (frown). Use a handrail when coming down the stairs (smile). 	<ul style="list-style-type: none"> • TG pgs. 80 – 81 • Display Poster 4A • TG pgs. 82 – 83 • TG pgs. 84 – 85 	<ul style="list-style-type: none"> • Teacher Observation • Health Master 67 - 68 • Teacher Observation • Health Master 69 - 70 • Teacher Observation • Health Master 71 - 72 	<p>By the end of Grade 2</p> <ul style="list-style-type: none"> • 2.1, A1 • 2.1, A2 • 2.1, F3 • 2.1, E2 • 2.1, E1

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<p style="text-align: center;"><u>Unit C</u> Personal Health and Safety</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Discuss how to prevent injuries in and around motor vehicles • Describe ways to stay safe in different kinds of weather 	<ul style="list-style-type: none"> • Sing about Safety. Reinforce key points by singing to the tune of "The Wheels on the Bus". For example: "Wait for the bus standing 5 steps back, 5 steps back, 5 steps back. Wait for the bus standing 5 steps back so we will all be safe." Other verses can be: "Use a seat belt in the car and bus.... so we will all be safe." "Walk on the sidewalks, not in the street...so we will all be safe." • In a hopscotch grid, tape pictures of weather or natural events. Direct each child to hop to a square and give a safety tip related to the picture on the square. 	<ul style="list-style-type: none"> • TG pgs. 86 – 87 • TG pgs. 88 – 89 	<ul style="list-style-type: none"> • Teacher Observation • Health Master 73 - 74 • Teacher Observation • Health Master 75 - 76 	<p>By the end of Grade 2</p> <ul style="list-style-type: none"> • 2.1, E1 • 2.1, A1 • 2.1, A2 • 2.1, E1

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<p style="text-align: center;"><u>Unit C</u> Personal Health and Safety</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Describe safety procedures around water and animals • Describe how to prevent injuries during play 	<ul style="list-style-type: none"> • Play Thumbs Up / Thumbs Down. For each health rule the teacher says students will put thumbs up if it is a correct health rule or tip and a thumbs down if it is an unsafe or incorrect rule or tip. Health facts can include: Make sure there is a life guard before you go swimming (thumbs up). Wear a helmet when riding a bike or scooter (thumbs up). Jump in the deep end of the pool even though you are not sure how to swim (thumbs down). Hang upside down from the top of the jungle gym (thumbs down). Stand away from the batter (thumbs up). 	<ul style="list-style-type: none"> • TG pgs. 90 – 91 • Transparency 32 Water Safety • Transparency 33 Helmet Safety 	<ul style="list-style-type: none"> • Teacher Observation • Health Master 77 - 78 	<p>By the end of Grade 2</p> <ul style="list-style-type: none"> • 2.1, A2 • 2.1, E1
	<ul style="list-style-type: none"> • Describe threats to personal safety • Explain how to avoid threatening situations 	<ul style="list-style-type: none"> • Present unsafe situations, such as being asked to go with a stranger in a mall or into a car. Let the children use the puppets to show how to say “no” following the steps shown on Life Skills Book, pgs. 14 – 15. 	<ul style="list-style-type: none"> • TG pgs. 92 – 93 • Puppets 	<ul style="list-style-type: none"> • Teacher Observation • Health Master 79 – 80 	<ul style="list-style-type: none"> • 2.1, E4

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<p style="text-align: center;"><u>Unit C</u> Personal Health and Safety</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Describe various emergencies • Discuss how to respond to various emergencies 	<ul style="list-style-type: none"> • Have the students use a toy telephone to act out calling 911. Remind them to dial and tell who they are and where and what the emergency is. Emphasize the importance of not hanging up until the operator says it's OK. 	<ul style="list-style-type: none"> • TG pgs. 94 – 95 	<ul style="list-style-type: none"> • Teacher Observation • Health Master 81 - 82 	<p>By the end of Grade 2</p> <ul style="list-style-type: none"> • 2.1, E2