

NJDOE MODEL CURRICULUM

CONTENT AREA: Health	GRADE: K-2	UNIT #: IV	UNIT NAME: Community Health Skills
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#	STUDENT LEARNING OBJECTIVES	CORRESPONDING NJCCCS
1	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)
2	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)
3	Determine how parents, culture and media influence their healthy decision making. K	(2.2.2.B.3)
4	Determine how parents, technology, culture, and the media influence their healthy decision making. 1	(2.2.2.B.3)
5	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)
6	Explain the meaning of character. K	(2.2.2.C.1)
7	Understand that character impacts the way one feels and thinks about one's self and others. 1	(2.2.2.C.1)
8	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)
9	Explain how character may be enhanced by participating in school service activities. 2	(2.2.2.C.1, 2.2.2.D.1)
10	Understand that peers have different physical abilities. 1	(2.2.2.C.2)

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11	Demonstrate appropriate behavior when interacting with people with disabilities. 2	(2.2.2.C.2)
12	Identify trusted community workers that help keep us safe. K	(2.2.P.E.1)
13	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)
14	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)
15	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 http://www.nj.gov/education/aps/cccs/chpe/) 2	(2.1.2.D.1,2.1.2.D.3)
16	Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors. 1	(2.1.2.D.2)
17	Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches. 2	(2.1.2.D.2)
18	Understand that conflict occurs between people and age appropriate ways to resolve them. K	(2.1.2.E.2)
19	Determine possible causes of conflict between people and appropriate ways to prevent and	(2.1.2.E.2)

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

Code #	NJCCCS
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.

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	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.

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