

Ocean Academy Charter School
Curriculum Guide
Kindergarten - Health



Original Adoption:	August 2025
Created by:	Amy LaBarca and Dariaknna Yencer

OCEAN ACADEMY CHARTER SCHOOL Curriculum	
Content Area: Health and Physical Education	
Course Title: Health and Physical Education	
Grade Level: K	
Unit Title	Pacing Guide in Days
Unit 1: Physical Wellness	3 days (Health is conducted one day a week for half the school year).
Unit 2: Safety	5 days (Health is conducted one day a week for half the school year).
Unit 3: Personal and Mental Health	10 days (Health is conducted one day a week for half the school year).

OCEAN ACADEMY CHARTER SCHOOL Unit 1 Overview	
Content Area: Physical Education	
Unit Title: Unit 1 Physical Wellness	Duration: 3 days: Health is conducted one day a week for half the school year
Target Course/Grade Level: K	
Introduction/Unit Focus: In Kindergarten, children begin to learn the basics of staying healthy through moving their bodies, making good food choices, and understanding how these habits help them grow strong and feel good every day.	

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Physical Fitness: Physical fitness means being able to move easily, do daily activities, and handle unexpected physical challenges without getting too tired. Kids will explore different ways to be active at different energy levels—moving slow, medium, or fast—to help their bodies work better and feel stronger.

Lifelong Fitness: Being active every day is important not just now, but for the whole life. Kindergarteners will start learning that:

- Moving their bodies regularly helps keep them healthy and happy.
- Staying active can prevent sickness and keep them from getting hurt.
- Fitness is about having fun, trying their best, playing fair, and spending time with friends—not just about winning games or being the best.
- Setting simple goals and enjoying movement will help them stay active as they grow.

Nutrition and Healthy Eating: Eating good food is important to give their bodies energy to play and grow. Children will learn about:

- Choosing healthy foods like fruits, vegetables, and water.
- How eating too much sugar, fat, or unhealthy foods can affect their bodies.
- Balancing food with moving their bodies to stay healthy.
- How food needs can be different for everyone, depending on their age, activities, and family traits.

Together, learning about fitness and nutrition helps children build strong bodies and healthy habits they can keep for life.

Disciplinary Concepts for the Unit:

Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Diversity and Inclusion

C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

1. The instruction shall:
 - (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
 - (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
 - (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

21st Century Themes and Skills

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

Disciplinary Concepts and Core Ideas

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Physical Fitness	
Lifelong Fitness	
Nutrition	
Comprehensive Health and Physical Education Practices	
Physical Fitness	Physical Fitness is the ability to move, perform daily tasks and unexpected physical challenges effectively without losing energy reserves. Fitness activities can be performed at many levels (low, moderate, and high), which will impact how efficiently the body functions.
Lifelong Fitness	Lifelong Fitness requires making fitness a part of a person's daily life. It is about creating fitness habits that support individuals to plan and stay healthy throughout their lifetime. In addition, a person recognizes the medical consequences of a sedentary lifestyle and that the benefits of an active body and mind over time reduces diseases, injuries and pain. Lifelong fitness doesn't focus on competition or high-level skill development, but rather on self-evaluation, personal goal setting, social engagement, sportsmanship, enjoyment of movement, and leisure-time fitness activities.
Nutrition	Nutrition is the intake of food, considered in relation to the body's dietary needs. An adequate and well-balanced diet, in combination with regular physical activity, is a cornerstone of physical wellness. Nutritional wellness necessitates learning how to develop good eating habits, including choosing healthy foods and understanding the effects that portion size, sugars, fats, and high cholesterol foods have on a body. Additionally, balancing food intake with exercise, tempered by factors such as age, lifestyle, and hereditary are vitally important components of nutritional wellness.
Focus Standards (Major Standards) https://www.nj.gov/education/cccs	
Core Idea	Performance Expectation

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The ability to move and perform at different levels and different types and amounts of physical activity enhance personal health.	2.2.2.PF.1: Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles). 2.2.2.PF.2: Explore how to move different body parts in a controlled manner. 2.2.2.PF.3: Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building). 2.2.2.PF.4: Demonstrate strategies and skills that enable team and group members to achieve goals.
Exploring wellness components provide a foundational experience of physical movement activities.	2.2.2.LF.1: Express one's feelings and emotions when involved in movement and physical activities to increase positive behaviors. 2.2.2.LF.2: Perform movement skills that involve controlling and adapting posture and balance, to successfully negotiate different environments (e.g., mats, turf fields, grass fields, hard surfaces, gym floors, sand, water, snow) during physical activity. 2.2.2.LF.3: Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).
Resources that support physical activity are all around you.	2.2.2.LF.4: Identify physical activities available outside of school that are in the community.
Nutritious food choices promote wellness and are the basis for healthy eating habits.	2.2.2.N.1: Explore different types of foods and food groups. 2.2.2.N.2: Explain why some foods are healthier to eat than others. 2.2.2.N.3: Differentiate between healthy and unhealthy eating habits.
New Jersey Student Learning Standards: Interdisciplinary Connections https://www.nj.gov/education/cccs	
● Reading Language Arts: ○ RI.CI.K.2. With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how). ○ RI.CR.K.1 With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how). ○ SL.ES.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	

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○ SL.PI.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. ○ SL.PE.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion). B. Continue a conversation through multiple exchanges. ● Science ○ K-2-ETS-1-1-Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool. ○ K-2-ETS1-2-Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem. ○ K-2-ETS1-3-Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.	
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New Jersey Student Learning Standards: [Career Readiness, Life Literacies, and Key Skills Articulation Guide](#)

Core Ideas	Performance Expectations (Identified with Standard Number and statement)
You can give back in areas that matter to you.	9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.	9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6). 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).
Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.	9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a). 9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the

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	creative process (e.g., W.4.7, 8.2.5.ED.6).
The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.	9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2). 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1). 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems. 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
New Jersey Student Learning Standards: Computer Science and Design Thinking Articulation Guide	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Engineering design is a systematic and creative process of communicating and collaborating to meet a design challenge. Often, several design solutions exist, each better in some way than the others.	8.2.5.ED.1: Explain the functions of a system and its subsystems. 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models. 8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.
Technological choices and opportunities vary due to factors such as differences in economic resources, location, and cultural values.	8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.
New Jersey Student Learning Standards: Climate Change Mandate	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)

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People in the community work to keep us safe.	2.1.2.CHSS.4: Describe how climate change affects the health of individuals, plants and animals.
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Knowledge and Skills

Unit Learning Targets (Objectives):

Students will be able to...

- Talk about why being active helps keep their bodies healthy and happy.
- Name different physical activities they can do outside of school in their community.
- Understand how physical activity can make them feel good and help with positive behaviors.
- Explore different kinds of foods and learn about food groups.
- Tell the difference between healthy foods and foods that are less healthy.

Unit Enduring Understandings:

Students will know...

- Moving their bodies in different ways and amounts helps them stay healthy.
- There are many places and resources nearby where they can be active.
- Healthy eating habits start by choosing nutritious foods.
- Trying different ways to be active and learning about wellness helps build healthy habits.

Unit Essential Questions:

- What kinds of activities can I do if I don't like sports?
- Why is it important to warm up and stretch before moving?
- What are the food groups, like grains, proteins, and dairy?
- What makes some foods healthier than others?
- When is it okay to eat foods that are less healthy?
- How does moving my body help me feel better and behave well?
- What can I do every day to stay physically fit?
- What are the benefits of being active for my health?

Instructional Plan

- Connect health and wellness ideas to everyday activities that help students stay active throughout their lives.
- Explore the benefits of physical activity and learn about different types of movement and how they help keep the body and mind healthy.
- Introduce nutrition by teaching the five main food groups and why food is important for growth and wellbeing.
- Help students recognize which foods are healthy and which are less healthy.
- Discuss how often it's okay to enjoy treats and the importance of balancing food choices for good health

Evidence of Student Learning

Formative Assessments:

- Participation/Observation during discussion, small group, conferencing and white board activities
- Verbal questioning
- Anecdotal Notes
- Peer/Self Assessments/rubrics
- Presentations
- Work samples
- Hands on worksheets and assignments

Summative Assessments

- Teacher made assessments
- Pre-test, test, and daily work

Benchmark Assessments:

- Interim assessments

Alternative Assessments

- Based on IEP or 504 as needed

Performance Tasks: (When appropriate)

- Presentations

Suggested Options for Differentiation and Modifications

Special Education

- Follow all IEP modifications.
- Use visuals, gestures, and modeling to teach key health concepts.
- Pre-teach/review health and safety vocabulary (e.g., body parts, feelings, healthy choices).
- Provide peer tutoring or a student “buddy.”
- Incorporate songs, chants, and role-play.
- Offer preferential seating and structured routines.
- Allow oral or dictated responses instead of writing.
- Provide small-group instruction and guided practice.
- Allow extra time to complete activities.
- Provide large-print, Braille, or digital text.
- Use assistive technology, scribes, or augmentative communication systems as needed.

Students with 504 Plans

- Follow the 504 plan.
- Allow extended time for activities and assessments.
- Provide small-group or quiet settings.
- Accept oral or alternative formats for responses.

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- Use assistive technology, scribes, or communication supports.
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Students at Risk of Failure

- Use visuals, modeling, and repeated practice.
 - Pre-teach and reinforce vocabulary and routines.
 - Read aloud or demonstrate directions clearly.
 - Provide peer support or “buddy” systems.
 - Use songs, chants, or movement-based learning.
 - Offer preferential seating near teacher or peers who can assist.
 - Give frequent encouragement and feedback.
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Gifted and Talented

- Ask open-ended and higher-order “why” and “what if” questions.
 - Encourage critical thinking about health choices (e.g., “What would happen if...?”).
 - Provide opportunities for discovery and independent exploration.
 - Offer choice in projects, topics, or presentation formats.
 - Provide enrichment through role-play, health campaigns, or peer teaching.
 - Encourage connections between health, community, and environment.
 - Use interest-based extension activities and flexible grouping.
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Multilingual Learners (MLs)

- Collaborate with ESL/MLL staff.
 - Pre-teach key health vocabulary with visuals and gestures.
 - Use picture labels, realia, and movement for new concepts.
 - Allow oral, dictated, or group responses.
 - Provide extra time for assignments and discussions.
 - Pair MLs with supportive peers.
 - Use captioned videos and multilingual word walls.
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Diversity and Inclusion

- Highlight and respect cultural traditions in health, food, and wellness.
- Involve families in health-related activities and projects.
- Provide alternative assignments when needed.
- Use visuals and clear, simple language.

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- Ensure materials reflect diverse backgrounds and abilities.
- Encourage students to share personal or cultural perspectives on health.
- Establish a safe, nurturing, and respectful classroom environment.

Supplemental Resources

Teacher Notes

**OCEAN ACADEMY CHARTER SCHOOL
Unit 2 Overview**

Content Area: Health and Physical Education

Unit Title: Unit 2- Safety

Duration: 5 Days Health is conducted one day a week for half the school year

Target Course/Grade Level: K

Introduction/Unit Focus:

Children learn important skills to keep themselves safe, stay healthy, and understand how medicines help their bodies. This unit introduces personal safety, basic health ideas, and the safe use of medicines in a way that is easy for young learners to understand.

Personal Safety:

- Be aware of your surroundings to stay safe.
- Learn how some situations and behaviors can cause harm or illness.
- Know that if you feel scared or unsafe, you should tell a trusted adult.
- Understand that feeling unsafe is not your fault.

Understanding Health and Illness:

- Sometimes people get sick, and illnesses can last a short or long time.
- Some illnesses can spread between people, animals, or insects.
- Washing hands and going to the doctor helps keep us healthy.
- Vaccines and check-ups protect us from getting sick.

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Medicines and Safety:

- Medicines help us feel better when we are sick or hurt.
- Only take medicine given by a doctor or trusted adult.
- Taking medicine the wrong way can be dangerous.
- Always use medicine safely and follow instructions.

Disciplinary Concepts for the Unit:

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Disciplinary Concepts and Core Ideas

Personal Safety

Health Conditions, Diseases, and Medicines

Alcohol, Tobacco and other Drugs

Comprehensive Health and Physical Education Practices

Personal Safety

Personal Safety involves being aware of your surroundings and understanding of how certain situations and/or unhealthy behaviors can lead to injury, illness or death. The ability to identify potential risks and an awareness of the steps that can likely prevent injuries and diseases are key to being safe. In addition, it is essential that individuals understand that there are circumstances that may make them feel uncomfortable or are unsafe/dangerous that are beyond their control. In those circumstances, it is essential that individuals know where and how to seek help and do not blame themselves.

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Health Conditions, Diseases and Medicines	Health conditions are acute or chronic illnesses and diseases, which can be either controllable or life threatening. People contract different types of diseases, such as communicable diseases, Vector-borne diseases and Zoonotic diseases to name a few. Access to care and facilities affect the conditions of health. Health-enhancing behaviors help a person avoid and reduce health risks, and diseases. Early detection, treatment, screenings, and vaccines assist in preventing (personal, community and global) illnesses and outbreaks. Medicines are substances that treat or relieve diseases and pain. Medications are prescribed by a physician or can be accessed over the counter. Medications can be misused and abused if not taken properly
Alcohol, Tobacco and other Drugs	Alcohol, other drugs and tobacco can be found in a variety of forms. The use of alcohol and other drugs has both short-term and long-term effects. Alcohol and other drugs use refer to all types of legal and illicit drugs. Over the counter medicines and prescription medications, when taken correctly are drugs used to treat pain and illness. These drugs have both benefits and risks. There are many types of tobacco products such as cigarettes, e-cigarettes, and marijuana to name a few that can cause damage both physically and mentally. Tobacco, alcohol, and other illicit drug products can adversely affect the user, family members, and those in the community.
Dependency, Substances Disorder and Treatment	IDependency is when a person develops a tolerance and an increased need for a drug or substance. There are types of dependency such as physical, and psychological addictions. Disorder or a substance use disorder is when casual or experimental use of alcohol or other substances (including illegal drugs, medications prescribed or not) escalates. Treatment includes programs and facilities a person can enroll in, to seek assistance and to receive help to recover. There are many types of treatment facilities for a person to receive help to recover. Students should know who to see and where to go for resources in the school and in the community (e.g., teacher, coach, school counselor, SAC,

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	school nurse, resource officer, peer leadership individual, mental health specialist, parents, social worker).
Attending to personal health, emotional, social and physical wellbeing	Individuals who possess health, emotional, social and physical literacy understand the relationship between the body and the mind. They create and implement a personal self-care plan that promotes a healthy lifestyle. They recognize the importance of a healthy diet, regular exercise, and promote mental health activities that lead to healthier behaviors. They also take regular actions that contribute to their personal, emotional, and social well-being by regulating emotions, understanding personal self-care, and engaging in appropriate self-expression. Establishing outlets that are safe and take place in healthy environments allow for positive social interaction for self and others. They recognize that an active body promotes an active healthy mind that contributes to their overall health.
Engaging in an active lifestyle	Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized fitness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle.
Focus Standards (Major Standards) https://www.nj.gov/education/cccs	
Core Idea	Performance Expectation
The environment can impact personal health and safety in different ways.	2.3.2.PS.1: Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.

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Potential hazards exist in personal space, in the school, in the community, and globally.	2.3.2.PS.2: Discuss healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicle, water, weather safety). 2.3.2. PS.3: Recognize and demonstrate safety strategies to prevent injuries at home, school, in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention). 2.3.2. PS.4: Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol).
Any time children feel uncomfortable or in an unsafe situation, they should reach out to a trusted adult for help.	2.3.2.PS.5: Define bodily autonomy and personal boundaries. 2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family. 2.3.2.PS.7: Identify behaviors that would be considered child abuse (e.g., emotional, physical, sexual). 2.3.2.PS.8: Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse).
People need food, water, air, waste removal, and a particular range of temperatures in their environment to stay healthy.	2.3.2.HCDM.2: Demonstrate personal hygiene and the use of necessary and appropriate health-enhancing behaviors that can keep a person healthy (e.g., precautions to avoid illnesses, handle food hygienically, brush teeth, regular physical activity, adequate sleep, appropriate dress for various weather conditions). 2.3.2.HCDM.3: Explain strategies and develop skills to prevent the spread of communicable diseases and health conditions (e.g., Lyme disease, influenza, cardiovascular diseases).
The use of alcohol, tobacco, and other drugs in unsafe ways is harmful to one's health.	2.3.2.ATD.1: Explain what medicines are, how they are used, and the importance of utilizing medications properly.
New Jersey Student Learning Standards: Interdisciplinary Connections https://www.nj.gov/education/cccs	
● Reading Language Arts: ○ RI.CI.K.2. With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how).	

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○ RI.CR.K.1 With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how). ○ SL.ES.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. ○ SL.PI.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. ○ SL.PE.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. C. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion). D. Continue a conversation through multiple exchanges. ● Science ○ K-2-ETS-1-1-Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool. ○ K-2-ETS1-2-Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem. ○ K-2-ETS1-3-Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.	
New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills Articulation Guide	
Core Ideas	Performance Expectations (Identified with Standard Number and statement)
There are actions an individual can take to help make this world a better place.	9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community. 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.
Brainstorming can create new, innovative ideas	9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.	9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGl.2). 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

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	9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
New Jersey Student Learning Standards: Computer Science and Design Thinking Articulation Guide	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
The availability of technology for essential tasks varies in different parts of the world	8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.
Human needs and desires determine which new tools are developed	8.2.2.ITH.1: Identify products that are designed to meet human wants or needs. 8.2.2.ITH.2: Explain the purpose of a product and its value.
New Jersey Student Learning Standards: Climate Change Mandate	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
People in the community work to keep us safe.	2.1.2.CHSS.4: Describe how climate change affects the health of individuals, plants and animals.

Knowledge and Skills	
Unit Learning Targets (Objectives): <i>Students will be able to...</i> ➤ Name reasons why people use medicines. ➤ Explain how alcohol, tobacco, and other drugs can harm the body. ➤ Define what addiction means in simple terms. ➤ Identify community places or people who can help answer questions about medicines and safety. ➤ Share the rules about using medicine safely at school.	
Unit Enduring Understandings: <i>Students will know...</i> ➤ Medicines and many household products have chemicals that can help or hurt us. ➤ It's important to say "no" when something feels unsafe or wrong. ➤ Alcohol, tobacco, and other drugs can hurt our bodies and minds. ➤ Harmful substances can come from nature too.	

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- Trusted adults can help answer questions and keep us safe.

Unit Essential Questions:

- How do drugs and chemicals hurt our body and mind?
- Why can't we always tell what a chemical or drug is just by looking?
- Who can I trust to answer my questions about medicines and safety?
- Why is it important to use medicines the right way?
- Who is allowed to give me medicine?
- What are good choices when friends or the media try to influence me?
- How can habits be healthy or unhealthy?

Instructional Plan

- Teach children about personal hygiene to help prevent common illnesses like colds and the flu, which can cause missed school days.
- Discuss how adults may use alcohol legally in social situations, but explain in simple terms that alcohol can be harmful if not used safely.
- Introduce the idea that some drugs, called medicines, help us feel better, while other drugs can be harmful or illegal.
- Begin teaching students about the dangers of smoking and tobacco, emphasizing it's important to stay away from them.

Evidence of Student Learning

Formative Assessments:

- Participation/Observation during discussion, small group, conferencing and white board activities
- Verbal questioning
- Anecdotal Notes
- Peer/Self Assessments/rubrics
- Presentations
- Work samples
- Kinesthetic Assessments
- Hands on worksheets and assignments

Summative Assessments

- Pre-test, test, Teacher made assessments

Benchmark Assessments

- Unit Assessment

Alternative Assessments

- Based on IEP or 504 as needed

Performance Tasks:

- Hands on exploratory activities

Suggested Options for Differentiation and Modifications

Special Education

- Follow all IEP modifications.
 - Use visuals, gestures, and modeling to teach key health concepts.
 - Pre-teach/review health and safety vocabulary (e.g., body parts, feelings, healthy choices).
 - Provide peer tutoring or a student “buddy.”
 - Incorporate songs, chants, and role-play.
 - Offer preferential seating and structured routines.
 - Allow oral or dictated responses instead of writing.
 - Provide small-group instruction and guided practice.
 - Allow extra time to complete activities.
 - Provide large-print, Braille, or digital text.
 - Use assistive technology, scribes, or augmentative communication systems as needed.
-

Students with 504 Plans

- Follow the 504 plan.
 - Allow extended time for activities and assessments.
 - Provide small-group or quiet settings.
 - Accept oral or alternative formats for responses.
 - Use assistive technology, scribes, or communication supports.
-

Students at Risk of Failure

- Use visuals, modeling, and repeated practice.
 - Pre-teach and reinforce vocabulary and routines.
 - Read aloud or demonstrate directions clearly.
 - Provide peer support or “buddy” systems.
 - Use songs, chants, or movement-based learning.
 - Offer preferential seating near teacher or peers who can assist.
 - Give frequent encouragement and feedback.
-

Gifted and Talented

- Ask open-ended and higher-order “why” and “what if” questions.
- Encourage critical thinking about health choices (e.g., “What would happen if...?”).
- Provide opportunities for discovery and independent exploration.

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- Offer choice in projects, topics, or presentation formats.
- Provide enrichment through role-play, health campaigns, or peer teaching.
- Encourage connections between health, community, and environment.
- Use interest-based extension activities and flexible grouping.

Multilingual Learners (MLs)

- Collaborate with ESL/MLL staff.
- Pre-teach key health vocabulary with visuals and gestures.
- Use picture labels, realia, and movement for new concepts.
- Allow oral, dictated, or group responses.
- Provide extra time for assignments and discussions.
- Pair MLs with supportive peers.
- Use captioned videos and multilingual word walls.

Diversity and Inclusion

- Highlight and respect cultural traditions in health, food, and wellness.
- Involve families in health-related activities and projects.
- Provide alternative assignments when needed.
- Use visuals and clear, simple language.
- Ensure materials reflect diverse backgrounds and abilities.
- Encourage students to share personal or cultural perspectives on health.
- Establish a safe, nurturing, and respectful classroom environment.

Supplemental Resources

Teacher Notes

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Content Area: Health and Physical Education	
Unit Title: Unit 3- Personal and Mental Health	Duration: 10 days Health is conducted one day a week for half the school year
Target Course/Grade Level: K	
Introduction/Unit Focus: In this unit, kindergarten students will begin to understand how they grow and change physically, emotionally, and socially. They will learn simple ways to care for their feelings and bodies and discover how people and services in their community help keep everyone healthy and safe. Personal Growth and Development: ➤ Growing and changing happens throughout life, in our bodies, feelings, and minds. ➤ Understanding how to keep our bodies healthy is important. ➤ Our feelings and friendships help us grow and learn. Emotional Health: ➤ Recognizing and sharing feelings in healthy ways helps us feel good. ➤ Learning to solve problems and ask for help when upset is important. ➤ Building positive feelings about ourselves and others keeps us happy. Community Health Services: ➤ Helpers in the community, like doctors and nurses, keep people healthy and safe. ➤ These helpers provide care, medicine, food, and shelter to those who need it. ➤ Everyone can use community services to stay well.	
Disciplinary Concepts for the Unit: Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers. Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements. Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.	

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Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Diversity and Inclusion

C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

1. The instruction shall:
 - (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
 - (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
 - (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

21st Century Themes and Skills

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions,

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engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”	
Disciplinary Concepts and Core Ideas	
Personal Growth and Development	
Pregnancy and Parenting (Family Life)	
Emotional Health	
Social and Sexual Health	
Community Health Services and Support	
Comprehensive Health and Physical Education Practices	
Acting as responsible and contributing member of society	Individuals who possess health and physical literacy understand the obligations and responsibilities of being a member of a community. They demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and on their environment. They consider the short-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their families, teams, community, and school. They are reliable and consistent in going beyond the minimum expectation and in participating in community outreach that serves the greater good.
Building and maintaining healthy relationships	Individuals who possess health and physical literacy establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others. They are aware of others’ feelings and ideas. They respect differences and identify ways to resist inappropriate social pressure. Students demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways. They identify who, when and where, or how to seek help for oneself or others when needed.
Communicating clearly and effectively (verbal and nonverbal)	Individuals who possess health and physical literacy communicate thoughts, ideas, emotions and action plans with clarity, using written, verbal and/or visual methods. They are excellent communicators who master movements, word choices, and use of effective

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	tone and presentation skills to articulate ideas and movements. They are skilled at interacting with others as they are active listeners who speak clearly and with a purpose. They demonstrate and perform movements and skills with accuracy and balance. They consider the audience and prepare accordingly to ensure the desired outcome.
Resolving conflict	Individuals who possess health and physical literacy acknowledge problems in school and in the community and develop skills to create strategies to resolve the issue. They are aware of the reason(s) of the conflict and quickly take positive action to address the problem. They thoughtfully probe the root cause of the conflict prior to introducing a resolution. They carefully consider the consequences both positive and negative to resolve the conflict. Once a resolution is agreed upon, they follow through to ensure the conflict is resolved, whether through their own actions or the actions of others and they take the necessary steps to eliminate the conflict from recurring.
Attending to personal, health, emotional, social and physical well-being	Individuals who possess health, emotional, social and physical literacy understand the relationship between the body and the mind. They create and implement a personal self-care plan that promotes a healthy lifestyle. They recognize the importance of a healthy diet, regular exercise, and promote mental health activities that lead to healthier behaviors. They also take regular actions that contribute to their personal, emotional, and social well-being by regulating emotions, understanding personal self-care, and engaging in appropriate self-expression. Establishing outlets that are safe and take place in healthy environments allow for positive social interaction for self and others. They recognize that an active body promotes an active healthy mind that contributes to their overall health.
Engaging in an active lifestyle	Individuals who possess health and physical

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	literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized fitness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle.
Making decisions	Individuals who possess health and physical literacy make informed, responsible decisions in order to lead a lifestyle that promotes wellness. Students examine their options and consider their values, their own beliefs, and consequences that will impact their decisions. They develop, implement, and model effective critical thinking skills in their decision-making process. They consider the impacts of the decisions to self and others and evaluate whether the results of their decision promote one's health or present a risk. They analyze if a decision can be made individually or collaboratively.
Managing-self	Individuals who possess health and physical literacy understand and practice strategies for managing one's own emotions, thoughts and behaviors. They recognize the skills needed to establish and achieve success in situations. They identify and apply skills, such as self-regulating, self-control, asking questions, and setting goals to persevere and overcome barriers. They research reliable sources to inform and engage in healthy behaviors. They

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	reflect on personal experiences, and recognize their strengths, traits and limitations to avoid risky or dangerous behaviors and situations.
Setting goals	Individuals who possess health and physical literacy are focused with a plan in mind and a task to complete. They set high but realistic standards, prioritize responsibilities, utilize time wisely and think short and long-term to achieve the intended results. Goal-setters are organized, self-directed, highly motivated, curious, and desirous of living healthy and productive lives.
Using technology tools responsibly	Individuals who possess health and physical literacy find and maximize the productive value of existing with new technology to accomplish personal and professional tasks. They are flexible and adaptive in acquiring and operating new technology. They are proficient with ubiquitous technology applications. They understand the laws, inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks as responsible users.
Focus Standards (Major Standards) https://www.nj.gov/education/cccs	
Core Idea	Performance Expectation
Personal hygiene and self-help skills promote healthy habits.	2.1.2.PGD. 2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).
All living things may have the capacity to reproduce.	2.1.2.PP.2: Explain the ways in which parents may care for their offspring (e.g., animals, people, fish).
Many factors influence how we think about ourselves and others.	2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).
There are different ways that individuals handle stress, and some are healthier than others.	2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors.

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	2.1.2.EH.5: Explain healthy ways of coping with stressful situations.
Families shape the way we think about our bodies, our health and our behaviors.	2.1.2.SSH.3: Describe different kinds of families locally, nationally and globally and note similarities in the ways in which they keep their children safe. 2.1.2.SSH.4: Determine the factors that contribute to healthy relationships within a family.
People have relationships with others in the local community and beyond.	2.1.2.SSH.5: Identify basic social needs of all people. 2.1.2.SSH.6: Determine the factors that contribute to healthy relationships.
Communication is the basis for strengthening relationships and resolving conflict between people.	2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another.
Conflicts between people occur, and there are effective ways to resolve them.	2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer). 2.1.2.SSH.9: Define bullying and teasing and explain why they are wrong and harmful.
People in the community work to keep us safe.	2.1.2.CHSS.1: Identify community professionals and school personnel who address health emergencies and provide reliable health information to us. 2.1.2.CHSS.2: Determine where to access home, school and community health professionals. 2.1.2.CHSS.3: Demonstrate how to dial and text 911 in case of an emergency.
Individuals face a variety of situations that may result in different type of feelings and learning how to talk about their feelings is important.	2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared. 2.1.2.CHSS.6: Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals).
New Jersey Student Learning Standards: Interdisciplinary Connections https://www.nj.gov/education/cccs	
• Reading Language Arts:	

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○ RI.CI.K.2. With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how). ○ RI.CR.K.1 With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how). ○ SL.ES.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. ○ SL.PI.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. ○ SL.PE.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. E. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion). F. Continue a conversation through multiple exchanges. ● Science ○ K-2 ETS1: Engineering Design ○ K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change (e.g., climate change) to define a simple problem that can be solved through the development of a new or improved object or tool.
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New Jersey Student Learning Standards: [Career Readiness, Life Literacies, and Key Skills Articulation Guide](#)

Core Ideas	Performance Expectations (Identified with Standard Number and statement)
There are actions an individual can take to help make this world a better place.	9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community. 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.
Brainstorming can create new, innovative ideas	9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.	9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2). 9.4.2.CT.2: Identify possible approaches and resources

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	to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3). 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
New Jersey Student Learning Standards: Computer Science and Design Thinking Articulation Guide	
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New Jersey Student Learning Standards: Climate Change Mandate	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
People in the community work to keep us safe.	2.1.2.CHSS.4: Describe how climate change affects the health of individuals, plants and animals.

Knowledge and Skills	
Unit Learning Targets (Objectives): <i>Students will be able to...</i> ➤ Identify basic social and emotional needs of all people. ➤ Demonstrate healthy decision-making skills when communicating with others to resolve conflict. ➤ Dramatize situations that may cause conflict and show healthy ways to resolve stress or conflict. ➤ Understand the connection between physical health and mental well-being. ➤ List personal needs and wants related to health and safety. ➤ Collaborate to find healthy ways to cope with conflict and stress. ➤ Identify types of disabilities and show appropriate behaviors when interacting with people who have disabilities. ➤ Understand the difference between appropriate and inappropriate behaviors related to mental and sexual abuse. ➤ Relate decision-making to personal health choices. ➤ Determine how parents and others can influence health decisions.	

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Unit Enduring Understandings:

Students will know...

- Healthy habits like washing hands, brushing teeth, and covering coughs help keep us safe.
- All living things have the ability to reproduce.
- Individuals have control over their thoughts and actions in different settings.
- Different families exist locally, nationally, and globally.
- Bullying and teasing are harmful and wrong.
- People in our community, such as firefighters, police, and teachers, help keep us safe.
- There are healthy and unhealthy ways to cope with stress.
- Healthy relationships within families require different important factors.
- Self-care practices help keep us well.
- Everyone has basic social needs.
- People express their gender in many different ways.
- It is important to express feelings and emotions in healthy ways with family and friends.
- In emergencies, calling 911 is the right action to get help.
- Parents care for their children and families in many ways.

Unit Essential Questions:

- How can we keep our bodies healthy?
- What is bullying and why is it harmful?
- How do parents take care of their children?
- What does it mean to be responsible?
- How do you solve conflicts with friends in a healthy way?
- What is stress and how can we cope with it?
- How do people express themselves differently?
- Who do you call in an emergency?
- What is hygiene and why is it important?
- How does your character affect your thoughts and actions?
- What defines a family?
How do people feel when they are bullied?
- What can you do in an emergency situation?

Instructional Plan

- Teach students about the immune system's role in protecting the body from germs and other harmful invaders. Emphasize how handwashing, healthy eating, physical activity, and regular doctor visits strengthen immunity.
- Introduce the concept of germs as tiny living organisms that can cause illness. Guide students on ways to protect themselves from harmful germs through hygiene practices.
- Explain what head lice are, how they spread, and reassure students that while they are bothersome, they are not dangerous and do not transmit diseases.
- Provide instruction on proper oral hygiene habits including brushing and flossing to maintain healthy teeth and gums.
- Explore the basic functions of bones, muscles, and joints, helping students understand how these parts work together to enable movement.

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- Discuss the importance of healthy snacks and how frequent refueling supports energy needs beyond main meals. Help students differentiate between healthy and less healthy snack choices.
- Recognize and celebrate diverse family structures represented in the classroom and community, including traditional, blended, single-parent, multi-racial, multi-generational, and same-sex parent families to foster inclusivity and respect.

Evidence of Student Learning

Formative Assessments:

- Participation/Observation during discussion, small group, conferencing and white board activities
- Verbal questioning
- Anecdotal Notes
- Peer/Self Assessments/rubrics
- Presentations
- Work samples
- Kinesthetic Assessments
- Hands on worksheets and assignments

Summative Assessments

- Pre-test, test, Teacher made assessments

Benchmark Assessments

- Unit Assessment

Alternative Assessments

- Based on IEP or 504 as needed

Performance Tasks:

- Hands on exploratory activities

Suggested Options for Differentiation and Modifications

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- Follow all IEP modifications.
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- Pre-teach/review health and safety vocabulary (e.g., body parts, feelings, healthy choices).
- Provide peer tutoring or a student “buddy.”
- Incorporate songs, chants, and role-play.
- Offer preferential seating and structured routines.
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Students with 504 Plans

- Follow the 504 plan.
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Students at Risk of Failure

- Use visuals, modeling, and repeated practice.
- Pre-teach and reinforce vocabulary and routines.
- Read aloud or demonstrate directions clearly.
- Provide peer support or “buddy” systems.
- Use songs, chants, or movement-based learning.
- Offer preferential seating near teacher or peers who can assist.
- Give frequent encouragement and feedback.

Gifted and Talented

- Ask open-ended and higher-order “why” and “what if” questions.
- Encourage critical thinking about health choices (e.g., “What would happen if...?”).
- Provide opportunities for discovery and independent exploration.
- Offer choice in projects, topics, or presentation formats.
- Provide enrichment through role-play, health campaigns, or peer teaching.
- Encourage connections between health, community, and environment.
- Use interest-based extension activities and flexible grouping.

Multilingual Learners (MLs)

- Collaborate with ESL/MLL staff.
- Pre-teach key health vocabulary with visuals and gestures.
- Use picture labels, realia, and movement for new concepts.
- Allow oral, dictated, or group responses.
- Provide extra time for assignments and discussions.
- Pair MLs with supportive peers.
- Use captioned videos and multilingual word walls.

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Diversity and Inclusion

- Highlight and respect cultural traditions in health, food, and wellness.
- Involve families in health-related activities and projects.
- Provide alternative assignments when needed.
- Use visuals and clear, simple language.
- Ensure materials reflect diverse backgrounds and abilities.
- Encourage students to share personal or cultural perspectives on health.
- Establish a safe, nurturing, and respectful classroom environment.

Supplemental Resources

- Second Step
- New Jersey Bar Foundation's Teasing and Bullying Essential Lessons
- Medal of Honor Program Guide
- The Kids Health Resource guides K-2 on Human Body and Personal Health.

Teacher Notes