

Comprehensive Health

Grade: Kindergarten

Unit: Being Healthy

Overview: Students will learn about their bodies and how they work. Students will also learn about the importance of family and healthy relationships.

Time Frame: One Marking Period

Enduring Understandings:

- Wellness is a way of life.
- There are physical, emotional and social aspects to every human relationship.

Essential Questions:

- What are my different body parts and how do they work?
- How can I be physically and emotionally healthy?
- What is a family?
- What is a positive relationship?

Standards	Topics and Objectives	Activities	Resources	Assessments
<p>Comprehensive Health 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>	<p>Topics</p> <p>Understanding my Body</p> <p>Physical Differences and Similarities</p> <p>Objectives</p> <p>Students will recall and employ appropriate terminology to name body parts.</p>	<p>Students will learn to identify different body parts by singing along and watching a video.</p> <p>Students will work in pairs or small groups to label/name major body parts using pre-labeled mini post-it notes.</p>	<p>My Body Parts Song by Elearnin https://youtu.be/ot4mJ_qUNMY</p> <p>Parts of the human body https://www.education.com/worksheet/article/parts-human-body/</p> <p>My Five Senses by Aliki</p> <p>Lesson plans and activities</p>	<p>Formative Assessments: Class discussions and completion of group and paired activities</p> <p>Benchmark Assessment: Common Formative Assessment</p> <p>Summative Assessments:</p>

2.4.2.B.1 Compare and contrast the physical differences and similarities of the genders.

2.2.2.B.3 Determine ways parents, peers, technology, culture, and the media influence health decisions.

2.4.2.C.1 Explain the factors that contribute to a mother having a healthy baby.

Students will explain the function of body parts.

Students will compare and contrast the physical differences and similarities between the sexes.

Explain the factors that contribute to a mother having a healthy baby.

Students will work in small groups and trace one student's body on butcher paper then draw and label the major body parts using pre-labeled post-it notes.

After a teacher read aloud of My Five Senses, class will complete a T-Chart about what sense each body part is related to. Half of the t-chart should be completed in advance with pictures & labels of body parts. (NJSLs RI.K.1)

Teacher will introduce vocabulary related to body systems by having students fill in a foldable with pictures to match words. (NJSLs RI.K.4)

Students will watch short videos about how the body works (Bones, Digestive System, and muscles). Students will discuss what they learned using vocabulary from the videos. (NJSLs RI.K.4)(NJSLs SL.K.1)

related to five sense <http://faculty.washington.edu/chudler/chsense.html>

Human body video lessons: <http://kidshealth.org/en/kids/body.html>

Healthy Eating: An introduction for children aged 5-11 <https://youtu.be/mMHVEFWNLMc>

Printable Healthy Calendars www.nourishinteractive.com/nutrition-education-printables/category/57-kids-healthy-daily-tips-monthly-free-calendar-printout

Foldables: <http://www.k12.wa.us/IndianEd/TribalSovereignty/HighCWP-HS/Unit4/Level1-Materials/foldables.pdf>

Labeling body parts

Calendar

Yem Diagram

Alternative

Assessment:

Self-Assessment

Peer Assessment

Students will create a whole-class collage with cut-out pictures from the Internet and/or magazines showing people using their body parts to walk, run, climb, eat, talk, dance, and move.

Following a short video about eating healthy, class will have a discussion about what a mother should eat to have a healthy baby and a healthy baby. (K-LS1-1)

Students will create their own healthy kids calendar to promote a healthy lifestyle.

Class will complete a graph listing the number of boys and the number of girls in the classroom. Students will draw a quick sketch of themselves on a post-it note and place the post-it note under the label boys or girls. Teacher will then tally the result with the entire class. (K.MD.A.2)

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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.

2.2.2.B.1 Explain what a decision is and why it is advantageous to think before acting.

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.

Class will complete a Venn-Diagram that lists the similarities and differences between boys and girls.

Topics

Family Life

Healthy Relationships

Objectives

Students will compare and contrast different kinds of families locally and globally.

Students will distinguish the roles and responsibilities of different family members.

Students will determine the factors that contribute to healthy relationships.

Following a teacher led discussion about the type of family the teacher has, students will talk and turn in pairs and talk about their family, then students will create a picture of their family and present the picture to the entire class the following day. (6.1.4.D.13)

Students will watch a short video about Children and Families Around the World and compare how their family is the same or different from the families they saw in the video. (6.1.4.D.13)(NJSL SL K.2)

Students will listen to a video about how families are different and the same. Students will complete a whole class T-chart about the different types of families they heard about in the story. (6.1.4.D.13)

Children & Families Around the World
<https://youtu.be/y2r2C26RCYs>

Families Are Different
<https://youtu.be/SUOmckxP6R1c>

Healthy relationships
<https://www.parenttoolkit.com/social-and-emotional-development/benchmarks/relationshps/kindergarten-relationships-skills>

Family Activities
(worksheets)
<https://www.teachervision.com/family-learning/all-about-my-family>

Books about Families:
<http://coloursofus.com/25-multicultural-books-about-children-around-the-world/>

Formative

Assessments:
Student's understanding of family life and healthy relationships will be observed during discussions.

Benchmark Assessment:
Common Formative Assessment

Summative Assessments
Family Presentations

Family Trees

Alternative Assessments:
Peer Assessment
Self-Assessment

Students will create a family tree using paper

leaves to represent each member of their family. Students will present their family trees to the class. (NJSL SL K.1)

Following a teacher led discussion about treating others with kindness and respect. Students will learn about healthy relationships by creating a whole class t-chart listing what a healthy relationship looks likes and feels like vs. an unhealthy relationship. (NJSL SL K.1)

Vocabulary:

Body – The physical structure of a person or an animal, including the bones, flesh, and organs.

Hair – Any of the fine threadlike strands growing from the skin of humans, mammals, and some other animals.

Forehead – The part of the face above the eyebrows.

Eyes – Where you see with.

Ears – Where you hear.

Nose – Where you smell.

Mouth – What you use to eat and speak.

Fingers – What you have on your hole.

Foot – Body need this for support, you use this to walk.

Toes – Located on your feet.

Healthy- In good health.

Nutrition – includes all the stuff that's in your food, such as vitamins, protein, fat, and more.

Family – When you are born, you are immediately part of a group of people.

Relationship – The way in which two or more people or things are connected.

Integration of 21st Century Standards NJSL 9:

9.2.4.A.2 Identify various life roles and civic and work - related activities in the school, home, and community.

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this curriculum.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA
 - https://www.wida.us/standards/CAN_DOs/

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the requirements.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> • Pre-teach vocabulary • Students can use both English and their native language to label items • Peers will work together on research • Speak and display terminology and movement • Look for children’s books in student’s native languages • Teacher modeling • Peer modeling • Develop and post routines • Label classroom materials • Word walls 	<ul style="list-style-type: none"> • Modification to physical exercises if needed • Lower level text will be provided • Students will receive peer support for research • Provide concrete examples • Utilize modifications & accommodations delineated in the student’s IEP • Lower level text will be provided • Work with paraprofessional • Use multi-sensory teaching approaches. • Work with a partner • Provide concrete examples and relate all new movements to previously learned moves 	<ul style="list-style-type: none"> • Teachers may modify instructions by modeling what the student is expected to do • Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. • Using visual demonstrations, illustrations, and models • Give directions/instructions verbally and in simple written format. • Peer Support • Increase one on one time • Review behavior expectations and make adjustments for personal space or other behaviors as needed. 	<ul style="list-style-type: none"> • Students can be support for peers • Inquiry-based instruction • Independent study • Higher order thinking skills • Adjusting the pace of lessons • Interest based content • Real world scenarios • Student Driven Instruction

- (i.e., walking on a balance beam, kicking a ball).
- Solidify and refine concepts through repetition.

Interdisciplinary Connections:

ELA - NJSLS/ELA:

RI.K.1. With prompting and support, ask and answer questions about key details in a text.

RI.K.2. With prompting and support, identify the main topic and retell key details of a text.

RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.

SL.K.1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

Math:

K.MD.A.2. Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.*

Science:

K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive.

Social Studies:

6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.

Integration of Technology Standards NJSLS 8:

8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

Career Ready Practices:

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Comprehensive Health

Grade: Kindergarten

Unit: Being Me!

Overview: Students will learn how to take care of themselves physically and emotionally. They will learn how to communicate effectively and safely with others.

Time Frame: One marking period

Enduring Understandings:

- Developing self-esteem, resiliency, tolerance and coping skills support social and emotional health.
- Stress is a natural part of life, yet everyone has different stressors. The key is to find the methods of dealing with stress that makes you feel better.
- Character is who you are when no one is looking.
- Character can be developed and supported through individual and group activities, the influence of positive role models and involvement in community service.

Essential Questions:

- How do we take care of ourselves?
 - How can we cope with being angry?
 - What causes stress?
 - How can we deal with stress?
- How do we communicate with others?

Standards	Topics and Objectives	Activities	Resources	Assessments
Comprehensive Health 2.1.2.A.1 Explain what being "well" means and identify self-care practices that support wellness.	Topics Wellness Good Character	Students will learn about getting dressed by watching a short video. Students will discuss what they learned. (NJSLS SL K.2)	Getting Dressed Song-US version https://www.youtube.com/watch?v=fSdEIVoElu4	Formative Assessments: Class discussions, participation, and completion of group and paired activities
2.1.2.A.2 Use correct terminology to identify	Objectives	Students will learn how to	How to teach your child to get dressed quickly	Benchmark Assessment:

body parts, and explain how body parts work together to support wellness.

2.1.2.B.1 Explain why some foods are healthier to eat than others.

2.1.2.B.2 Explain how foods on MyPlate differ in nutritional content and value.

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.

2.2.2.B.4 Select a personal health goal and explain why setting a goal is important.

Students will understand how to dress oneself, use utensils, and develop independence.

Students will describe a healthy child and what it means to make healthy choices.

Students will explain what being "well" means.

Students will understand the importance of being clean.

put on their jackets by watching a short video. They will then practice using the technique they learned in the video.

Following a teacher demonstration, students will learn table manners by setting their own place mat.

Students will place a cup, plate, napkin, fork, knife, and spoon in the correct spot using the place mat hand out. Students will then work in small groups to model/explain how they use each utensil and place setting. (NJSLs SL K.1)

Students will be asked to help set the table at home. They will then draw a picture of what their table looked like, labeling the utensils that they learned about. (NJSLs K W.2)

Students will have a whole class discussion about making healthy food choices and dental health. (NJSLs SL K.1)

Students will work in groups to create a checklist of things that will keep them "well!"

<https://youtu.be/4xhuCEJmKU>

Common Formative Assessment

Printable table setting place mat

www.parents.com/fun/printables/other/table-setting-place-mats/

Summative Assessments: Quiz on identifying facial expressions

Mouth, Health Kid

Maintaining a journal throughout unit

<http://www.mouthhealthykids.org/en/watch-videos/sesame-street>

Alternative Assessments: Self-Assessment Peer Assessment

Healthy Eats Healthy Teeth American Dental association

http://www.mouthhealthykids.org/en/activity-sheets/national-nutrition-month?source=promospots&content=topstories&medium=nutrition_month

Color Me Healthy Songs <http://colormehealthy.com/songs-and-lyrics/>

This is the Way Song <https://youtu.be/4XLOpRIw0Q>

Students will learn the songs about being “well” and about moving healthy and eating healthy. Students will discuss how humans need nutritious food and exercise to survive and thrive. (K-LS1-1)

Following a teacher led discussion about being “well”, students will create a class book of what wellness means to them using pictures and words. (NJSES W.K.2)

Students will watch a video about good hygiene and then have a teacher led discussion about good hygiene. (NJSES SL.K.1)

Topics

Feelings and Emotions

Stress and Coping

Locating trusting adults

Objectives

Students will explain the meaning of character and how it is reflected in the thoughts, feelings, and

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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.

2.1.2.C.3 Determine how personal feelings can affect one's wellness.

Emoji Feeling Faces

<http://www.kiddiematters.com/emoji-feeling-faces-feelings-recognition/>

Emotions website resource

<http://www.kimochis.com/learn/feelings-fuel-behaviors/>

Gratitude journal resource

<http://letslassthemoon.com/2012/11/01/kids-gratitude-journal/>

Formative Assessments:
Class participation

Instructors will maintain a running record of student's progress towards applying concepts related to feelings and emotions.

Summative Assessments:
Gratitude Journal

Role Plays

<p>2.1.2.F.1 Identify basic social and emotional needs of all people.</p> <p>2.1.2.E.2 Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.</p>	<p>actions of oneself and others.</p> <p>Explain healthy ways of coping with common stressful situations experienced by children.</p>	<p>Following a teacher led discussion about feelings, students will create an emoji mask that shows how they feel. The teacher will then display the emojis and talk about the different feelings being represented. (NJSL SL K.1)</p>	<p>Stress management resource http://www.kiddiematters.com/helping-kids-learn-stress-management-skills/</p>	<p>Alternative Assessment: Oral response for Gratitude Journal Peer Assessment Self-Assessment</p>
<p>2.1.2.E.3 Explain healthy ways of coping with common stressful situations experienced by children</p>	<p>Students will identify common stressors.</p>	<p>Students will play feelings charades by selecting a teacher made card that shows one of the following feelings: Happy, scared, sad, bored, excited, tired, and angry. The class needs to guess what emotion is being acted out. All students should have a turn to guess or act out an emotion. (NJSL SL K.1)</p>	<p>Yoga resources for the classroom https://www.pinterest.com/pin/272749321156331801/</p> <p>Pedestrian Safety http://www.pedbikeinfo.org/pedsaferjourney/el_en.html</p>	
<p>2.1.2.D.2 Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches</p> <p>2.1.2.D.3 Identify procedures associated with pedestrian, bicycle, and traffic safety.</p>		<p>Following a teacher led demonstration of a feelings and gratitude journal. Students will learn how to journal about how they are feeling and how to focus on the positive things in their lives. (NJSL W K.8)</p>	<p>Strangers Lesson Plans http://www.atozteacherstuff.com/pages/429.shtml</p>	

Students will learn basic yoga poses to help them relax and stay emotionally healthy. Students will pair with a peer and tell their favorite pose. (NJSLSL K.1)

Students will learn tips for walking safely by watching a video about walking safely.

Students will learn about staying away from strangers. They will role play situations and what they should do.

Topics

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2.1.2.E.2 Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.

2.1.2.E.1 Identify basic social and emotional needs of all people

2.2.2.D.1 Determine the benefits for oneself and others of participating in a class or school service activity.

Communication Skills

Expression of Feelings

Helping Others

Objectives

Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.

Determine the benefits for oneself and others of

Teacher will explain the meaning of communication skills and will model how to properly communicate with peers. Then, students will learn about the importance of good communication by playing the telephone game followed by a class discussion about what happened to the communication. Students will also learn that everyone's culture and language is important in our communication (i.e. eye contact, gestures, etc.).

Character Counts resources
<https://charactercounts.org/wp-content/uploads/2014/03/Six-Pillars-Illustrated-Poster-Lesson-25-31.pdf>

Formative Assessments:
Teacher observation

Resource for activities for problem resolution
<https://www.scholastic.com/teachers/articles/teaching-content/ages-stages-learning-resolve-conflicts/>

Checklist of student's ability to express their feelings.

Participation

Summative Assessment:
Narrative writing piece

Alternative Assessment:
Self-Assessment
Discussion

Alternative Assessment:
Self-Assessment
Discussion

Culture and Communication:

Alternative Assessment:
Self-Assessment
Discussion

participating in a class or school service activity.

(NJSL S.L.K.1)
(6.1.4.D.13)

<https://www.edutopia.org/discussion/being-mindful-cultural-differences>

Following a teacher led discussion, students will learn about the six pillars of good character

(trustworthiness, fairness, responsibility, caring, citizenship, and respect)

Students will select one of the characters and create superheroes representing those characters. Students will write a narrative about their superhero. (NJSL S.W.K.3)

Teacher will lead a discussion of how to share with one another and how resolve problems appropriately. (NJSL S.L.K.1)

Key Vocabulary:

Dental health – When teeth, gums and tongue are healthy

Hygiene – cleanliness of the body.

Wellness – Having good health.

Healthy – In good health.

Stress – What you feel when you are worried or uncomfortable about something.

Yoga – A form of exercise.

Problem-solving – Finding a solution to the problem.

Feelings – An emotional state, such as love, anger, joy, hate or fear.

Communication – Exchanging information between people.

Character – Someone's personality.

Integration of 21st Century Standards NJSL S 9:

9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this curriculum.

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Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the requirements.

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<ul style="list-style-type: none"> Look for children’s books in student’s native languages Pre-teach vocabulary Students can use both English and their native language to label items Peer support Speak and display terminology and movement Teacher modeling Peer modeling Develop and post routines Label classroom materials Word walls 	<ul style="list-style-type: none"> Students will receive peer support for activities Modification to physical movement (yoga) if needed Lower level text will be provided Provide concrete examples Utilize modifications & accommodations delineated in the student’s IEP Lower level text will be provided Work with paraprofessional Use multi-sensory teaching approaches. Work with a partner Provide concrete examples and relate all new movements to previously learned moves 	<ul style="list-style-type: none"> Teachers may modify instructions by modeling what the student is expected to do Lower level text Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. Using visual demonstrations, illustrations, and models Give directions/instructions verbally and in simple written format. Peer Support Increase one on one time Review behavior expectations and make adjustments for personal space or other 	<ul style="list-style-type: none"> Students can be support for peers Students can read the class book aloud Inquiry-based instruction Independent study Higher order thinking skills Adjusting the pace of lessons Interest based content Real world scenarios Student Driven Instruction

(i.e., walking on a balance beam, kicking a ball).

- ~~Solidify and refine concepts~~ through repetition.

behaviors as needed.

Interdisciplinary Connections:
ELA - NJSL/SELA:

RI.K.1. With prompting and support, ask and answer questions about key details in a text.

RI.K.2. With prompting and support, identify the main topic and retell key details of a text.

RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.

W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

SL.K.1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

Science:

K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive.

Social Studies:

6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.

Integration of Technology Standards NJSL 8:

8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

Career Ready Practices:

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CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Comprehensive Health

Grade: Kindergarten

Unit: Germs!

Overview: Students will learn how to keep themselves safe at home, school, and out in the community. Students will learn how to protect themselves from getting sick and learn to take care of their teeth. Students will also learn about medicines and the dangers of drugs.

Time Frame: One Marking Period

Enduring Understandings:

- Being consistently aware of the environment and taking safety precautions can reduce the risk of injury.
- Wellness is a way of life.
- People can protect themselves from germs.
- Just because it's medicine doesn't mean it's good for you.
- Only a trusted adult can give you medicine.

Essential Questions:

- How can knowing prevention save your life?
- How can our bodies support good health?
- What self-care practices support wellness and stop the spread of germs?
- Is there anything we can do to protect ourselves from germs?
- Why should we floss our teeth?
- Why must medicines be used correctly?

Standards	Topics and Objectives		Activities	Resources	Assessments
Comprehensive Health 2.1.2.AJ Explain what being "well" means and identify self-care practices that support wellness.	Topics	Careful and Careless Behavior Bike safety Fire safety	Students will learn about the 4 rules of Personal safety using project-based activities.	Personal safety lessons for educators and kids http://www.kidsmartz.org/ Free curriculum for personal Safety for student in grades K-2	Formative Assessments: Class discussions and participation, completion of group and individual projects Benchmark

2.1.2.D.3 Identify procedures associated with pedestrian, bicycle, and traffic safety.

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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.

2.2.2.A.1 Express needs, wants, and feelings in health- and safety-related situations.

2.2.2.D.1 Determine the benefits for oneself and others of participating in a class or school service activity.

Keeping your body safe

Rules for safe play

Objectives

Students will recognize, identify and alert adults to potentially harmful conditions/situations.

Students will model how to take care of a nosebleed, scratch, insect bite and other common injuries.

Students will explain and/or demonstrate the proper way to cross the street.

Students will explain what we wear while riding in a car, and why we wear it.

Students will explain what we wear while riding a bicycle or skateboard and why we wear it.

Teacher will explain what it means to be safe, checking first, the buddy system, telling people “no”, telling trusting adults, and knowing the 4 rules. (KidzSafe)

Following a teacher read aloud and teacher led demonstration of putting on a bicycle helmet, wearing safe clothing, and a review of road rules, students will practice putting on helmets and work in small groups to draw and label a safe bicycle rider (NJSL S RI K.2)(NJSL S K.1)

Following a teacher lesson and discussion about car and bus safety, students will identify important rules to help them be safe in cars and buses and will work together as a class to create a book about school bus safety using a word processing application. (NJSL S K.1)

www.kidsmartz.org/TeachingTools/Kit

Bicycle safety
<http://kidshealth.org/en/parents/bike-safety.html>

Car and bus safety lessons and activities
http://classroom.kidshealth.org/classroom/prekto2/personal/safety/car_bus_safety.pdf

Video *Let's Go Walking!*
Lesson 2: Crossing Streets Safely
<https://youtu.be/jCpBH5zehl1>

Fire safety resources and lesson plans
http://classroom.kidshealth.org/classroom/prekto2/personal/safety/fire_safety.pdf

Kindergarten Lesson Plan: First Aid Basics
<http://www.brighthubeducation.com/pre-k-and-k-lesson-plans/45336-basics-of-first-aid/>

Assessment:
Common Formative Assessment

Summative Assessments:
Interactive safety quiz

Journal activities.

Alternative Assessment:
Peer Assessment
Self-Assessment

Students will watch a short video about safely crossing the street and then will have a teacher led discussion about crossing the street safely. Students will pair with a peer and discuss the rules for crossing the street. (NJSL SL K.1)

Following a teacher lesson about fire safety and what to do if we see a fire, students will have a class discussion about what to do if there is a fire in their home or school and how to prevent fires. (NJSL SL K.1)

Following a read aloud and teacher led demonstration of use of a first aid kit, the class will create a list of common injuries and discuss how to treat these injuries. (NJSL RI K.1)(NJSL SL K.1)

Comprehensive Health

2.1.2.A.1 Explain what being "well" means and identify self-care practices that support wellness.

Topics

Dental Care

Teacher will share vocabulary related going to the dentist. (NJSL RI K.4)

How Teeth Work

<http://kidshealth.org/en/kids/teeth-movie.html?WT.ac=kra#catemergergies>

Formative Assessment:

Students will display the proper brushing and flossing techniques.

Objectives

2.1.2.A.2 Use correct terminology to identify body parts, and explain how body parts work together to support wellness.

Students will demonstrate how to properly floss.

Students will tell how often to floss.

Students will watch a movie about how teeth work and how to take care of your teeth. Students will share what they learned by drawing a picture and labeling it. (NJSLs RI.K.4)

Children's Books about Going to the Dentist: <https://www.readrightly.com/books-to-get-kids-ready-for-the-dentist/>

Summative Assessment:
Students will answer a quiz about how often to floss teeth

Alternative Assessments:
Peer Assessment
Self-Assessment

Comprehensive

Health 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.

Topics

Disease Prevention

Objectives

Students will explain and show that germs are everywhere.

Students will identify ways in which germs can be spread.

Students will discuss ways to prevent spreading germs when coughing and sneezing.

Following a teacher demonstration of teeth flossing, each student will practice flossing their teeth using a flossing pic. Students will discuss visiting the dentist, sharing personal experiences. (NJSLs SL K.1)

Following a teacher lesson about germs, students will learn about germs being everywhere and how skin is a shield by conducting a science experiment over a period of five days.

Following a teacher led lesson about the importance of hand washing, students will observe what happens to their hands when they play, and learn proper hand washing techniques.

Students will practice the routine for washing hands

Formative Assessment:

Participation

Summative Assessment:
Quiz about hand washing

"How To" book
Alternative Assessment:
Peer Assessment
Self-Assessment

Germs Lesson Plan <http://classroom.kidshealth.org/classroom/prekto2/personalhygiene/germs.pdf>
Hand washing lesson plan <http://classroom.kidshealth.org/classroom/prekto2/personalhygiene/germs.pdf>

Books about Hand Washing <https://www.storyjumper.com/book/index/14648712/Wash-Your-Hands->

in school.

Students will draw/write a How To about the process for washing hands in school. (NJSL W K.2)

Topics

Medicines

Objectives

Students will discuss the purpose and administration of medicines.

Students identify how drugs can be abused.

Students will consider the questions:

- What are medicines?
- How do medicines help the body?
- What is the difference between a medicine and a drug?
- Who can give a child medicine?

Drug Safety: What is

Medicine video

[https://youtu.be/9OK6 OdWxTA](https://youtu.be/9OK6OdWxTA)

Lesson Plan about Medicine
<http://www.scholastic.com/browse/article.jsp?id=3757744>

Discussion questions about drugs
<http://classroom.kidshealth.org/classroom/prekto2/problems/drugs/drugs.pdf>

Foldables:
<http://www.k12.wa.us/IndianEd/TribalSovereignty/High/CWP-HS/Unit4/Level1-Materials/foldables.pdf>

Formative Assessment:
Class participation

Summative Assessments:

Instructor Observation of concepts related to medicines

Venn Diagram

Foldable

Alternative Assessment:
Self-Assessment (Traffic Light)

Students will create a foldable using vocabulary learned, drawing or matching pictures. (NJSL RI K.4)

Following a teacher led lesson about what a drug is and how it is dangerous, students will have a teacher led discussion about why drugs are dangerous and what drugs can do to your body.

Students will role play happens if you take a medicine for an illness (feel better) or drug that you shouldn't (get sick).
(NJSL SL K.1)

Vocabulary:

Safety – Being protected, the state of being safe.

Floss – Clean between teeth.

Medicine – Use to treat diseases.

Drug – Type of pill or liquid that causes addiction.

Integration of 21st Century Standards NJSL 9:

9.2.4.A.2 Identify various life roles and civic and work - related activities in the school, home, and community.

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this curriculum.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the

complexity of the requirements.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> ● Pre-teach vocabulary ● Students can use both English and their native language to label items ● Speak and display terminology and movement ● Look for children's books in student's native languages ● Teacher modeling ● Peer modeling ● Develop and post routines ● Label classroom materials ● Word walls 	<ul style="list-style-type: none"> ● Pre-Teach vocabulary ● Modification to physical exercises if needed ● Lower level text will be provided ● Students will receive peer support for research ● Provide concrete examples ● Utilize modifications & accommodations delineated in the student's IEP ● Lower level text will be provided ● Work with paraprofessional ● Use multi-sensory teaching approaches. ● Work with a partner ● Provide concrete examples and relate all new movements to previously learned moves (i.e., walking on a balance beam, kicking a ball). ● Solidify and refine concepts through repetition. 	<ul style="list-style-type: none"> ● Teachers may modify instructions by modeling what the student is expected to do ● Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. ● Using visual demonstrations, illustrations, and models ● Give directions/instructions verbally and in simple written format. ● Peer Support ● Increase one on one time ● Review behavior expectations and make adjustments for personal space or other behaviors as needed. 	<ul style="list-style-type: none"> ● Students can be support for peers ● Students can write down questions that students ask during discussion to post ● Inquiry-based instruction ● Independent study ● Higher order thinking skills ● Adjusting the pace of lessons ● Interest based content ● Real world scenarios ● Student Driven Instruction

Interdisciplinary Connections:
ELA - NJSL/ELA:

RI.K.1. With prompting and support, ask and answer questions about key details in a text.

RI.K.2. With prompting and support, identify the main topic and retell key details of a text.

RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.

SL.K.1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

Integration of Technology Standards NJSL 8:

8.1.2.A.2 Create a document using a word processing application.

Career Ready Practices:

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Comprehensive Health

Grade: Kindergarten

Unit: Eating Right

Overview: Students will learn how to eat and make nutritious foods and how to maintain a healthy lifestyle by exercising and being active. Students will also learn about good sportsmanship.

Time Frame: One Marking Period

Enduring Understandings:

- I can make informed decisions about taking care of myself.
- Health-enhancing behaviors contribute to wellness.
- Physical activity enhances personal health.
- Every health-related decision has short and long-term consequences.

Essential Questions:

- What is the role of food in good health?
- Why is it important to eat healthy foods?
- What would happen to your body if you didn't eat healthy food?
- What is the relationship between food and exercise?
- Why is it important to display good sportsmanship?

Comprehensive Health

2.1.2.B.1 Explain why some foods are healthier to eat than others.

2.1.2.B.2 Explain how foods on MyPlate differ in nutritional content and value.

2.1.2.B.3 Summarize information about food found on product labels.

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.

2.2.2.B.4 Select a personal health goal and explain why setting a goal is important.

Topics

Role of food

Effects of healthful and unhealthful foods

Path of food through the body

Food Pyramid rules

Objectives

Students will differentiate between healthy and unhealthy foods and eating practices.

Students will compare and contrast foods in the food pyramid for nutritional value and content.

Students will investigate the cultural impact on food choices and options.

Students will create and present a healthy meal plan for self and family.

Students will watch a short video about eating nutritious to introduce healthy "My Plate" eating habits. Teacher will introduce vocabulary students will encounter. When students hear or see these words they will give a thumbs up. (NJSLs RI K.4)

Students will watch two short videos to learn about healthy foods and the food pyramid. Students will discuss using vocabulary words that they learned (NJSLs RI K.4)(NJSLs SL K.2)

Following teacher direct instruction and modeling, students will be able to identify healthy and unhealthy foods. Students will create a classroom T-Chart to sort healthy vs. Unhealthy foods. Students will discuss that healthy foods are needed for us to survive and thrive. (K-LS1-D)(NJSLs SL K.1)

MyPlate Videos
<https://www.choosemyplate.gov/videos>

Cookie Monster Healthy Foods
<https://youtu.be/KBMxpDbp51A>

Food Pyramid
<https://youtu.be/BS05CAsh5c>

Lesson Plan: Let's Eat Healthy
<https://www.education.com/lesson-plan/lets-be-healthy/>

Everybody Cooks Rice by Norah Doooley
<https://youtu.be/qwzjX7PSywe>

Recipes
<https://snapped.fns.usda.gov/recipes-menus>

Resource for meal planning and healthy eating
<https://www.healthyeating.org/Healthy-Kids>

Formative Assessments:
Class discussion and participation.

Benchmark Assessment:
Common Formative Assessment

Summative Assessment:
Sorting healthy vs. unhealthy foods

Alternative Assessment:
Self-Assessment-Stoplight
<https://www.pinterest.com/pin/302585668686470008/>

Following a teacher read-a-

	<p>loud <i>Everybody Eats Rice</i>, students will have a teacher led discussion about the different types of foods different cultures eat and how food is prepared differently around the world. (6.1.4.D.13) (NJSL SL K.2)(NJSL RI K.1)(NJSL RI K.2)</p> <p>Students will learn to make a healthy snack to share with their family.</p> <p>Following a teacher led demonstration, students will understand what meal planning is. Students will discuss what they eat during a week. (NJSL SL K.1)</p>	
<p>Comprehensive Health</p> <p>2.1.2.A.1 Explain what being “well” means and identify self-care practices that support wellness</p> <p>2.1.2.A.2 Use correct terminology to identify body parts, and explain how body parts work together to support wellness</p> <p>2.1.2.B.1 Explain why some foods are healthier to eat than others</p>	<p>Topics</p> <p>Relationship between exercise and nutrition</p> <p>Benefits of exercise throughout life</p> <p>Good sportsmanship and anger management</p> <p>Objectives</p> <p>Students will relate the implementation of proper</p>	<p>Fitness and exercise activities for classrooms https://www.education.com/activity/fitness-and-exercise/</p> <p>Video and lesson about good sportsmanship http://kidshealth.org/en/kids/good-sport.html#catemergencies</p> <p>Formative Assessments: Students will state one connection between exercise and nutrition.</p> <p>Observation of Participation</p> <p>Summative Assessments: T-Chart Journal Entry</p> <p>Alternative Assessment: Self-Assessment</p>

2.1.2.C.2 Summarize strategies to prevent the spread of common diseases and health conditions being

diet to the maintenance of a healthy body.

Students will watch a short video to learn about good sportsmanship.

Students will discuss the health benefits of participating in class, school, or community service projects.

Teacher will lead a whole class discussion about what good sportsmanship is and how to lose gracefully.
(NJSL SL K.1)

Students will write a journal entry about being a good sport.

Key Vocabulary:

Health – Condition of being well.

Nutrition – The stuff that's in your food, such as vitamins, protein, fat, and more.

Exercise – Physical activity that is done in order to become stronger and healthier.

Sportsmanship – Fairness and respect other players in games, able to win without cheating.

Integration of 21st Century Standards NJSL 9:

9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.

Accommodations and Modifications:

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<p>Interdisciplinary Connections: EIA - NJSL/ELA:</p>			
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SL.K.1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

Science:

K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive.

Social Studies:

6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.

Integration of Technology Standards NJSEL 8:

8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

Career Ready Practices:

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

PACING GUIDE
Health: GRADE K

SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY
<p>Being Healthy</p> <ul style="list-style-type: none"> - Recall and state appropriate terminology to name body parts. - Students will explain the function of body parts - Compare and contrast the physical differences and similarities between boys and girls - Discuss factors that help a mother to have a healthy baby. <p>Standards:</p> <p>2.1.2.A.1 2.1.2.A.2 2.4.2.B.1 2.2.2.B.3 2.4.2.C.1</p>	<p>Being Healthy</p> <ul style="list-style-type: none"> - Compare different kinds of families locally and globally. - Roles and responsibilities of different family members. - Factors that contribute to healthy Relationships <p>Standards</p> <p>2.4.2.A.1 2.4.2.A.2 2.4..2.A.3 2.2.2.B.1 2.1..E.1 2.1.2.E.2</p>	<p>Being Me</p> <ul style="list-style-type: none"> - Dress, use utensils, and how to develop independence. - What makes a healthy child and what it means to make healthy choices. - Explain what does being 'well' means. - Importance of being clean <p>Standards</p> <p>2.1.2.A.1 2.1.2.A.2 2.1.2.B.1 2.1.2.B.2 2.2.2.B.2 2.2.2.B.3 2.2.2.B.4</p>	<p>Being Me</p> <ul style="list-style-type: none"> - Character and how it is reflected in thoughts, feelings, and actions. - Healthy Ways of coping with stressful situations, age appropriate. - Identify common stressors Kindergarten face. <p>Standards</p> <p>2.2.2.C.1 2.1.2.C.3 2.1.2.E.1 2.1.2.E.2 2.1.2.E.3 2.1.2.D.2 2.1.2.D.3</p>	<p>Being Me</p> <ul style="list-style-type: none"> - Conflict between people - Appropriate ways to prevent and solve conflict, age appropriate. - Positives to Participating in a class or school service activity. <p>Standards</p> <p>2.1.2.E.2 2.1.2.E.1 2.2.2.D.1</p>

FEBRUARY	MARCH	APRIL	MAY	JUNE
<p><u>Germ</u>s</p> <ul style="list-style-type: none"> - Recognize, identify, and alert adults to potentially harmful situations. - Model how to care for nosebleed, scratch, insect bite, and other common injuries. - Proper way to cross the street. - Seatbelt and why we wear it in a car. - What we wear while we ride a bicycle and why we wear it. <p><u>Standards</u></p> <p>2.1.2.A.1 2.1.2.D.3 2.1.2.D.1 2.1.2.D.2 2.2.2.A.1 2.2.2.D.1</p>	<p><u>Germ</u>s</p> <ul style="list-style-type: none"> - How to Floss - How often do you floss. - Explain and show that germs are everywhere. - Identify ways in which germs can be spread. - Ways to prevent spreading of germs when coughing and sneezing. <p><u>Standards</u></p> <p>2.1.2.A.1 2.1.2.A.2 2.1.2.C.1 2.1.2.C.2 2.1.2.C.3</p>	<p><u>Germ</u>s</p> <ul style="list-style-type: none"> - Discuss the purpose and administration of medicines. - Identify how drugs can be abused. - Questions to discuss: What are medicines? How do medicines help the body? What is the difference between a medicine and a drug? Who can give a child medicine? <p><u>Standards</u></p> <p>2.3.2.A.2 2.3.2.A.1</p>	<p><u>Eating Right</u></p> <ul style="list-style-type: none"> - Healthy and unhealthy food. - Eating practices - Food Pyramid - Nutritional value and content of different foods in food pyramid. - Cultural impact on food choices and options - Create a healthy meal plan, age appropriate. <p><u>Standards</u></p> <p>2.1.2.B.1 2.1.2.B.2 2.1.2.B.3 2.2.2.B.2 2.2.2.B.3 2.2.2.B.4</p>	<p><u>Eating Right</u></p> <ul style="list-style-type: none"> - Relate the implementation of proper diet to the maintenance of a healthy body. - Discuss Health benefits of participating in class, school, and community service projects. <p><u>Standards</u></p> <p>2.1.2.A.1 2.1.2.A.2 2.1.2.B.1 2.1.2.C.2</p>