

Sayreville Public Schools

Kindergarten Health

Revised: August 2022

Course Description

The Kindergarten Health Curriculum is based on the 3 comprehensive health standards, mental health: social and emotional wellness, physical wellness, and safety. Students will learn how to apply health-related concepts to situations outside of the school experience to build a base for life-long health and wellness. Age and developmentally appropriate concepts and skills covered in this Kindergarten curriculum may include but are not limited to: personal growth and development, mental health, social/emotional awareness, the benefits of physical activity, how to access health and wellness resources, how to make informed health-related decisions as a consumer and user of health related services, nutrition, safety and environment, health conditions, diseases and medicines, alcohol, tobacco and other drugs, practices for communication and conflict resolution, healthy relationships, tolerance and respect for cultural differences, and the ability to advocate for personal, family, community, and global wellness and climate change issues.

Unit One – Social and Emotional Health

Content Area: Comprehensive Health & Physical Education

Course(s): Kindergarten Health

Time Period:

Length:

Status: **Not Published**

Summary of the Unit

Social Health is a person's ability to communicate and interact with others efficiently. Individuals are able to form meaningful relationships with others and interact in healthy, appropriate ways. They encompass respect and accept differences of an individual's race, religion, gender identity, gender expression, ethnicity, disability, socioeconomic background, and perspectives of health-related decisions. The extent to which people connect with others in different environments, adapt to various social, feel supported by individuals, institutions, and experience a sense of belonging, all contribute to social and sexual health.

Emotional Health encompasses the views, feelings, and expressions about oneself. Emotional health includes a person's emotional, mental, psychological, and social well-being. It also helps determine how to handle stress and make choices related to others. Emotionally healthy people consciously develop coping mechanisms that are situationally appropriate to resolve and gather positive outcomes, develop strategies for mental health emergencies, respond to situations in a positive and appropriate manner, connect with resources and trusted individuals to assist, communicate feelings with confidence, and recognize support systems.

Enduring Understandings

Families shape the way we think about our bodies, our health, and our behaviors

People have relationships with others in the local community and beyond.

Communication is the basis for strengthening relationships and resolving conflict between people.

Conflicts between people occur, and there are effective ways to resolve them.

Many factors influence how we think about ourselves and others.

There are different ways that people handle stress, and some are healthier than others.

Essential Questions

Who are the members of your family and what do they mean to you?

What are some things that make you happy about your family?'

What are some ways to be a good friend?

How do you tell the difference between an adult you trust and a stranger?

How does it make you feel when someone does something wrong or you see someone else sad?

What are some things that make superheroes special?

What is responsibility?

What does it mean to have self-control?

What is the difference between telling on someone or telling a teacher because someone is in danger?

Summative Assessment and/or Summative Criteria

- Timelines, Maps, Charts, Graphic Organizers
- Unit Assessments, Chapter Assessments, Quizzes
- Short Answer
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations
- Homework
- Concept Mapping
- Primary and Secondary Source analysis

Resources

Internet/You Tube

Kidshealth.org <https://classroom.kidshealth.org/classroom/>

<https://newpathworksheets.com/science/kindergarten/me-and-my-family-0>

Everfi Health Resources <https://everfi.com/courses/k-12/health-curriculum-elementary-school/>

BrainPop Jr.

EDPuzzles

DiscoveryEd.com

Reading A to Z/Raz Kids

Michael Phelps Foundation: <https://classroom.kidshealth.org/classroom/index.jsp?Grade=cc&Section=ihmp>

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments	Standards
My Family 1 - 2 Days	Describe different types of families.	Define the word family. Identify and name personal family members. Discuss different types of families and explain that families may differ for a variety of reasons.	Draw a picture of your family and share with group.	2.1.2.SSH.3 9.4.2.CI.1 9.4.2.IML.2 W.1.8 SL.1.5 L.1.4
Self Expression & Acceptance 2 Days		Introduce book "What Makes Us Unique: Our First Talk About Diversity" https://www.youtube.com/watch?v=jscfDEjEjjc Brainstorm why everyone is unique. Create a graph showing the variety of eye color, hair color, favorite game, favorite fruit, etc. and discuss similarities and differences.	Explain why it is good that we are not all the same.	2.1.2.SSH.1

<p>Healthy Relationships 2 Days</p>		<p>Discuss some traits of a healthy relationship. Provide students with various scenarios regarding what it means to be a good friend and how you can express your feelings.</p> <p>BrainPop Jr. “Friends” video and activities: https://jr.brainpop.com/health/feelingsandsel/friends/</p> <p>Read Aloud Book “Kindness is My SuperPower” https://www.youtube.com/watch?v=6P-Y_M9q7RM</p> <p>Complete “How Big is the Problem?” worksheet as a whole class activity. (See Resource Packet)</p>		
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Suggested Modifications for Special Education, ELL and Gifted Students

- Extra time for assigned tasks
- Adjust length of assignment
- Timeline with due dates for reports and projects
- Communication system between home and school
- Provide lecture notes/outline
- Graphic Organizer
- Anchor charts to model concepts/skills/life progressions

- Chart academic vocabulary with visual representations
- Translation dictionary
- Teacher modeling
- Utilize technological programs which provide verbal and visual instruction in native and/or second language (site specific)
- Use interactive technology
- Independent assignments
- Modifications/accommodations included in 504 or IEP

Suggested Technological Innovations/Use

- Chromebooks
- OnCourse Classroom
- PowerPoint, Google Slides

Comprehensive Health Standards

2.1.2.SSH.1: Discuss how individuals make their own choices about how to express themselves.

2.1.2.SSH.2: Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.

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.

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.

2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another.

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.

2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.

2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities.

2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).

2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors.

2.1.2.EH.5: Explain healthy ways of coping with stressful situations.

Cross Curricular/Career Ready Practices

Computer Science and Design Thinking

8.1.2.A.4 Technology Operations and Concepts

Create a document with text using a word processing program.

8.1.2.F.1 Creativity and Innovation

Illustrate and communicate original ideas and stories using digital tools and media-rich resources.

8.2.2.D.1 Research and Information Literacy

Collect and post the results of a digital classroom survey about a problem or issue and predict consequences based on claims and reasons.

Career Readiness, Life Literacies and Key Skills

9.4.2.CI.1: Creativity and Innovation

Demonstrate openness to new ideas and perspectives

9.4.2.CT.1: Critical Thinking and Problem Solving

Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem

9.4.2.IML.2: Information and Media Literacy

Represent data in a visual format to tell a story about the data

English Language Arts

RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how). **RL.K.2.** With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).

RL.K.4. Ask and answer questions about unknown words in a text.

RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

RL.K.10. Actively engage in group reading activities with purpose and understanding.

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.7. With prompting and support, describe the relationship between illustrations and the text in

which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

RI.K.10. Actively engage in group reading activities with purpose and understanding.

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

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.

SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Career Ready Practices

CRP1. Act as a responsible and contributing citizen and employee.

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.

CRP6. Demonstrate creativity and innovation.

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

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Unit Two - Personal Growth and Development, Wellness, and Nutrition

Content Area: **Comprehensive Health and Physical Education**

Course(s): Kindergarten Health

Time Period:

Length:

Status: **Not Published**

Summary of the Unit

Personal Growth and Development are lifelong processes of physical, behavioral, emotional and cognitive change throughout one's lifetime. Personal Growth and Development pertains to keeping your body healthy and understanding hormonal changes (all body systems). It encompasses the human condition: who we are, how we grow or evolve, and how interaction with others affects the process of growth physically, mentally, socially, and emotionally from infancy through advanced age. Health-enhancing behaviors help a person avoid and reduce health risks, and diseases.

Enduring Understandings

The body is made up of many parts working together.

Illness can occur if we don't take care of our body.

Many factors influence how we think about ourselves and others.

Understanding and sharing our feelings can help with coping and stress.

There are different ways that people handle stress, and some are healthier than others.

Nutritious food choices promote wellness and are the basis for healthy eating habits.

There are ways to get better if we are sick.

Essential Questions

How does moving your body make you feel?

What can you do to keep yourself safe from germs?

What does it mean to be well?

Who can name a kind of germ? What can germs do to your body? Why do you think that germs are bad for you?

How do germs get into your body? What parts of your body help to protect you from getting sick?

What are the correct names for my body parts?

What are the five basic food groups?

What are some healthy foods to eat? What are some unhealthy ones?

Summative Assessment and/or Summative Criteria

- Timelines, Maps, Charts, Graphic Organizers
- Unit Assessments, Chapter Assessments, Quizzes
- Short Answer
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations
- Homework
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Resources

Internet/You Tube

Kidshealth.org <https://classroom.kidshealth.org/classroom/>

<https://newpathworksheets.com/science/kindergarten/me-and-my-family-0>

Everfi Health Resources <https://everfi.com/courses/k-12/health-curriculum-elementary-school/>

Center for Disease Control: <https://www.cdc.gov/cancer/dcpc/resources/index.htm>

BrainPop/BrainPop Jr.

EDPuzzles

DiscoveryEd.com

Reading A to Z/Raz Kids

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments	Standards
Staying Healthy 3 - 4 Days	Understand there are many precautions we can take to stay healthy	What do you do to stay active and healthy? Resources: Washing Hands: https://jr.brainpop.com/health/bewell/washinghands/ Going to the Doctor/Dentist: https://jr.brainpop.com/health/bewell/goingtothedoctor/ https://jr.brainpop.com/health/bewell/goingtothedentist/		2.1.2.PGD.1 2.3.2.HCDM.2
	Explain what being “well” means and identify self-care practices that support wellness.	Define “well” and provide examples. Brainstorm things we can do to support wellness. Raz Kids Book – “Healthy Me”: https://www.raz-plus.com/books/leveled-books/book/?id=116&langId=4	Students draw a picture about a time when they made a healthy decision.	2.1.2.PGD.3 2.3.2.HCDM.2 W.I.2 L.1.1 L.1.2
My Body 3 Days	Identify body parts and systems and explain the parts work together to support wellness.	Video: “The Human Body for Children” : https://www.youtube.com/watch?v=SqI-NMDeLa8		2.1.2.PGD.4 SL.1.5

		<p>Use a diagram and have the students use proper terminology to identify and label the body parts.</p> <p>BrainPop Jr. Resources: https://jr.brainpop.com/health/bodies/digestivesystem/ Video: "Human Body Organs for Kids": https://www.youtube.com/watch?v=i5aXwiC3wWc</p>	Completed diagram with body parts labeled. (See Resource Packet)	
<p>The Five Senses 2 Days</p>	Identify the five senses	<p>Jack Hartmann Video "I Have Five Senses": https://www.youtube.com/watch?v=tzqx39K2omc</p> <p>BrainPop Jr. Senses: https://jr.brainpop.com/health/bodies/senses/</p>		2.1.2.PGD.4
<p>Healthy Eating 1 Day</p>		<p>BrainPop Jr. "Nutrition" https://brainpop.com/health/nutrition/nutrition</p>		

Food Groups
3 - 4 Days

Explore different types of foods and food groups.

BrainPop Jr. "Food Groups"
<https://jr.brainpop.com/health/food/foodgroups/>

Video "The Five Fabulous Groups"
<https://www.youtube.com/watch?v=L9ymkJK2QCU>

Raz Kids Books:

"Vegetables" <https://www.raz-plus.com/books/leveled-books/book/?id=653&langId=1>

"Fruits" <https://www.raz-plus.com/books/leveled-books/book/?id=10&langId=1>

"Healthy Snacks" <https://www.raz-plus.com/books/leveled-books/book/?id=3116&langId=1>

"What's for Breakfast?" <https://www.raz-plus.com/books/leveled-books/book/?id=1867&langId=1>

"What's for Dinner?" <https://www.raz-plus.com/books/leveled-books/book/?id=902&langId=1>

<p>Healthy/Unhealthy Foods 2 Days</p>	<p>Explain why some foods are healthier to eat than others.</p>	<p>Jack Hartmann Song/Video “Good Foods, Healthy Foods” https://www.youtube.com/watch?v=5dR22hb1n6w Discussion Questions:</p> <ul style="list-style-type: none"> • What kinds of foods are healthy to eat? • What drinks are healthy? • Why is it important to eat healthy foods? 	<p>Have students draw two of their favorite home and school snacks, and then have the students see if their snacks are healthy or unhealthy.</p>	<p>2.2.2.N.2</p>
<p>Healthy Eating Habits 1 Day</p>	<p>Differentiate between healthy and unhealthy eating habits.</p>	<p>Video: “Healthy Eating”: https://www.youtube.com/watch?v=mMHVEFWNLMc Video/Song “Healthy vs Junk Food” https://www.youtube.com/watch?v=fE8lezHs19s</p>	<p>Using My Plate, have the students draw something they can have for lunch that fits in each food group.</p>	<p>2.2.2.N.3</p>

Suggested Modifications for Special Education, ELL and Gifted Students

- Extra time for assigned tasks
- Adjust length of assignment
- Timeline with due dates for reports and projects
- Communication system between home and school
- Provide lecture notes/outline
- Graphic Organizer
- Anchor charts to model concepts/skills/life progressions
- Chart academic vocabulary with visual representations
- Translation dictionary
- Teacher modeling
- Utilize technological programs which provide verbal and visual instruction in native and/or second language (site specific)

- Use interactive technology
- Independent assignments
- Modifications/accommodations included in 504 or IEP

Suggested Technological Innovations/Use

- Chromebooks
- OnCourse Classroom
- PowerPoint, Google Slides

Comprehensive Health Standards

2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy.

2.1.2.PGD.2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).

2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness.

2.1.2.PGD.4: Use correct terminology to identify body parts and explain how body parts work together to support wellness.

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.

Cross Curricular/Career Ready Practices

Computer Science and Design Thinking

8.1.2.A.4 Technology Operations and Concepts

Create a document with text using a word processing program.

8.1.2.F.1 Creativity and Innovation

Illustrate and communicate original ideas and stories using digital tools and media-rich resources.

8.2.2.D.1 Research and Information Literacy

Collect and post the results of a digital classroom survey about a problem or issue and predict consequences based on claims and reasons.

Career Readiness, Life Literacies and Key Skills

9.4.2.CI.1: Creativity and Innovation

Demonstrate openness to new ideas and perspectives

9.4.2.CT.1: Critical Thinking and Problem Solving

Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem

9.4.2.IML.2: Information and Media Literacy

Represent data in a visual format to tell a story about the data

English Language Arts

RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how). **RL.K.2.** With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).

RL.K.4. Ask and answer questions about unknown words in a text.

RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

RL.K.10. Actively engage in group reading activities with purpose and understanding.

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.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

RI.K.10. Actively engage in group reading activities with purpose and understanding.

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

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.

SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Career Ready Practices

CRP1. Act as a responsible and contributing citizen and employee.

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.

CRP6. Demonstrate creativity and innovation.

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

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Unit Three – Personal Safety, Community Services and Support

Content Area: Comprehensive Health & Physical Education

Course(s): Kindergarten Health

Time Period:

Length:

Status: **Not Published**

Summary of the Unit

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 students understand that there are circumstances that may make them feel uncomfortable or are unsafe/dangerous that are beyond their control. It is essential that students know where and how to seek help and do not blame themselves.

Community Health Services provide informational resources and assistance to communities and individuals to support disease and injury prevention, disaster relief, and improve the quality of services provided to all individuals. Community Health Services promote public health, health equity, healthy lifestyles and reduce health disparities.

Enduring Understandings

People in the community work to keep us safe.

Potential hazards exist in personal space, in the school, in the community, and globally.

Individuals face a variety of situations that may result in different type of feelings and learning how to talk about their feelings is important.

It is important to be aware of potential dangers around us.

The environment can impact personal health and safety in different ways.

Essential Questions

Can you name a person from school who can help you with a health emergency?

Do you know how to access school and community health helpers?

What are some reasons to call 911?

How can we prevent the spread of germs? Why is it important to wash your hands?

What are some safety rules you need to remember when you play outside? When you play inside?

What situations may cause you to feel sad, angry, frustrated or scared?

Do you know who you can go to when you need to talk to someone about your feelings?

What do I need to know about sexual abuse and assault prevention and awareness to stay safe?

Summative Assessment and/or Summative Criteria

- Timelines, Maps, Charts, Graphic Organizers
- Unit Assessments, Chapter Assessments, Quizzes
- Short Answer
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations
- Homework
- Concept Mapping
- Primary and Secondary Source analysis

Resources

Internet/You Tube

Kidshealth.org <https://classroom.kidshealth.org/classroom/>

<https://newpathworksheets.com/science/kindergarten/me-and-my-family-0>

Everfi Health Resources <https://everfi.com/courses/k-12/health-curriculum-elementary-school/>

BrainPop/BrainPop Jr.

EDPuzzles

DiscoveryEd.com

Reading A to Z/Raz Kids

Trusted Adults 1 Day	Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals).	Video "Good Touch and Bad Touch": https://www.youtube.com/watch?v=GbaqZeAW-ss&t=1s	Each student will make "A Safe Circle" with pictures of trusted adults. Label with the help of the teacher.	2.1.2.CHSS.6 2.3.2.PS.8
Sexual Assault Prevention (N.J.S.A. 18A:35-4.3) 1 Day	Understand there are parts of our bodies that are private.	Identify and describe functions of body parts (e.g. Stomach, feet, hands, ears, eyes, mouth) and identify those parts of the body that are considered private on themselves and others. "What are Private Parts?" (See Resource Packet)		2.3.2.PS.5 2.3.2.PS.6
Mental Health 1 Day	Mental Health (N.J.S.A. 18A:35-4.39)	Draw a picture of something that makes you feel good, then write a sentence at the bottom of the page describing your picture.		
Staying Healthy 1 Day	Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.	Brain Pop Jr. lesson "Colds & Flu" https://jr.brainpop.com/health/bewell/coldsandflu/	Draw a picture of what you can do to stay healthy.	2.3.2.PS.1

Safe Choices
3 Days

Discuss healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicle, water, and weather safety).

Discuss healthy and safe choices regarding the following:
Raz Kids Book “Safe, Not Safe”: <https://www.raz-plus.com/books/leveled-books/book/?id=2436&langId=1>
Raz Kids Book “Games We Play”: <https://www.raz-plus.com/books/leveled-books/book/?id=15&langId=1>
Raz Kids Book “We Learn to Swim”: <https://www.raz-plus.com/books/leveled-books/book/?id=2526&langId=1>
Raz Kids Book “Why Can’t I? ”: <https://www.raz-plus.com/books/leveled-books/book/?id=1567&langId=1>

Develop an awareness of warning symbols and their meaning. (e.g., red light stop sign, poison symbol).

Display warning symbols and discuss the meaning of each. Some examples are: traffic light; stop sign, railroad crossing, hospital, pedestrian crossing, etc.
Brain Pop Jr. lesson “Safety Signs”
<https://jr.brainpop.com/health/besafe/safetysigns/>

Complete Traffic Signs worksheet. (See Resource Packet)

2.3.2.PS.2
2.3.2.PS.3

2.3.2.PS.4

<p>Accident and Fire Prevention (N.J.S.A.18A:6-2) requires instruction in accident and fire prevention.</p>	<p>Brain Pop Jr. lesson “Fire Safety Plan”: https://jr.brainpop.com/health/besafe/firesafety/ Raz Kids Book “Fire Safety”: https://www.raz-plus.com/books/leveled-books/book/?id=1856&langId=1</p>	<p>Stop, Drop and Roll Sequencing worksheet</p>	<p>2.3.2.PS.3</p>
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Suggested Modifications for Special Education, At Risk, ELL and Gifted Students

- Extra time for assigned tasks
- Adjust length of assignment
- Timeline with due dates for reports and projects
- Communication system between home and school
- Provide lecture notes/outline
- Graphic Organizer
- Anchor charts to model concepts/skills/life progressions
- Chart academic vocabulary with visual representations
- Translation dictionary
- Teacher modeling
- Utilize technological programs which provide verbal and visual instruction in native and/or second language (site specific)
- Use interactive technology
- Independent assignments
- Modifications/accommodations included in 504 or IEP

Suggested Technological Innovations/Use

- Chromebooks
- OnCourse Classroom
- PowerPoint, Google Slides
- Glogster to make Electronic Posters

Comprehensive Health Standards

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.

2.1.2.CHSS.4: Describe how climate change affects the health of individuals, plants and animals.

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).

2.3.2.PS.1: Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.

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).

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).

Cross Curricular Standards/Career Ready Practices

Computer Science and Design Thinking

8.1.2.A.4 Technology Operations and Concepts

Create a document with text using a word processing program.

8.1.2.F.1 Creativity and Innovation

Illustrate and communicate original ideas and stories using digital tools and media-rich resources.

8.2.2.D.1 Research and Information Literacy

Collect and post the results of a digital classroom survey about a problem or issue and predict consequences based on claims and reasons.

Career Readiness, Life Literacies and Key Skills

9.4.2.CI.1: Creativity and Innovation

Demonstrate openness to new ideas and perspectives

9.4.2.CT.1: Critical Thinking and Problem Solving

Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem

9.4.2.IML.2: Information and Media Literacy

Represent data in a visual format to tell a story about the data

English Language Arts

RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how). **RL.K.2.** With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).

RL.K.4. Ask and answer questions about unknown words in a text.

RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

RL.K.10. Actively engage in group reading activities with purpose and understanding.

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.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

RI.K.10. Actively engage in group reading activities with purpose and understanding.

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

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.

SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to

texts.

Career Ready Practices

CRP1. Act as a responsible and contributing citizen and employee.

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.

CRP6. Demonstrate creativity and innovation.

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

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Unit Four – Alcohol, Tobacco and Other Drugs

Content Area: **Comprehensive Health & Physical Education**

Course(s): Kindergarten Health

Time Period:

Length:

Status: **Not Published**

Summary of the Unit

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.

There are many types of treatment facilities for a person to receive help to recovery. 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, school nurse, resource officer, peer leadership individual, mental health specialist, parents, social worker).

Enduring Understandings

The use of alcohol, tobacco, and other drugs in unsafe ways is harmful to one's health.

Substance abuse is caused by a variety of factors.

There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.

Essential Questions

What are the rules to follow for safe use of medicine?

What is a drug and what is the difference between good and bad drugs?

What does cigarette smoking do to your body? Is it good or bad for you?

Why do you think it's illegal for anyone to drink alcohol before they're 21 years old?

Why do some people smoke cigarettes? Why is it so hard for people to stop smoking?

Summative Assessment and/or Summative Criteria

- Timelines, Maps, Charts, Graphic Organizers
- Unit Assessments, Chapter Assessments, Quizzes

- Short Answer
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations
- Homework
- Concept Mapping
- Primary and Secondary Source analysis

Resources

Internet/You Tube

Kidshealth.org <https://classroom.kidshealth.org/classroom/>
<https://newpathworksheets.com/science/kindergarten/me-and-my-family-0>

Everfi Health Resources <https://everfi.com/courses/k-12/health-curriculum-elementary-school/>

BrainPop/BrainPop Jr.

EDPuzzles

DiscoveryEd.com

Reading A to Z/Raz Kids

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments	Standards
Medicine 2 Days	Explain what medicines are, how they are used, and the importance of utilizing medications properly.	Video: “Using and Keeping Medicine Safe” https://www.youtube.com/watch?v=UHvPSwIX4aQ Brain Pop Jr. Video “Medicine” https://jr.brainpop.com/health/drugs/medicine/		2.3.2.ATD.1

<p>Potential Harmful Effects of Tobacco and Drugs 1 Day</p>	<p>Identify ways in which drugs, including some medicines, can be harmful.</p>	<p>List the type of drugs found in the home. Distinguish between over-the-counter drugs and prescription drugs. Discuss some harmful effects of drugs.</p>	<p>I Choose to Be Drug Free Activity. (See Resource Packet)</p>	<p>2.3.2.ATD.2</p>
<p>Drug Abuse 1 Day</p>	<p>Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.</p>	<p>Discuss the consequences if students took too much of their medicine at one time and explain why this is called abusing medicine.</p>		<p>2.3.2.DSDT.1</p>
	<p>Explain that individuals who abuse alcohol, tobacco, and other drugs can get help.</p>	<p>Make a sign to promote people to stop smoking.</p>		<p>2.3.2.DSDT.2</p>

Suggested Modifications for Special Education, ELL At Risk, and Gifted Students

- Extra time for assigned tasks
- Adjust length of assignment
- Timeline with due dates for reports and projects
- Communication system between home and school
- Provide lecture notes/outline
- Graphic Organizer
- Anchor charts to model concepts/skills/life progressions
- Chart academic vocabulary with visual representations
- Translation dictionary

- Teacher modeling
- Utilize technological programs which provide verbal and visual instruction in native and/or second language (site specific)
- Use interactive technology
- Independent assignments
- Modifications/accommodations included in 504 or IEP

Suggested Technological Innovations/Use

- Chromebooks
- OnCourse Classroom
- PowerPoint, Google Slides
- Glogster to make Electronic Posters

Comprehensive Health Standards

2.3.2.ATD.1: Explain what medicines are, how they are used, and the importance of utilizing medications properly.

2.3.2.ATD.2: Identify ways in which drugs, including some medicines, can be harmful.

2.3.2.ATD.3: Explain effects of tobacco use on personal hygiene, health, and safety.

2.3.2.DSDT.1: Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.

2.3.2.DSDT.2: Explain that individuals who abuse alcohol, tobacco, and other drugs can get help

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