



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Springfield Public Schools
Springfield, New Jersey 07081

Health
Grade K

Curriculum Guide

2022

This curriculum may be modified through varying materials, techniques, and strategies as per an individual student's IEP.

Springfield Board of Education
Approved July 25, 2022



Springfield Public Schools **Springfield, New Jersey**

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Superintendent of Schools

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*Springfield Board of Education
PO Box 210
Springfield, New Jersey 07081*

"Cultivating compassionate and extraordinary learners"

Rachel Goldberg
Superintendent of Schools
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Michelle Calas
School Business Administrator/
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Resolution: School Government
Introduced By: Mr. Miller
Seconded By: Mrs. Gamarekian
Adopted: July 25, 2022

Curriculum Adoption

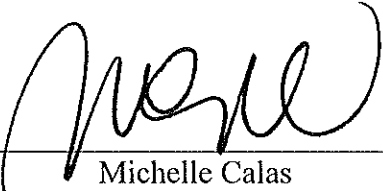
To adopt the following curriculum and courses for the 2022-2023 school year:

- Revised Comprehensive Health and Physical Education *due to new standards in CH/PE (Separate Roll Call Vote)*
 - K-12 Comprehensive Health
 - K-12 Physical Education

I, Michelle Calas, School Business Administrator/Board Secretary of the Springfield Board of Education, hereby certify that the extract from the minutes of a meeting of the Board of Education duly called and held on July 25, 2022 has been compared by me with the original minute book of said Board of Education, and is a true, complete and exact copy therefor, as far as the same relates to the subject matter referred to said contract.

IN WITNESS THEREOF, I have hereunto set my hand and seal of the Springfield Board of Education, this 26th of July 2022.

SEAL



Michelle Calas
School Business Administrator/Board Secretary



Unit Overview Template

Content Area: Health **Grade Level:** K **Unit Title:** Healthy Habits

Unit Summary: The students will be able to identify how staying physically active helps the human body.

Primary Interdisciplinary Connections: Science, Language Arts, Writing

21st Century Themes ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy
☐ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy

Unit Rationale: Kindergarten students should begin to have an awareness of health related topics so they can be able to develop a healthy active lifestyle for a lifetime.

Learning Targets

Standards: 2.1 Personal and Mental Health
 2.3 Safety

Core Idea:

Personal Growth and Development: **2.1.2.PGD-** Individuals enjoy different activities and grow at different rates.

Personal Safety: **2.3.2.PS-** The environment can impact personal health and safety in different ways.

CPI#:	Performance Expectations:
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2.1.2.PGD.1	Explore how activity helps all human bodies stay healthy.
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2.3.2.PS.1	Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.
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SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
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Unit Essential Questions:

- What activities help human bodies stay healthy?
- What are different ways to stay active?
- What are ways to keep our environment safe?

Unit Enduring Understandings:

- Personal choices impact current and long term outcomes on individuals, family and society.

Unit Learning Targets:

Students will....

- Identify and describe health-related items.
- Identify ways to keep our bodies healthy.
- Describe ways to keep ourselves clean.



Evidence of Learning

Summative Assessment: 3 days

Equipment Needed: laptop, projector, The Earth Book, student worksheets, crayons

Teacher Resources: kidshealth.org, brainpopjr.com, YouTube

Formative Assessments:

- Student Discussion
- Question and Response
- Think Pair Share



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Lesson Plans

Lesson	Time Frame
Lesson 1 Active Human Body	40 minutes/ 1 day
Lesson 2 Healthy Habits	40 minutes/ 1 day
Lesson 3 Safe Environment	40 minutes/ 1 day

Teacher Notes:

Kindergarten Health: 1 lesson per week

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

kidshealth.org

brainpopjr.com

YouTube.com



Lesson Plan 1 Template

Content Area: Health Lesson Title: Active Human Body Time Frame: 40 minutes/ 1 day

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Science, Writing, Language Arts

Integration of Technology:

projector, laptop

Equipment Needed:

projector, laptop, speakers, scissors, crayons

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify and describe the rules of the health room. - Explain ways to keep their bodies healthy.	Lesson Sequence - Place students in their assigned seats. - Review rules of the health room. - Share expectations for the health classroom and that health is once a week in kindergarten. - Ask students if they know what health is. - Ask students what are some things that help all human bodies stay healthy? (exercise, sleep, nutrition, good hygiene).	Healthy Bodies WS



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| | 6. Have students complete the healthy bodies WS. | |
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Differentiation:

AL: Students can write more than 1 health related item.

BL: Students can add 1 more health related item.

Resources Provided:

- kidshealth.org



Lesson Plan 1 Template		
Content Area: Health	Lesson Title: Healthy Habits	Time Frame: 40 minutes/ 1 day
Lesson Components		
<u>21st Century Themes</u> ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☒ Health Literacy		
<u>21st Century Skills</u> ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy		
Interdisciplinary Connections: Science, Writing, Language Arts		
Integration of Technology: projector, laptop		
Equipment Needed: projector, laptop, crayons		

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify and describe what a habit is. - Explain ways to keep your body healthy using these habits. - Describe habits you do each day.	Lesson Sequence - Students will enter the room and sit in their seats. - Review the rules of the health room. - Review the things that help keep bodies healthy. - Describe and give an example of what a habit is. - Ask students if they know any other habits. - How do these habits keep your body healthy?	Healthy Habits WS



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| | <p>13. What are some habits that you do every single day?</p> <p>14. Have students complete the healthy habits WS.</p> | |
|--|--|--|

Differentiation:

AL: Students can write more than 1 health habit.

BL: Students can add 1 more health habit.

Resources Provided:

- kidshealth.org



Lesson Plan 1 Template

Content Area: Health Lesson Title: Safe Environment Time Frame: 40 minutes/ 1 day

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Science, Writing, Language Arts

Integration of Technology:

projector, laptop

Equipment Needed:

laptop, computer, globe, crayons

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify what an environment is. - Explain ways to keep our environment safe.	Lesson Sequence - Students will enter the health room and sit in their seats. - Review what a habit is and habits they do every day. - Ask students if they know what an environment is. - Explain that an environment is the world around you and show the globe. - Ask students if they know any ways to keep the environment safe. - Read the book, The Earth Book, https://www.youtube.co	Healthy Environment WS



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	m/watch?v=lpEc5nHqO2c. 21. Have students color the health environment WS.	
Differentiation: AL: Students can color between the lines. BL: Students can partially color between the lines.		
Resources Provided: • kidshealth.org • YouTube.com		

Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		



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Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills		X	
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Health **Grade Level:** K **Unit Title:** Healthy Habits

Created: February 2022 **Board Approved on:**



Unit Overview Template

Content Area:	Health	Grade Level:	K	Unit Title:	Safety
Unit Summary: The students will be able to describe healthy and safe choices, both indoors and outdoors.					
Primary Interdisciplinary Connections: Science, Language Arts, Writing					
21st Century Themes ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy ☐ Information Literacy ☒ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy					
Unit Rationale: Safety is a major priority in kids' lives. Kids need to know that their choices help keep them safe in all places.					

Learning Targets

Standards: 2.3 Safety 9.4 Life Literacies and Key Skills	
Statutes: Accident and Fire Prevention N.J.S.A. 18A:6-2	
Core Idea:	
Personal Safety:	2.1.2.PS- Potential hazards exist in personal space, in the school, in the community, and globally.
Digital Citizenship:	9.4.2 DC- Individuals should practice safe behaviors when using the Internet.
CPI#:	Performance Expectations:
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).
9.4.2.DC.4	Compare information that should be kept private to information that might be made public.
SEL.PK-12.4.3	Evaluate personal, ethical, safety, and civic impact of decisions.
SEL.PK-12.5.5	Identify who, when, where, or how to seek help for oneself or others when needed.
Unit Essential Questions:	
• What are ways I can stay safe indoors? • What are ways I can stay safe outdoors? • How can I stay safe on the playground? • How can I stay safe in the environment?	
Unit Enduring Understandings:	



- Personal choices impact whether or not you are being safe.

Unit Learning Targets:

Students will....

- Explain how to stay safe in different situations.
- Identify different weather conditions and how to be safe in them.
- Describe ways to cross the street and go for walks.



Evidence of Learning

Summative Assessment: 3 days

Equipment Needed: Germ Box, Hand Washing Steps Page, Germ Assessment Page

Teacher Resources: Germs Are Not for Sharing Book, Henry the Hand Puppet, Hand Washing Vocabulary Sheet

Formative Assessments:

- Think Pair Share
- Discussion
- Question and Response



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Lesson Plans

Lesson	Time Frame
Lesson 1 Indoor/Outdoor Safety	40 minutes/ 1 day
Lesson 1 Playground/Street Safety	40 minutes/ 1 day
Lesson 1 Safe During Weather	40 minutes/ 1 day

Teacher Notes:

Kindergarten Health: 1 lesson per week

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

kidshealth.org

[brainpop Jr.](#)

[YouTube](#)



Lesson Plan 1 Template

Content Area: Health Lesson Title: Indoor/Outdoor Safety Time Frame: 40 minutes/ 1 day

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Science, Language Arts

Integration of Technology:

projector, laptop

Equipment Needed:

laptop, Safety WS, crayons

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Explain how your choices keep you safe. • Identify ways to stay safe inside and out. • Describe what to do if someone is not being safe.	Lesson Sequence 1. Students will enter the room and sit in their seats. 2. Ask students what a choice is. 3. Ask students what it means to be safe. 4. How do your choices help you to stay safe? 5. What are some ways you can stay safe inside of your house? Your School? Your friend's house? 6. What are some ways you can stay safe while playing outside?	• Safety WS



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- | | | |
|--|--|--|
| | <ol style="list-style-type: none">7. What should you do if someone you know is not being safe?8. Have students complete the Safety WS | |
|--|--|--|

Differentiation:

AL: Students will be able to color 3 of the correct safety pictures.

BL: Color 1 of the pictures of ways to stay safe.

Resources Provided:

- Safety WS



Lesson Plan 1 Template

Content Area: Health Lesson Title: Playground/Street Safety Time Frame: 40 minutes/ 1 day

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Science, Language Arts

Integration of Technology:

projector, laptop

Equipment Needed:

laptop, PowerPoint, chart paper, crayons

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Explain how to stay safe on the playground. - Identify ways to be safe while crossing the street. - Describe road safety.	Lesson Sequence - Students will enter the classroom and have a seat in their seats. - Review ways to stay safe indoors and out. - Ask students how to stay safe in the playground. - Ask students how to stay safe while going for a walk. Crossing the street. - As a class, have students use the crosswalk the teacher made from chart	Traffic Signals/Maze WS



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	paper to walk on the sidewalk. 6. Show Road Safety PowerPoint 7. Have students traffic signals and maze WS.	
Differentiation: AL: Students will be able to complete the maze with no help. BL: Students will be able to complete the maze with help.		
Resources Provided: • Rad safety PowerPoint • Traffic signals and maze WS		



Lesson Plan 1 Template

Content Area: Health Lesson Title: Fire Safety Time Frame: 40 minutes/ 1 day

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Science, Language Arts

Integration of Technology:

projector, laptop

Equipment Needed:

Fire WS, crayons, laptop

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Explain that if your clothes are on fire, you must stop drop and roll. - Identify ways to escape from various places like home and school. - Describe ways to stay safe during a fire.	Lesson Sequence - Students will enter the health room and sit in their seats. - Review street and playground safety. Ask students what they know about fire safety. - Here are some vocabulary words that you will hear today: Fire Escape plan Fire fighter smoke detector stop drop and roll Meeting place	Fire safety tips coloring



4. Ask students if they have an escape plan from their house with a meeting spot.
5. Ask students about fire safety tips (review with WS)
6. Review with students fire safety stop drop and roll. If time remains, show Safety Town fire safety video
<https://www.youtube.com/watch?v=V2vGsyiZi6Y>

Differentiation:

AL: Students will be able to draw an escape route with no help.

BL: Students will need help to draw a route.

Resources Provided:

- Fire safety tips



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives		X	
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment		X	
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Health	Grade Level: K	Unit Title: Safety
Created: February 2022	Board Approved on:	Type Here



Unit Overview Template

Content Area: Health **Grade Level:** K **Unit Title:** Safety Cont.

Unit Summary: The students will identify ways we can prevent germs from spreading. They will also identify what an illness is as well as describe steps to feel better and recover from illness.

Primary Interdisciplinary Connections: Science

21st Century Themes ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy
☐ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy

Unit Rationale: Kindergarten students need to be aware of how easily germs can spread. This is important so that students can take measures to keep germs from spreading to other people.

Learning Targets

Standards: 2.1 Personal and Mental Health

2.3 Safety

9.4 Life Literacies and Key Skills

Statutes: Accident and Fire Prevention N.J.S.A. 18A:6-2

Core Idea:

Community Health Services and Support: **2.1.2.CHSS-** People in the community work to keep us safe.

Personal Safety: **2.3.2.PS-** Potential hazards exist in personal space, in the school, in the community, and globally.

Digital Citizenship: **9.4.2 DC-** Individuals should practice safe behaviors when using the Internet.

CPI#:	Performance Expectations (CPI):
2.1.2.CHSS.3	Demonstrate how to dial and text 911 in case of an emergency.
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).
9.4.2.DC.4	Compare information that should be kept private to information that might be made public.
SEL.PK-12.4.3	Evaluate personal, ethical, safety, and civic impact of decisions.



SEL.PK-12.
5.5

Identify who, when, where, or how to seek help for oneself or others when needed.

Unit Essential Questions:

- What can I do to avoid or reduce safety hazards?
- What do I need to know to make good decisions and stay safe?
- How can I make good decisions and stay safe?

Unit Enduring Understandings:

- Personal choices impact current and long term outcomes on individuals, family and society and their safety.

Unit Learning Targets:

Students will....

- Identify ways we can stay safe in different weather conditions.
- Identify various emergency contact numbers.
- Describe steps to stay safe while riding a bike



Evidence of Learning

Summative Assessment: 1 day

Equipment Needed: Prevent Germs, Spread Germs Assessment Page, Lotion, Glitter

Teacher Resources: BrainPopJr.com

Formative Assessments:

- Question and Response
- Discussion
- Think Pair Share

Lesson Plans

Lesson	Time Frame
Lesson 1 Safe During Weather	40 minutes/ 1 day
Lesson 2 Contacts and 911	40 minutes/ 1 day
Lesson 3 Bike Safety	40 minutes/ 1 day

Teacher Notes:

Kindergarten Health: One lesson per week

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

BrainPopjr.com

YouTube



Lesson Plan 1 Template

Content Area: Health Lesson Title: Safe During Weather Time Frame: 40 minutes/ 1 day

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Science, Language Arts

Integration of Technology:

projector, laptop

Equipment Needed:

paper, crayons, laptop

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Explain that different types of weather have different ways to stay safe. - Identify ways to stay safe in each weather condition. - Describe ways to stay safe during their favorite season.	Lesson Sequence - Students will enter the health room and sit in their seats. - Review street and fire safety. - Ask students what are the different types of weather (sunny, cloudy, snowy, rainy, thunderstorm, ice, windy, hot, cold) and write the answers on the board. - Using the projector, show students different types of weather and have them tell the teacher what it is called.	Seasons Drawing



- Ask students what the 4 seasons are. Teacher will make a chart on the board of the 4 seasons.
- Ask students ways to stay safe in each season. Teacher writes the ways under the season name in the chart.
- Give students a sheet of paper. Students will draw their favorite season and ways to stay safe during the season on the paper.

Differentiation:

AL: Students will be able to write the name of their favorite season with no help.

BL: Students will need help to write their favorite season.

Resources Provided:

- Seasons Drawings



Lesson Plan 1 Template

Content Area: Health Lesson Title: Contacts and 911 Time Frame: 1 day/40 minutes

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Science, Language Arts, Writing

Integration of Technology:

laptop, projector

Equipment Needed:

laptop, projector, crayons, WS

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify why students should know their parents phone numbers. - Identify what the emergency number is. - Describe when they should use the emergency 911 number.	Lesson Sequence - Students will enter the health room and sit in their seats. - Review weather safety. - ask students if they know their address. - Ask students if they know their parents cell phone numbers. - Explain that they should be able to tell a police officer where they live, and/or their parents	911 worksheet



- phone numbers in case of an emergency.
6. Ask students if they know a number to call if there is an emergency?
 7. Let students know that the emergency number is 911. Explain that that number is used for only emergencies.
 8. Ask students when they should call 911. Answers include: there's a fire, someone is unconscious after an accident, drinking too much, or an overdose of pills or drugs, someone has trouble breathing, like during an asthma flare-up or seizure, someone is choking, they see a crime happening, like a break-in, mugging, etc., there's a serious car accident
 9. Discuss the importance of knowing family member's phone numbers
 10. Have students complete a 911 worksheet

Differentiation:

AL: These students will be able to color the right numbers for 911.

BL: These students will be able to only get the first number.

Resources Provided:

- 911 worksheet



Lesson Plan 1 Template

Content Area: Health Lesson Title: Bike Safety Time Frame: 1 day/40 minutes

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Science, Language Arts, Writing

Integration of Technology:

laptop, projector

Equipment Needed:

laptop, projector, crayons, WS

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify the steps to using their bike. - Identify what the emergency number is. - Describe when they should use the emergency 911 number.	Lesson Sequence - Students will enter the health room and sit in their seats. - Review 911 and contacts lesson. - Ask students, raise your hand if you have a bike. - Here are some vocabulary words that you will hear today: Helmet Traffic Rules Hand signals Traffic signs Brakes	Bike Safety WS



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	Reflectors Fluorescent/bright clothing 5. Ask students about bike safety tips. 6. Review with students the bike safety tips WS 7. Review with students bike safety checklist 8. If time remains, show youtube Safety Town video	
Differentiation: AL: These students will be able to recall most of the vocabulary words. BL: These students will be able to recall 1 or 2 vocabulary words.		
Resources Provided: 911 worksheet		

Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
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Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice		X	
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives		X	
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs		X	
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process		X	
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Health	Grade Level: K	Unit Title: Safety Cont.
Created: February 2022	Board Approved on:	Type Here



Content Area:	Health	Grade Level:	K	Unit Title:	Character and Choices
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Primary Interdisciplinary Connections: Science, Language Arts ,Writing

Unit Rationale: Kindergarten students should learn that everyone has a choice. They make thousands of choices a day. Choices they make may have consequences, those consequences could be good or bad based on their decision.

Standards: 2.1 Personal and Mental Health
8.2 Design Thinking
9.1 Personal Finance Literacy

2.1.2SSH- Every individual has unique skills and qualities, which can include the activities they enjoy such as how they may dress, their mannerisms, things they like to do.

8.2.2. ITH- Technology has changed the way people live and work. Various tools can improve daily tasks and quality of life.

9.1.2.CR- There are actions an individual can take to help make this world a better place.

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SEL.PK-12. 4.3	Evaluate personal, ethical, safety, and civic impact of decisions.
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Unit Essential Questions:

- What do I need to know to make good decisions?
- How can I make good decisions and stay healthy?

Unit Enduring Understandings:

- Personal choices impact current and long term outcomes on individuals, family and society.
- Recognizing risk factors and applying risk reducing strategies can prevent health consequences.

Unit Learning Targets:

Students will....

- Identify that everything they do is their choice.
- Demonstrate the difference between tattling and telling.



Evidence of Learning

Summative Assessment: 1 day

Equipment Needed: Tattling vs telling PowerPoint

Teacher Resources: kidshealth.org, YouTube

Formative Assessments:

- Question and Response
- Think Pair Share
- Discussion
- Tattling vs Telling scenarios

Lesson Plans

Lesson	Time Frame
Lesson 1 Choices and Their Consequences	40 minutes/ 1 day
Lesson 1 Tattling vs Telling	40 minutes/ 1 day
Lesson 1 Self Control	40 minutes/ 1 day

Teacher Notes:

Kindergarten Health: One time per week

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

kidshealth.org

YouTube



Lesson Plan 1 Template

Content Area: Health Lesson Title: Choices and Their Consequences Time Frame: 40 minutes/ 1 day

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Science, Writing, Language Arts

Integration of Technology:

projector, laptop, scenarios

Equipment Needed:

crayons, laptop, PowerPoint, projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify what a decision is. - Identify what a consequence is. - Demonstrate various good choices.	Lesson Sequence - Students will enter the health room and sit in their seats. - Review safety - Ask students what a decision is. (making a choice between different behaviors) Give examples. - Ask students what a consequence is. (what happens when you follow through with your decision) Give examples.	I can make good choices WS



5. Ask students what the rules of the classroom are.
 - What happens when you do not follow the rules?
 - What are some other places that have rules?
6. Ask students what a responsible decision is. (one that does not have a bad consequence)
7. Show PowerPoint presentation about choices
8. Have students complete I Can Make Good Choices WS

Differentiation:

AL: Students will be able to explain the difference between a good decision and a bad one.

BL: Students will be able to only explain a good decision.

Resources Provided:

- kidshealth.org
- PowerPoint



Lesson Plan 1 Template

Content Area: Health Lesson Title: Tattling Vs. Telling Time Frame: 40 minutes/ 1 day

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Science, Writing, Language Arts

Integration of Technology:

projector, laptop, scenarios

Equipment Needed:

crayons, laptop, PowerPoint, projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Identify the difference between tattling and telling.	Lesson Sequence - Students will enter the health room and sit in their seats. - Review choices and consequences. - Ask students what tattling is (write on board). Ask students what telling/reporting is (write on board). - Explain the importance of telling/reporting. - Ask students for some examples. - Show Tattling vs telling chart on projector.	Tattling vs Telling WS



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15. Have students color a small sheet of paper. One side must be red and the other side must be yellow.
16. Read tattling vs telling scenarios and have students raise the red side for tattling and yellow side for telling/reporting.
17. Complete a tattling vs telling WS

Differentiation:

AL: Students will be able to explain the difference between tattling and telling.

BL: Students will be able to explain either tattling or telling, not both.

Resources Provided:

- kidshealth.org
- PowerPoint



Lesson Plan 1 Template

Content Area: Health Lesson Title: Self Control Time Frame: 40 minutes/ 1 day

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Science, Writing, Language Arts

Integration of Technology:

projector, laptop, scenarios

Equipment Needed:

crayons, laptop, PowerPoint, projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify various situations where you need self control. - Demonstrate what self control is.	Lesson Sequence - Students will enter the health room and sit in their seats. - Review tattling and telling. - Ask students what self control is. Self-control has been defined in many ways—as willpower, self-discipline, or conscientiousness. But however you define it, self-control is about <i>being able to regulate yourself.</i>	Self Control WS



4. Ask students what they think a distraction is. Have students give examples.
5. Explain that by learning self control, you can make appropriate decisions and respond to stressful situations in ways that can yield positive outcomes.
6. For example, if you say that you're not serving ice cream until after dinner, you may cry, plead, or even scream in the hopes that you will give in. But with self-control, you can understand that a temper tantrum means you'll take away the ice cream for good and that it's wiser to wait patiently.
7. Have students play a game with the teacher, either "Red Light, Green Light" or "Freeze Dance"
8. Have students complete the self control WS.

Differentiation:

AL: Students will be able to explain what self control is.

BL: Students will be unable to show self control.

Resources Provided:

- kidshealth.org



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Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives		X	
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills		X	
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment		X	
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Health	Grade Level: K	Unit Title: Character and Choices
Created: February 2022	Board Approved on:	Type Here



Unit Overview Template

Content Area:	Health	Grade Level:	K	Unit Title:	Our Bodies
Unit Summary: Students will begin to understand why their bodies are so important. Students will learn why and how they should take care of their bodies.					
Primary Interdisciplinary Connections: Science					
21st Century Themes ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ ICT Literacy ☐ Information Literacy X Life and Career Skills X Communication and Collaboration ☐ Media Literacy					
Unit Rationale: Kindergarten students should know the proper way to care for their bodies and why our bodies are so important to keep healthy.					

Learning Targets

Standards: 2.1 Personal and Mental Health 8.2 Design Thinking	
Core Idea:	
Personal Growth and Development:	2.1.2.PGD- Personal hygiene and self-help skills promote healthy habits.
Interaction of Technology and Humans:	8.2.2.ITH- Technology has changed the way people live and work. Various tools can improve daily tasks and quality of life.
CPI#:	Performance Expectations (CPI):
2.1.2.PGD.4	Use correct terminology to identify body parts and explain how body parts work together to support wellness.
8.2.2.ITH.3	Identify how technology impacts or improves life.
Unit Essential Questions:	
• What are my outside body parts and what are they used for? • How do my body parts work together to keep me safe? • Why do I need to know body parts? • What do my heart and lungs do to keep me healthy?	
Unit Enduring Understandings:	
• Understanding body parts and their functions will help increase healthy habits. • Recognizing risk factors and applying risk reducing strategies can prevent health consequences.	
Unit Learning Targets:	
Students will....	
• Explain the parts on our inside and outside of our bodies. • Explain why we need to keep our heart and lungs healthy. • Identify various muscles and bones.	



Evidence of Learning

Summative Assessment: 1 day

Equipment Needed: Projector, Brainpopjr.com, Laptop

Teacher Resources: teacherpayteacher.com, YouTube

Formative Assessments:

- Question and Response
- Discussion
- Think Pair Share
- Our Bodies Assessment



Lesson Plans

Lesson	Time Frame
Lesson 1 Inside/Outside of Our Bodies	40 minutes/ 1 day
Lesson 1 Heart Health	40 minutes/ 1 day
Lesson 1 Healthy Lungs	40 minutes/ 1 day

Teacher Notes:

Kindergarten Health: One time per week

Curriculum Development Resources/Technology Resources:

brainpopjr.com

teacherpayteacher.com

YouTube



Lesson Plan 1 Template

Content Area: Health Lesson Title: Inside/Outside of Our Bodies Time Frame: 40 minutes/ 1 day

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Science, Language Arts, Writing

Integration of Technology:

laptop, projector, brainpopjr.com

Equipment Needed:

laptop, projector, skeleton, crayons

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Explain why we need to keep our bodies healthy. - Identify various parts on the inside of our bodies. - Identify various parts on the outside of our bodies.	Lesson Sequence - Students will enter the health room and have a seat in their seats. - Review tattling and telling and choices. - Ask students if they know any body parts on the outside of their bodies. They should say parts like arms, legs, head, stomach, eyes, nose, mouth, ears. - The teacher will point to some parts of the body and ask what they are.	Body Parts drawing/coloring



5. Teacher will play Body Part Simon Says.
6. Teacher will ask students if they know any body parts on the inside. Parts should include muscles, bones, organs.
7. Teacher will show a skeleton and name some of the bones.
8. Explain that a human has 206 bones in their body and over 600 muscles.
9. Why do we need to keep these body parts healthy?
10. Have students complete a body parts WS where the teacher guides the students to draw in different body parts they learned.

Differentiation:

AL: These students will draw the body parts and fit them on the body outline.

BL: These students will only be able to fit a couple parts in the body outline.

Resources Provided:

- brainpopjr.com
- teacherpayteacher.com



Lesson Plan 1 Template

Content Area: Health Lesson Title: Heart Health Time Frame: 40 minutes/ 1 day

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Science, Language Arts, Writing

Integration of Technology:

laptop, projector, brainpopjr.com

Equipment Needed:

Heart WS, heart poster, laptop, projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Explain why we need to keep their heart healthy. - Identify where the heart is on the human body.	Lesson Sequence - Students will enter the health room and have a seat. - Review various body parts. - Ask students where your heart is. What does your heart do? What other important body part is close to your heart? - Explain that sometimes you walk, other times you run. Sometimes you stand still, other times you jump up and down.	Healthy Heart WS



- How does your body react when you run or jump up and down? Does your heart beat the same way all the time?
15. Why do people exercise? What does it mean to be active? What kinds of activities do you do that keep your heart healthy?
 16. Explain that the heart pumps blood to your entire body.
 17. Have students stand up and exercise for 30 seconds (jumping jack, running in place, no rope jump rope). Ask students why their heart is beating so fast.
 18. Show brainpop jr. video of the heart
 19. Make a list of different activities you can do to get exercise and keep your heart healthy. Take a survey in your class or school. What kinds of exercise, sports, or activities do kids like to do?
 20. Have students complete a healthy heart WS

Differentiation:

AL: These students will be able to explain what their heart does.

BL: These students will only be able to show where their heart is.

Resources Provided:

- brainpopjr.com
- teacherpayteacher.com



Lesson Plan 1 Template

Content Area: Health Lesson Title: Healthy Lungs Time Frame: 40 minutes/ 1 day

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Science, Language Arts, Writing

Integration of Technology:

laptop, projector, brainpopjr.com

Equipment Needed:

Heart WS, heart poster, laptop, projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Explain why we need to keep their lungs healthy. - Identify where the lungs are in the human body.	Lesson Sequence - Students will enter the health room and have a seat. - Review what the heart does. - Ask students who has been to a doctor for a checkup? During a check-up, a doctor asks you to take a deep breath in and then let it out. What is a breath? What is breathing? Why do you need to breathe? - What parts of your body are used for breathing?	Lungs Coloring Sheet



Take a deep breath.
Where did the air come in? What part of your body got bigger?

5. How do different activities, like running or swimming, affect your breathing?
6. What happens to your breathing when you sleep?
7. Explain that your lungs are like balloons that inflate with oxygen and deflate with carbon dioxide.
8. Teacher will demonstrate how lungs work using a balloon and filling it with air and deflating it slowly.
9. Have students complete a Lungs WS

Differentiation:

AL: These students will be able to explain what their lungs do.

BL: These students will be able to show how to breath.

Resources Provided:

- brainpopjr.com
- teacherpayteacher.com



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Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice		X	
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives		X	
Integrate 21st century skills		X	
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment		X	
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Health	Grade Level: K	Unit Title: Our Bodies
Created: February 2022	Board Approved on:	Type Here



Unit Overview Template

Content Area: Health **Grade Level:** K **Unit Title:** Hygiene

Unit Summary: Students will learn about ways to keep their bodies healthy. Students will learn how to minimize the amount of germs that get into their body and demonstrate ways to prevent illness due to germs.

Primary Interdisciplinary Connections: Science and Social Studies

21st Century Themes ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ ICT Literacy
☐ Information Literacy ☒ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy

Unit Rationale: Kindergarten students need to be aware of how easily germs can spread. This is important so that students can take measures to keep germs from spreading to other people.

Learning Targets

Standards: 2.1 Personal and Mental Health
2.3 Safety

Core Idea:

Personal Growth and Development: **2.1.2.PGD-** Personal hygiene and self-help skills promote healthy habits.

Health Conditions, Diseases and Medicines:

2.3.2.HCDM- Demonstrate personal hygiene and the use of necessary and appropriate health-enhancing behaviors that can keep a person healthy (e.g., precautions to avoid illnesses, handle food hygienically, brush teeth, regular physical activity, adequate sleep, appropriate dress for various weather conditions).

CPI#:	Performance Expectations (CPI):
2.1.2.PGD.2	Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).
2.3.2.HCD M.2	Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.

Unit Essential Questions:

- How and where can I locate health resources?
- What can I do to avoid or reduce germs?
- What do I need to know to make good decisions and stay healthy?
- How can I make good decisions and stay healthy?

Unit Enduring Understandings:

- Personal choices impact current and long term outcomes on individuals, family and society.



Unit Learning Targets:

Students will....

- Explain various personal hygiene behaviors.
- Describe the benefits of washing your hands properly.
- Explain ways to care for their bodies.

Evidence of Learning

Summative Assessment: 1 day

Equipment Needed: Laptop, Projector, hygiene WS

Teacher Resources: YouTube, DOn't Lick This Book, Germs vs Soap book

Formative Assessments:

- Question and Response
- Think Pair Share
- Collection of WS

Lesson Plans

Lesson	Time Frame
Lesson 1 Germs	40 minutes/ 1 day
Lesson 1 Hygiene	40 minutes/ 1 day
Lesson 1 Stop the Spread of Germs	40 minutes/ 1 day

Teacher Notes:

Kindergarten Health: One time per week

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

YouTube

teacherspayteachers



Lesson Plan 1 Template

Content Area: Health Lesson Title: Germs Time Frame: 40 minutes/ 1 day

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy **X** Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills **X** Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Science, Social Studies, Language Arts, Writing

Integration of Technology:

laptop, projector

Equipment Needed:

laptop, projector, glitter, crayons, construction paper, germ outline

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Explain what germs are. • Describe the benefits of keeping germs out of your body. • Explain ways to reduce the amount of germs getting into your body.	Lesson Sequence 1. Students will enter the health room and have a seat at their seats. 2. Review Our Bodies 3. Ask students what are germs? (Germs are tiny organisms, or living things, that can cause disease. Germs are so small and sneaky that they creep into our bodies without being noticed. In fact, germs are so tiny that you need to use a microscope to see	• Germ drawing



them. When they get in our bodies, we don't know what hit us until we have symptoms that say we've been attacked!).

4. Ask what germs do? (If germs invade our bodies, they snuggle in for a long stay. They gobble up nutrients and energy, and can make toxins (say: TOK-sinz), which are proteins that act like poisons. Those toxins can cause symptoms of common infections, like fevers, sniffles, rashes, coughing, vomiting, and diarrhea.
5. How do doctors figure out what germs are doing? They take a closer look. By looking at samples of blood, pee, and other fluids under a microscope or sending these samples to a laboratory for more tests, doctors can tell which germs are living in your body and how they are making you sick.)
6. Ask students how to protect themselves from germs? Explain that most germs are spread through the air in sneezes, coughs, or even breaths. Germs can also spread in sweat, saliva (spit), and blood. Some pass from person to person by touching something that is contaminated, like shaking hands with



- someone who has a cold and then touching your own nose. Steering clear of the things that can spread germs is the best way to protect yourself.
7. Have students identify ways to keep your body safe from germs.
 8. Germs spread very quickly. Have students walk around and give 5 other students a high five. The teacher will join and do the same, but will have glitter on the teachers hands. Have all students shake a seat and look at their hands. Ask all students who have glitter on their hand to stand up. There was only one person in this room that had glitter on their hands, and that was the teacher. Do you see how fast germs spread?
 9. Have students create their very own germ.

Differentiation:

AL: These students will create a colorful germ.

BL: These students will draw lines and scribbles.

Resources Provided:

- Germ drawings



Lesson Plan 1 Template

Content Area: Health Lesson Title: Hygiene Time Frame: 40 minutes/ 1 day

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Science, Social Studies, Language Arts, Writing

Integration of Technology:

laptop, projector, Hygiene WS

Equipment Needed:

laptop, projector, crayons

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Explain what germs are. • Describe personal hygiene behaviors to prevent germs from entering the body. • Explain ways to reduce the amount of germs getting into your body.	Lesson Sequence 1. Students will enter the health room and have a seat at their seats. 2. Review what germs are. 3. Ask students what are two major types of germs. (viruses and bacteria) 4. Ask the students what the word hygiene means. 5. Ask the students what some of the things you can do to maintain good hygiene? (answer should include taking showers,	• Hygiene drawing



- washing hands, brushing teeth, washing clothes)
6. Explain that your body has a system to kill germs when they get into the body. Does anyone know what system it is? (immune system)
 7. Teacher will read the book, Germs vs Soap.
<https://www.youtube.com/watch?v=3f2lfAQTXo4>
 8. Have students draw various ways to keep germs out of their bodies.

Differentiation:

AL: These students will identify 4 ways of good hygiene.

BL: These students will identify 2 ways of good hygiene.

Resources Provided:

- Germs vs Soap book



Lesson Plan 1 Template

Content Area: Health Lesson Title: Stop the Spread of Germs Time Frame: 40 minutes/ 1 day

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Science, Social Studies, Language Arts, Writing

Integration of Technology:

laptop, projector

Equipment Needed:

laptop, projector, crayons

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Explain what germs are. - Demonstrate how to properly wash their hands.	Lesson Sequence - Students will enter the health room and have a seat at their seats. - Review what hygiene is. - Ask students what are two major types of germs. (viruses and bacteria) - Ask the students what is the best way to get rid of germs? (Washing hands) - Washing your hands well and often is the best way to beat germs. Wash your hands every time you	Hand washing WS



cough or sneeze, before you eat or prepare foods, after you use the bathroom, after you touch animals and pets, after you play outside, and after you visit a sick relative or friend. There is a right way to wash your hands. Use warm or cold water and soap and rub your hands together for at least 20 seconds, which is about how long it takes to sing "Happy Birthday" twice.

6. Ask students the proper way to wash their hands.
7. What are the five steps to proper hand washing? What do you need to get rid of germs on your hands? (soap)
8. Teacher will go to the sink and show the class how to wash their hands.
9. Students will complete a hand washing WS.

Differentiation:

AL: These students will identify all 5 steps to proper hand washing.

BL: These students will identify 2 or 3 steps of proper hand washing.

Resources Provided:

- How to properly wash their hands



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Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice		X	
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills		X	
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment		X	
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Health	Grade Level: K	Unit Title: Hygiene
Created: February 2022	Board Approved on:	Type Here



Unit Overview Template

Content Area: Health **Grade Level:** K **Unit Title:** Hygiene Cont.

Unit Summary: Students will learn about ways to keep their bodies healthy. Students will learn what their teeth is made of and how to keep them healthy. Students will learn about the 5 senses.

Primary Interdisciplinary Connections: Science, Language Arts

21st Century Themes ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy
☐ Information Literacy ☒ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy

Unit Rationale: Kindergarten students need to be aware of how easily germs can spread. This is important so that students can take measures to keep germs from spreading to other people.

Learning Targets

Standards: 2.1 Personal Growth and Development
2.3 Safety

Core Ideas:

Personal Growth and Development: **2.1.2.PGD-** Personal hygiene and self-help skills promote healthy habits.

Health Conditions, Diseases and Medicines: **2.3.2.HCDM-** Demonstrate personal hygiene and the use of necessary and appropriate health-enhancing behaviors that can keep a person healthy (e.g., precautions to avoid illnesses, handle food hygienically, brush teeth, regular physical activity, adequate sleep, appropriate dress for various weather conditions).

CPI#:	Performance Expectations (CPI):
2.1.2.PGD.2	Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).
2.3.2.HCD M.2	Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.

Unit Essential Questions:

- What can I do to avoid or reduce health risks?
- What do I need to know to make good decisions and stay healthy?
- How can I make good decisions and stay healthy?

Unit Enduring Understandings:

- Personal choices impact current and long term outcomes on individuals, family and society.
- Accessing and evaluating health information, products and services will improve a person's ability to make healthy decisions and one's quality of life.

Unit Learning Targets:

Students will....

- Identify how to keep your teeth healthy.



- Identify the 5 senses.

Evidence of Learning

Summative Assessment: 1 day

Equipment Needed: 5 senses poster, teeth model, toothbrush, tooth paste, floss

Teacher Resources: kidshealth.org

Formative Assessments:

- Teeth and Senses Assessment

Lesson Plans

Lesson	Time Frame
Lesson 1 Cleanliness	40 minutes/ 1 day
Lesson 1 Teeth	40 minutes/ 1 day
Lesson 1 The 5 Senses	40 minutes/ 1 day

Teacher Notes:

Kindergarten Health is one time per week

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

brainpop jr.com

kidshealth.org

YouTube



Lesson Plan 1 Template

Content Area: Health Lesson Title: Cleanliness Time Frame: 40 minutes/ 1 day

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Science, Language Arts

Integration of Technology:

projector, laptop

Equipment Needed:

projector, laptop, Cover Up WS

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify ways to stop germs from entering the body. - Demonstrate how to cover up when sneezing or coughing.	Lesson Sequence - Students will enter the health room and have a seat in their seats. - Review germs. - Ask students what the ways to prevent germs from spreading are. (washing hands, taking baths/showers, brushing teeth, washing clothes) - Explain that germs are everywhere. They do not just get on your hands. They are on your hands, hair, clothes right now.	Cover Up WS



5. It is very important to keep your immune system healthy by washing your body and your clothes.
6. Show ways to cover your mouth when you cough or sneeze to prevent germs from flying all over.
7. Cover your nose and mouth when you sneeze and cover your mouth when you cough to keep from spreading germs. Use a tissue when you can, and then throw it away. If you don't have a tissue, cough or sneeze into your elbow, NOT your hands.
8. Have students complete a cover up WS.

Differentiation:

AL: These students will complete the worksheet before class is over.

BL: These students will partially complete the worksheet before class is over.

Resources Provided:

- Cover Up WS



Lesson Plan 1 Template

Content Area: Health Lesson Title: Teeth Time Frame: 40 minutes/ 1 day

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Science, Language Arts

Integration of Technology:

projector, laptop

Equipment Needed:

projector, laptop, teeth WS, teeth model, toothbrush, toothpaste, floss

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify ways to keep your teeth and mouth healthy. - Demonstrate how to properly brush your teeth.	Lesson Sequence - Students will enter the health room and have a seat in their seats. - Review Cleanliness. - Teacher will ask students what they know about your teeth. - Explain that there are 2 sets of teeth they get in their lives. Ask to see if they know what the first set is called. (Primary) How many primary teeth will you have? (20) What happens to their primary	Teeth WS



teeth? (Fall out) When they fall out, what is the new set of teeth called? (permanent) How many permanent teeth will they have? (32)

5. Show students medicine cabinet. Show students toothbrushes, tooth paste, and floss. Ask what flossing is.
6. Brain Pop Jr Caring For Your Teeth
7. Explain that brushing your teeth twice a day helps keep your teeth, gums, and tongue clean and healthy.
8. Explain that flossing your teeth once a day at night also helps.
9. Use the teeth model and toothbrush and show students using the teeth model the proper way to brush your teeth.
10. Have students complete a teeth WS.

Differentiation:

AL: These students will complete the worksheet before class is over.

BL: These students will partially complete the worksheet before class is over.

Resources Provided:

- teeth WS



Lesson Plan 1 Template

Content Area: Health Lesson Title: The Dentist Time Frame: 40 minutes/ 1 day

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Science, Language Arts

Integration of Technology:

projector, laptop

Equipment Needed:

projector, laptop, crayons, dentist booklet

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify what dentists do. - Demonstrate to take care of your teeth.	Lesson Sequence - Students will enter the health room and have a seat in their seats. - Review Teeth. - Teacher will ask students what kind of doctor they need to go see if they need a teeth cleaning or a fix? (dentist) - Teacher will ask students what kind of things dentists do to your teeth? - Teacher will read The Tooth Book to the class. https://www.youtube.co	Dentist booklet



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16. Teachers will ask students when the last time you went to a dentist.
17. Students will complete a dentist/tooth booklet.

Differentiation:

AL: These students will complete the entire booklet.

BL: These students will complete 3 or 4 pages of the booklet.

Resources Provided:

- Dentist booklet



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Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives		X	
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills		X	
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Health	Grade Level: K	Unit Title: Hygiene Cont.
Created: February 2022	Board Approved on:	Type Here



Unit Overview Template

Content Area: Health **Grade Level:** K **Unit Title:** Emotions and Feelings

Unit Summary: Kindergarten students will identify various feelings and emotions. Students will learn that they will be able to express their feeling an emotions in a safe and comfortable way.

Primary Interdisciplinary Connections: Science, Anatomy

21st Century Themes ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ ICT Literacy
☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy

Unit Rationale: Kindergarten students should be comfortable around other people with their feelings. They should be able to express themselves freely.

Learning Targets

Standards: 2.1 Personal and Mental Health

Statutes: Mental Health C.18A:40A-2.1

Core Ideas:

Personal Growth and Development: **2.1.2.CHSS-** Individuals face a variety of situations that may result in different type of feelings and learning how to talk about their feelings is important.

CPI#:	Performance Expectations (CPI):
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).
SEL.PK-12.1.1	Recognize one's feelings and thoughts.
SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts, and behaviors.

Unit Essential Questions:

- What do I need to know to display my feelings?
- How do I differentiate between positive and negative feelings?

Unit Enduring Understandings:

- Recognizing risk factors and applying risk reducing strategies can prevent health consequences.

Unit Learning Targets:

Students will....

- Identify various feelings and emotions.
- Differentiate between positive and negative emotions.



Evidence of Learning

Summative Assessment: 1 day

Equipment Needed: feelings poster, scenarios

Teacher Resources: kidshealth.org

Formative Assessments:

- Question and Response
- Think Pair Share
- Discussion



Lesson Plans

Lesson	Time Frame
Lesson 1 Feelings and Emotions	40 minutes/ 1 day
Lesson 2 Empathy	40 minutes/ 1 day
Lesson 3 Positive and Negative Feelings	40 minutes/ 1 day

Teacher Notes:

Kindergarten Health is one time per week.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

kidshealth.org

YouTube



Lesson Plan 1 Template

Content Area: Health Lesson Title: Feelings and Emotions Time Frame: 40 minutes/ 1 day

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Science, language arts

Integration of Technology:

laptop, projector

Equipment Needed:

projector, laptop, situation cards, crayons

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify various emotions and feelings. - Describe ways to feel during various situations.	Lesson Sequence - Students will enter the health room and have a seat in their seats. - Review Hygiene. - Ask students what emotions are. - Show students what some of the emotions look like. (happy, sad, mad, excited, confused) - Teacher will read the students a situation. After listening to the situation, students will show/draw how the face that best describes their feelings is related to the situations.	Feel good drawing



6. Situation 1- It's time for recess! You're planning to play on the swings, but when you get to the playground, all the swings are being used. How do you feel?
7. Situation 2- It's the end of the school day. Parents have already picked up all your classmates, but your mom or dad isn't here yet. How do you feel?
8. Situation 3- You and your friends are playing a board game. All of a sudden your dog runs through the living room and over your game. Game pieces go flying and you lose your spot on the board. How do you feel?
9. Situation 4- You're at an amusement park, next in line to get an autographed picture with your favorite character. How do you feel?
10. Situation 5- You're at an amusement park waiting in line to go on a roller coaster that goes really fast and high. How do you feel?
11. Situation 6- Your parents are going to go out to dinner and a babysitter is coming to watch you while your parents are gone. How do you feel?
12. Situation 7- You painted a really pretty picture in art class and the teacher holds it up to show



everyone. How do you feel?

13. Situation 8- Your best friend invited you to a play date Saturday. But that morning, your friend's mother calls to say that your friend is sick and the play date is canceled. How do you feel?

14. Give students a blank sheet of paper and have students draw a picture of something that makes them feel good. Give some examples.

Differentiation:

AL: Students will be able to have multiple drawings.

BL: Students will be able to only have 1 drawing.

Resources Provided:

- kidshealth.org
- situation cards



Lesson Plan 1 Template

Content Area: Health Lesson Title: Empathy Time Frame: 40 minutes/ 1 day

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Science, language arts

Integration of Technology:

laptop, projector

Equipment Needed:

projector, laptop, crayons, I feel cards

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify what empathy is. - Describe ways to feel during various situations.	Lesson Sequence - Students will enter the health room and have a seat in their seats. - Review what emotions are. Show students what some of the emotions look like. (happy, sad, mad, excited, confused) - People feel all kinds of different feelings: happy, sad, excited, nervous, scared, angry, lonely, confused, uncomfortable, surprised, shy, embarrassed, loved, and proud. Sometimes people	Empathy Face WS



talk about how they're feeling, and other times they might not say anything, but their faces and bodies and movements may show how they feel. Stand up, and make sure you have enough room to move without bumping into a classmate. I'll turn off the lights and say, "Show how you look and how you move when you're happy." As soon as the lights go on, make a face that shows how you feel when you're happy and move around in a happy way – without talking. When the lights go off, freeze. I'll name another feeling and then turn on the lights again. Show your feelings through your facial expressions and your movements. After a few minutes, stop and talk about how you look and move for different feelings. How do you look and move when you're sad? When you're excited? When you're feeling shy?

4. Colors sometimes seem to match feelings. Which colors do you think seem happy? Sad? Angry? Excited? Do any colors overlap? Choose three colors and create a picture that shows how you feel.



5. I Feel...: Read students a que from I feel, and ask the students what they feel.

I feel happy when..
 I feel sad when..
 I feel excited when..
 I feel frustrated when..
 I feel angry when..
 I feel scared when..
 I feel proud when..
 I feel embarrassed when..

6. Have student complete a Empathy Face WS

Differentiation:

AL: Students will be able to complete all the faces on the worksheet.

BL: Students will be able to complete half of the faces on the worksheet.

Resources Provided:

- kidshealth.org
- I feel cards



Lesson Plan 1 Template

Content Area: Health Lesson Title: Positive and Negative Feelings Time Frame: 40 minutes/ 1 day

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Science, language arts

Integration of Technology:

laptop, projector

Equipment Needed:

projector, laptop, crayons

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify various positive and negative feelings. - Identify individuals who can assist with expressing your feelings.	Lesson Sequence - Students will enter the health room and have a seat in their seats. - Review what emotions are. Show students what some of the emotions look like. (happy, sad, mad, excited, confused) - Teacher will read the book, Today I Feel Silly https://www.youtube.com/watch?v=Sr13yipIToM - Teacher will ask students who they can go to to express their feelings. Write answers on the board.	- Feelings WS - Q and A Exit Slip: Name one negative and one positive emotion



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16. Students will complete a
feelings WS

Differentiation:

AL: Students will be able to draw the four times on the worksheet.

BL: Students will be able to draw two times on the worksheet.

Resources Provided:

- kidshealth.org
- Feelings WS



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Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Health	Grade Level: K	Unit Title: Emotions and Feelings
Created: February 2022	Board Approved on:	Type Here



Unit Overview Template

Content Area: Health **Grade Level:** K **Unit Title:** Nutrition

Unit Summary: Students will identify healthy and unhealthy foods and identify where certain foods belong on the food pyramid and MyPlate.

Primary Interdisciplinary Connections: Social Studies

21st Century Themes ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy
☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy

Unit Rationale: Kindergarten students need to be aware of what foods they put into their body. They need to understand the difference between good food and bad food.

Learning Targets

Standards: 2.2 Physical Wellness

Core Idea:

Nutrition: **2.2.2.N-** Nutritious food choices promote wellness and are the basis for healthy eating habits.

CPI#:	Performance Expectations (CPI):
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.
SEL.PK-12. 2.2	Recognize the skills needed to establish and achieve personal and educational goals.

Unit Essential Questions:

- What do I need to know to make good nutrition decisions and stay healthy?
- How can I make good decisions between healthy and unhealthy foods?

Unit Enduring Understandings:

- Recognizing risk factors and applying risk reducing strategies can prevent health consequences.

Unit Learning Targets:

Students will....

- Recognize ways to distinguish between good and bad foods.
- Explore various foods and explain when they are good for the human body.



Evidence of Learning

Summative Assessment: 1 day

Equipment Needed: my plate WS, laptop, projector, PowerPoint

Teacher Resources: PowerPoint, Benefits facts pages

Formative Assessments:

- Discussion
- Question and Response
- Think Pair Share

Lesson Plans

Lesson	Time Frame
Lesson 1 My Plate	40 minutes/ 1 day
Lesson 2 Fruits and Vegetables	40 minutes/ 1 day
Lesson 3 Dairy, Protein and Grains	40 minutes/ 1 day

Teacher Notes:

Kindergarten Health is one time per week.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

My Plate

Food Pyramid Book

The Edible Pyramid Book



Lesson Plan 1 Template

Content Area: Health Lesson Title: My Plate Time Frame: 40 minutes/ 1 day

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Science, Language Arts

Integration of Technology:

projector, laptop

Equipment Needed:

laptop, projector, The Edible Pyramid book, Nutrition PowerPoint

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Recognize ways to stay safe in various situations	Lesson Sequence - Students will enter the health room and have a seat in their seats. - Review emotions and feelings. - Teacher will ask students if they know what the 5 food groups are. - Brainstorm what the different foods are in the 5 food groups - Teacher will share a screen and show what MyPlate looks like.	Q and A Exit Slip: Name one food group before lining up



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- | | | |
|--|--|--|
| | <ol style="list-style-type: none">6. Teacher will read the book "The Edible Pyramid"7. If time remains: Show MyPlate PowerPoint | |
|--|--|--|

Differentiation:

AL: Students will be able to recite the 5 food groups.

BL: Students will be able to recite 2 or 3 food groups.

Resources Provided:

- MyPlate PowerPoint



Lesson Plan 1 Template

Content Area: Health	Lesson Title: Fruits and Vegetables	Time Frame: 40 minutes/ 1 day
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Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Science, Language Arts

Integration of Technology:

projector, laptop

Equipment Needed:

laptop, projector, crayons, Eat a Rainbow book, Jack and the Hungry Giant book

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Recognize ways to stay safe in various situations	Lesson Sequence - Students will enter the health room and have a seat in their seats. - Review MyPlate and the 5 food groups. - Teacher will ask students what they learned about last week (5 food groups and what they are) - Teacher will explain that we are reviewing fruits and vegetables. - Teacher will ask students why we need	Fruits and Vegetables Drawing



- | | | |
|--|---|--|
| | <p>fruits and vegetables (vitamins and minerals)</p> <p>13. Teacher will ask students to come up with as many fruits and vegetables as they can.</p> <p>14. Teacher will write them all on the board and then compare between classes. Who has the most.</p> <p>15. Teacher will the book, I can Eat a Rainbow Book
 https://www.youtube.com/watch?v=SQ_xSMYvRuE</p> <p>16. If time remains, the teacher will read a book, Jack and the Hungry Giant
 https://www.youtube.com/watch?v=B8DcR43EF9M and students will draw pictures of various fruits and vegetables.</p> | |
|--|---|--|

Differentiation:

AL: Students will be able to come up with 9 or 10 fruits and vegetables.

BL: Students will be able to come up with 5 or 6 fruits and vegetables.

Resources Provided:

- MyPlate PowerPoint



Lesson Plan 1 Template

Content Area: Health Lesson Title: Dairy, Proteins, and Grains Time Frame: 40 minutes/ 1 day

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Science, Language Arts

Integration of Technology:

projector, laptop

Equipment Needed:

laptop, projector,

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Recognize ways to stay safe in various situations	Lesson Sequence - Students will enter the health room and sit in their seats. - Review fruits and vegetables. - Teacher will ask students about the dairy food group. - What types of foods are in the dairy food group? (milk, cheese, ice cream, yogurt)	MyPlate coloring WS



5. What does the dairy food group do for your body? (Calcium for strong bones, vitamins and minerals)
6. Teacher will ask what grains, proteins, and dairy do for the body (grains give energy, proteins give muscle, and dairy gives calcium for strong bones)
7. Teacher will explain that we need energy throughout the day, strong muscles, and strong bones to live a happy healthy lifestyle
8. Students will be shown what the MyPlate diagram is.
9. Explain that everyone needs to have something from each food group everyday
10. Have students color their MyPlate and create foods that belong in each category.

Differentiation:

AL: Students will be able to recite all 5 food groups.

BL: Students will be able to recite 3 or 4 of the food groups.

Resources Provided:

- MyPlate WS



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Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills		X	
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills		X	
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Health	Grade Level: K	Unit Title: Nutrition
Created: February 2022	Board Approved on:	Type Here



Unit Overview Template

Content Area: Health **Grade Level:** K **Unit Title:** Friendships

Unit Summary: Kindergarten students will identify the basic social needs of all people. Students will identify ways for friends to express feelings for one another.

Primary Interdisciplinary Connections: Science Language Arts, Writing

21st Century Themes ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ ICT Literacy
☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy

Unit Rationale: Kindergarten students should have an awareness of healthy ways to respond to disagreements and conflicts with others.

Learning Targets

Standards: 2.1 Personal and Mental Health
 2.3 Safety
 9.1 Personal Finance Literacy

Core Idea:

Social and Sexual Health: **2.1.2.SSH-** People have relationships with others in the local community and beyond.

Personal Safety: **2.3.2.PS-** Any time children feel uncomfortable or in an unsafe situation, they should reach out to a trusted adult for help.

Civic Responsibility: **9.1.2.CR-** There are actions an individual can take to help make this world a better place.

CPI#:	Performance Expectations (CPI):
2.1.2.SSH.6	Determine the factors that contribute to healthy relationships.
2.3.2.PS.6	Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family.
9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community.
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior.
SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups, and others' cultural backgrounds.
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings.

Unit Essential Questions:

- What do I need to know to make good decisions and stay healthy?



Unit Enduring Understandings:

- Recognizing risk factors and applying risk reducing strategies can prevent health consequences.

Unit Learning Targets:

Students will....

- Identify healthy ways for friends to express feelings for one another.
- Describe ways to respond to conflicts.

Evidence of Learning

Summative Assessment: 1 day

Equipment Needed: Laptop, projector, Youtube

Teacher Resources: kidshealth.org, YouTube

Formative Assessments:

- Question and Response
- Think Pair Share
- Organ Body Assessment Page
- Discussion

Lesson Plans

Lesson	Time Frame
Lesson 1 Social Needs	40 minutes/ 1 day
Lesson 2 Conflicts	40 minutes/ 1 day
Lesson 3 Health Wrap Up	40 minutes/ 1 day

Teacher Notes:

Kindergarten Health is one lesson per week.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

kidshealth.org

YouTube



Lesson Plan 1 Template

Content Area: Health Lesson Title: Social Needs Time Frame: 40 minutes/ 1 day

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Science, Writing, Language Arts

Integration of Technology:

laptop, projector

Equipment Needed:

laptop, projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify what social media is. - Describe ways to be confident in yourself.	Lesson Sequence - Students will enter the health room and have a seat in their seats. - Review MyPlate and nutrition. - Ask students what social media is. (internet) - Identify social needs for students. (confidence) - Teacher explains that who they are is okay. You can be different from everyone else. It takes confidence to be yourself.	Completion of I Am WS



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

- | | | |
|--|--|--|
| | 6. Have students complete the three “I Am” worksheet | |
|--|--|--|

Differentiation:

AL: Students will be able to fill in all three I Am boxes.

BL: Students will be able to fill in 1 or 2 I Am boxes.

Resources Provided:

- kidshealth.org
- YouTube



Lesson Plan 1 Template

Content Area: Health Lesson Title: Conflicts Time Frame: 40 minutes/ 1 day

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Science, Writing, Language Arts

Integration of Technology:

laptop, projector

Equipment Needed:

laptop, projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify what a conflict is. - Describe ways to make it through a conflict without injury.	Lesson Sequence - Students will enter the health room and have a seat in their seats. - Review social needs. - Ask students what a conflict is. (disagreement) - Reiterate what confidence is and why we need it. - Teacher asks students what are ways to deal with a conflict. - Ask students what is a friend?	Friends drawings



- | | | |
|--|---|--|
| | <ol style="list-style-type: none">7. How can friends help you through various conflicts?8. What are some other people in your life that can help you through a conflict or disagreement?9. Have students draw and write 3 people in their life who can help them in a conflict. Could be a family member or a friend. | |
|--|---|--|

Differentiation:

AL: Students will be able to draw all three people to help in conflicts.

BL: Students will be able to draw 1 or 2 people to help them through conflicts.

Resources Provided:

- kidshealth.org
- YouTube



Lesson Plan 1 Template

Content Area: Health Lesson Title: Health Wrap Up Time Frame: 40 minutes/ 1 day

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Science, Writing, Language Arts

Integration of Technology:

laptop, projector

Equipment Needed:

laptop, projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Identify what they learned most about health.	Lesson Sequence - Students will enter the health room and have a seat in their seats. - Review conflicts. - Ask students what their favorite lesson is about their health. - Give students white board and play health trivia from what they learned all year.	Health Lesson Drawing
Differentiation: AL: Students will be able to write the answers on the white board. BL: Students will need help with letters writing the answers on the white board.		
Resources Provided: kidshealth.org		



- YouTube

Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice		X	
Provide scaffolding for acquiring targeted knowledge/skills		X	
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Health	Grade Level: K	Unit Title: Friendships
Created: February 2022	Board Approved on:	Type Here



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

IEP AND 504 ACCOMMODATIONS AND MODIFICATIONS FOR EARLY CHILDHOOD AND ELEMENTARY SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
Review of directions
Use of mnemonics
Have student restate information
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Use of a study carrel
Assistance in maintaining uncluttered space
Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Use of manipulatives
No penalty for spelling errors or sloppy handwriting
Follow a routine/schedule
Alternate quiet and active time
Teach time management skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Adjusted assignment timelines
Visual daily schedule



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Untimed tests
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book tests
Read test and directions to student
Provide study outline prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator and/or number line for math tests
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands
Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS MODIFICATIONS:



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**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Breaks between tasks
Cue expected behavior
Daily feedback to student
Have contingency plans
Use de-escalating strategies
Use positive reinforcement
Use proximity/touch control
Use peer supports and mentoring
Model expected behavior by adults
Have parent sign homework
Have parent sign behavior chart
Set and post class rules
Chart progress and maintain data



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ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS

IEP AND 504 ACCOMODATIONS AND MODIFICATIONS FOR MIDDLE AND HIGH SCHOOL STUDENTS:

- Large print textbooks
- Textbooks for at-home use
- Additional time for assignments
- A locker with adapted lock
- Review of directions
- Review sessions
- Use of mnemonics
- Have student restate information
- Provision of notes or outlines
- Concrete examples
- Adaptive writing utensils
- Support auditory presentations with visuals
- Weekly or bi-weekly home-school communication
- Space for movement or breaks
- Study sheets and teacher outlines
- Extra visual and verbal cues and prompts
- Lab and math sheets with highlighted instructions
- Graph paper to assist in organizing or lining up math problems
- Use of tape recorder for lectures
- Use of Interactive notebook
- Use of a scribe
- Use of computers and calculators
- Books on tape
- Graphic organizers
- Quiet corner or room to calm down and relax when anxious
- Preferential seating
- Alteration of the classroom arrangement
- Reduction of distractions
- Answers to be dictated
- Hands-on activities
- Ability to type all assignments
- Follow a routine/schedule
- Teach time management and organizational skills
- Rest breaks
- Verbal and visual cues regarding directions and staying on task
- Agenda book and checklists
- Daily check-in with case manager or special education teacher
- Adjusted assignment timelines
- Visual daily schedule



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book or open-note tests
Read test and directions to student
Provide study guides prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Pace long-term projects
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Allow outlining, instead of writing for an essay or major project
Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator for math tests
Film or video supplements in place of reading text
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Pass/no pass option
Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS FOR STUDENTS:

- Breaks between tasks
- Cue expected behavior
- Daily feedback to student
- Have contingency plans
- Use de-escalating strategies
- Use positive reinforcement
- Use proximity/touch control
- Use peer supports and mentoring
- Model expected behavior by adults
- Have parent sign homework
- Set and post class rules
- Chart progress and maintain data



SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS

Accommodations and Modifications for ESL Students

- Give tests orally
- Give instructions/directions in writing and orally
- Assign a peer tutor, same language or English speaking
- Allow use of bilingual/translation dictionary
- Provide summaries of text or study guides of particular chapters
- Allow errors in speaking
- Allow errors in writing
- Accept writing in first language
- Highlight key vocabulary
- Reduce amount of work required
- Assess comprehension through demonstration or other alternative means (gestures, drawings)
- Rephrase questions, directions, and explanations
- Reduce multiple choices on assessments
- Provide study guides and/ or outlines
- Shorten reading assignments
- Allow extended time for test/project completion
- Use of audio books
- Use of graphic organizers
- Use reduced text, so that print is not dense
- Use visuals/pictures throughout lesson/unit/assignment
- Adapt homework to reflect language proficiency/home support
- Adapt homework to reflect home support
- Provide hands-on activities and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Use of translation dictionaries to locate words in the native language
- Use anecdotal records and portfolio of work as forms of assessment
- Use story retellings to assess comprehension

What Does the Gifted and Talented Experience Look Like? *Springfield Public Schools*

Mission Statement

The Gifted and Talented Program of the Springfield Public Schools aims to provide a meaningful and rigorous education that instills the value of lifelong learning and empowers all students to reach their full potential and become self-fulfilled creative leaders in accordance with the comprehensive standards of our state. We accomplish this by offering challenging, real-world experiences in a student-centered environment.

We recognize that students come from diverse socioeconomic, cultural, and ethnic backgrounds, and the mission of the gifted and talented program is to provide opportunities for students to explore their intellectual, creative, and artistic gifts and talents within the classroom and with beyond-the-classroom experiences. It is essential to provide diverse, appropriate, and ongoing learning experiences and environments that incorporate students' academic, psychological, and social needs. Our responsibility is to provide students with educational alternatives that teach, challenge, and expand their knowledge, while simultaneously stressing the development of independent and self-directed learners who continuously generate questions, analyze, synthesize, and evaluate information and ideas.

New Jersey Administrative Code 6A:8-3.1 defines students who are gifted and talented as those students who possess or demonstrate high levels of ability in one or more content areas when compared to their chronological peers in the local district and who require modification of their educational program if they are to achieve in accordance with their capabilities.

Goals:

To support our mission, we have established the following goals to guide our work:

- To infuse into the general education program a broad range of activities for high-level learning that will challenge all students to perform at advanced levels, and provide extended opportunities, resources, and support in particular areas where student interest or talent is demonstrated.
- To provide a continuum of gifted education services that will strengthen the total school program, offer enriching and challenging learning opportunities for all students, and provide specialized learning experiences
- To promote achievement of students' best potentials and increased ability.

Through a productive and collaborative relationship among the building principals, classroom teachers, and the Gifted and Talented teacher, our schools can create programming that will enhance the learning experience for every student and serve the unique and specialized needs of students currently demonstrating gifted behaviors.

Elements of the Schoolwide Enrichment Model, W.I.N (What I Need), differentiated instruction, advanced classes, or individual programs into a student's regular instruction program are integral to this overarching framework for gifted education in the Springfield School District.

Reference Board Policy and Regulation 2464 – Gifted and Talented Pupils (M)

Early Childhood Center **Edward V. Walton**

Schoolwide Virtual Enrichment

All first and second grade students have access to the [Gifted and Talented Virtual Classroom](#). This virtual classroom is a space for students to complete various challenges and enrichment opportunities at their own pace. Students can receive feedback and additional adaptable resources to meet their individual learning needs. The virtual classroom design expands accessibility to enrichment resources and allows students to choose learning activities according to their unique interests and abilities. The purpose of the activities is to encourage problem-solving, develop critical thinking

skills, and expand curiosity and imagination. Activities are aligned to the New Jersey Student Learning Standards.

Gifted and Talented Teacher as a Resource

The Gifted and Talented teacher serves as a resource to all teachers within Edward V. Walton School. Teachers seeking resources for their high-ability learners will receive additional support from the Gifted and Talented teacher in various ways. This support may include additional units of study, challenging resources, and student projects.

Elementary Schools **James Caldwell** **Thelma L. Sandmeier**

The goal is to engage small groups of students in intensive learning experiences through standards-based, rigorous, and relevant units of study that supplement, not supplant, the grade-level curriculum and support students' unique learning needs.

Enrichment Experience Grade 3

Beginning in third grade, the G&T teacher will cycle through all classrooms to work on problem-solving and enrichment tasks with students. Driven by assessment data, academic performance, student interest, and teacher observation, small groups of students will meet with the G&T teacher during W.I.N. (What I Need) periods throughout the week that the teacher is assigned to their classroom teacher. Groupings will be flexible and monitored to best meet each student's needs throughout the school year. Activities will include brain teasers, puzzles, strategic thinking, problem-solving, and STEM challenges.

Targeted Gifted and Talented Programing Grades 4-5

Students may become identified as Gifted and Talented in fourth grade. Students that are identified may receive support from the G&T Teacher for up to five periods (200 minutes) a week during W.I.N. (What I Need) periods. Identified students will meet to explore grade-level content while incorporating depth and complexity in a student-centered, problem-based environment. The Gifted and Talented Program aims to provide students with various advanced and challenging learning experiences across content areas to promote independent thinking skills, refine critical thinking and communication skills, cultivate joy in learning, and expand student interests through problem-solving. The instruction that students receive incorporates 21st Century Skills and advanced content that is challenging, hands-on, and relevant to the real world.

Strategies and Practices that Support Gifted and Talented Students

- Adjusted Pace of Lessons
- Inquiry-Based Instruction
- Higher-Order Thinking Activities
- Interest-Based Content
- Real World Problem Solving/Problem Based Learning
- Independent Study/Passion Projects
- Units of Study with Like-Minded Peers

Schoolwide Virtual Enrichment

All JCS and TLS students have access to grade level-specific [Gifted and Talented Virtual Classrooms](#). These virtual classrooms are a space for students to complete various challenges and enrichment opportunities at their own pace. Students are able to receive feedback and additional opportunities based on their needs. The virtual classrooms have expanded the accessibility of enrichment resources directly to the students and allows for students to choose opportunities according to their interests and abilities. The purpose of the activities is to encourage problem solving, develop critical thinking skills, and expand curiosity and imagination in conjunction with the New Jersey Student Learning Standards.

Gifted and Talented Teacher as a Resource

In addition to classroom support, the Gifted and Talented teacher also serves as a resource to all teachers in the building. Teachers that are seeking resources for their high ability learners will receive additional support from the Gifted and Talented teacher in various ways. This may include additional units of study, challenging resources, student projects, and meeting with the G&T teacher as needed.

Additional Enrichment Opportunities

Across all grade levels 3-5, as recommended by the classroom teacher, students exhibiting a need for additional enrichment may have the opportunity to meet with the G&T teacher as the schedule allows. Groupings will be flexible and monitored to best meet the students' needs throughout the school year. Activities will include, brain teasers, puzzles, strategic thinking activities, problem-solving challenges, and STEM challenges. Students engage in an extended process of asking questions, using resources, and developing answers that lead to thinking about what and how they are learning. Students are held accountable for how they work and use their time by demonstrating their learning through products or presentations.

Students self-select to participate in individual and/or group projects based on interest and commitment. The classroom teacher and/or the enrichment teacher will help guide

and monitor student exploration of chosen topics, facilitating their learning with resources and teaching of needed skills.

Secondary Schools
Florence M. Gaudineer Middle School
Jonathan Dayton High School

Grades 6-12: Access to specific content programs with higher levels of academic challenges (i.e. Pre-Algebra, Accelerated Communication Arts, and Advanced Placement Classes)

Dual Credit Courses provide students the opportunity to obtain high school credit, and college credit, simultaneously through partnerships with several institutions.

Project Lead the Way (PLTW) students become builders of technology by engaging in real world activities. Students are empowered as design thinkers collaborating on real world projects.

Gifted and Talented Identification Criteria

The Springfield Schools Gifted and Talented Program recognizes that students require differentiated learning experiences beyond the core curriculum being taught because of their advanced abilities in one or more content areas. These students may also have other cognitive qualities such as curiosity, creativity, motivation, leadership, and passion that require modifications to their academic experience.

Multiple Measures of Eligibility

Kindergarten through grade twelve identification process for gifted and talented students includes multiple measures. Multiple measures may include but are not limited to: achievement test scores; grades; student performance or products; intelligence testing; parent, student, and/or teacher recommendation; and other appropriate measures. The identification methodology is developmentally appropriate, non-discriminatory, and related to the programs and services offered by the Springfield School District. The identification procedures are reviewed annually.

According to N.J.A.C. 6A:8-3.1, all public school districts must have a board-approved gifted and talented identification process and provide services for identified students

enrolled in the grades of that school district. The regulations require that identification and services be made available to students in grades K-12.

When students are recommended for the Gifted and Talented Program there are multiple measures that are considered to determine if services are necessary and appropriate. The assessments used are as follows:

- *Cognitive Abilities Test (CogAT)*
- *Classroom Performance/Student Portfolios*
- *DRA2 Level*
- *iReady Diagnostic Scores*
- *Gifted Indicators Checklist*
- *Start Strong/NJSLA Assessment Data*

The N.J.A.C. requires that students be compared to their chronological peers in the local school district. The New Jersey Department of Education has not established state-level criteria for identifying students who are gifted, such as mandated tests or assessments, grade point averages, or IQ scores. Local school districts must use multiple measures to identify students.

Procedures

<https://www.straussesmay.com/seportal/Public/DistrictPolicy.aspx?policyid=2464&id=b8a33a9f505e4998a6db3fb8e1de778b>

Team meetings present the opportunity to review data and assess the educational needs of all students. Programs for gifted and talented students will be periodically evaluated for their continuing efficacy and adjusted accordingly. The parent of any student identified as gifted or talented shall be consulted regarding any program designed to address the student's particular needs.

NJDOE Fast Facts

<https://www.nj.gov/education/standards/gifted/>

<https://www.nj.gov/education/standards/gifted/legislation.shtml>

Gifted and talented student: The “[*Strengthening Gifted and Talented Education Act*](#)” defines a gifted and talented student as a “student who possesses or demonstrates a high level of ability in one or more content areas when compared to their chronological peers in the school district and who require modifications of their educational program if they are to achieve in accordance with their capabilities.”

Twice-exceptional (2E) students: A twice-exceptional (2E) student is defined as “a student who is both gifted and a student with a disability. These students may also be

referred to as having dual exceptionalities or as being gifted with learning disabilities (GT/LD). This also applies to students who are gifted with ADHD or gifted with autism” (New Jersey Association for Gifted Children, www.nagc.org).

Instructional adaptation: An adjustment or modification to instruction enabling a student who is gifted and talented to participate in, benefit from, and demonstrate knowledge and application of the New Jersey Student Learning Standards in one or more content areas at the instructional level of the student, not just the student’s grade level.

Identifying gifted and talented students: The focus of identification is to provide programming and services in which students' specific learning needs and potential are appropriately addressed and met. In every New Jersey school district, there are students who require modifications to the general education curriculum if they are to achieve in accordance with their abilities. By identifying a student’s general intellectual ability, creativity, or specific academic area aptitudes, we are acknowledging that they need programming and services outside of the general education/grade level curriculum to advance their learning.

Supplemental Resources/Programming for Gifted Students

Edward V. Walton

- PETS Program – Primary Education Thinking Skills
- Group Solutions/Group Solutions 2 – Cooperative Logic Activities
- Lollipop Logic
- Beginning Thinking Skills
- AIMS Education Programming

James Caldwell and Thelma L. Sandmeier

Math/ELA

- Project M3: Mentoring Mathematical Minds
- Junior Great Books
- AIMS Education Programming
- Borenson Hands on Equations
- BizWorld
- Perplexors
- Advanced Math Explorations grade 3-5
- Challenging Units for Gifted Learners (ELA and Math)
- Creative Curriculum Extenders

- Differentiated Lessons & Projects
- Challenge Math Grades 4+
- Differentiating Instruction with Menus (All Content Areas)
- Jacob's Ladder
- Genius Hour/Passion Project
- Spatial Reasoning
- Logic Puzzles, Brain Games, Analogies

STEM

- Engineering is Elementary
- Engineer Throughout the Year
- PBS Design Squad
- DefinedSTEM
- Project Lead the Way (PLTW)

Enrichment Events

Experience for all students to be enriched through events related to the curricular or extracurricular activities. Examples include after school clubs, PTA-sponsored events, leadership opportunities, visual and performing arts, and community service opportunities.