

**Belvidere Cluster Wide
Health Curriculum
Grade K
Updated Spring 2023***

***This Curriculum can be interjected or taught as separate units in conjunction with Physical Education Classes
Physical Education Department will further develop unit materials for updated curriculums

All Belvidere Cluster curriculum and instruction areas are aligned to the New Jersey Student Learning Standards (NJSLs) in accordance with the NJ Department of Education's curriculum implementation requirements.

Recommendations for Unit Concepts/special concerns:

Study Practices/skills/organization
Problem solving
Safety (already included)
Celebrating individuality/differences, uniqueness
Feelings, Kindness, Sharing
Managing/Acknowledging feelings
Bullying and Teasing
Nutrition (already included)
Anger Management
Substance Abuse Prevention

*Recommendation to have nurse or guidance counselor provide instruction for the following Standards at the discretion of the school administrator

- 2.1.2.PGD.4: Use correct terminology to identify body parts and explain how body parts work together to support wellness.
- 2.1.2.PGD.5: List medically accurate names for body parts, including the genitals.
- 2.1.2.SSH.1: Discuss how individuals make their own choices about how to express themselves.
- 2.1.2.SSH.2: Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.

Interdisciplinary Connections

– English Language Arts
– Science and Scientific Inquiry (Next Generation)
– Social Studies
– Technology
– Visual and Performing Arts

Technology Standards and Integration
iPads
Chromebooks/Laptops
Projector/YouTube/Internet
Interactive SmartBoard activities

NJSLA Technology

8.1.2.A.2

Create a document using a word processing application.

8.1.2.A.4

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

8.1.P.B.1

Create a story about a picture taken by the student on a digital camera or mobile device.

8.1.P.C.1

Collaborate with peers by participating in interactive digital games or activities.

8.1.2.E.1

Use digital tools and online resources to explore a problem or issue.

CAREER EDUCATION (NJDOE CTE Clusters)

- Education & Training
- Finance
- Information Technology
- Science, Technology, Engineering & Mathematics (STEM)

21st Century Skills/ Themes

- Health Literacy
- Environmental Literacy
- Creativity and Innovation
- Critical Thinking
- Problem Solving
- Communication
- Collaboration

CRP1. Act as a responsible and contributing citizen and employee.
CRP2. Apply appropriate academic and technical skills.
CRP3. Attend to personal health and financial well-being.
CRP4. Communicate clearly and effectively and with reason.
CRP5. Consider the environmental, social and economic impacts of decisions.
CRP6. Demonstrate creativity and innovation.
CRP7. Employ valid and reliable research strategies.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9. Model integrity, ethical leadership and effective management.
CRP10. Plan education and career paths aligned to personal goals.
CRP11. Use technology to enhance productivity.
CRP12. Work productively in teams while using cultural global competence.

Integrated Accommodations and Modifications

Special Education

- Printed copy of board work/notes provided
- Additional time for skill mastery
- Assistive technology
- Behavior management plan
- Center-Based Instruction
- Check work frequently for understanding
- Computer or electronic device utilization
- Extended time on tests/ quizzes
- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Modified assignment format
- Modified test content
- Modified test format
- Modified test length
- Multiple test sessions
- Multi-sensory presentation
- Preferential seating
- Preview of content, concepts, and vocabulary
- Reduced/shortened written assignments
- Secure attention before giving instruction/directions
- Shortened assignments
- Student working with an assigned partner
- Teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes
- Cubing activities
- Exploration by interest

- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

ELL

- Allowing students to correct errors (looking for understanding)
- Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Allowing students to correct errors (looking for understanding)
- Allowing the use of note cards or open-book during testing
- Decreasing the amount of work presented or required
- Having peers take notes or providing a copy of the teacher's notes
- Modifying tests to reflect selected objectives
- Providing study guides
- Reducing the number of answer choices on a multiple choice test
- Tutoring by peers
- Explain/clarify key vocabulary terms

At Risk

- Allowing students to correct errors (looking for understanding)
- Teaching key aspects of a topic Eliminate nonessential information allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Allowing students to select from given choices .
- Allowing the use of note cards or open-book during testing
- Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test
- decreasing the amount of work presented or required .
- Having peers take notes or providing a copy of the teacher's notes
- Marking students' correct and acceptable work, not the mistakes
- Modifying tests to reflect selected objectives
- Providing study guides
- Reducing the number of answer choices on a multiple choice test
- Tutoring by peers
- Using authentic assessments with real-life problem-solving
- Using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

Gifted and Talented

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Independent research and projects Interest groups for real world application
- Learning contracts
- Leveled rubrics

- Multiple intelligence options
 - Personal agendas
 - Project-based learning
 - Problem-based learning
 - Stations/centers
 - Think-Tac-Toes
 - Tiered activities/assignments
 - Tiered products
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504

- Printed copy of board work/notes provided
- Additional time for skill mastery
- Assistive technology
- Behavior management plan
- Center-Based Instruction
- Check work frequently for understanding
- Computer or electronic device utilization
- Extended time on tests/ quizzes
- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Modified assignment format
- Modified test content
- Modified test format
- Modified test length
- Multiple test sessions
- Multi-sensory presentation
- Preferential seating
- Preview of content, concepts, and vocabulary
- Reduced/shortened written assignments
- Secure attention before giving instruction/directions
- Shortened assignments
- Student working with an assigned partner
- Teacher initiated weekly assignment sheet
- Use open book, study guides, test prototype
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Mini workshops to re-teach or extend skills Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

Unit #1, Health, Personal Safety: Grade K

Content Area: **Physical Education**
Course(s): **Health**
Time Period: **TBD**
Status: **Published**

Core Ideas

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

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

Any time children feel uncomfortable or in an unsafe situation, they should reach out to a trusted adult for help.

Essential Questions

How can personal habits keep one healthy and safe?

What can we do to stay safe at home?

How can we show respect for ourselves and the safety of others when we are playing?

Why are rules important both at school and in the community?

What is the difference between healthy and unhealthy risks?

Why do we sometimes take risks that can cause harm to ourselves or others?

Who can I trust?

What are important steps to take to avoid getting injured?

New Jersey Student Learning Standards

2.3.2.PS.1	Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.
2.3.2.PS.2	Discuss healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicle, water, weather safety).
2.3.2. PS.3	Recognize and demonstrate safety strategies to prevent injuries at home, school, in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention).
2.3.2. PS.4	Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol).
2.3.2.PS.5	Define bodily autonomy and personal boundaries.
2.3.2.PS.6	Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family.
2.3.2.PS.7	Identify behaviors that would be considered child abuse (e.g., emotional, physical, sexual).
2.3.2.PS.8	Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse).

Student Learning Objectives (to be reviewed by PE department personnel)

Students will know:

- How to dial 911
- Personal information (name, address and phone number)
- Steps on what to do when encountering a stranger
- Fire safety
- When it is okay to talk to strangers
- What an emergency is

Students will be able to:

- State their full name, address and phone number

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- Explain personal habits
 - Explain who a stranger is
 - Explain what to do in a fire
 - Explain safety rules and list people who are helpers for home, school and community.

Instructional Activities*

- Coloring Sheets
 - Role Playing/scenarios
 - Fire Prevention Week
 - Youtube Videos, BrainPop
 - Scenario story reading
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Interdisciplinary Connections*

Visual and Performing Arts: Discover, share and express ideas for media artworks through experimentation, sketching and modeling.

English Language Arts - Participates in collaborative conversation with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. Speak audibly and express thoughts, feelings and ideas clearly.

Assessment*

Exit slip

Checklist of personal health and safety

Peer/Self-assessment of personal safety

Peer observation of personal safety skills

Teacher observation

Formative assessments

Exit ticket

Kahoot

Summarization

3 Things

Postcard

My favorite no (skills-based question cards)

Summative assessments

Post Skills Tests

End of unit presentations

Written Tests

Portfolios

Class Projects

Journals

Skill Labs

Benchmark assessments

Teacher created standards-based assessment

Alternative assessments

Demonstration

Presentation

Project

Texts and Resources

<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=132910#.V3Ek3PkrLIV>

http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=132762#.V3EII_krLIU

http://www.sparkpe.org/wp-content/uploads/2009/11/K2_Maniline-Boogie.pdf

http://www.sparkpe.org/wp-content/uploads/2009/11/K2_BST_Body-Positions.pdf

<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12641#.V3EmBfkrLIU>

<http://www.sparkpe.org/physical-education/k-2/curriculum/table-of-contents> (create a dance)

Unit #2, Health, Personal Development and Emotional Health, Grade K

Content Area: **Physical Education**
Course(s): **Health**
Time Period: **TBD**
Status: **Published**

Core Idea

Individuals enjoy different activities and grow at different rates

Personal hygiene and self-help skills promote healthy habits.

Many factors influence how we think about ourselves and others.

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

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

Essential Questions

How can you learn to like yourself?

What makes you feel the way you do?

What can influence the way you feel?

What tools can you use to gain confidence and acceptance within yourself?

How can you learn to accept yourself and others along with their individual differences?

What are healthy ways to identify and cope with stress and stressors?

New Jersey Student Learning Standards

2.1.2.PGD.1	Explore how activity helps all human bodies stay healthy
2.1.2.PGD.2	Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth)
2.1.2.PGD.3	Explain what being “well” means and identify self-care practices that support wellness
2.1.2.PGD.4:	Use correct terminology to identify body parts and explain how body parts work together to support wellness.
2.1.2.EH.1	Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others
2.1.2.EH.2	Identify what it means to be responsible and list personal responsibilities
2.1.2.EH.3	Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).
2.1.2.EH.4	Demonstrate strategies for managing one's own emotions, thoughts and behaviors.
2.1.2.EH.5	Explain healthy ways of coping with stressful situations
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)

Student Learning Objectives*

Students will know:

- That there are many different feelings they can have
- How to be kind to others
- How to tell how someone else is feeling

Students will be able to:

- identify kind acts and deeds
- Identify different feelings and ways to address feelings

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- Demonstrate kindness
 - Understand family roles and relationships and the effect on personal health.

Instructional Activities*

- Role Playing/scenarios
- Instructional Videos
- Coloring/ Matching Worksheet
- About-Me Collage
- Classroom Discussion

Interdisciplinary Connections*

ELA - Listening to a story and understanding the main concepts/emotions of the story

Visual Arts- Developing pictures/collages to express who the students are and how they feel

Assessment

Exit slip

Checklist of feelings/emotions

Informal Assessment

Peer/Self-Assessment of students emotional health

Teacher observation

Coloring sheets/collages

Formative assessments

Exit ticket

Kahoot

Summarization

3 Things

Postcard

My favorite no (skills-based question cards)

Summative assessments

End of unit presentations

Written Tests

Portfolios

Class Projects

Journals

Skill Labs

Benchmark assessments

Teacher created standards-based assessment

Alternative assessments

Demonstration

Presentation

Project

Portfolio

Skills exhibit

Texts and Resources

<http://www.pecentral.com/lessonideas/searchresults.asp?category=51>

Sparkepe.org

Pe4life.org

Thephysicaleducator.com

Mrgym.com

Shapeamerica.org

Teachpe.com

Peuniverse.com

Pegames.org

www.topendsports.com/testing/tests/pacer-test.htm

Unit #3, Health, Social and Personal Development Grade K

Content Area: **Physical Education**
Course(s): **Health**
Time Period: **TBD**
Status: **Published**

Core Ideas

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.

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

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

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

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

Essential Questions

How do you express who you are?

How does your family and community shape who you are?

What role does communication have in relationships?

New Jersey Student Learning Standards

2.1.2.SSH.1	Discuss how individuals make their own choices about how to express themselves. .
2.1.2.SSH.3	Describe different kinds of families locally, nationally and globally and note similarities in the ways in which they keep their children safe.
2.1.2.SSH.4	Determine the factors that contribute to healthy relationships within a family
2.1.2.SSH.5	Identify basic social needs of all people.
2.1.2.SSH.6	Determine the factors that contribute to healthy relationships
2.1.2.SSH.7	Explain healthy ways for friends to express feelings for and to one another.
2.1.2.SSH.8	Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer).
2.1.2.SSH.9	Define bullying and teasing and explain why they are wrong and harmful

Student Learning Objectives

Students will know:

- What makes them unique
- How to be a good speaker and listener
- When and how they can make decisions on their own and when to seek adult help
- How to work cooperatively together
- How to resolve conflicts in a nonviolent way

Students will be able to:

- Identify unique talents or interests that make them special
- Practice good speaking and listening skills
- Practice making simple choices and decisions with and without the help of adults
- Explain what it means to cooperate
- Describe how it feels to work together with their friends
- Demonstrate teamwork and cooperation
- Discuss nonviolent resolutions to conflict

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- Recognize characteristics of a friend

Instructional Activities*

- Checklist
- Role Playing
- Worksheets
- Instructional Videos
- Group project followed by personal reflection

Interdisciplinary Connections

ELA- Participates in collaborative conversation with diverse partners about kindergarten topics.

Assessment

Checklists

Rubrics

Teacher observation

Formative assessments

Exit ticket

Kahoot

Summarization

3 Things

Postcard

My favorite no (skills-based question cards)

Summative assessments

Post Skills Tests

End of unit presentations

Written Tests

Portfolios

Class Projects

Journals

Benchmark assessments

Teacher created standards-based assessment

Alternative assessments

Demonstration

Presentation

Project

Portfolio

Skills exhibit

Texts and Resources

<http://www.pecentral.com/lessonideas/ViewLesson.asp?ID=10385#.V3FoFvkrLIU>

http://www.pecentral.com/lessonideas/ViewLesson.asp?ID=6108#.V3FqY_krLIU

http://www.sparkpe.org/wp-content/uploads/2009/11/K2_Catch_Throw_Circuit.pdf

<http://www.sparkpe.org/wp-content/uploads/2009/10/K-2-Straddleball.pdf>

Unit #4, Health: Community Health and Support Grade K

Content Area: **Physical Education/Health**
Course(s): **Health**
Time Period: **TBD**
Status: **Published**

Core Ideas

Exploring wellness components provide a foundational experience of physical movement activities.

Resources that support physical activity are all around you.

People in the community work to keep us safe

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

Essential Questions

Who in the community is responsible to keep us safe?

How do we contact emergency personnel?

How do our feelings affect others?

How do we respond in emergencies?

New Jersey Student Learning Standards

2.1.2.CHSS.1	Identify community professionals and school personnel who address health emergencies and provide reliable health information to us
2.1.2.CHSS.2	Determine where to access home, school and community health professionals
2.1.2.CHSS.3	Demonstrate how to dial and text 911 in case of an emergency.
2.1.2.CHSS.4	Describe how climate change affects the health of individuals, plants and animals.

Student Learning Objectives

- Identify community professionals and school personnel who address health emergencies and provide reliable health information to us
- Demonstrate how to dial and text 911 in the case of an emergency
- Identify situations that might result in individuals feeling sad, angry, frustrated or scared
- Identify individuals who can assist with expressing one's feelings

Instructional Activities*

- Explore local resources online
- Role Playing
- Instructional Videos
- Worksheets
- Local First Responders Presentation

Interdisciplinary Connections

Theater - Role play safety situations

Art- Draw a map of your house and how to exit quickly and safely

Assessment

Informal Assessment

Quiz on how to text/call 911

Peer Observation

Performance Assessment

Teacher Observation

Formative assessments

Exit ticket

Kahoot

Summarization

3 Things

Postcard

My favorite no (skills-based question cards)

Summative assessments

Post Skills Tests

End of unit presentations

Written Tests

Portfolios

Class Projects

Journals

Benchmark assessments

Teacher created standards-based assessment

Alternative assessments

Demonstration

Presentation

Project

Portfolio

Skills exhibit

Texts and Resources

http://www.pecentral.com/lessonideas/ViewLesson.asp?ID=132912#.V3F2M_krLIU

<http://www.pecentral.com/lessonideas/ViewLesson.asp?ID=9471#.V3F2WvkrLIU>

<http://www.pecentral.com/lessonideas/ViewLesson.asp?ID=12267#.V3F2ufkrLIU>

<http://www.pecentral.com/lessonideas/ViewLesson.asp?ID=132746#.V3F24PkrLIU>

Unit #5, Health: Nutrition, Grade K

Content Area: **Physical Education**
Course(s): **Health**
Time Period: **TBD**
Status: **Published**

Core Ideas

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

Essential Questions

What are the food groups?

Why is it important to eat healthy?

How do I identify healthy foods from unhealthy foods?

New Jersey Student Learning Standards

2.1.2.PGD.1	Explore how activity helps all human bodies stay healthy
2.1.2.PGD.2	Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).
2.1.2.PGD.3	Explain what being “well” means and identify self-care practices that support wellness.
2.1.2.PGD.4	Identify physical activities available outside of school that are in the community.
2.2.2.MSC.1	Use correct terminology to identify body parts and explain how body parts work together to support wellness
2.2.2.N.1	Explore different types of foods and food groups.
2.2.2.N.2	Explain why some foods are healthier to eat than others.
2.2.2.N.3	Differentiate between healthy and unhealthy eating habits.

Student Learning Objectives

Students will know:

- There are 5 main food groups and common foods in each
- They should always try to choose a healthy option instead of an unhealthy one
- Eating healthy provides us with energy to grow

Students will be able to:

- Identify healthy foods and unhealthy foods
- Discuss why certain foods are healthy
- Recognize the benefits of eating healthy

Instructional Activities*

- MyPlate
- Design/draw your own healthy meal
- Instructional Videos
- Class discussion on healthy and unhealthy foods
- Food Group Identification worksheets/activities

Interdisciplinary Connections

Social Studies - Explore foods from various cultures

Assessment

Checklist

Performance assessment

Test/Quiz

Written homework

Peer and self-assessment for team work

Wall or chalkboard splash

Exit tickets

Formative assessments

Exit ticket

Kahoot

Summarization

3 Things

Postcard

My favorite no (skills-based question cards)

Summative assessments

End of unit presentations

Written Tests

Portfolios

Class Projects

Journals

Skill Labs

Benchmark assessments

Teacher created standards-based assessment

Alternative assessments

Demonstration

Presentation

Project

Portfolio

Skills exhibit

Texts and Resources

Pecentral.org

Sparkepe.org

Pe4life.org

Education.com

Aapherd.org

Cdc.gov

Pelinks4u.org

Pesoftware.com

Thephysicaleducator.com

Mrgym.com

Shapeamerica.org

Teachpe.com

Peuniverse.com

Pegames.org