

Quinton Township School District
Health
Kindergarten
[Pacing Guide](#)

Unit	1	Unit Title:	Taking Care of Me!	Pacing:	45 Days
Unit Summary: In this unit, kindergarten students learn the foundations of taking care of their bodies, minds, and feelings. They explore how to keep themselves clean and healthy, identify body parts and their functions, and understand the importance of healthy food, physical activity, and rest. Students will also learn how to recognize different feelings and develop healthy habits for emotional and mental well-being. They'll be introduced to basic disease prevention (like hand washing and covering coughs) and learn how to make smart choices about food, hygiene, and exercise that help them stay strong and happy. () @					
Essential Question: How can I take care of my body and my feelings to stay healthy every day?					
Objectives: ● Identify basic body parts and explain what they help us do. ● Recognize personal health habits like brushing teeth, washing hands, and bathing. ● Demonstrate how to wash hands properly and cover coughs and sneezes. ● Describe different feelings and healthy ways to express them. ● Name healthy foods and group them by type. ● Sort foods into categories to build a healthy meal. ● Discuss how our diets can celebrate our family background. () @ ● Explain why moving our bodies every day helps us stay strong. ● Show ways to stay safe and prevent getting sick. ● Choose activities that help us feel happy, calm, or energized.					
NJSLS-CHPE Standards: 2.1.2.PGD.1, 2.1.2.PGD.2, 2.1.2.PGD.3, 2.1.2.PGD.4, 2.1.2.PGD.5 2.1.2.EH.2, 2.1.2.EH.3, 2.1.2.EH.4, 2.1.2.SSH.6, 2.1.2.SSH.7, 2.1.2.CHSS.5, 2.1.2.CHSS.6, 2.2.2.LF.1, 2.2.2.N.1, 2.2.2.N.2, 2.2.2.N.3, 2.3.2.PS.1,					

2.3.2.PS.5, 2.3.2.PS.6, 2.3.2.HCDM.1, 2.3.2.HCDM.2, 2.3.2.HCDM.3		
Interdisciplinary Connections: K.DL.A.1, W.SE.K.6, SL.PE.K.1, 6.1.2.CivicsCM.3		
Career Readiness, Life Literacies & Key Skills: 9.1.2.CR.1, 9.4.2.CI.1, 9.4.2.CT.1, 9.4.2.CT.3, 9.4.2.GCA.1		
Computer Science & Design Thinking: 8.1.2.AP.4, 9.4.2.DC.4		
Career Education: 9.2.2.CAP.1		
Overview of Activity/Focus	Instructional Materials	Technology Infusion
- Review class and school rules, discussing how these rules help everyone feel safe and ready to learn. - Listen to read alouds and discuss ways to be healthy in school and at home, including covering coughs, staying home when ill, and washing hands regularly. - After reading about germs, practice singing a fun hand washing song while learning the proper steps to wash hands. Practice using pretend and real soap and water. - After watching videos and listening to read alouds about healthy eating, play "Food Group Sorting" Game using cut-out food pictures or toy food to sort items into five food groups (fruits, vegetables, grains, protein, dairy). - Create a "healthy plate" on a paper plate. - After reading a book like Dim Sum for Everyone!, discuss how our foods show our family backgrounds. @() - After reading about feelings, Play "Feelings Faces" Mirror Game, looking into mirrors to practice making	Core Materials <u>Read Alouds</u> <u><i>Being Healthy</i></u> by Helen Mortimer <u><i>Grow Strong! A Book About Healthy Habits</i></u> by Cheri J. Meiners <u><i>My Amazing Body</i></u> by Pat Thomas <u><i>Dim Sum for Everyone!</i></u> by Grace Lin <u>Lessons</u> <u>My Plate Activities</u> Mystery Science: <u>Health Lessons</u> PBS Learning Media: <u>Health</u>	Smart Board Applications Google Applications Chromebooks

different feeling faces (happy, sad, mad, excited). Then, they match those feelings with simple situations (e.g., “I feel happy when I play with my friend”). • After reading about the importance of being active, take "Move Your Body" Brain Breaks and participate in short bursts of physical activity (dancing, jumping, yoga). Afterward, discuss how our bodies feel when moving. • After reading a book about brushing teeth, practice brushing using a model or a paper mouth craft with a toothbrush. • Read books about our bodies and play a "Body Parts & What They Do" Scavenger Hunt through a classroom scavenger hunt with cards that show body parts (like "find something you see with" or "find something you smell with") to match them with functions. • Have a Healthy Habits Show & Tell where each student brings or draws something that shows a healthy habit (toothbrush, apple, soccer ball) and shares how it helps their body or mind.	Lessons The Nemours Foundation: Kids Health in the Classroom GoNoodle Supplemental Resources chart paper, drawing paper, graphic organizers, role play cards, crayons, markers	
Assessments		
Formative Assessments • Class Discussions • Move Your Body Brain Breaks • Body Parts Scavenger Hunt • Food Group Sort	Summative Assessments • Feeling Faces Situations • Healthy Plates • Healthy Habits Show and Tell	
Benchmark Assessments	Alternative Assessments	

District-assigned Benchmark Assessments (e.g. LinkIt, content-specific benchmarks)		- Alternative Choice Projects - Oral Assessments	
Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
- Modify and accommodate as listed in student IEP or 504 plan. - Communicate clear, concise directions and repeat, reword, modify as necessary. - Use visual aids in lessons. - Vary formative assessment styles to drive next point of instruction. - Modify assessments. - Allow students to utilize online audio books, when appropriate. - Allow for collaboration through strategically selected groups. - Utilize assistive technology as appropriate. - Provide and model sentence frames/sentence starters.	- Basic Skills Instruction - Speech/Language Therapy - Provide English/Native Language Dictionary for use. - Place with native-language-speaking teacher/paraprofessional as available. - Use target words and cognates to understand texts. - Remind students to underline passages and list words they don't understand. - Learn/Utilize/Display some words in the students' native language. - Provide and model sentence frames to help students participate in discussion. - Provide word banks to help students write.	- Basic Skills Instruction - Provide after-school tutoring services. - Hold fall and spring parent conferences. - Make modifications to instructional plans based on I and RS Plan. - Utilize wait time effectively. - Develop a record system to encourage good behavior and completion of work. - Utilize scaffolding to support instruction. - Provide counseling if necessary to help students cope with challenges. - Utilize strategic grouping with a positive academic role model. - Utilize graphic organizers.	- Allow self-directed learning for growth through independent projects. - Challenge students with age-appropriate texts at higher reading levels. - Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. - Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

**Quinton Township School District
Health
Kindergarten**

Unit	2	Unit Title:	Safe Choices, Healthy Me!	Pacing:	45 Days
Unit Summary: In this unit, kindergarten students learn the difference between safe and unsafe substances and begin to understand that some things, like medicine, are only safe when given by a trusted adult. They will explore how harmful substances like tobacco, alcohol, and drugs can hurt the body, and why it's important to say "no" to things that are not healthy. Students also learn how to make good choices to stay safe and healthy, and how to recognize and seek help from trusted health professionals like doctors, nurses, and pharmacists.					
Essential Question: How do I make safe and healthy choices for my body?					
Objectives: ● Identify safe and unsafe substances (like medicine vs. unknown pills or chemicals). ● Explain that only trusted adults should give medicine. ● Recognize that tobacco, alcohol, and drugs can harm the body. ● Describe how healthy choices keep our bodies strong and safe. ● Practice saying "no" to something unsafe. ● Name health professionals who help us make healthy choices. ● Locate safe places (home, nurse's office, pharmacy) and people to ask for help. ● Describe a visit to the doctor for a healthy checkup and a sick visit. ● Explain when someone might need a hospital.					
NJSLS-CHPE Standards: 2.1.2.PGD.4, 2.1.2.PP.2, 2.1.2.EH.5, 2.1.2.CHSS.1, 2.1.2.CHSS.2, 2.1.2.CHSS.5, 2.3.2. PS.4, 2.3.2.PS.5, 2.3.2.PS.6, 2.3.2.PS.8, 2.3.2.ATD.1, 2.3.2.ATD.2, 2.3.2.ATD.3					

Interdisciplinary Connections: K.DL.A.1, W.SE.K.6, SL.PE.K.1, 6.1.2.CivicsCM.3		
Career Readiness, Life Literacies & Key Skills: 9.1.2.CR.1, 9.4.2.CI.1, 9.4.2.CT.1, 9.4.2.CT.3, 9.4.2.GCA.1		
Computer Science & Design Thinking: 8.1.2.AP.4, 9.4.2.DC.4		
Career Education: 9.2.2.CAP.1		
Overview of Activity/Focus	Instructional Materials	Technology Infusion
- As a class, make a list of who should count as a trusted adult for children. - After reading about medicines, do a Medicine Safety Sort, sorting picture cards into “Safe” (vitamins from mom, medicine from doctor) and “Not Safe” (random pills, cleaners, candy look-alikes). Discuss that only trusted adults can give them medicine. - Read stories and discuss what happens in a healthy visit to the doctor. Then compare a sick visit. Discuss that hospitals are places for someone who needs special care. - After reading about strangers, participate in a “Say No” Role Play, using puppets or simple scripts to act out safe ways to say “no” to things like a stranger offering something unknown or a friend offering candy that might not be safe. - Play a Healthy Choices Sorting Game. Given cards with activities (drinking water, smoking, eating veggies, taking medicine from a friend), decide whether each is a healthy or unhealthy choice. Then place them on a happy/sad face chart.	Core Materials <u>Read Alouds</u> <i>Curious George Goes to the Hospital</i> by HA and Margaret Rey <i>Curious George Goes to the Doctor</i> by HA and Margaret Rey <u>Saying No</u> by Joy Berry <u>Poison Alert!</u> <u>Lessons</u> PBS Learning Media: <u>Growth & Development</u> Mystery Science: <u>Health Lessons</u> The Nemours Foundation:	Smart Board Applications Google Applications Chromebooks

● Organize a Meet the Helpers Day where the school nurse, a doctor, a police officer. or a pharmacist visits and talks about how they help keep people healthy. Students ask questions and draw a picture of a helper they trust. ● Conduct a My Healthy Body Craft, where students create a simple body poster and add pictures of things that help or hurt the body (smoking = X on lungs, medicine from doctor = checkmark) to help visualize healthy vs. harmful substances. ● Use safe scents (like vanilla or lemon) and talk about how some things smell good and are safe, but other things (like cleaners or sprays) are not for smelling. Reinforce that unknown substances should never be sniffed. ● Discuss how good friends encourage good choices.	Kids Health in the Classroom Supplemental Resources chart paper, drawing paper, graphic organizers, role play cards, crayons, markers	
Assessments		
Formative Assessments ● Class Discussions ● Medicine Sort ● Say No Role Play	Summative Assessments ● My Healthy Body Craft ● Meet the Helpers Pictures	
Benchmark Assessments ● District-assigned Benchmark Assessments (e.g. LinkIt, content-specific benchmarks)	Alternative Assessments ● Alternative Choice Projects ● Oral Assessments	
Differentiation		

Special Education	MLL	At Risk	Gifted and Talented
• Modify and accommodate as listed in student IEP or 504 plan. • Communicate clear, concise directions and repeat, reword, modify as necessary. • Use visual aids in lessons. • Vary formative assessment styles to drive next point of instruction. • Modify assessments. • Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Provide and model sentence frames/sentence starters.	• Basic Skills Instruction • Speech/Language Therapy • Provide English/Native Language Dictionary for use. • Place with native-language-speaking teacher/paraprofessional as available. • Use target words and cognates to understand texts. • Remind students to underline passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write.	• Basic Skills Instruction • Provide after-school tutoring services. • Hold fall and spring parent conferences. • Make modifications to instructional plans based on I and RS Plan. • Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	• Allow self-directed learning for growth through independent projects. • Challenge students with age-appropriate texts at higher reading levels. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

**Quinton Township School District
Health
Kindergarten**

Unit	3	Unit Title:	Families, Feelings, and Safe Choices	Pacing:	45 Days
Unit Summary: In this unit, kindergarten students explore the idea that families come in many shapes and sizes, but all families help us grow, feel safe, and feel loved. Children will learn about different roles people play in families and relationships, how to recognize healthy and respectful behavior, and understand physical differences between boys and girls. The unit gently introduces decision-making, safe versus unsafe touches, and how families help prepare for the arrival of a baby by making healthy choices. () * @					
Essential Question: What makes a family special? How do I know if something or someone is safe?					
Objectives: ● Identify different kinds of families and roles family members have. ● Recognize safe and unsafe touches and know who to talk to when they feel unsafe. ● Describe how to be kind and respectful in friendships and family relationships. ● Identify physical differences between boys and girls. ● Explain how mothers help babies grow by making healthy choices. ● Practice making safe decisions and asking adults for help when needed.					
NJSLS-CHPE Standards: 2.1.2.PP.2, 2.1.2.SSH.1, 2.1.2.SSH.2, 2.1.2.SSH.3, 2.1.2.SSH.4, 2.1.2.SSH.5, 2.1.2.SSH.6, 2.3.2.PS.5, 2.3.2.PS.6, 2.3.2.PS.8					
Interdisciplinary Connections: K.DL.A.1, W.SE.K.6, SL.PE.K.1, 6.1.2.CivicsCM.3					

Career Readiness, Life Literacies & Key Skills: 9.1.2.CR.1, 9.4.2.CI.1, 9.4.2.CT.1, 9.4.2.CT.3, 9.4.2.GCA.1

Computer Science & Design Thinking: 8.1.2.AP.4, 9.4.2.DC.4

Career Education: 9.2.2.CAP.1

Overview of Activity/Focus	Instructional Materials	Technology Infusion
• After reading books about families, draw or create collages of your own families, showcasing diversity in family structures (grandparents, single parents, siblings, pets, etc.). • Using picture cards, sort scenarios into “safe” (hug from grandma, telling a parent when scared) and “unsafe” (someone asking them to keep a secret or touch inappropriately) to reinforce protective behaviors and boundaries. • Read a book like “Hands Are Not for Hitting” or “What Does It Mean to Be Kind?” and discuss ways to treat others with respect. Then role-play common scenarios showing kindness and cooperation. • Use dolls and props to demonstrate how a mom cares for herself during pregnancy (eating fruits, resting, avoiding smoke) to help a baby grow strong to introduce maternal health simply. Then share pictures or stories of students’ babyhood. • Read stories about how boys and girls are different but the same. Discuss the mistaken belief that some jobs or activities are “just for boys” or “just for girls.” • During Black History Month and Women’s History	Core Materials <u>Read Alouds</u> <i>No Difference Between Us</i> by Jayneen Sanders <i>Little Miss Spider</i> by David Kirk <u>Lessons</u> Mystery Science: Health Lessons PBS Learning Media: Health Lessons: The Nemours Foundation: Kids Health in the Classroom Supplemental Resources chart paper, drawing paper, graphic organizers, role play cards, crayons, markers	Smart Board Applications Google Applications Chromebooks

Key: *Amistad ^Holocaust #Climate Change ()DEI @AAPI

month, learn about Black individuals who have broken out of traditional gender roles and specific women who have been outstanding in fields considered “for men,” including Rebecca Lee Crumpler, the first Black female physician in the US, and Sunita Williams, an Asian American astronaut. *@ ● Puppets act out simple situations (e.g., sharing a toy, feeling uncomfortable). Students give advice or make choices for the puppets using visual cue cards (Stop, Think, Choose). ● Make a We Are All Unique Activity, tracing hands or bodies and decorating them with unique traits, introducing gender and physical differences in a positive, affirming way (e.g., “Some kids have long hair, some short. We are all special!”).			
Assessments			
Formative Assessments ● Class Discussions ● Role Plays ● Sort Activity		Summative Assessments ● Family Collage ● We Are All Unique Activity	
Benchmark Assessments ● District-assigned Benchmark Assessments (e.g. LinkIt, content-specific benchmarks)		Alternative Assessments ● Alternative Choice Projects ● Oral Assessments	
Differentiation			
Special Education	MLL	At Risk	Gifted and Talented

Key: *Amistad ^Holocaust #Climate Change ()DEI @AAPI

• Modify and accommodate as listed in student IEP or 504 plan. • Communicate clear, concise directions and repeat, reword, modify as necessary. • Use visual aids in lessons. • Vary formative assessment styles to drive next point of instruction. • Modify assessments. • Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Provide and model sentence frames/sentence starters.	• Basic Skills Instruction • Speech/Language Therapy • Provide English/Native Language Dictionary for use. • Place with native-language-speaking teacher/paraprofessional as available. • Use target words and cognates to understand texts. • Remind students to underline passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write.	• Basic Skills Instruction • Provide after-school tutoring services. • Hold fall and spring parent conferences. • Make modifications to instructional plans based on I and RS Plan. • Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	• Allow self-directed learning for growth through independent projects. • Challenge students with age-appropriate texts at higher reading levels. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.
---	--	---	--

**Quinton Township School District
Health
Kindergarten**

Unit	4	Unit Title:	Staying Safe and Healthy in Our Community	Pacing:	45 Days
Unit Summary: In this unit, students will explore how to stay safe and healthy by learning about their communities and how people work together to protect one another. They will discover ways to make good decisions, set goals, communicate clearly, and build strong character. Students will also learn how to prevent injuries, interact respectfully with people who have disabilities, and stay safe online. They will identify community helpers like doctors, nurses, police officers, sanitation workers, and park workers who keep our environments safe and healthy. They also discuss safe summer actions like looking for ticks, using sunscreen, and being with adults near water.					
Essential Questions: How can I make safe and healthy choices for myself and others in my community?					
Objectives: ● Identify community helpers and describe how they keep us safe and healthy. ● Demonstrate safe practices at home, school, and in the community. ● Practice decision-making in simple health and safety situations. ● Set a personal safety goal and share how to achieve it. ● Recognize positive character traits like kindness and honesty. ● Communicate clearly using kind words and safe choices. ● Describe ways to prevent injuries and respond to unsafe situations. ● Explain the importance of including and respecting people with disabilities. ● Understand basic internet safety rules and when to ask an adult for help. ● Name healthy ways to deal with stress or conflicts (like taking deep breaths or asking for help).					

NJSLS-CHPE Standards: 2.1.2.PGD.1, 2.1.2.EH.2, 2.1.2.CHSS.1, 2.1.2.CHSS.2, 2.1.2.CHSS.3, 2.1.2.CHSS.5, 2.2.2.PF.1, 2.3.2.PS.1, 2.3.2.PS.2, 2.3.2.PS.3, 2.3.2.PS.5, 2.3.2.PS.6, 2.3.2.PS.8, 2.3.2.HCDM.3

Interdisciplinary Connections: K.DL.A.1, W.SE.K.6, SL.PE.K.1, 6.1.2.CivicsCM.3

Career Readiness, Life Literacies & Key Skills: 9.1.2.CR.1, 9.4.2.CI.1, 9.4.2.CT.1, 9.4.2.CT.3, 9.4.2.GCA.1

Computer Science & Design Thinking: 8.1.2.NI.2, 8.1.2.NI.1, 8.1.2.NI.3, 8.1.2.AP.4, 9.4.2.DC.3, 9.4.2.DC.4, 9.4.2.TL.5

Career Education: 9.2.2.CAP.1

Overview of Activity/Focus	Instructional Materials	Technology Infusion
● Lear about community helpers, including how some environmental helpers keep our community clean. Participate in a Community Helper Dress-Up Day where we dress as a community helper and share what that person does to keep others safe and healthy. ● Read stories about summer outdoor safety and learn about water safety, ticks, and sunscreen importance. ● Make a Character Trait Craft, creating a “Kindness Crown” or “Helpful Hands” to show ways to be responsible, kind, and honest in the classroom and at home. ● Make an Internet Safety Poster, drawing pictures showing safe vs. unsafe things to do online (e.g., ask before clicking, don’t talk to strangers online). ● Keep a Goal Setting Journal, choosing one personal safety or health goal (e.g., “I will wash my hands before lunch”) and drawing or writing about how to reach it.	Core Materials <u>Readings</u> <i>Whose Hands Are These?</i> by Miranda Paul <i>Officer Buckle and Gloria</i> by Peggy Rathmann <i>I Can Do Hard Things</i> by Gabi Garcia <i>Have You Filled a Bucket Today?</i> by Carol McCloud <i>We Move Together</i> by Kelly Fritsch & Anne McGuire <i>Chicken Clicking</i> by Jeanne Willis <i>Once Upon a Time Online</i> by	Smart Board Applications Google Applications Chromebooks

● Participate in a Feelings & Communication Circle, using emotion cards or puppets to practice expressing feelings, asking for help, and solving small problems with words. ● Read a book about disabilities and take a short walk to look for things in the school that help people of all abilities (like ramps, wide doors). Discuss how we can help everyone feel included.	David Bedford <u>Lessons</u> Mystery Science: Health Lessons PBS Learning Media: Health Lessons The Nemours Foundation: Kids Health in the Classroom Supplemental Resources chart paper, drawing paper, graphic organizers, role play cards, crayons, markers		
Assessments			
Formative Assessments ● Class Discussions ● Feelings Circle	Summative Assessments ● Character Trait Craft ● Goal Journal ● Internet Safety Posters		
Benchmark Assessments ● District-assigned Benchmark Assessments (e.g. LinkIt, content-specific benchmarks)	Alternative Assessments ● Alternative Choice Projects ● Oral Assessments		
Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
● Modify and accommodate as	● Basic Skills Instruction	● Basic Skills Instruction	● Allow self-directed learning

Key: *Amistad ^Holocaust #Climate Change ()DEI @AAPI

listed in student IEP or 504 plan. • Communicate clear, concise directions and repeat, reword, modify as necessary. • Use visual aids in lessons. • Vary formative assessment styles to drive next point of instruction. • Modify assessments. • Utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Provide and model sentence frames/sentence starters.	• Speech/Language Therapy • Provide English/Native Language Dictionary for use. • Place with native-language-speaking professionals as available. • Use target words and cognates to understand texts. • Remind students to underline passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion.	• Provide after-school tutoring services. • Hold fall and spring parent conferences. • Make modifications to instructional plans based on I and RS Plan. • Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	for growth though independent projects. • Challenge students with age-appropriate texts at higher reading levels. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.
---	---	---	--