

Kindergarten Health

Kindergarten Health Scope and Sequence

	THEME TOTAL	CUMULATIVE TOTAL
Character Education	5 days	
Nutrition	5 days	10 days
Personal Growth	10 days	20 days
Safety	5 days	25 days
Social and Emotional Growth	5 days	30 days
CATEGORY TOTALS	30 days	

Notes: There are 30 Health sessions during the course of the year.

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Unit Title: Kindergarten-Character Education

Stage 1: Desired Results

Standards & Indicators:

NJSLS – Health and Physical Education

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

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives.	There are actions an individual can take to help make this world a better place.
9.4.2.CT.1	Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.	Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.
9.4.2.CT.2	Identify possible approaches and resources to execute a plan.	
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).	
9.4.2.DC.2	Explain the importance of respecting digital content of others.	Digital artifacts can be owned by individuals or organizations.
9.4.2.DC.3	Explain how to be safe online and follow safe practices when using the internet	Individuals should practice safe behaviors when using the Internet.
9.4.2.DC.6	Identify respectful and responsible ways to communicate in digital environments.	

Central Idea/Enduring Understanding:

- Understanding of the 5 core values adopted by the school and what they look like and sound like.
- Personal hygiene and self-help skills promote healthy habits.
- Many factors influence how we think about ourselves and others.

Essential/Guiding Question:

- What does respect look like and sound like?
- What is a responsibility that you have and how do you feel when you are being responsible?
- Why is it important to have integrity and be truthful?

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<ul style="list-style-type: none"> ● There are different ways that individuals handle stress, and some are healthier than others 	<ul style="list-style-type: none"> ● What would you like to be when you grow up and what will you have to do in order to have that career? ● What is a charity and how does it help serve others?
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<p><u>Content:</u></p> <ul style="list-style-type: none"> ● We can show respect for others by what we say and how we act. ● By being responsible and completing a task, we can feel good about our accomplishment. ● Integrity means making good choices even when the good choice is difficult. ● By showing perseverance, you can accomplish anything you put your mind to. ● Service organizations are called charities and they help serve other people. 	<p><u>Skills (Objectives):</u></p> <ul style="list-style-type: none"> ● Learners will incorporate the 5 core values into their understanding of how to be a good student and member of the school community
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Interdisciplinary Connections:
 Language Arts: persuasive writing; informational process writing (slides; brochures, etc.)

Stage 2: Assessment Evidence

<p><u>Performance Task(s):</u></p> <ul style="list-style-type: none"> ● Student project/classwork ● Student demonstration ● Question of the day ● Class/partner/group discussion ● Self-Assessments ● Peer Assessments ● Turn and Talk ● Various Class Activities and Games ● Exit tickets ● Self-reflection/healthy habits journal 	<p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> ● Teacher Observation ● Student/Teacher Conference
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Stage 3: Learning Plan

<p><u>Learning Opportunities/Strategies:</u></p> <p><u>Session 1</u></p> <ul style="list-style-type: none"> ● Respect: students create a chart on what respect looks like and sounds like. <p><u>Session 2</u></p> <ul style="list-style-type: none"> ● Responsibility: students write about a responsibility that they have and how it makes them feel <p><u>Session 3</u></p> <ul style="list-style-type: none"> ● Integrity: students hear the fable about “The Boy Who Cried Wolf” and analyze how not showing integrity affects the boy and others around them. 	<p><u>Resources:</u></p> <p><u>Sessions</u></p> <ul style="list-style-type: none"> ● Books ● Internet With Projector ● Whiteboard/Smartboard equipment ● Paper ● Writing supplies ● Art supplies ● PE Equipment
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<p>Session 4</p> <ul style="list-style-type: none"> Perseverance: students present to the class what they want to be when they grow up and what it would take for them to achieve their goal. <p>Session 5</p> <ul style="list-style-type: none"> Service: students watch a video on charities during Hurricane Sandy and relate the work they do to re-building New Jersey. 	
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Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> Lesson/Skill Extension Peer Assistant 	<ul style="list-style-type: none"> Instructional Aides 	<ul style="list-style-type: none"> Peer Assistant Instructional Aides Rewording of Directions Streamline options in assessment 	<ul style="list-style-type: none"> IEP's 504's Instructional Aides Peer Assistant Rewording of Directions Hands-on assessments

Unit Title: Kindergarten-Nutrition

Stage 1: Desired Results

Standards & Indicators:

NJSLS – Health and Physical Education

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.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.1.2. FI.1	Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).	Money comes in different values, forms, and uses
9.1.2.FP.1	Explain how emotions influence whether a person spends or saves.	There is a relationship between an individual's values, emotions, and the ways he/she chooses to spend money
9.1.2.FP.2	Differentiate between financial wants and needs.	External factors can influence the items that an individual wants or needs.
9.1.2.FP.3	Identify the factors that influence people to spend or	

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save (e.g., commercials, family, culture, society).	
<p><u>Central Idea/Enduring Understanding:</u></p> <ul style="list-style-type: none"> • Understanding of different types of food groups and how each group contributes to a healthy diet. • Nutritious food choices promote wellness and are the basis for healthy eating habits. 	<p><u>Essential/Guiding Question:</u></p> <ul style="list-style-type: none"> • What are the food groups and which foods comprise each group? • Why is it important to eat three meals a day? • What are some examples of healthy snacks? • Why are some foods good for you and other foods are not healthy?
<p><u>Content:</u></p> <ul style="list-style-type: none"> • The food groups are comprised of fruits, vegetables, grains, dairy, protein, and oils, fats and sweets. • Food provides the body with energy to sustain your body throughout the day. • Healthy snacks have nutritional value and can be used to supplement meals. • A healthy meal is comprised of servings from all the food groups. • Some foods are more nutritious than others because they contain vitamins and minerals that keep your body strong. 	<p><u>Skills (Objectives):</u></p> <ul style="list-style-type: none"> • Learners will discover different foods and classify them by food group. They will understand the value of eating three meals a day and utilizing healthy snacks. They will create meals that are healthy and draw from all the food groups.
<p><u>Interdisciplinary Connections:</u> Language Arts: persuasive writing; informational process writing (slides; brochures, etc.)</p>	
Stage 2: Assessment Evidence	
<p><u>Performance Task(s):</u></p> <ul style="list-style-type: none"> • Student project/classwork • Student demonstration • Question of the day • Class/partner/group discussion • Self-Assessments • Peer Assessments • Turn and Talk • Various Class Activities and Games • Exit tickets • Self-reflection/healthy habits journal 	<p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> • Teacher Observation • Student/Teacher Conference
Stage 3: Learning Plan	
<p><u>Learning Opportunities/Strategies:</u></p> <p><u>Session 1</u></p> <ul style="list-style-type: none"> • Identifying foods. Introduction to food groups-using play food, students will separate and share examples of foods from each group. <p><u>Session 2</u></p> <ul style="list-style-type: none"> • Introduction to food groups-using play food, students will separate and share examples of foods from each group.Meals-students will classify play food into three meals and explain the need for foods from each group. 	<p><u>Resources:</u></p> <p><u>Sessions</u></p> <ul style="list-style-type: none"> • Books • Internet With Projector • Whiteboard/Smartboard equipment • Paper • Writing supplies • Art supplies • PE Equipment

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Session 3

- Healthy snacks-students determine if foods are healthy snacks and select ones that have nutritional value.

Session 4

- Eating the Rainbow- colorful foods that are good for you.
- School Menu Choices

Session 5

- Meals-students will classify play food into three meals and explain the need for foods from each group.

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> ● Lesson/Skill Extension ● Peer Assistant 	<ul style="list-style-type: none"> ● Instructional Aides 	<ul style="list-style-type: none"> ● Peer Assistant ● Instructional Aides ● Rewording of Directions ● Streamline options in assessment 	<ul style="list-style-type: none"> ● IEP's ● 504's ● Instructional Aides ● Peer Assistant ● Rewording of Directions ● Hands-on assessments

Unit Title: Kindergarten-Personal Growth and Development

Stage 1: Desired Results

Standards & Indicators:

NJSLS – Health and Physical Education

- 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.
- 2.3.2.PS.1: Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.
- 2.3.2.ATD.1: Explain what medicines are, how they are used, and the importance of utilizing medications properly.
- 2.3.2.ATD.2: Identify ways in which drugs, including some medicines, can be harmful.
- 2.3.2.ATD.3: Explain effects of tobacco use on personal hygiene, health, and safety.

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2.3.2.HCDM.1: Explain the consequences on a person's health if he or she does not have adequate food and a clean environment.

2.3.2.HCDM.2: 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).

2.3.2.HCDM.3: Explain strategies and develop skills to prevent the spread of communicable diseases and health conditions (e.g., Lyme disease, influenza, cardiovascular diseases).

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.2.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.	Make a list of different types of jobs and describe the skills associated with each job
9.4.2.CT.2	Identify possible approaches and resources to execute a plan.	Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.

Central Idea/Enduring Understanding:

- Understanding there are different ways to take care of your body to promote positive health and wellness.
- Personal hygiene and self-help skills promote healthy habits.
- The environment can impact personal health and safety in different ways.
- The use of alcohol, tobacco, and other drugs in unsafe ways is harmful to one's health.
- People need food, water, air, waste removal, and a particular range of temperatures in their environment to stay healthy.

Essential/Guiding Question:

- What is wellness?
- How do growth and development naturally occur?
- How do germs spread?
- What is the proper procedure for washing hands?
- How often should you brush your teeth and why?
- What should I do if I'm not feeling well?

Content:

- Wellness is the quality or state of being healthy.
- There are different degrees of wellness.
- Heredity, environmental factors and lifestyle choices affect health and wellness.
- Germs can spread from person to person or object to person.
- Hands should be washed before eating and after using the restroom, using soap and warm water.
- There are different kinds of teeth in your mouth, each with a different purpose.
- Nurses, doctors and healthcare professionals are workers that are there to help you.

Skills (Objectives):

- Learners will define and understand wellness.
- Learners will learn proper handwashing technique and reasons when and why they should wash their hands.
- Learners will identify teeth and their function.
- Learners will understand the need and benefits for brushing teeth.
- Learners will recognize the function and importance of health care professionals.
- Learners will be introduced to the major body systems and their function.

Interdisciplinary Connections:

Language Arts: persuasive writing; informational process writing (slides; brochures, etc.)

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Stage 2: Assessment Evidence

Performance Task(s):

- Student project/classwork
- Student demonstration
- Question of the day
- Class/partner/group discussion
- Self-Assessments
- Peer Assessments
- Turn and Talk
- Various Class Activities and Games
- Exit tickets

Other Evidence:

- Teacher Observation
- Student/Teacher Conference

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Session 1

- Germs/handwashing: Identify what germs are and how they spread. Identify ways to prevent germs from spreading.

Session 2

- Immune system: Discuss how our body protects itself from germs.

Session 3

- Skeletal System: Identify the bones and discuss how bones are used.

Session 4

- Respiratory System: Discuss the body parts that make up our breathing system.

Session 5

- Health Careers- Identify health care professionals and how they can care for our health.

Session 6

- Dental: Care of and Prevention

Session 7

- Muscular system: Identify the muscles and their contributions to the body.

Session 8

- Digestive system: Discuss how our body digests food.

Session 9

- Circulatory System: Discuss the heart and blood's importance to the body.

Session 10

- Drugs & Medicine: Red Ribbon Week. Importance of staying drug-free

Resources:

Session 1/2

- Internet with projector
- Sink
- Soap and water
- Hand sanitizer

Session 3/4/5/6/7/8/9/10

- Whiteboard supplies
- Internet with projector
- Drawing paper
- Art supplies

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> ● Lesson/Skill Extension 	<ul style="list-style-type: none"> ● Instructional Aides 	<ul style="list-style-type: none"> ● Peer Assistant 	<ul style="list-style-type: none"> ● IEP's ● 504's

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<ul style="list-style-type: none"> Peer Assistant 		<ul style="list-style-type: none"> Instructional Aides Rewording of Directions Streamline options in assessment 	<ul style="list-style-type: none"> Instructional Aides Peer Assistant Rewording of Directions Hands-on assessments
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Unit Title: Kindergarten-Safety

Stage 1: Desired Results

Standards & Indicators:

NJSLS – Health and Physical Education

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).

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.2.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.	Make a list of different types of jobs and describe the skills associated with each job
9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community.	There are actions an individual can take to help make this world a better place.
9.1.2.RM.1	Describe how valuable items might be damaged or lost and ways to protect them.	There are ways to keep the things we value safely at home and other places.

Central Idea/Enduring Understanding:

- Developing an awareness of potential hazards and how they impact health and safety.
- 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.

Essential/Guiding Question:

- What should students do when the fire alarm goes off at school?
- What are some things you can do to stay safe on the bus?
- Who are the people in our community who help you to stay safe?
- What are some rules about the playground use and why do we have those rules?
- When participating in various seasonal activities, What precautions can you take to keep yourself safe?

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	<ul style="list-style-type: none"> • What can you do to protect yourself from weather related conditions?
<p>Content:</p> <ul style="list-style-type: none"> • We conduct fire drills to practice what would happen in an emergency and how we should act to help ensure that everyone is safe. • It is important to stay seated and buckled in on the bus and to speak in an inside voice when riding the school bus. • Police officers, firefighters and ambulance workers are part of our community and are tasked with keeping the public safe. • The playground equipment can be very fun, but can also be dangerous if not used properly. • Safety while participating in various seasonal activities. • Weather Related Safety. 	<p>Skills (Objectives):</p> <ul style="list-style-type: none"> • Learners will focus on the importance of safety and recognizing potential hazards, as well as learning prevention methods to ensure safety.

Interdisciplinary Connections:

Language Arts: persuasive writing; informational process writing (slides; brochures, etc.)

Stage 2: Assessment Evidence

Performance Task(s):

- Student project/classwork
- Student demonstration
- Question of the day
- Class/partner/group discussion
- Self-Assessments
- Peer Assessments
- Turn and Talk
- Various Class Activities and Games
- Exit tickets
- Self-reflection/healthy habits journal

Other Evidence:

- Teacher Observation
- Student/Teacher Conference

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Session 1

- Fire safety: students identify fire safety visuals. Fire alarms, smoke detector, fire extinguishers, emergency pulls, sprinklers.

Session 2

School safety: students practice positive behavior on the bus, in the hallways, playgrounds, and lunch room.

Session 3

- Community safety: students differentiate between different emergency personnel and also explain with peers about stop signs, crosswalks, red lights etc.

Resources:

Session 1

- Classroom doors/windows
- Fire escape route map

Session 2

- Internet with projector
- Art Supplies
- Drawing paper

Session 3

- Whiteboard supplies
- Drawing supplies
- Internet with projector

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<p>Session 4</p> <ul style="list-style-type: none"> ● Safety Drills: Students practice safety drills. Understanding the difference between lockdowns, shelter in place, evacuations, reverse evacuations and why we practice each. <p>Session 5</p> <ul style="list-style-type: none"> ● Seasonal Safety: Winter weather safety, proper dress, water danger, summer weather safety, sun related, seasonal activities 	<p>Session 4</p> <ul style="list-style-type: none"> ● Playground equipment ● Chart paper <p>Session 5</p> <ul style="list-style-type: none"> ● Whiteboard/Smartboard ● Chart paper ● Writing supplies ● Internet with projector
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Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> ● Lesson/Skill Extension ● Peer Assistant 	<ul style="list-style-type: none"> ● Instructional Aides 	<ul style="list-style-type: none"> ● Peer Assistant ● Instructional Aides ● Rewording of Directions ● Streamline options in assessment 	<ul style="list-style-type: none"> ● IEP's ● 504's ● Instructional Aides ● Peer Assistant ● Rewording of Directions ● Hands-on assessments

Unit Title: Kindergarten-Social and Emotional Health/Relationships

Stage 1: Desired Results

Standards & Indicators:

NJSLS – Health and Physical Education

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.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.2.Cl.1	Demonstrate openness to new ideas and perspectives.	There are actions an individual can take to help make this world a better place.
9.4.2.CT.1	Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.	Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the

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9.4.2.CT.2	Identify possible approaches and resources to execute a plan.	problem.
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).	
9.4.2.DC.2	Explain the importance of respecting digital content of others.	Digital artifacts can be owned by individuals or organizations.
9.4.2.DC.3	Explain how to be safe online and follow safe practices when using the internet	Individuals should practice safe behaviors when using the Internet.
9.4.2.DC.6	Identify respectful and responsible ways to communicate in digital environments.	

Central Idea/Enduring Understanding:

- Understanding that health is not limited to the physical body, but also includes social and emotional health, as well as relationships with others.
- Many factors influence how we think about ourselves and others.
- There are different ways that individuals handle stress, and some are healthier than others.

Essential/Guiding Question:

- What does being a friend mean to you?
- What is the difference between immediate and extended family?
- How is your family similar to someone else's and how is it unique?
- What does it mean to be part of a community?
- What is stress and what are some ways to handle stress?

Content:

- Being a friend means treating someone with respect and sharing common interests.
- Immediate family are family members that you live with or see on a daily basis and extended family are family members that you don't have daily contact with.
- Children have family relationships and situations that are unique and that all families are special.
- Being part of a community includes following laws, taking pride in the community and demonstrating good citizenship.
- Stress is mental or emotional strain under difficult circumstances.

Skills (Objectives):

- Learners will come to an understanding about their place in the community and how they relate to the people around them.

Interdisciplinary Connections:

Language Arts: persuasive writing; informational process writing (slides; brochures, etc.)

Stage 2: Assessment Evidence

Performance Task(s):

- Student demonstrations during activities
- Class discussion of Essential Questions
- Question of the day
- Action/Movement of the Day
- Self-Assessments
- Peer Assessments
- Turn and Talk
- Various Class Activities and Games

Other Evidence:

- Teacher Observation
- Student/Teacher Conference

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Stage 3: Learning Plan

Learning Opportunities/Strategies:

Session 1

- Friends-students express what being a good friend is and qualities they look for in a friend.

Session 2

- Family- students draw a picture of and label the members of their immediate family and how they are related.

Session 3

- Unique families- students pair with different partners and discuss how their families are similar and how they are unique.

Session 4

- Community- students discuss communities or groups that they belong to and draw pictures representing those communities (school, family, team, church)

Session 5

- Stress- students identify stress and brainstorm things they do to handle stress.

Resources:

Sessions

- Books
- Internet With Projector
- Whiteboard/Smartboard equipment
- Paper
- Writing supplies
- Art supplies
- PE Equipment

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<ul style="list-style-type: none"> • Lesson/Skill Extension • Peer Assistant 	<ul style="list-style-type: none"> • Instructional Aides 	<ul style="list-style-type: none"> • Peer Assistant • Instructional Aides • Rewording of Directions • Varying sizes and type of equipment 	<ul style="list-style-type: none"> • IEP's • 504's • Instructional Aides • Peer Assistant • Rewording of Directions • Hands-on assessments • Varying sizes and type of equipment