

Curriculum	
<b>Content Area:</b> Health	
<b>Unit Title:</b> Personal Safety	<b>Duration:</b> 5 days
<b>Grade Level:</b> K	
<b>Essential Questions</b> <ul style="list-style-type: none"> <li>• Why are emergency drills /Rules important?</li> <li>• Why is it important to follow the correct bike safety procedures?</li> </ul>	
<b>Enduring Understandings</b> <ul style="list-style-type: none"> <li>• How to participate in emergency drills and Fire Safety Procedures.</li> <li>• Practice the correct bike safety measures.</li> <li>• Why car seats and seatbelts are used</li> <li>• How to dial 9-1-1 for help</li> <li>• Being safe around water.</li> </ul>	
<b>Student Learning Targets (Objectives):</b> <i>Students will be able to...</i> <ul style="list-style-type: none"> <li>• Understand the importance of Practicing fire drills and other emergency drills.</li> <li>• Understand why it's important to wear a helmet and other protective equipment.</li> <li>• Recognize the importance of water safety and the basic rules.</li> </ul>	
Focus Standards (Major Standards)	
2.1.2.D.1: Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison, accident prevention).	

2.1.2.D.2: Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors /touches.

2.1.2.D.3: Identify procedures associated with pedestrian, bicycle, and traffic safety.

2.1.2.E.2: Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.

2.2.2.B.1: Explain what a decision is and why it is advantageous to think before acting.

### **New Jersey Student Learning Standards: Interdisciplinary Connections**

RI.K.1. With prompting and support, ask and answer questions about key details in a text

SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

### **New Jersey Student Learning Standards: College and Career Readiness**

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.

9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

### **New Jersey Student Learning Standards: Computer Science and Design Thinking**

9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.

### Instructional Plan

List reasons we do safety drills and create their own escape plans for fire drills at home.

Identify fire safety visuals. Fire alarms, smoke detector, fire extinguishers, emergency pulls, sprinklers.

Practice positive behavior on the bus, in the hallways, playgrounds, and lunch room.

Differentiate between different emergency personnel and also explain with peers about stop signs, crosswalks, red lights etc.

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.

Discuss the importance of wearing protective equipment.

Winter weather safety, proper dress, water danger, summer weather safety, sun related, seasonal activities

### Evidence of Student Learning

#### Formative Assessments

- Do Now
- Exit Ticket
- I believe \_\_\_\_ because \_\_\_\_
- Teacher Observation Checklist
- 5 Words - Write five words to describe \_\_\_\_

#### Summative Assessments

- So What? Journal

- 3-2-1 Three things you learned, Two interesting facts, One question you still have
- 60 Second Paper - Write down all you know about the topic in 60 seconds

#### **Benchmark Assessments**

- K-W-L Chart
- 60 Second Paper - Write down all you know about the topic in 60 seconds

### **Suggested Options for Differentiation**

#### **Modifications (ELLs, Special Education, 504, Students at risk of failure, Gifted and Talented)**

##### **Special Education & 504**

- Supply students with visual aides.
- Introduce new vocabulary to the student in advance of the lesson.
- Allow student to demonstrate understanding in a variety of ways.
- Eliminate information that is unnecessary.
- Highlight important information for student.
- Chunk material
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- Be consistent.
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##### **Gifted and Talented:**

- Project based learning activities
- Allow students to explore topics in more depth

**ELL:**

- Provide materials in students native language
- Assess students at their Can Do Indicator Level

**Suggested Materials & Resources**

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**Curriculum****Content Area:** Health**Unit Title:** Personal Growth and Development**Duration:** 5 - 6 days**Grade Level:** K**Essential Questions**

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

**Enduring Understandings**

- Individuals enjoy different activities.
- Personal hygiene promotes healthy habits.
- Healthy lifestyle choices help the body systems function.

**Student Learning Targets (Objectives):**

*Students will be able to...*

- Define wellness
- Explain what healthy habits are and list examples
- Identify ways to stop germs from spreading
- Explain proper handwashing technique and reasons when and why they should wash their hands.
- Identify teeth and their function as well as the need and benefits for brushing teeth.

**Focus Standards (Major 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.PGD.5: List medically accurate names for body parts, including the genitals

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K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change (e.g., climate change) to define a simple problem that can be solved through the development of a new or improved object or tool.

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#### Instructional Plan

Germs can spread from person to person or object to person. Introduce habits that reduce the risk of spreading germs like coughing in your elbow.

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 and they need to be taken care of with proper teeth brushing.

Introduce Healthcare professionals, dentist, doctors, nurses

Introduce Wellness, Feelings and Emotions.

Identify the muscles and their contributions to the body.

Discuss how our body digests food.

Discuss the heart and blood's importance to the body.

### Evidence of Student Learning

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- 5 Words - Write five words to describe \_\_\_\_\_

#### **Summative Assessments**

- So What? Journal
- 3-2-1 Three things you learned, Two interesting facts, One question you still have
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### Suggested Options for Differentiation



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### **ELL:**

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Curriculum	
<b>Content Area:</b> Health	
<b>Unit Title:</b> Emotional Health	<b>Duration:</b> 4- 5 Days
<b>Grade Level:</b> K	
<b>Essential Questions</b> <ul style="list-style-type: none"><li>• What are some different emotions that people have?</li><li>• How can we express our emotions in a positive way?</li><li>• Why do people have different emotions towards the same situation?</li></ul>	
<b>Enduring Understandings</b> <ul style="list-style-type: none"><li>• Developing strategies to be able to cope with different types of people is beneficial when handling a conflict.</li><li>• Understand how feelings/emotions are different for everyone and</li><li>• Understand how various situations can affect feelings and emotions</li><li>• Identifying trusted adults can help us make difficult decisions or when reporting a bully.</li></ul>	
<b>Student Learning Targets (Objectives):</b> <i>Students will be able to...</i>	

- Describe how people express different emotions
- Recognize various emotions and demonstrate sympathy and empathy.
- Describe and demonstrate appropriate ways to express emotions.

#### Focus Standards (Major Standards)

2.1.2.E.1: Identify basic social and emotional needs of all people.

2.1.2.E.2: Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.

2.1.2.E.3: Explain healthy ways of coping with common stressful situations experienced by children.

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9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

#### New Jersey Student Learning Standards: Computer Science and Design Thinking

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.

### Instructional Plan

Discuss various emotions and what type of situation may have caused it.

Play a game where students guess the emotion based on facial expressions.

Identify stress and brainstorm things they do to handle stress.

Provide crayons, have students color in an outline of a person with an emotion on their face of what color each emotion represents to them (ex: red = anger , blue = sad)

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Curriculum	
<b>Content Area:</b> Health	
<b>Unit Title:</b> Social Health	<b>Duration:</b> 2 Days
<b>Grade Level:</b> K	
<b>Essential Questions</b> <ul style="list-style-type: none"> <li>• What are some characteristics of a healthy relationship?</li> <li>• Why is it important to express your feelings?</li> </ul>	
<b>Enduring Understandings</b> <ul style="list-style-type: none"> <li>• Understand that every individual has unique skills and qualities.</li> <li>• Relate to the idea that families shape the way we think about our health and our behaviors.</li> <li>• Identify healthy and appropriate ways to interact with other people.</li> <li>• Understand the importance of communication between people.</li> </ul>	
<b>Student Learning Targets (Objectives):</b> <i>Students will be able to...</i> <ul style="list-style-type: none"> <li>• Recognizing each individual's unique skills and qualities and find common similarities between individuals</li> <li>• Identifying a family's impact of an individual, for example how a the way a family eats affects children's eating habits later in their lives</li> <li>• Utilizing the skills within communication and applying them to everyday life.</li> </ul>	
Focus Standards (Major Standards)	
2.1.2.E.1 Identify basic social and emotional needs of all people 2.1.2.E.2 Determine possible causes of conflict between people and appropriate ways to prevent and resolve them. 2.1.2.E.3 Explain healthy ways of coping with common stressful situations experienced by children.	

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### New Jersey Student Learning Standards: Computer Science and Design Thinking

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### Instructional Plan

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 live with.

Discuss the difference between a need and a want

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



Students identify stress and brainstorm things they do to handle stress.

List Friendship Qualities - what makes a good friend?

### Evidence of Student Learning

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#### **Curriculum**

<b>Content Area:</b> Health	
<b>Unit Title:</b> Community Health Services and Support	<b>Duration:</b> 2-3 days
<b>Grade Level:</b> K	
<b>Essential Questions</b> <ul style="list-style-type: none"> <li>• Who are trusted community workers that help keep us safe?</li> <li>• Who can support me to live and maintain a healthy lifestyle?</li> <li>• Who can help if I am not feeling well?</li> <li>• When does a want look like or feel like a need?</li> </ul>	
<b>Enduring Understandings</b> <ul style="list-style-type: none"> <li>• Grasping the importance of personal health and the services and resources available.</li> <li>• Identifying the different sources that can provide health information and care at home, school, and in the community.</li> <li>• Identifying who are reliable trusted professionals in the community that help keep one healthy and safe.</li> <li>• Distinguishing the difference of common needs and wants and directly relating to one's health.</li> </ul>	
<b>Student Learning Targets (Objectives):</b> <i>Students will be able to...</i> <ul style="list-style-type: none"> <li>• Developing an awareness of potential hazards in the environment impacts personal health and safety.</li> <li>• Knowing how to locate health related assistance at home, at school, and in the community assists in addressing health emergencies and obtaining reliable information.</li> <li>• Knowing who to ask for help when not feeling well at home, school, and community.</li> <li>• Express needs, wants, and feelings in health- and safety-related situations.</li> </ul>	
<b>Focus Standards (Major Standards)</b>	
2.2.P.E.: Knowing how to locate health professionals in the home, at school, and in the community assists in addressing health emergencies and obtaining reliable information.  2.2.2.E.1: Determine where to access home, school, and community health professionals.	

2.1.P.D: Developing an awareness of potential hazards in the environment impacts personal health and safety

2.2.2.A: Effective communication may be a determining factor in the outcome of health and safety-related situations

2.2.2.A.1: Express needs, wants, and feelings in health- and safety-related situations.

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### Instructional Plan

Discuss different types of emergency situations at home, school, and in the community and how to handle and seek potential solutions.

Provide students with a list of health related emergencies situations and ask students to name trusted professionals and people that can assist and help.

### Evidence of Student Learning

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Curriculum	
<b>Content Area:</b> Health	
<b>Unit Title:</b> Nutrition	<b>Duration:</b> 2-3 days
<b>Grade Level:</b> K	
<b>Essential Questions</b> <ul style="list-style-type: none"> <li>• How can I choose nutritious foods for each meal?</li> <li>• Why are some foods healthier than others?</li> <li>• What makes healthy and unhealthy eating habits?</li> </ul>	
<b>Enduring Understandings</b> <ul style="list-style-type: none"> <li>• Nutritious food choices promote wellness and are the basis for healthy eating habits</li> <li>• Culture and personal preferences can impact an individual's nutritional choices</li> </ul>	
<b>Student Learning Targets (Objectives):</b> <i>Students will be able to...</i> <ul style="list-style-type: none"> <li>• Identify healthy and unhealthy foods</li> <li>• Identify which foods belong in each of the food groups</li> <li>• Explain why some foods are healthier than others</li> </ul>	
Focus Standards (Major Standards)	
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	

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### Instructional Plan

Identify Food Groups and Food Sources

"Eat the Rainbow" (colorful plate)



Importance of Drinking Water and staying Hydrated

MyPlate

Healthy foods vs. unhealthy foods

Classify play food into three meals and explain the need for foods from each group.

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#### **Gifted and Talented:**

- Project based learning activities
- Allow students to explore topics in more depth

#### **ELL:**

- Provide materials in students native language
- Assess students at their Can Do Indicator Level

#### **Suggested Materials & Resources**

myplate.org  
 Kidshealth.org  
 Discovery Education  
 BrainPop