

Pascack Valley Regional Curriculum Consortium
Hillsdale - Montvale - River Vale - Woodcliff Lake

Office of Curriculum and Instruction

Kindergarten **Health** Curriculum

Unit 1 Wellness	Unit 2 Building Health Relationships	Unit 3 Family Life
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Born on Date: August 2022

Kindergarten Health Unit 1: Wellness

Unit Title: Wellness Grade Level: Kindergarten Pacing: 5-7 weeks	
Stage 1 - Desired Results	
NJSLS Content Area: CHPE	
2.1.2.PGD. 2	Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).
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).
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.
2.1.2.CHSS.1	Identify community professionals and school personnel who address health emergencies and provide reliable health information to us.
2.2.2.N.1	Explore different types of foods and food groups.
2.3.2. PS.4	Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol).
2.1.2.CHSS.3	Demonstrate how to dial and text 911 in case of an emergency
Physical Wellness Connections	
2.2.2.MSC.5	Adjust and correct movements and skill in response to feedback.
Interdisciplinary Connections	

SL.K.6	Speak Audibly and express thoughts, feelings and ideas clearly
<u>Integration of NJSL Computer Science and Design Thinking</u>	
8.1.2.AP.4	Break down a task into a sequence of steps.
<u>Integration of NJSL Career Readiness, Life Literacy and Key Skills</u>	
9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community.
<u>Career Ready Practices</u>	
Utilize critical thinking to make sense of problems and persevere in solving them.	
Work productively in teams while using cultural global competence.	
<u>Social and Emotional Learning Competencies</u>	
Social Awareness	The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts.
Relationship Skills	The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.

What are the learning priorities?		
Essential Questions Students will keep considering...	Understandings/Goals Students will understand...	Student Objectives/Outcomes Students will be able to:
<ul style="list-style-type: none"> How do health habits contribute to personal health and the health of others? 	<ul style="list-style-type: none"> Personal hygiene and self-help skills promote healthy habits. 	<ul style="list-style-type: none"> I can practice daily personal hygiene practices I can explain why hand health and covering my cough help prevent

		<p>the spread of illnesses</p> <ul style="list-style-type: none"> ● I can demonstrate effective handwashing and cough covering practices.
<ul style="list-style-type: none"> ● How does medicine help us? 	<ul style="list-style-type: none"> ● Medicines have directions and need to be used correctly. 	<ul style="list-style-type: none"> ● I can understand that medicine can be used to treat diseases and health conditions ● I can explain the importance of using medicine correctly
<ul style="list-style-type: none"> ● Why is it important to eat a variety of foods? 	<ul style="list-style-type: none"> ● Foods are grouped by certain characteristics. We can use these groups to choose a variety of foods to eat. 	<ul style="list-style-type: none"> ● I can explain that foods are part of different groups
<ul style="list-style-type: none"> ● How can I respond to an emergency? 	<ul style="list-style-type: none"> ● There are certain warning symbols on products that we need to pay attention to so we can stay safe. ● In an emergency, I can call 9-1-1 to get help from trusted adults in my community. 	<ul style="list-style-type: none"> ● I can identify warning symbols and their meanings ● I can demonstrate how to call 911 in case of emergency ● I can identify trusted adults in the school and community.

**Stage 2 - Evidence of Student Learning
Assessment Design**

What have you learned?

Assessment:

- **Formative Assessment**
 - Teacher observations of classroom discussions

- Food group sort
- Demonstrate how to call 9-1-1 on a pretend phone
- **Summative Assessment**
 - Students will create a drawing of one way that they will stay healthy

Student Self-Assessment:

- Kindergarten Self Assessment

Modifications and Accommodations:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Manipulatives, extra time, alternative assessments, and scaffolding strategies will be used to support learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA based on the student’s level of English Language Proficiency (ELP). - https://www.wida.us/standards/CAN_DOs/

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to reading and writing learning including variations in content, process, products, and learning environments.

Stage 3 - Learning Plan	
NJSLS	Sample Lesson Description
2.1.2.PGD. 2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).	Students will identify a variety of healthy behaviors (washing hands, coughing in their arm, etc.) and how these strategies contribute to personal health, and prevent the spread of disease. They will

<p>2.3.2.PS.1: Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.</p> <p>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).</p>	<p>demonstrate the steps for proper handwashing.</p>
<p>2.3.2.ATD.1: Explain what medicines are, how they are used, and the importance of utilizing medications properly.</p> <p>2.1.2.CHSS.1: Identify community professionals and school personnel who address health emergencies and provide reliable health information to us.</p>	<p>Students will learn the purpose of medicines, how they should be used, and the importance of using medications properly. They will review who provides them with medications and understand that these professionals provide reliable health information to us.</p>
<p>2.2.2.N.1: Explore different types of foods and food groups.</p>	<p>In this lesson, students will explore the different food groups (fruits, vegetables, meat (protein), grains and dairy).</p>
<p>2.3.2. PS.4: Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol).</p>	<p>Students will explore a variety of common warning symbols and their meanings. They will learn how to call 9-1-1 on a pretend phone in case of an emergency.</p>
<p>2.1.2.CHSS.3: Demonstrate how to dial and text 911 in case of an emergency</p>	
<p>Unit Resources</p> <ul style="list-style-type: none"> ● HealthSmart ● My Dentist My Friend by P.K. Hallinan ● Watch Out! Around Town by Clair Llewellyn ● No Dragons for Tea Fire Safety for Kids by Jean E. Pendziwol and Martine Gorbault ● Germs are Not for Sharing by Elizabeth Verdick 	

- Green Eggs and Ham by Dr Seuss
- Once Upon a Dragon Stranger Safety for Kids by Jean E. Pendziwol and Martine Goubault
- Be Careful and Stay Safe by Cheri J Meiners, M Ed
- Super Why Hansel & Gretel: A Healthy Adventure (video)

Kindergarten Health Unit 2: Building Healthy Relationships

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Unit Title: Building Healthy Relationships Grade Level: Kindergarten Pacing: 2-3 Weeks	
Stage 1 - Desired Results	
<u>NJSLs Content Area: CHPE</u>	
2.1.2.SSH.7	Explain healthy ways for friends to express feelings for and to one another.
2.1.2.SSH.1	Discuss how individuals make their own choices about how to express themselves.
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.
Physical Wellness Connections <u>NJSLs Content Area: CHPE</u>	
2.2.2.MSC.6	Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.
2.2.2.MSC.7	Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.
2.2.2.LF.1	Express one's feeling and emotions when involved in movement and physical activities to increase positive behaviors.
<u>Interdisciplinary Connections</u>	
SL.K.6	Speak Audibly and express thoughts, feelings and ideas clearly

<u>Integration of NJSLS Computer Science and Design Thinking</u>	
8.1.2.AP.4	Break down a task into a sequence of steps.
<u>Integration of NJSLS Career Readiness, Life Literacy and Key Skills</u>	
9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community.
<u>Career Ready Practices</u>	
Communicate clearly and effectively and with reason.	
Demonstrate creativity and innovation	
Work productively in teams while using cultural global competence	
<u>Social and Emotional Learning Competencies</u>	
Self-Awareness	The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts.
Self-Management	The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.

What are the learning priorities?		
<u>Essential Question(s):</u> Students will keep considering	<u>Understanding(s)/Goals</u> Students will understand	<u>Student Objectives/Outcomes</u> Students will be able to:
<ul style="list-style-type: none"> Why is communication important? 	<ul style="list-style-type: none"> Expressing yourself in a healthful way allows you to communicate effectively. We learn how others feel by 	<ul style="list-style-type: none"> I can practice expressing feelings in a healthful way. I can model sharing feelings with my friends in a healthy way.

	looking, listening, and asking	
<ul style="list-style-type: none"> • How can I manage strong feelings? 	<ul style="list-style-type: none"> • Feelings change all the time; when you have strong feelings it is important to identify strategies. 	<ul style="list-style-type: none"> • I can demonstrate self-control in different areas in school. • I can explain healthy coping strategies

Stage 2 - Evidence of Student Learning Assessment Design
What have you learned?
<p>Assessment:</p> <ul style="list-style-type: none"> • Formative Assessment <ul style="list-style-type: none"> ○ Teacher observation of classroom discussions • Summative Assessment <ul style="list-style-type: none"> ○ Students will draw a picture of themselves expressing an emotion that they choose
<p>Student Self-Assessment:</p> <ul style="list-style-type: none"> • Kindergarten Self Assessment
<p>Modifications and Accommodations:</p> <p><u>Students with special needs:</u> Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Manipulatives, extra time, alternative assessments, and scaffolding strategies will be used to support learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.</p> <p><u>ELL/ESL students:</u> Students will be supported according to the recommendations for “can do’s” as outlined by WIDA based on the student’s level of English Language Proficiency (ELP). - https://www.wida.us/standards/CAN_DOs/</p> <p><u>Students at risk of school failure:</u> Formative and summative data will be used to monitor student success at first signs of</p>

failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to reading and writing learning including variations in content, process, products, and learning environments.

Stage 3 - Learning Plan	
NJSLS	Sample Lesson Description
<p>2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another.</p> <p>2.1.2.SSH.1: Discuss how individuals make their own choices about how to express themselves.</p>	<p>After identifying qualities that make a group of kindergarteners different from each other, students describe how they exhibit some of these qualities. They consider how differences make the world an interesting place and the importance of knowing and liking oneself as part of being healthy.</p>
<p>2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).</p> <p>2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors.</p>	<p>Students identify facial expressions related to feeling happy, sad, angry, bored, curious and afraid, consider reasons people might feel in these ways and demonstrate body language to communicate each emotion, with a focus on appropriate and healthy ways to express anger.</p>
<p>Unit Resources</p> <ul style="list-style-type: none"> ● HealthSmart ● A Little Respectful Spot by Diane Alber ● A Little Spot Of Kindness by Diane Alber 	

- Scribble Stones by Diane Alber
- Disney Inside Out (emotions)
- Hands are Not For Hitting by Martine Agassi, Ph.D.
- We Don't Eat Our Classmates by Ryan T. Higgins

Kindergarten Health Unit 3: Family Life

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Unit Title: Family Life Grade Level: Kindergarten Pacing: 1-2 weeks	
Stage 1 - Desired Results	
<u>NJSLS Content Area: CHPE</u>	
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).
2.3.2.PS.5	2.3.2.PS.5: Define bodily autonomy and personal boundaries. <ul style="list-style-type: none"> ● Kindergarten Adaptation 2.3.K.PS.5 Define personal boundaries and explain how it relates to personal safety.
Physical Wellness Connections <u>NJSLS Content Area: CHPE</u>	
2.2.2.LF.1	Express one's feeling and emotions when involved in movement and physical activities to increase positive behaviors
<u>Interdisciplinary Connections</u>	
SL.K.6	Speak Audibly and express thoughts, feelings and ideas clearly
<u>Integration of NJSLS Computer Science and Design Thinking</u>	
8.1.2.AP.4	Break down a task into a sequence of steps.
<u>Integration of NJSLS Career Readiness, Life Literacy and Key Skills</u>	
9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community.

<u>Career Ready Practices</u>	
Utilize critical thinking to make sense of problems and persevere in solving them.	
Work productively in teams while using cultural global competence.	
<u>Social and Emotional Learning Competencies</u>	
Social Awareness	The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts.
Responsible Decision Making	The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations.

What are the learning priorities?		
<u>Essential Question(s)</u> : Students will keep considering	<u>Understanding(s)/Goals</u> Students will understand	Student Objectives/Outcomes Students will be able to:
<ul style="list-style-type: none"> Who can help me? 	<ul style="list-style-type: none"> There are trusted adults at home, in school and in the community that can provide help. 	<ul style="list-style-type: none"> I can identify trusted adults in the school, at home and in the community.
<ul style="list-style-type: none"> Why are personal boundaries important? 	<ul style="list-style-type: none"> Personal boundaries keep us safe. 	<ul style="list-style-type: none"> I can understand that personal boundaries relate to safety. I can demonstrate how to ask for help when feeling unsafe or uncomfortable

Stage 2 - Evidence of Student Learning Assessment Design

What have you learned?

Assessment:

- **Formative Assessment**
 - Teacher observation/classroom discussion
- **Summative Assessment**
 - Student drawings of a person who makes them feel safe

Student Self-Assessment:

- Kindergarten Self Assessment

Modifications and Accommodations:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Manipulatives, extra time, alternative assessments, and scaffolding strategies will be used to support learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

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Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to reading and writing learning including variations in content, process, products, and learning environments.

Stage 3 - Learning Plan	
NJSLS	Sample Lesson Description
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).	<p>This lesson explores the idea of feeling safe. Students name people and places that make them feel safe and discuss how feeling safe is part of being healthy. They draw a person with whom they feel safe and learn a poem to help them decide if they need help to feel safe.</p> <p>Optional Extension Activity: They make badges to wear to encourage conversations with trusted adults about how they can help students be safe.</p>
2.3.K.PS.5 Define personal boundaries and explain how it relates to personal safety.	
Unit Resources	
<ul style="list-style-type: none"> • HealthSmart • The Lamb and The Butterfly by Eric Carle • I Just Forgot by Mercer Mayer • Gingerbread Baby by Jan Brett 	

<u>Professional Learning Resources</u>
<ul style="list-style-type: none"> • SHAPE • SHAPE NJ • Open Phys Ed.