

Clinton-Glen Gardner School District



Curriculum Management System

Health
Grade K
August 2015

*** For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy #2200.**

**Board Approved: August 25, 2015
Revised: August 20, 2015**

CLINTON-GLEN GARDNER SCHOOL DISTRICT

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Writers' Names: Tim Bidwell
Mary Bulger

21st Century Life and Careers Integration: Jessica Latanzio Crespo
Barbara Shaffer

Clinton-Glen Gardner School District

Mission

The mission of the Clinton-Glen Gardner School District is to inspire our students to become contributing members of society who are independent, innovative, life-time learners equipped with the necessary skills to meet the demands of our ever-changing world.

Philosophy

As part of the effort to prepare students to function optimally as global citizens and workers, the contemporary view of health and physical education focuses on taking personal responsibility for one's health through an active, healthy lifestyle that fosters a lifelong commitment to wellness. Responsible decision-making, health enhancing behaviors, being a discriminating consumer, dealing safely with unhealthy or dangerous situations, and developing dependable support systems are all traits that contribute to one's wellness. The health and physical education program is comprehensive, sequential, and emphasizes the natural interdisciplinary connection between wellness and health and physical education with a focus on the development of knowledge and skills that influence healthy behaviors within the context of self, family, school, and the local and global community.

Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social, and emotional wellness. The curriculum fosters students that:

- Maintain physical, social, and emotional health by practicing healthy behaviors and goal setting
- Engage in a physically active lifestyle that promotes overall wellness
- Develop a variety of skills that may afford them opportunities to develop physical fitness for present and future leisure time activities.
- Are knowledgeable about health and wellness and how to access health resources
- Recognize the influence of media, technology, and culture in making informed health-related decisions as a consumer of health products and services
- Advocate for personal, family, community, and global wellness and is knowledgeable about national and international public health and safety issues
- Practice effective cross-cultural communication, problem solving, negotiation, and conflict resolution skills
- Are accepting and respectful of individual and cultural differences

**New Jersey State Department of Education
Core Curriculum Content Standards**

A note about Comprehensive Health and Physical Education Standards and Cumulative Progress Indicators:

Summary of Revisions to the 2014 NJCCCS for Comprehensive Health and Physical Education

There were minor changes made to the 20014 standards. Additions to the standards included the following defining terms in the glossary: over load principle, progressive principle, principle of specificity, health, wellness, rhythm and health data. Newly passed legislation, N.J.S.A. 18A: 35-4.23a describing Dating Violence education grades 7-12, was added to the legislation section. One additional revision of the Introduction of the document was the addition to the existing definition of 21st Century Skills by the Partnership of 21st Century Skills; the phrase “Understanding national and international public health and safety issues” was added to the existing definition.

New Jersey Core Curriculum Content Standards for Comprehensive Health and Physical Education INTRODUCTION

Comprehensive Health and Physical Education in the 21st Century

Health literacy is an integral component of 21st Century education. Healthy students are learners who are “knowledgeable, productive, and also emotionally and physically healthy, motivated, civically engaged, prepared for work and economic self-sufficiency, and ready for the world beyond their own borders” (ASCD, 2004). As part of the state’s initiative to prepare students to function optimally as global citizens and workers, the contemporary view of health and physical education focuses on taking personal responsibility for one’s health through an active, healthy lifestyle that fosters a lifelong commitment to wellness. The mission and vision for comprehensive health and physical education reflects this perspective:

Mission: Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social, and emotional wellness.

Vision: A quality comprehensive health and physical education program fosters a population that:

- Maintains physical, social, and emotional health by practicing healthy behaviors and goal setting.
- Engages in a physically active lifestyle.
- Is knowledgeable about health and wellness and how to access health resources.
- Recognizes the influence of media, technology, and culture in making informed health-related decisions as a consumer of health products and services.
- Practices effective cross-cultural communication, problem solving, negotiation, and conflict resolution skills.
- Is accepting and respectful of individual and cultural differences.
- Advocates for personal, family, community, and global wellness and is knowledgeable about national and international public health and safety issues.

Intent and Spirit of the Comprehensive Health and Physical Education Standards

All students participate in a comprehensive, sequential, health and physical education program that emphasizes the natural interdisciplinary connection between wellness and health and physical education. The standards provide a blueprint for curriculum development, instruction, and assessment that reflects the latest research-based platform for effective health and physical education programs. The primary focus of the standards is on the development of knowledge and skills that influence healthy behaviors within the context of self, family, school, and the local and global community. The 2014 revised standards incorporate the current thinking and best practices found in health and physical education documents published by national content-specific organizations as well as public health and other education organizations and agencies.

Revised Standards

The Comprehensive Health and Physical Education Standards provide the foundation for creating local curricula and meaningful assessments. Revisions to the standards include cumulative progress indicators that reflect:

- Recently enacted legislation
- An emphasis on health literacy, a 21st Century theme
- Global perspectives about health and wellness through comparative analysis of health-related issues, attitudes, and behaviors in other countries
- Inclusion of additional skills related to traffic safety, fire safety, and accident and poison prevention
- Increased awareness of and sensitivity to the challenges related to individuals with disabilities

The 2014 standards continue to incorporate New Jersey Legislative Statutes related to the health and well-being of students in New Jersey public schools, including those enacted from 2009-2014.

Health Literacy includes:

- Obtaining, interpreting, and understanding basic health information and services and using such information and services in ways that are health enhancing.
- Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance, and stress reduction
- Using available information to make appropriate health-related decisions.
- Establishing and monitoring personal and family health goals.
- Understanding national and international public health and safety issues.

Kindergarten Health

Scope and Sequence

Quarter I	
<p>Topic: How to Stay Safe</p> <ul style="list-style-type: none"> a. Safety rules: home, school, community b. Safety helpers c. Safety at play d. Safety at home e. Safety in the community 	<p>Topic: Adventure in Food</p> <ul style="list-style-type: none"> a. Food needs for life b. Healthful and less healthful foods c. Many forms of good food d. Safe food handling
<p>Topic: The Five Senses</p> <ul style="list-style-type: none"> a. What are the senses b. How senses help us learn c. How we use our senses d. Problems with the senses 	
<p>21st Century Skills (the ones that apply are in bold):</p> <ul style="list-style-type: none"> • Creativity & Innovation • Critical Thinking & Problem Solving • Communication & Collaboration • Media Literacy • Information Literacy • Information, Communication & Technology 	<p>21st Century Themes (the ones that apply are in bold):</p> <ul style="list-style-type: none"> • Global Awareness • Financial, Economic, Business & Entrepreneurial Literacy • Civic Literacy • Health Literacy • Environmental Literacy
<p>Differentiation: Refer to CPS K-2 Differentiation Tool Kit</p>	
<p>Assessment: District end of unit assessment; Various opportunities for formative and summative assessments throughout units</p>	

Quarter II

Topic: The Family Team

- a. What is a family
- b. How families grow and change
- c. Family rules and jobs
- d. Families and community

Topic: My Body is Special

- a. All bodies are different
- b. Every person is unique
- c. Taking care of my body
- d. Safe touch, unsafe touch

21st Century Skills (the ones that apply are in bold):

- **Creativity & Innovation**
- **Critical Thinking & Problem Solving**
- **Communication & Collaboration**
- Media Literacy
- Information Literacy
- Information, Communication & Technology

21st Century Themes (the ones that apply are in bold):

- **Global Awareness**
- Financial, Economic, Business & Entrepreneurial Literacy
- Civic Literacy
- **Health Literacy**
- **Environmental Literacy**

Differentiation: Refer to CPS K-2 Differentiation Tool Kit

Assessment: District end of unit assessment; Various opportunities for formative and summative assessments throughout units

Quarter III

Topic: Going to the Doctor and Dentist

- a. Roles of doctor and dentist
- b. Getting a check up
- c. Taking care of teeth
- d. Making healthful decisions

Topic: Getting Sick

- a. What does it mean to be healthy
- b. What does it mean to be sick
- c. How do you get well
- d. Helping those who are sick

Topic: No Drugs, No Way!

- a. What is a drug
- b. What is a medicine
- c. Identifying dangerous substances
- d. Resistance skills
- e. Taking responsibility for your special body

21st Century Skills (the ones that apply are in bold):

- **Creativity & Innovation**
- **Critical Thinking & Problem Solving**
- **Communication & Collaboration**
- Media Literacy
- Information Literacy
- Information, Communication & Technology

21st Century Themes (the ones that apply are in bold):

- **Global Awareness**
- Financial, Economic, Business & Entrepreneurial Literacy
- Civic Literacy
- **Health Literacy**
- Environmental Literacy

Differentiation: Refer to CPS K-2 Differentiation Tool Kit

Assessment: District end of unit assessment; Various opportunities for formative and summative assessments throughout units

Quarter IV

Topic: Keeping Clean and Healthy

- a. Keeping clean helps keep you healthy
- b. Keeping clean helps you feel great
- c. Keeping communities clean and healthy
- d. Keeping clean and healthy fights disease

Topic: Everyday Play

- a. What is and isn't play
- b. Identify group and individual play
- c. Play as exercise
- d. Learning the rules of safe play

21st Century Skills (the ones that apply are in bold):

- **Creativity & Innovation**
- **Critical Thinking & Problem Solving**
- **Communication & Collaboration**
- Media Literacy
- Information Literacy
- Information, Communication & Technology

21st Century Themes (the ones that apply are in bold):

- **Global Awareness**
- Financial, Economic, Business & Entrepreneurial Literacy
- Civic Literacy
- **Health Literacy**
- **Environmental Literacy**

Differentiation: Refer to CPS K-2 Differentiation Tool Kit

Assessment: District end of unit assessment; Various opportunities for formative and summative assessments throughout units

Suggested days of	Curriculum Management System Subject/Grade Level: Kindergarten Health	Topic: How to Stay Safe	
		Goal 1: The student will be able to identify ways to keep safe at home, school and in the community. The students will be able to make healthful and safe decisions when necessary. The student will learn how to take responsibility for his/her own health and safety.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
2-3	<p>1.1. Explain safety rules for home, school and community. (2.1.2.D.1)</p> <p>1.2. Identify safety helpers at home, school and community. (2.1.2.D.1)</p> <p>1.3. Identify behaviors/situations that might lead to danger and/or accidents in home, school and community. (2.1.2.D.1)</p> <p>1.4. Identify safety procedures associated with pedestrian, bicycle, traffic, fire, poison and stranger safety. (2.1.2.D.2, 2.1.2.D.3)</p> <p>1.5. Identify safe and unsafe play. (2.1.2.D.1)</p> <p>1.6. Recognize a problem and brainstorm ways to solve the problem individually or collaboratively. (9.1.4.A.1)</p>	<p>Essential Questions:</p> <p>Why is it important to have safety rules at home, school and community?</p> <p>Who are the people that help us stay safe at home, school and in our community?</p> <p>What are some of the routines we need to practice in order to stay healthy and safe?</p> <p>Conceptual Understandings:</p> <p>Using personal strategies reduces the number of injuries to self and others.</p>	<p>Materials:</p> <p>Paper, pencils, crayons, student issues/parent bulletins, beanie babies, puppets, GBS hand-outs, craft supplies</p> <p>Learning Activities:</p> <p>Listen and sing, 15 Ways to Stay Out of Trouble,” from GBS CD; then review story being told</p> <p>Discuss safety rules and safety helpers at home, school and community</p> <p>Identify situations and behaviors that might lead to accidents in home, school and community</p> <p>Role-play safety procedures for bicycle, traffic, pedestrian, stranger, poison and fire safety.</p> <p>Discuss safe and unsafe ways to play.</p> <p>Assessment Models:</p> <p>Teacher observation</p> <p>Class participation</p> <p>Cooperation in group activities</p> <p>Class work</p> <p>Additional Resources:</p> <p>The Great Body Shop Health program</p>

Suggested days of	Curriculum Management System <u>Subject/Grade Level:</u>	Topic: How to Stay Safe	
	Kindergarten Health	<u>Goal 1:</u> The student will be able to identify ways to keep safe at home, school and in the community. The students will be able to make healthful and safe decisions when necessary. The student will learn how to take responsibility for his/her own health and safety.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>1.7. Evaluate available resources that can assist in solving problems. (9.1.4.A.2)</p> <p>1.8. Apply critical thinking and problem-solving skills in classroom and family settings. (9.1.4.A.5)</p> <p>1.9. Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. (9.1.4.B.1)</p> <p>1.10. Express needs, wants, and feelings appropriately in various situations. (9.1.4.D.2)</p> <p>1.11. Explain the importance of understanding and following rules in family, classroom, and community settings. (9.1.4.F.3)</p>		

Suggested days of Instruction	Curriculum Management System Subject/Grade Level:	Topic: The Five Senses (taught by classroom teacher)	
	Kindergarten Health	Goal 2: The student will be able to identify the five senses and how they work in the body; understand how to keep the sense organs healthy; understand how the senses help us make healthy decisions and contribute to overall wellness; learn how to take responsibility for his/her own health.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
1-2	<p>2.1. Identify the five senses and the body part with which it is associated. (2.1.2.A.2)</p> <p>2.2. Explain how senses help us learn. (2.1.2.A.2)</p> <p>2.3. Identify which senses are used before and after a meal. (2.1.2.A.2)</p> <p>2.4. Show the importance of using the senses when making decisions. (2.1.2.A.1)</p> <p>2.5. Explain how senses are used to protect the body. (2.1.2.A.1)</p> <p>2.6. Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. (9.1.4.B.1)</p>	<p>Essential Questions: What are the five senses? Why is important to keep our sense organs healthy? What senses help us learn?</p> <p>Conceptual Understandings: Health-enhancing behaviors contribute to wellness. Learning how to take care of our sense organs will help us stay safe and healthy and help us do well in school.</p>	<p>Materials: Paper, pencils, crayons, student issues/parent bulletins, beanie babies, puppets, GBS hand-outs, posters, craft supplies</p> <p>Learning Activities: Listen and sing “Just One Tongue” from GBS CD; then review story being told Discuss the five senses and how the senses assist the jobs of different body parts Discuss how our senses help us learn Discuss how the senses help us to make responsible decisions Discuss how the senses help protect the body</p> <p>Assessment Models: Teacher observation Class participation Cooperation in group activities Class work</p> <p>Additional Resources: Great Body Shop Health program</p>

Suggested days of Instruction	Curriculum Management System <u>Subject/Grade Level:</u> Kindergarten Health	Topic: The Five Senses (taught by classroom teacher)	
		<u>Goal 2:</u> The student will be able to identify the five senses and how they work in the body; understand how to keep the sense organs healthy; understand how the senses help us make healthy decisions and contribute to overall wellness; learn how to take responsibility for his/her own health.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	2.7. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play). (9.1.4.C.1) 2.8. Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience. (9.1.4.D.1) 2.9. Express needs, wants, and feelings appropriately in various situations. (9.1.4.D.2) 2.10. Explain the importance of understanding and following rules in family, classroom, and community settings. (9.1.4.F.3)		

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Kindergarten Health	Topic: Adventure in Food	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
2-3	<p>3.1. Identify food as a need of all living things. (2.1.2.B.1)</p> <p>3.2. Demonstrate an understanding of how choosing healthful food affects mind and body. (2.1.2.B.1)</p> <p>3.3. Distinguish between healthful and less healthful foods. (2.1.2.B.1)</p> <p>3.4. Describe how healthful foods comes in a variety of forms. (2.1.2.B.1)</p> <p>3.5. Set goals for healthful eating routines by using the food pyramid and food labels as guidelines. (2.1.2.B.2-3)</p> <p>3.6. Explain the reasons and routines for safe food preparation and handling. (2.1.2.B.1)</p>	<p>Essential Questions: Why do we need to eat? Why is it important to choose healthy foods? How do we decide which foods are healthy and less healthy?</p> <p>Conceptual Understandings: Choosing a balanced variety of nutritious foods contributes to wellness. Eating healthy foods helps us grow and learn.</p>	<p>Materials: Paper, pencils, crayons, student issues/parent bulletins, beanie babies, puppets, GBS hand-outs, posters, fake food, craft supplies</p> <p>Learning Activities: Listen and sing "A Party is Cool Dude's Tummy," from GBS CD; then review story being told Discuss why all living beings need food. Compare foods and food groups on the Food Pyramid Discuss how nutritious food helps the mind and body grow and stay healthy Discuss how healthful foods come in different forms Set basic goals for healthy eating. Discuss ways to keep food healthy and safe for eating.</p> <p>Assessment Models: Teacher observation Class participation Cooperation in group activities Class work</p> <p>Additional Resources: The Great Body Shop Health program</p>

Suggested days of Instruction	Curriculum Management System <u>Subject/Grade Level:</u> Kindergarten Health	Topic: Adventure in Food	
		<u>Goal 3:</u> The student will understand that food is a need for all living things; distinguish between healthful and less healthful foods; demonstrate an understanding of the role that choosing healthful food has in developing and maintaining physical, mental, and emotional health.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	3.7. Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. (9.1.4.B.1) 3.8. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play). (9.1.4.C.1) 3.9. Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience. (9.1.4.D.1) 3.10. Express needs, wants, and feelings appropriately in various situations. (9.1.4.D.2) 3.11. Explain the importance of understanding and following rules in family, classroom, and community settings. (9.1.4.F.3)		

Suggested days of Instruction	Curriculum Management System Subject/Grade Level:	Topic: The Family Team	
	Kindergarten Health	Goal 4: The student will understand the importance of family in overall health and happiness; how a healthy family functions like a strong team; learn how to take responsibility for his/her own health.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>4.1. Define the words “family” and “team” and compare a family to a team. (2.4.2.A.1)</p> <p>4.2. Identify the elements of love, trust and caring in human families. (2.4.2.A.3)</p> <p>4.3. Identify and name personal family members. (2.4.2.A.2)</p> <p>4.4. Describe the process of growing in a family from a baby to an adult. (2.4.2.A.2)</p> <p>4.5. Identify family changes. (2.4.2.A.2)</p> <p>4.6. Identify family differences and similarities. (2.4.2.A.1)</p> <p>4.7. Describe family rules and roles.</p>	<p>Essential Questions: What is meant by “family?” How is a family like a team? How does our family help us stay safe and healthy? Who are the people in your family? How are families alike? How are families different? What are examples of family jobs and rules?</p> <p>Conceptual Understandings: The family unit encompasses the diversity of family forms in contemporary society.</p>	<p>Materials: Paper, pencils, crayons, student issues/parent bulletins, beanie babies, puppets, GBS hand-outs, posters, fake food, craft supplies</p> <p>Learning Activities: Listen and sing “The Family Team,” from GBS CD; then review story being told Discuss the meaning of “family” and “team” and how a healthy family is like a team that works and plays well together Discuss the similarities and differences of families and examples of family change and growth of family members Discuss family roles and rules Discuss how healthy families provide each other with love, trust and caring Discuss ways the community helps a family</p> <p>Assessment Models: Teacher observation Class participation Cooperation in group activities Class work</p> <p>Additional Resources: The Great Body Shop Health program</p>

Suggested days of Instruction	Curriculum Management System <u>Subject/Grade Level:</u> Kindergarten Health	Topic: The Family Team	
		<u>Goal 4:</u> The student will understand the importance of family in overall health and happiness; how a healthy family functions like a strong team; learn how to take responsibility for his/her own health.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	(2.4.2.A.1) 4.8. Explain ways a community helps a family. (2.4.2.A.3) 4.9. Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. (9.1.4.B.1) 4.10. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play). (9.1.4.C.1) 4.11. Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience. (9.1.4.D.1) 4.12. Express needs, wants, and feelings appropriately in various situations. (9.1.4.D.2)		

Suggested days of Instruction	Curriculum Management System <u>Subject/Grade Level:</u> Kindergarten Health	Topic: My Body is Special (taught by classroom teacher)	
		Goal 5: The student will be able to identify ways that bodies are similar and different; identify some unique personal traits and talents; accept and respect the differences of others; learn basic personal safety strategies; learn how to take responsibility for his/her own health.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
2	<p>5.1. Identify ways bodies can differ physically. (2.1.2.A.1)</p> <p>5.2. Build respect for people whose bodies are different from yours. (2.2.2.C.2, 2.4.2.B.1)</p> <p>5.3. Identify differences and similarities in people. (2.4.2.B.1, 2.2.2.C.2)</p> <p>5.4. Tell why each person is unique and "special." (2.2.2.C.2)</p> <p>5.5. Identify some special qualities and talents in self. (2.2.2.C.2)</p> <p>5.6. Tell ways to help feel good about oneself. (2.1.2.E.1)</p> <p>5.7. Describe basic routine needed to keep body healthy and safe. (2.1.2.A.1)</p>	<p>Essential Questions</p> <p>Do all bodies look alike? What makes each person unique and special? What do think are your special qualities and talents? What things make you feel good about yourself? What are some basic routines that you need to do to keep your body healthy and safe? What is meant by "private parts?" What is a safe touch? What is an unsafe or confusing touch? Where can I do if someone tries to touch me in an unsafe confusing way?</p> <p>Conceptual Understandings</p> <p>Everyone has unique and special character traits and talents.</p> <p>It is important to respect others who look different than you.</p> <p>Health enhancing behaviors contribute to wellness.</p> <p>Using personal safety strategies reduces injury to self.</p>	<p>Materials:</p> <p>Paper, pencils, crayons, student issues/parent bulletins, beanie babies, puppets, GBS hand-outs, music, posters, craft supplies</p> <p>Learning Activities:</p> <p>Listen and sing "My Body is Special," from GBS CD; then review story being told "I'm Special" Name Tags to identify special qualities and talents in self Discuss that no matter what size or color your body is special because of all the things it can do. Discuss the fact that even though people look different and enjoy different interests, they still can be good friends. Discuss ways to feel good about yourself. Construct a feelings mobile to learn that we all have special feelings that are our own. Role-play basic hygiene routines that keep us clean and healthy. Distinguish between safe, confusing and unsafe touches. Practice saying "no" when someone tries to touch you in an unsafe or confusing way. Play Safe Place Game to understand rules of personal safety.</p> <p>Assessment Models:</p> <p>Teacher observation</p>

Suggested days of Instruction	Curriculum Management System <u>Subject/Grade Level:</u> Kindergarten Health	Topic: My Body is Special (taught by classroom teacher)	
		Goal 5: The student will be able to identify ways that bodies are similar and different; identify some unique personal traits and talents; accept and respect the differences of others; learn basic personal safety strategies; learn how to take responsibility for his/her own health.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	5.8. Describe what is meant by “private parts.” (2.1.2.A.1) 5.9. Describe some rules of personal safety. (2.1.2.D.1) 5.10. Distinguish between safe, confusing and unsafe touches. (2.1.2.D.1) 5.11. Know what to do when a person tries to touch in an unsafe or confusing way. (2.1.2.D.2) 5.12. Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. (9.1.4.B.1) 5.13. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play). (9.1.4.C.1)		Class participation Cooperation in group activities Class work Additional Resources: The Great Body Shop Health program

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Kindergarten Health	Topic: My Body is Special (taught by classroom teacher)	
		Goal 5: The student will be able to identify ways that bodies are similar and different; identify some unique personal traits and talents; accept and respect the differences of others; learn basic personal safety strategies; learn how to take responsibility for his/her own health.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>5.14. Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience. (9.1.4.D.1)</p> <p>5.15. Express needs, wants, and feelings appropriately in various situations. (9.1.4.D.2)</p> <p>5.16. Explain the importance of understanding and following rules in family, classroom, and community settings. (9.1.4.F.3)</p>		

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Kindergarten Health	Topic: Going to the Doctor and Dentist	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
2-3	<p>6.1. Identify health helpers including the doctor and the dentist and explain the role each plays in keeping healthy. (2.1.2.A.1, 2.2.2.E.1)</p> <p>6.2. Explain what your doctor or pediatrician does when you are sick or have a checkup. (2.1.2.A.1, 2.1.2.A.2)</p> <p>6.3. Explain what happens when you visit the dentist for a check-up or problem with your teeth. (2.1.2.A.1)</p> <p>6.4. Identify various tools that a doctor and dentist uses during a check-up. (2.1.2.A.1, 2.1.2.A.2)</p> <p>6.5. Explain reasons why it is important to take care of your teeth and body. (2.1.2.A.1-2)</p> <p>6.6. Explain ways to keep teeth and body healthy. (2.1.2.A.1-2)</p>	<p>Essential Questions:</p> <p>What kind of doctor is a pediatrician? What does a pediatrician do to help you stay healthy? When should you visit your doctor? What happens when you visit the doctor? What tools does the doctor use during your visit? What kind of doctor is a dentist? What does a dentist do to help you stay healthy? What happens when you visit the dentist? What tools does the doctor use during your visit? Why is it important to take care of your teeth and body? What are ways to keep your body healthy? What are ways to take care of your teeth?</p> <p>Conceptual Understandings:</p> <p>Health enhancing behaviors contribute to wellness.</p> <p>Doctors and dentists are important health helpers.</p> <p>Regular visits to the doctor and dentist help us stay healthy.</p>	<p>Materials:</p> <p>Paper, pencils, crayons, student issues/parent bulletins, beanie babies, puppets, craft supplies, stethoscopes, GBS posters, hand-outs</p> <p>Learning Activities:</p> <p>Listen and sing "Pediatrician," from GBS CD; then review story being told.</p> <p>Discuss the roles that doctors and dentists play in keeping your teeth and body healthy.</p> <p>Identify and explain the tools that doctors and dentists use during an examination.</p> <p>Role-play what occurs when you visit the doctor and dentist.</p> <p>Explain ways to keep teeth strong and healthy.</p> <p>Discuss why it is important to take care of your body and ways to stay healthy.</p> <p>Assessment Models:</p> <p>Teacher observation Class participation Cooperation in group activities Class work</p> <p>Additional Resources:</p> <p>The Great Body Shop Health program</p>

Suggested days of Instruction	Curriculum Management System <u>Subject/Grade Level:</u> Kindergarten Health	Topic: Going to the Doctor and Dentist	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>6.7. Evaluate available resources that can assist in solving problems. (9.1.4.A.2)</p> <p>6.8. Apply critical thinking and problem-solving skills in classroom and family settings. (9.1.4.A.5)</p> <p>6.9. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play). (9.1.4.C.1)</p> <p>6.10. Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience. (9.1.4.D.1)</p> <p>6.11. Explain the importance of understanding and following rules in family, classroom, and community settings. (9.1.4.F.3)</p>		

Suggested days of Instruction	Curriculum Management System Subject/Grade Level:	Topic: No Drugs, No Way	
	Kindergarten Health	Goal 7: The student will understand the meaning of the word “drug”; identify substances that are drugs; explain why medicines are drugs; say “no” to risk-taking behavior; learn how to take responsibility for his/her own health.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
2-3	<p>7.1. Tell the meaning of the word “drug.” (2.3.2.B.1)</p> <p>7.2. Identify substances that are and aren’t drugs. (2.3.2.B.1, 2.3.2.B.2, 2.3.2.B.3, 2.3.2.B.4, 2.3.2.B.5)</p> <p>7.3. Explain why medicines are drugs. (2.3.2.A.1)</p> <p>7.4. Explain why medicines are helpful when taken properly. (2.3.2.A.2)</p> <p>7.5. List rules for taking medicines. (2.3.2.A.2)</p> <p>7.6. Show how to use resistance skills when someone offers you something that may be dangerous and/or unhealthy. (2.3.2.B.1, 2.3.2.B.2, 2.3.2.B.3, 2.3.2.B.4, 2.3.2.B.5)</p> <p>Explain what to do when a dangerous substance is found at</p>	<p>Essential Questions: What is meant by the word “drug?” Can you name things that are considered drugs? Is a medicine a drug? What does medicine do for our bodies? Do you know any rules for taking a medicine? Who can give you medicine? How do we say no to something that may be harmful or dangerous for us?</p> <p>Conceptual Understandings: A drug is something that changes the way that we think, act and feel. Medicines are considered helpful drugs but are dangerous if not taken properly. Only trusted adults that have your parents’ permission can give you medicine. Unsafe use of drugs is dangerous and harmful. There are many reasons why a person might abuse drugs. Resistance skills will help keep us stay away from dangerous substances.</p>	<p>Materials: Paper, pencils, crayons, student issues/parent bulletins, beanie babies, puppets, GBS hand-outs, posters, fake food, craft supplies, music/CD</p> <p>Learning Activities: Listen and sing “No Drugs! No Way!” from GBS CD; then review story being told. Discuss the meaning of “drug” Compare and contrast drugs and non-drugs Explain that tobacco and alcohol products are drugs that are legal for adults to use. Explain how adults who choose to use alcohol must do so responsibly. Discuss that us of alcohol is a family choice. Explain why tobacco is unhealthy for kids and adults. Discuss why medicines are considered drugs. Review the safety rules for taking medicine Identify people who can give you medicine Role-play resistance skills for drugs and other dangerous substances. Discuss poison prevention strategies.</p> <p>Assessment Models: Teacher observation Class participation Cooperation in group activities</p>

Suggested days of Instruction	Curriculum Management System	Topic: No Drugs, No Way	
	Subject/Grade Level: Kindergarten Health	Goal 7: The student will understand the meaning of the word “drug”; identify substances that are drugs; explain why medicines are drugs; say “no” to risk-taking behavior; learn how to take responsibility for his/her own health.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>home, school or in a public area. (2.3.2.B.1, 2.3.2.B.2, 2.3.2.B.3, 2.3.2.B.4, 2.3.2.B.5)</p> <p>7.7. Identify healthful things to do with your “great body.” (2.2.2.B.1-3)</p> <p>7.8. Recognize that some people may have trouble controlling their use of alcohol, tobacco or other drugs. (2.3.2.C.1)</p> <p>7.9. Explain that there is help for people who abuse tobacco, alcohol and other drugs. (2.3.2.C.2)</p> <p>7.10. Recognize a problem and brainstorm ways to solve the problem individually or collaboratively. (9.1.4.A.1)</p> <p>7.11. Evaluate available resources that can assist in solving problems. (9.1.4.A.2)</p> <p>7.12. Apply critical thinking and problem-solving skills in</p>	<p>There are so many healthful things to do with your great body.</p>	<p>Class work</p> <p>Additional Resources: The Great Body Shop Health program <i>What are Drugs?</i> G. Super</p>

Suggested days of Instruction	Curriculum Management System <u>Subject/Grade Level:</u> Kindergarten Health	Topic: No Drugs, No Way	
		Goal 7: The student will understand the meaning of the word “drug”; identify substances that are drugs; explain why medicines are drugs; say “no” to risk-taking behavior; learn how to take responsibility for his/her own health.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>classroom and family settings. (9.1.4.A.5)</p> <p>7.13. Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. (9.1.4.B.1)</p> <p>7.14. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play). (9.1.4.C.1)</p> <p>7.15. Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience. (9.1.4.D.1)</p> <p>7.16. Express needs, wants, and feelings appropriately in various situations. (9.1.4.D.2)</p>		

T Suggested days of Instruction	Curriculum Management System Subject/Grade Level:	Topic: Getting Sick	
	Kindergarten Health	<u>Goal 8:</u> The student will be able to explain the difference between “healthy” and “unhealthy”; understand what a germ is and how they make us sick; identify persons, places and things that help us stay well and get well; describe ways to help someone who is sick; learn how to take responsibility for his/her own health.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
2	<p>8.1. Define what means to be healthy and unhealthy. (2.1.2.C.1, 2.1.2.A.1)</p> <p>8.2. Explain why it is important to stay healthy. (2.1.2.C.1, 2.1.2.A.1)</p> <p>8.3. Tell ways to stay healthy. (2.1.2.C.1, 2.1.2.C.2, 2.1.2.C.3)</p> <p>8.4. Discover what germs are and how they make you sick. (2.1.2.C.1, 2.1.2.C.2, 2.1.2.C.3)</p> <p>8.5. Practice proper hygiene to help avoid getting sick. (2.1.2. C.2)</p> <p>8.6. Identify persons, places and things that will help us to stay well and get well. (2.1.2. C.2)</p> <p>8.7. (2.1.2. C.2)</p> <p>8.8. Identify what is and isn't medicine.</p>	<p>Essential Questions:</p> <p>What does it mean to be healthy? Why is it important to be healthy? What are ways to stay healthy? What are germs and how do they make you sick? What are some daily routines that we should follow to avoid getting sick? Who are the people who help us get better and stay well? What is a medicine? What is a safety rule for taking medicine? What is one way we can help someone who is sick?</p> <p>Conceptual Understandings:</p> <p>Knowledge about disease and disease prevention promotes health-enhancing behaviors.</p> <p>Service projects provide an opportunity to have a positive Impact on the lives of self and others.</p>	<p>Materials:</p> <p>Paper, pencils, crayons, student issues/parent bulletins, beanie babies, puppets, GBS hand-outs, posters, sample medicine bottles, craft supplies, music/CD</p> <p>Learning Activities:</p> <p>Listen and sing “I Don't Feel So Good,” from GBS CD; then review story being told Define what health and unhealthy means Discuss ways to stay healthy Discuss what germs are and how they make you sick Talk about how parents, doctors, nurses help you stay well and get better Compare and contrast medicines and non-medicines and explain safety rules for taking rules Complete an activity which benefits someone who is sick</p> <p>Assessment Models:</p> <p>Teacher observation Class participation Cooperation in group activities Class work</p> <p>Additional Resources:</p> <p>The Great Body Shop Health program</p>

T Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Kindergarten Health	Topic: Getting Sick	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>(2.1.2. C.2)</p> <p>8.9. Explain importance of following the safety rules of taking medicine medicine. (2.1.2. C.2)</p> <p>8.10. Describe different ways you can help someone who is sick. (2.2.2.D.1)</p> <p>8.11. Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. (9.1.4.B.1)</p> <p>8.12. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play). (9.1.4.C.1)</p> <p>8.13. Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience.</p>		<i>What are Drugs?</i>

T Suggested days of Instruction	Curriculum Management System <u>Subject/Grade Level:</u> Kindergarten Health	Topic: Getting Sick	
		<u>Goal 8:</u> The student will be able to explain the difference between “healthy” and “unhealthy”; understand what a germ is and how they make us sick; identify persons, places and things that help us stay well and get well; describe ways to help someone who is sick; learn how to take responsibility for his/her own health.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>(9.1.4.D.1)</p> <p>8.14. Express needs, wants, and feelings appropriately in various situations. (9.1.4.D.2)</p> <p>8.15. Explain the importance of understanding and following rules in family, classroom, and community settings. (9.1.4.F.3)</p>		

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Kindergarten Health	Topic: Keeping Clean and Healthy (taught by the classroom teacher)	
		Goal 9: The student will be able to explain ways to help keep clean and healthy; understand how self-respect is affected by personal hygiene; learn ways to help keep their community clean and healthy; learn how to take responsibility for his/her own health.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
1-2	<p>9.1. Explain why keeping clean can help keep you healthy. (2.1.2.A.1)</p> <p>9.2. Practice daily routines for keeping clean. (2.1.2.A.1, 2.1.2.C.2)</p> <p>9.3. Explain why you feel better about yourself when you are clean. (2.1.2.C.3)</p> <p>9.4. Show that you respect yourself and others by following rules to keep clean. (2.1.2.A.1)</p> <p>9.5. Explain how being careful about what you share can reduce illness. (2.1.2.C.2, 2.1.2.C.3)</p> <p>9.6. Identify ways to keep the community clean and healthy and to protect the environment. (2.1.2.C.2)</p>	<p>Essential Questions:</p> <p>Why is it important to keep clean? What are ways to keep clean? Why do we feel better when we are clean? How do we show respect for others when we follow rules to keep clean? How does being careful when we share help keep us and others from getting sick? What are ways we can help keep the community clean and healthy?</p> <p>Conceptual Understandings:</p> <p>Knowledge about diseases and disease prevention promotes health-enhancing behaviors.</p> <p>Health enhancing behaviors contribute to overall wellness.</p>	<p>Materials: Paper, pencils, crayons, student issues/parent bulletins, beanie babies, puppets, GBS hand-outs, posters, craft supplies, music/CD,</p> <p>Learning Activities: Listen and sing "Clean Cowboy," from GBS CD; then review story being told Discuss why and how keeping clean will help keep you healthy Discuss how keeping clean helps us respect our bodies and other people at the same time Identify ways you can help keep the community clean and healthy. Role-play daily routines for keeping clean. Discuss what is safe and healthy to share and not share.</p> <p>Assessment Models: Teacher observation Class participation Cooperation in group activities Class work</p> <p>Additional Resources: The Great Body Shop Health program</p>

Suggested days of Instruction	Curriculum Management System <u>Subject/Grade Level:</u> Kindergarten Health	Topic: Keeping Clean and Healthy (taught by the classroom teacher)	
		Goal 9: The student will be able to explain ways to help keep clean and healthy; understand how self-respect is affected by personal hygiene; learn ways to help keep their community clean and healthy; learn how to take responsibility for his/her own health.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>9.7. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play). (9.1.4.C.1)</p> <p>9.8. Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience. (9.1.4.D.1)</p> <p>9.9. Express needs, wants, and feelings appropriately in various situations. (9.1.4.D.2)</p> <p>9.10. Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities. (9.1.4.F.2)</p>		

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Kindergarten Health	Topic: Everyday Play	
		Goal 10: The student will be able to explain benefits of physical exercise and play; demonstrate several ways to stay fit; learn how to take responsibility for his/her own health.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
1-2	<p>10.1. Explain the benefits of exercise to heart and muscles. (2.1.2.A.1, 2.2.2.B.1, 2.2.2.B.2, 2.2.2.B.3)</p> <p>10.2. Demonstrate basic ways to stay fit. (2.1.2.A.1, 2.1.2.A.2)</p> <p>10.3. Identify safe physical activities and safety routines for same. (2.1.2.D.1)</p> <p>10.4. Explain what is organized and after school play. (2.1.2.A.1)</p> <p>10.5. Explain and demonstrate good sportsmanship. (2.2.2.C.1)</p> <p>10.6. Describe several basic fitness goals. (2.1.2.A.1, 2.2.2.B.2, 2.2.2.B.4)</p> <p>10.7. Apply critical thinking and problem-solving skills in classroom and family settings. (9.1.4.A.5)</p>	<p>Essential Questions: Why is it important to play actively every day? What are examples of heart healthy play and exercise? What is an example of safe exercise or play? How do we stay safe while we play and exercise? What are examples of ways to play with others after school? How do we demonstrate good sportsmanship? What are your goals for staying fit and healthy?</p> <p>Conceptual Understandings: Health enhancing behaviors contribute to overall wellness. Using personal safety strategies reduces the number of injuries to self and others. Effective decision making skills foster healthier lifestyle choices. Character traits are often evident in behaviors exhibited by individuals when interacting with others.</p>	<p>Materials: Paper, pencils, crayons, student issues/parent bulletins, beanie babies, puppets, craft supplies, GBS posters, hand-outs, music/CD</p> <p>Learning Activities: Listen and sing “Everyday Play” from GBS CD; then review story being told Discuss the benefits of exercise to heart and body Demonstrate ways to stay fit and healthy with exercises in classroom and/or gym Learn how to find heartbeat and compare and contrast resting and working heart rates Discuss ways to stay safe while exercising and playing Discuss ways to play actively with friends after school Role-play ways to show good sportsmanship Determine several age appropriate fitness goals</p> <p>Assessment Models: Teacher observation Class participation Cooperation in group activities Class work</p> <p>Additional Resources: The Great Body Shop Health program</p>

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Kindergarten Health	Topic: Everyday Play	
		Goal 10: The student will be able to explain benefits of physical exercise and play; demonstrate several ways to stay fit; learn how to take responsibility for his/her own health.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>10.8. Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play). (9.1.4.C.1)</p> <p>10.9. Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience. (9.1.4.D.1)</p> <p>10.10. Express needs, wants, and feelings appropriately in various situations. (9.1.4.D.2)</p> <p>10.11. Explain the importance of understanding and following rules in family, classroom, and community settings. (9.1.4.F.3)</p>		

