Belvidere Cluster Wide
Health Curriculum
Kindergarten
Updated Fall 2018

All Belvidere Cluster curriculum and instruction areas are aligned to the New Jersey Student Learning Standards (NJSLS) in accordance with the NJ Department of Education's curriculum implementation requirements.

Interdisciplinary Connections

– English Language Arts
– Science and Scientific Inquiry (Next Generation)
– Social Studies
– Technology
– Visual and Performing Arts

Technology Standards and Integration
iPads
Chromebooks/Laptops
Projector/YouTube/Internet
Interactive SmartBoard activities

NJSLA Technology
8.1.2.A.2
Create a document using a word processing application.
8.1.2.A.4
Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
8.1.P.B.1
Create a story about a picture taken by the student on a digital camera or mobile device.
8.1.P.C.1
Collaborate with peers by participating in interactive digital games or activities.
8.1.2.E.1
Use digital tools and online resources to explore a problem or issue.

CAREER EDUCATION
(NJDOE CTE Clusters)

– Education & Training
– Information Technology
– Science, Technology, Engineering & Mathematics (STEM)

21st Century Skills/ Themes

– Health Literacy
– Environmental Literacy
– Creativity and Innovation
– Critical Thinking
– Problem Solving
– Communication
– Collaboration

CRP1. Act as a responsible and contributing citizen and employee.
CRP2. Apply appropriate academic and technical skills.
CRP3. Attend to personal health and financial well-being.
CRP4. Communicate clearly and effectively and with reason.
CRP5. Consider the environmental, social and economic impacts of decisions.
CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9. Model integrity, ethical leadership and effective management.
CRP10. Plan education and career paths aligned to personal goals.
CRP11. Use technology to enhance productivity.
CRP12. Work productively in teams while using cultural global competence.

Integrated Accommodations and Modifications

Special Education
– Printed copy of board work/notes provided
– Additional time for skill mastery
– Assistive technology
– Behavior management plan
– Center-Based Instruction
– Check work frequently for understanding
– Computer or electronic device utilization
– Extended time on tests/ quizzes
– Have student repeat directions to check for understanding
– Highlighted text visual presentation
– Modified assignment format
– Modified test content
– Modified test format
– Modified test length
– Multiple test sessions
– Multi-sensory presentation
– Preferential seating
– Preview of content, concepts, and vocabulary
– Reduced/shortened written assignments
– Secure attention before giving instruction/directions
– Shortened assignments
– Student working with an assigned partner
– Teacher initiated weekly assignment sheet
– Use open book, study guides, test prototypes
– Cubing activities
– Exploration by interest
– Flexible grouping
– Goal setting with students
– Jigsaw
– Mini workshops to re-teach or extend skills Open-ended activities
– Think-Pair-Share
– Varied supplemental materials

ELL
– Allowing students to correct errors (looking for understanding)
– Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify
– allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
– Allowing students to correct errors (looking for understanding)
– Allowing the use of note cards or open-book during testing
– Decreasing the amount of work presented or required
– Having peers take notes or providing a copy of the teacher's notes
– Modifying tests to reflect selected objectives
– Providing study guides
– Reducing the number of answer choices on a multiple choice test
– Tutoring by peers
– Explain/clarify key vocabulary terms

At Risk

– Allowing students to correct errors (looking for understanding)
– Teaching key aspects of a topic Eliminate nonessential information allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
– Allowing students to select from given choices .
– Allowing the use of note cards or open-book during testing
– Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test
– decreasing the amount of work presented or required .
– Having peers take notes or providing a copy of the teacher's notes
– Marking students' correct and acceptable work, not the mistakes
– Modifying tests to reflect selected objectives
– Providing study guides
– Reducing the number of answer choices on a multiple choice test
– Tutoring by peers
– Using authentic assessments with real-life problem-solving
– Using true/false, matching, or fill in the blank tests in lieu of essay tests
– using videos, illustrations, pictures, and drawings to explain or clarify
– Flexible grouping
– Goal setting with students
– Jigsaw
– Mini workshops to re-teach or extend skills Open-ended activities
– Think-Pair-Share
– Varied supplemental materials

Gifted and Talented
– Alternative formative and summative assessments
– Choice boards
– Games and tournaments
– Group investigations
– Independent research and projects Interest groups for real world application
– Learning contracts
– Leveled rubrics
– Multiple intelligence options
– Personal agendas
– Project-based learning
– Problem-based learning
– Stations/centers
– Think-Tac-Toes
– Tiered activities/assignments
– Tiered products

504
– Printed copy of board work/notes provided
– Additional time for skill mastery
– Assistive technology
– Behavior management plan
– Center-Based Instruction
– Check work frequently for understanding
– Computer or electronic device utilization
– Extended time on tests/ quizzes
– Have student repeat directions to check for understanding
– Highlighted text visual presentation
– Modified assignment format
– Modified test content
– Modified test format

– Modified test length
– Multiple test sessions
– Multi-sensory presentation
– Preferential seating
– Preview of content, concepts, and vocabulary
– Reduced/shortened written assignments
– Secure attention before giving instruction/directions
– Shortened assignments
– Student working with an assigned partner
– Seacher initiated weekly assignment sheet
– Use open book, study guides, test prototype
– Exploration by interest
– Flexible grouping
– Goal setting with students
– Mini workshops to re-teach or extend skills Open-ended activities
– Think-Pair-Share
– Varied supplemental materials

Unit #1, Health, Wellness, Gr. K

Content Area: **Health**
Course(s): **Health**
Time Period: **September**
Length: **40 days**
Status: **Published**

Enduring Understanding

Food choices and eating patterns are developed at a young age; persist throughout one's lifetime; can be rooted in family traditions, religious beliefs, or culture; and may impact one's long-term health.

Essential Questions

What are healthy habits?
Why is it important to make healthy food choices?
What are some examples of healthy food choices?

New Jersey Student Learning Standards

HPE.2.1.2.C.2	Summarize strategies to prevent the spread of common diseases and health conditions.
HPE.2.1.2.B.1	Explain why some foods are healthier to eat than others.
HPE.2.1.2.C.3	Determine how personal feelings can affect one's wellness.
HPE.2.1.2.B.2	Explain how foods on MyPlate differ in nutritional content and value.
HPE.2.1.2.B.3	Summarize information about food found on product labels.
HPE.2.1.2.C.1	Summarize symptoms of common diseases and health conditions.
HPE.2.1.2.A.1	Explain what being "well" means and identify self-care practices that support wellness.
HPE.2.1.2.A.2	Use correct terminology to identify body parts, and explain how body parts work together to support wellness.

Student Learning Objectives

Develop an awareness of healthy habits that support personal wellness.
Use correct terminology to identify body parts, and explain how body parts work together to support wellness.
Demonstrate emerging good hygiene practices to improve and maintain personal health.
Use correct terminology in regards to basic body parts, and explain how body parts work together to support wellness.
Begin to demonstrate independence when applying emerging self-help skills.
Identify healthy food choices.
Explain why some foods are healthier to eat than others.
Begin to demonstrate preventative hygiene practices to reduce the spread of common diseases.

Instructional Activities

Henry the Hand - hand washing technique
Food shopping role play to practice creating balanced meals and explaining the nutritional value of foods.
Coloring pages - food groups
Discussion of personal hygiene at age appropriate level.
Identify the four main feelings, what causes them, and simple healthful ways of expressing them.

Interdisciplinary Connections

Theater Arts- Role Play
Power Point- Technology
Journal- ELA

Assessment

Oral participation

Student discussions of healthful foods
Teacher observation of hand washing techniques
Rubric to evaluation healthy shopping and meals
Formative assessments
Exit ticket
Kahoot
Summarization
3 Things
Postcard
My favorite no

Summative assessments
End of unit presentations
Written Tests
Portfolios
Class Projects
Journals

Benchmark assessments
Teacher created standards-based assessment

Alternative assessments
Demonstration
Presentation
Project
Portfolio

Texts and Resources

http://teamnutrition.usda.gov/Resources/2biteclub.html
Students will color the different food categories from the website:
http://www.choosemyplate.gov/print-materialsordering/ColoringSheet.pdf
www.kidshealth.org/kid
www.scrubclub.org (hygiene)
www.schooltube.com
www.discoveryeducation.org
www.teamnutrition.usda.gov (nutrition)
www.nutrition.mcdonalds.com/nutritionexchange/bagMeal
www.pizzahut.com/nutrition
www.wendys.com/food/NutritionLanding
www.tacobell.com/nutrition/calculator
www.smart-mouth.org (hygiene)
http://www.brainpopjr.com/health/food/foodgroups/
http://www.choosemyplate.gov/children   (nutrition)
www.kidnetic.com (healthy snacks)
www.smart-mouth.org (dental hygiene)

Unit #2, Health, Alcohol, Tobacco, and Other Drugs, Gr. K

Content Area: **Health**
Course(s): **Health**
Time Period: **November**
Length: **40 days**
Status: **Published**

Enduring Understanding

The decisions you make can impact your health and have a profound impact on others.

Medicine is something that helps you when you are sick. Medicine should only be taken from a doctor, nurse, parent or teacher.

Essential Questions

What does it mean to make a good decision?

Explain what medicines are and who the trusted adults are who may administer them?

New Jersey Student Learning Standards

HPE.2.2.2.B.2	Relate decision-making by self and others to one's health.
HPE.2.3.2.B.2	Explain effects of tobacco use on personal hygiene, health, and safety.
HPE.2.3.2.A.2	Explain why medicines should be administered as directed.
HPE.2.3.2.B.4	Identify products that contain alcohol.
HPE.2.2.2.E.1	Determine where to access home, school, and community health professionals.
HPE.2.3.2.B.5	List substances that should never be inhaled and explain why.
HPE.2.3.2.C.2	Explain that people who abuse alcohol, tobacco, and other drugs can get help.
HPE.2.2.2.B.1	Explain what a decision is and why it advantageous to think before acting.
HPE.2.3.2.C.1	Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.
HPE.2.3.2.B.3	Explain why tobacco smoke is harmful to nonsmokers.
HPE.2.3.2.B.1	Identify ways that drugs can be abused.
HPE.2.3.2.A.1	Explain what medicines are and when some types of medicines are used.

Student Learning Objectives

Explain what it means to make a decision.

Explain what medicines are, and who the trusted adults are who may administer them.

Identify the harmful effects that tobacco could have on personal hygiene, health, and, safety.

Identify products which contain alcohol.

List substances which should never be inhaled and explain why.

Identify ways that drugs can be abused.

Explain that there is help for people who have difficulty controlling their use of alcohol, tobacco and other drugs.

Instructional Activities

Discuss aspects of decision making (i.e. stop and think, list options, weigh outcomes) and apply to situations involving use of alcohol, tobacco and other drugs.

Pictures and discussion of who is a trusted adult.

Poster and worksheet on medicine look alikes.

Discussion of harmful effects of tobacco on personal hygiene, health and safety. Worksheet to reinforce.

Interdisciplinary Connections

Effects of drugs on body - Science

Assessment

Oral participation - explaining when an adult needs help with a drug problem
https://jr.brainpop.com/health/drugs/ (Quizzes)
Formative assessments
Exit ticket
Kahoot
Summarization
3 Things
Postcard
My favorite no

Summative assessments
End of unit presentations
Written Tests
Portfolios
Class Projects
Journals

Benchmark assessments
Teacher created standards-based assessment

Alternative assessments
Demonstration
Presentation
Project
Portfolio

Texts and Resources

https://jr.brainpop.com/health/drugs/
www.kidshealth.org/kid
www.healthopedia.com
www.scrubclub.org
www.schooltube.com
www.safekids.org/
www.discoveryeducation.org
https://www.drugabuse.gov/parents-educators
http://www.ehow.com/info_7911959_kindergarten-drugfree-activities.html

Unit #3, Health, Family Life, Gr. K

Content Area: **Health**
Course(s): **Health**
Time Period: **February**
Length: **40 days**
Status: **Published**

Enduring Understanding

Certain factors and decisions can affect a mother and her pregnancy.

Boys and girls are individuals who differ in the activities they like, react in different ways to different social situations, and have different physical anatomy.

Essential Questions

What decisions do your families make?

What are the similarities between boys and girls?

What can a mother do to have a healthy pregnancy?

New Jersey Student Learning Standards

HPE.2.2.2.B.2	Relate decision-making by self and others to one's health.
HPE.2.4.2.A.1	Compare and contrast different kinds of families locally and globally.
HPE.2.4.2.C.1	Explain the factors that contribute to a mother having a healthy baby.
HPE.2.2.2.B.3	Determine ways parents, peers, technology, culture, and the media influence health decisions.
HPE.2.4.2.A.2	Distinguish the roles and responsibilities of different family members.
HPE.2.4.2.B.1	Compare and contrast the physical differences and similarities of the genders.
HPE.2.2.2.B.1	Explain what a decision is and why it advantageous to think before acting.
HPE.2.4.2.A.3	Determine the factors that contribute to healthy relationships.

Student Learning Objectives

Identify what decisions we make as families.

Describe the roles and responsibilities of family members in different types of families both locally and globally.

Identify the similarities between boys and girls.

Relate good nutrition, exercise, rest and avoidance of drugs to the health of a developing baby.

Identify health messages from parents, peers, technology, culture and the media.

Instructional Activities

Students will describe their family and the routines or activities they do together as a family. Examples could be eating dinner, exercising, watching a movie, going to the grocery store or the beach. Students will then be asked to identify which activities they decide upon as a family and which decisions are made by the adults.

Teacher will begin the activity by having the entire class brainstorm the similarities between boys and girls. Students will then be broken up into boy and girl pairs. In their pairs students will describe as many similarities as possible between boys and girls. Students may either orally describe or illustrate a drawing. Examples could be hair, teeth, nose, arms, legs, feet, etc. Teacher may use a checklist to record how each student identifies the similarities.

Provide examples of health messages received from parents, peers, technology, culture and the media. Students will pick healthy and unhealthy examples and explain why through a pair/share.

Discuss how a mother contributes to the health of her developing baby.

Interdisciplinary Connections

Family Tree Drawing- Art
Family History- Social Studies/History
Boys V. Girls Role Play- Theater Arts

Assessment

Tests/quizzes
Oral participation rubric
Exit cards
Formative assessments
Exit ticket
Kahoot
Summarization
3 Things
Postcard
My favorite no

Summative assessments
End of unit presentations
Written Tests
Portfolios
Class Projects
Journals

Benchmark assessments
Teacher created standards-based assessment

Alternative assessments
Demonstration
Presentation
Project
Portfolio

Texts and Resources

Book: Davis, Ascher, My Grandmother the Monster, The Women's Press, 1985
Book: Bernstein's, Jan and Stan, Bernstein Bears Get in a Fight, Permabound, 1981
Book: Bernstein's, Stan and Jan, The Bernstein Bears' New Baby, Random House 1974

Unit #4, Health, Community Health Skills, Gr. K

Content Area: **Health**
Course(s): **Health**
Time Period: **April**
Length: **40 days**
Status: **Published**

Enduring Understanding

The world around you affects how you make decisions.
You can prevent injuries at home, school, and in the community.

Essential Questions

What is character and how do your decisions show your character?
What influences help you to make healthy and safe decisions in your life?
How do you make a good decision?
How do the people our community help to keep us safe?

New Jersey Student Learning Standards

HPE.2.2.2.D.1	Determine the benefits for oneself and others of participating in a class or school service activity.
HPE.2.1.2.D.1	Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).
HPE.2.2.2.A.1	Express needs, wants, and feelings in health- and safety-related situations.
HPE.2.2.2.E.1	Determine where to access home, school, and community health professionals.
HPE.2.2.2.B.3	Determine ways parents, peers, technology, culture, and the media influence health decisions.
HPE.2.2.2.B.4	Select a personal health goal and explain why setting is important.
HPE.2.1.2.D.3	Identify procedures associated with pedestrian, bicycle, and traffic safety.
HPE.2.2.2.C.2	Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities.
HPE.2.1.2.D.2	Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches.
HPE.2.2.2.C.1	Explain the meaning of Character and how it is reflected in the thoughts, feelings, and actions of oneself and others.
HPE.2.1.2.E.2	Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.
HPE.2.1.2.E.1	Identify basic social and emotional needs of all people.
HPE.2.1.2.E.3	Explain healthy ways of coping with common stressful situations experienced by children.

Student Learning Objectives

Determine how parents, culture, and media influenced their healthy decision making.
Explain the meaning of character.
Identify trusted community workers that keep us safe.
Determine when and how to access home, school, and community health professionals. (Including dialing 911)
Understand that conflict occurs between people and develop age appropriate ways to resolve them.
Identify ways to prevent injuries at home, at school and in the community.
Define stress and explain ways children can handle stress.
Select a personal health goal and explain why it is important.

Instructional Activities

Class Discussion- Parent, Culture, and Media effect on decision making
Define Character- Bulletin Board
Trusted V. not trusted adults
Role Play Activity- Think before you Act/Appropriate Behaviors
Brainstorm Stations- Factors that impact health decision making
6 Pillars of Character Worksheets
Power Point Presentation/Demonstration on Character

Decision Making Model Presentation
Read Aloud- Good V. Bad Character Picture Books
Conflict Resolution Game- Give each group a conflict and see how they resolve it.
What Would You Do?- List different scenarios and have kids take turns solving the conflict.
Teacher will review the attributes that make up the meaning of character. Terms like responsibility, caring, honesty, and truthfulness should be used. Students will be instructed to draw a picture of someone who they believe embodies these terms and is a person of good character. Students will then be asked to explain how this person fits the description or meaning of good character.

Students will be asked to create a collage of trusted adults in the community. Examples could be police officers, firefighters, crossing guards, teachers, administrators, clergy, etc. Students will then be asked to orally describe how they might contact these trusted community members. Dialing 911 should be included as an important way to find a trusted community member.

Teacher will review that a conflict is when two people have a disagreement over something. Students will be asked to explain a time when they have had a disagreement with a class mate, a friend or a sibling. Students will be prompted to brainstorm how they resolved the conflict. Answers should range from sharing a toy, to giving someone a chance to use the computer, to apologizing to someone. Students will then draw a depiction or role play with a class mate a time when they have had a conflict and describe how it was resolved.

Interdisciplinary Connections

Role Play(Safe Situations/Conflict-Resolution)- Theater Arts
Safety Poster- Art
Community Health Professionals Reflection- ELA
Story Telling (Character)- ELA

Assessment

Venn diagram
Hand Signals Ask students to display a designated hand signal to indicate their understanding of a specific concept, principal, or process: - I understand_____ and can explain it (e.g., thumbs up). - I do not yet understand _____ (e.g., thumbs down). - I'm not completely sure about _____ (e.g., wave hand).
Walk around the classroom and observe students as they work to check for learning. Strategies include: anecdotal notes, conferences, checklists
Choral Response In response t o a cue, all students respond verbally at the same time. The response can be either to answer a question or to repeat something the teacher has said.
A-B-C Summaries Each student in the class is assigned a different letter of the alphabet and they must select a word starting with that letter that is related to the topic being studied.

Formative assessments
Exit ticket
Kahoot
Summarization
3 Things
Postcard
My favorite no

Summative assessments
End of unit presentations
Written Tests
Portfolios

Class Projects
Journals

<u>Benchmark assessments</u>
Teacher created standards-based assessment

<u>Alternative assessments</u>
Demonstration
Presentation
Project
Portfolio

Texts and Resources

http://character.org/lessons/lesson-plans/

http://www.chp.edu/injury-prevention

https://jr.brainpop.com/health/besafe/safetysigns/preview.weml

http://www.poison.org/by-age/elementary