

Englewood Public School District

Comprehensive Health

Grade: Kindergarten

Unit: Being Healthy

Overview: Students will learn about their bodies and how they work. Students will also learn about the importance of family and healthy relationships.

Time Frame: One Marking Period

Enduring Understandings:

- Wellness is a way of life.
- There are physical, emotional and social aspects to every human relationship.

Essential Questions:

- What are my different body parts and how do they work?
- How can I be physically and emotionally healthy?
- What is a family?
- What is a positive relationship?

Standards	Topics and Objectives	Activities	Resources	Assessments
<p><u>Comprehensive Health</u> 2.1.2.A.1 Explain what being “well” means and identify self-care practices that support wellness.</p> <p>2.1.2.A.2 Use correct terminology to identify body parts, and explain how body parts work together to support wellness.</p>	<p style="text-align: center;">Topics</p> <p>Understanding my Body</p> <p>Physical Differences and Similarities</p> <p style="text-align: center;">Objectives</p> <p>Students will recall and employ appropriate terminology to name body parts.</p>	<p>Students will learn to identify different body parts by singing along and watching a video.</p> <p>Students will work in pairs or small groups to label/name major body parts using pre-labeled mini post-it notes.</p>	<p>My Body Parts Song by Elearnin https://youtu.be/ot4mJ_qUNMY</p> <p>Parts of the human body https://www.education.com/worksheet/article/parts-human-body/</p> <p>My Five Senses by Alik</p> <p>Lesson plans and activities</p>	<p>Formative Assessments: Class discussions and completion of group and paired activities</p> <p>Benchmark Assessment: Common Formative Assessment</p> <p>Summative Assessments:</p>

2.4.2.B.1 Compare and contrast the physical differences and similarities of the genders.

2.2.2.B.3 Determine ways parents, peers, technology, culture, and the media influence health decisions.

2.4.2.C.1 Explain the factors that contribute to a mother having a healthy baby.

Students will explain the function of body parts.

Students will compare and contrast the physical differences and similarities between the sexes.

Explain the factors that contribute to a mother having a healthy baby.

Students will work in small groups and trace one student's body on butcher paper then draw and label the major body parts using pre-labeled post-it notes.

After a teacher read aloud of My Five Senses, class will complete a T-Chart about what sense each body part is related to. Half of the t-chart should be completed in advance with pictures & labels of body parts. **(NJSLS RI K.1)**

Teacher will introduce vocabulary related to body systems by having students fill in a foldable with pictures to match words. **(NJSLS RI K.4)**

Students will watch short videos about how the body works (Bones, Digestive System, and muscles). Students will discuss what they learned using vocabulary from the videos. **(NJSLS RI K.4)(NJSLS SL K.1)**

related to five sense
<http://faculty.washington.edu/chudler/chsense.html>

Human body video lessons:
<http://kidshealth.org/en/kids/body.html>

Healthy Eating: An introduction for children aged 5-11
<https://youtu.be/mMHVEFWNLMc>

Printable Healthy Calendars
www.nourishinteractive.com/nutrition-education-printables/category/57-kids-healthy-daily-tips-monthly-free-calendar-printout

Foldables:
<http://www.k12.wa.us/IndianEd/TribalSovereignty/HighCWP-HS/Unit4/Level1-Materials/foldables.pdf>

Labeling body parts

Calendar

Venn Diagram

Alternative Assessment:
Self-Assessment
Peer Assessment

Students will create a whole-class collage with cut-out pictures from the Internet and/or magazines showing people using their body parts to walk, run, climb, eat, talk, dance, and move.

Following a short video about eating healthy, class will have a discussion about what a mother should eat to have a healthy body and a healthy baby. **(K-LS1-1)**

Students will create their own healthy kids calendar to promote a healthy lifestyle.

Class will complete a graph listing the number of boys and the number of girls in the classroom. Students will draw a quick sketch of themselves on a post-it note and place the post it note under the label boys or girls. Teacher will then tally the result with the entire class.
(K.MD.A.2)

<p>Comprehensive Health 2.4.2.A.1 Compare and contrast different kinds of families locally and globally.</p> <p>2.4.2.A.2 Distinguish the roles and responsibilities of different family members</p> <p>2.4.2.A.3 Determine the factors that contribute to healthy relationships.</p> <p>2.2.2.B.1 Explain what a decision is and why it is advantageous to think before acting.</p> <p>2.1.2.E.1 Identify basic social and emotional needs of all people.</p> <p>2.1.2.E.2 Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.</p>		Class will complete a Venn-Diagram that lists the similarities and differences between boys and girls.			
	Topics	Family Life	Following a teacher led discussion about the type of family the teacher has, students will talk and turn in pairs and talk about their family, then students will create a picture of their family and present the picture to the entire class the following day. (6.1.4.D.13)	Children & Families Around the World https://youtu.be/y2r2C26RCYs	Formative Assessments: Student's understanding of family life and healthy relationships will be observed during discussions.
	Objectives	Students will compare and contrast different kinds of families locally and globally.	Students will watch a short video about Children and Families Around the World and compare how their family is the same or different from the families they saw in the video. (6.1.4.D.13)(NJSL SL K.2)	Families Are Different https://youtu.be/SUOmKxP6R1c	Benchmark Assessment: Common Formative Assessment
		Students will distinguish the roles and responsibilities of different family members.	Students will listen to a video about how families are different and the same. Students will complete a whole class T-chart about the different types of families they heard about in the story. (6.1.4.D.13)	Healthy relationships https://www.parenttoolkit.com/social-and-emotional-development/benchmarks/relationships/kindergarten-relationship-skills	Summative Assessments Family Presentations
	Students will determine the factors that contribute to healthy relationships.	Students will create a family tree using paper	Family Activities :(worksheets) https://www.teachervision.com/family-learning/all-about-my-family	Family Trees Alternative Assessments: Peer Assessment Self-Assessment	
			Books about Families: http://coloursofus.com/25-multicultural-books-about-children-around-the-world/		

leaves to represent each member of their family. Students will present their family trees to the class. (NJSL SL K.1)

Following a teacher led discussion about treating others with kindness and respect. Students will learn about healthy relationships by creating a whole class t-chart listing what a healthy relationship looks like and feels like vs. an unhealthy relationship. (NJSL SL K.1)

Vocabulary:

Body – The physical structure of a person or an animal, including the bones, flesh, and organs.

Hair – Any of the fine threadlike strands growing from the skin of humans, mammals, and some other animals.

Forehead – The part of the face above the eyebrows.

Eyes – Where you see with.

Ears – Where you hear.

Nose – Where you smell.

Mouth – What you use to eat and speak.

Fingers – What you have on your hand.

Foot – Body need this for support, you use this to walk.

Toes – Located on your feet.

Healthy- In good health.

Nutrition – includes all the stuff that's in your food, such as vitamins, protein, fat, and more.

Family – When you are born, you are immediately part of a group of people.

Relationship – The way in which two or more people or things are connected.

Integration of 21st Century Standards NJSL 9:

9.2.4.A.2 Identify various life roles and civic and work - related activities in the school, home, and community.

Accommodations and Modifications:

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. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this curriculum.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - 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. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the requirements.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> ● Pre-teach vocabulary ● Students can use both English and their native language to label items ● Peers will work together on research ● Speak and display terminology and movement ● Look for children’s books in student’s native languages ● Teacher modeling ● Peer modeling ● Develop and post routines ● Label classroom materials ● Word walls 	<ul style="list-style-type: none"> ● Modification to physical exercises if needed ● Lower level text will be provided ● Students will receive peer support for research ● Provide concrete examples ● Utilize modifications & accommodations delineated in the student’s IEP ● Lower level text will be provided ● Work with paraprofessional ● Use multi-sensory teaching approaches. ● Work with a partner ● Provide concrete examples and relate all new movements to previously learned moves 	<ul style="list-style-type: none"> ● Teachers may modify instructions by modeling what the student is expected to do ● Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. ● Using visual demonstrations, illustrations, and models ● Give directions/instructions verbally and in simple written format. ● Peer Support ● Increase one on one time ● Review behavior expectations and make adjustments for personal space or other behaviors as needed. 	<ul style="list-style-type: none"> ● Students can be support for peers ● Inquiry-based instruction ● Independent study ● Higher order thinking skills ● Adjusting the pace of lessons ● Interest based content ● Real world scenarios ● Student Driven Instruction

	<p>(i.e., walking on a balance beam, kicking a ball).</p> <ul style="list-style-type: none"> • Solidify and refine concepts through repetition. 		
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Interdisciplinary Connections:

ELA - NJSL/ELA:

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

RI.K.2. With prompting and support, identify the main topic and retell key details of a text.

RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.

SL.K.1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

Math:

K.MD.A.2. Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.*

Science:

K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive.

Social Studies:

6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.

Integration of Technology Standards NJSL 8:

8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

Career Ready Practices:

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.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.