

Englewood Public School District

Comprehensive Health

Grade: Kindergarten

Unit: Germs!

Overview: Students will learn how to keep themselves safe at home, school, and out in the community. Students will learn how to protect themselves from getting sick and learn to take care of their teeth. Students will also learn about medicines and the dangers of drugs.

Time Frame: One Marking Period

Enduring Understandings:

- Being consistently aware of the environment and taking safety precautions can reduce the risk of injury.
- Wellness is a way of life.
- People can protect themselves from germs.
- Just because it’s medicine doesn’t mean it’s good for you.
- Only a trusted adult can give you medicine.

Essential Questions:

- How can knowing prevention save your life?
- How can our bodies support good health?
- What self-care practices support wellness and stop the spread of germs?
- Is there anything we can do to protect ourselves from germs?
- Why should we floss our teeth?
- Why must medicines be used correctly?

Standards	Topics and Objectives	Activities	Resources	Assessments
Comprehensive Health 2.1.2.A.1 Explain what being “well” means and identify self-care practices that support wellness.	Topics Careful and Careless Behavior Bike safety Fire safety	Students will learn about the 4 rules of Personal safety using project-based activities.	Personal safety lessons for educators and kids http://www.kidsmartz.org/ Free curriculum for personal Safety for student in grades K-2	Formative Assessments: Class discussions and participation, completion of group and individual projects Benchmark

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

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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).

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

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

2.2.2.D.1 Determine the benefits for oneself and others of participating in a class or school service activity.

Keeping your body safe

Rules for safe play

Objectives

Students will recognize, identify and alert adults to potentially harmful conditions/situations.

Students will model how to take care of a nosebleed, scratch, insect bite and other common injuries.

Students will explain and/or demonstrate the proper way to cross the street.

Students will explain what we wear while riding in a car, and why we wear it.

Students will explain what we wear while riding a bicycle or skateboard and why we wear it.

Teacher will explain what it means to be safe, checking first, the buddy system, telling people “no”, telling trusting adults, and knowing the 4 rules. (KidzSafe)

Following a teacher read aloud and teacher led demonstration of putting on a bicycle helmet, wearing safe clothing, and a review of road rules, students will practice putting on helmets and work in small groups to draw and label a safe bicycle rider. (NJSLs RI K.2)(NJSLs K.1)

Following a teacher lesson and discussion about car and bus safety, students will identify important rules to help them be safe in cars and buses and will work together as a class to create a book about school bus safety using a word processing application. (NJSLs K.1)

www.kidsmartz.org/TeachingTools/Kit

Bicycle safety
<http://kidshealth.org/en/parents/bike-safety.html>

Car and bus safety lessons and activities
http://classroom.kidshealth.org/classroom/prekto2/personal/safety/car_bus_safety.pdf

Video *Let's Go Walking! Lesson 2: Crossing Streets Safely*
https://youtu.be/_jCpBH5zehI

Fire safety resources and lesson plans
http://classroom.kidshealth.org/classroom/prekto2/personal/safety/fire_safety.pdf

Kindergarten Lesson Plan: First Aid Basics
<http://www.brighthubeducation.com/pre-k-and-k-lesson-plans/45336-basics-of-first-aid/>

Assessment:
Common Formative Assessment

Summative Assessments:
Interactive safety quiz
Journal activities.

Alternative Assessment:
Peer Assessment
Self-Assessment

Students will watch a short video about safely crossing the street and then will have a teacher led discussion about crossing the street safely. Students will pair with a peer and discuss the rules for crossing the street. (NJSLS SL K.1)

Following a teacher lesson about fire safety and what to do if we see a fire, students will have a class discussion about what to do if there is a fire in their home or school and how to prevent fires. (NJSLS SL K.1)

Following a read aloud and teacher led demonstration of use of a first aid kit, the class will create a list of common injuries and discuss how to treat these injuries. (NJSLS RI K.1)(NJSLS SL K.1)

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2.1.2.A.1 Explain what being “well” means and identify self-care practices that support wellness.

	Topics	Teacher will share	How Teeth Work	Formative Assessment:
Dental Care		vocabulary related going to the dentist. (NJSLS RI K.4)	http://kidshealth.org/en/kids/teeth-movie.html?WT.ac=k-ra#catemergencies	Students will display the proper brushing and flossing techniques.
	Objectives			

2.1.2.A.2 Use correct terminology to identify body parts, and explain how body parts work together to support wellness.

Students will demonstrate how to properly floss.

Students will tell how often to floss.

Students will watch a movie about how teeth work and how to take care of your teeth. Students will share what they learned by drawing a picture and labeling it. (NJSLS RI K.4)

Following a teacher demonstration of teeth flossing, each student will practice flossing their teeth using a flossing pic. Students will discuss visiting the dentist, sharing personal experiences. (NJSLS SL K.1)

Children’s Books about Going to the Dentist:
<https://www.readbrightly.com/books-to-get-kids-ready-for-the-dentist/>

Summative Assessment:
 Students will answer a quiz about how often to floss teeth

Alternative Assessments:
 Peer Assessment
 Self-Assessment

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2.1.2.C.1 Summarize symptoms of common diseases and health conditions.

2.1.2.C.2 Summarize strategies to prevent the spread of common diseases and health conditions.

2.1.2.C.3 Determine how personal feelings can affect one’s wellness.

Topics	Objectives	Resources	Assessments	
Disease Prevention	<p>Students will explain and show that germs are everywhere.</p> <p>Students will identify ways in which germs can be spread.</p> <p>Students will discuss ways to prevent spreading germs when coughing and sneezing.</p>	<p>Following a teacher lesson about germs, students will learn about germs being everywhere and how skin is a shield by conducting a science experiment over a period of five days.</p> <p>Following a teacher led lesson about the importance of hand washing, students will observe what happens to their hands when they play, and learn proper hand washing techniques.</p> <p>Students will practice the routine for washing hands</p>	<p>Germes Lesson Plan http://classroom.kidshealth.org/classroom/prekto2/personal/hygiene/germs.pdf</p> <p>Hand washing lesson plan http://classroom.kidshealth.org/classroom/prekto2/personal/hygiene/germs.pdf</p> <p>Books about Hand Washing https://www.storyjumper.com/book/index/14648712/Wash-Your-Hands-</p>	<p>Formative Assessment: Participation</p> <p>Summative Assessment: Quiz about hand washing</p> <p>“How To” book</p> <p>Alternative Assessment: Peer Assessment Self-Assessment</p>

in school.

Students will draw/write a How To about the process for washing hands in school. (NJSL W K.2)

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2.3.2.A.2 Explain why medicines should be administered as directed.

2.3.2.A.1 Explain what medicines are and when some types of medicines are used.

<p>Topics</p> <p>Medicines</p>	<p>As an introduction to the lesson, the teacher will tell students never to take any medicines without the supervision of a parent, nurse, doctor, or trusted adult. Students will watch a short video about Drug Safety: What is Medicine and ask questions during a discussion. (NJSL SL K.2)</p>	<p>Drug Safety: What is Medicine video https://youtu.be/9OK6_OdWxTA</p>	<p>Formative Assessment: Class participation</p>
<p>Objectives</p> <p>Students will discuss the purpose and administration of medicines.</p> <p>Students identify how drugs can be abused.</p>	<p>Following a teacher led lesson about different types of medicines, the class will complete a whole-class Venn Diagram listing over the counter medicines and prescription medicines.</p>	<p>Lesson Plan about Medicine http://www.scholastic.com/browse/article.jsp?id=3757744</p> <p>Discussion questions about drugs http://classroom.kidshealth.org/classroom/prekto2/problems/drugs/drugs.pdf</p>	<p>Summative Assessments: Instructor Observation of concepts related to medicines</p> <p>Venn Diagram</p> <p>Foldable</p>
<p>Students will consider the questions:</p> <ul style="list-style-type: none">• What are medicines?• How do medicines help the body?• What is the difference between a medicine and a drug?• Who can give a child medicine?	<p>Students will create a foldable using vocabulary learned, drawing or matching pictures. (NJSL RI K.4)</p>	<p>Foldables: http://www.k12.wa.us/IndianEd/TribalSovereignty/High/CWP-HS/Unit4/Level1-Materials/foldables.pdf</p>	<p>Alternative Assessment: Self-Assessment (Traffic Light)</p>

Following a teacher led lesson about what a drug is and how it is dangerous, students will have a teacher led discussion about why drugs are dangerous and what drugs can do to your body.

Students will role play happens if you take a medicine for an illness (feel better) or drug that you shouldn't (get sick). (NJSL SL K.1)

Vocabulary:

Safety – Being protected, the state of being safe.

Floss – Clean between teeth.

Medicine – Use to treat diseases.

Drug – Type of pill or liquid that causes addiction.

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

- Pre-teach vocabulary
- Students can use both English and their native language to label items
- 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

Special Education

- Pre-Teach vocabulary
- 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 (i.e., walking on a balance beam, kicking a ball).
- Solidify and refine concepts through repetition.

At-Risk

- 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.

Gifted and Talented

- Students can be support for peers
- Students can write down questions that students ask during discussion to post
- Inquiry-based instruction
- Independent study
- Higher order thinking skills
- Adjusting the pace of lessons
- Interest based content
- Real world scenarios
- Student Driven Instruction

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.

Integration of Technology Standards NJSL 8:

8.1.2.A.2 Create a document using a word processing application.

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.