

Englewood Public School District

Comprehensive Health

Grade: Kindergarten

Unit: Being Me!

Overview: Students will learn how to take care of themselves physically and emotionally. They will learn how to communicate effectively and safely with others.

Time Frame: One marking period

Enduring Understandings:

- Developing self-esteem, resiliency, tolerance and coping skills support social and emotional health.
- Stress is a natural part of life, yet everyone has different stressors. The key is to find the methods of dealing with stress that makes you feel better.
- Character is who you are when no one is looking.
- Character can be developed and supported through individual and group activities, the influence of positive role models and involvement in community service.

Essential Questions:

- How do we take care of ourselves?
- How can we cope with being angry?
- What causes stress?
- How can we deal with stress?

How do we communicate with others?

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. 2.1.2.A.2 Use correct terminology to identify	<p style="text-align: center;">Topics</p> <p>Wellness</p> <p>Good Character</p> <p style="text-align: center;">Objectives</p>	<p>Students will learn about getting dressed by watching a short video. Students will discuss what they learned. (NJSL SL K.2)</p> <p>Students will learn how to</p>	<p>Getting Dressed Song-US version https://www.youtube.com/watch?v=fSdEIVoElu4</p> <p>How to teach your child to get dressed quickly</p>	<p>Formative Assessments: Class discussions, participation, and completion of group and paired activities</p> <p>Benchmark Assessment:</p>

body parts, and explain how body parts work together to support wellness.

2.1.2.B.1 Explain why some foods are healthier to eat than others.

2.1.2.B.2 Explain how foods on MyPlate differ in nutritional content and value.

2.2.2.B.2 Relate decision-making by self and others to one's health.

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

2.2.2.B.4 Select a personal health goal and explain why setting a goal is important.

Students will understand how to dress oneself, use utensils, and develop independence.

Students will describe a healthy child and what it means to make healthy choices.

Students will explain what being "well" means.

Students will understand the importance of being clean.

put on their jackets by watching a short video. They will then practice using the technique they learned in the video.

Following a teacher demonstration, students will learn table manners by setting their own place mat. Students will place a cup, plate, napkin, fork, knife, and spoon in the correct spot using the place mat hand out. Students will then work in small groups to model/explain how they use each utensil and place setting. (NJSLS SL K.1)

Students will be asked to help set the table at home. They will then draw a picture of what their table looked like, labeling the utensils that they learned about. (NJSLS K W.2)

Students will have a whole class discussion about making healthy food choices and dental health. (NJSLS SL K.1)

Students will work in groups to create a checklist of things that will keep them "well".

<https://youtu.be/4xhuCEJmKU>

Printable table setting place mat
www.parents.com/fun/printables/other/table-setting-place-mats/

Mouth, Health Kid
<http://www.mouthhealthykids.org/en/watch-videos/sesame-street>

Healthy Eats Healthy Teeth American Dental association
http://www.mouthhealthykids.org/en/activity-sheets/national-nutrition-month?source=promospots&content=topstories&medium=nutrition_month

Color Me Healthy Songs
<http://colormehealthy.com/songs-and-lyrics/>

This is the Way Song
<https://youtu.be/4XLQpRIwOQ>

Common Formative Assessment

Summative Assessments:
Quiz on identifying facial expressions

Maintaining a journal throughout unit

Alternative Assessments:
Self-Assessment
Peer Assessment

Students will learn the songs about being “well” and about moving healthy and eating healthy. Students will discuss how humans need nutritious food and exercise to survive and thrive. (K-LS1-1)

Following a teacher led discussion about being “well”, students will create a class book of what wellness means to them using pictures and words. (NJSLS W K.2)

Students will watch a video about good hygiene and then have a teacher led discussion about good hygiene.(NJSLS SL K.1)

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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.

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

Topics			Formative Assessments:
Feelings and Emotions	As an introduction to feelings, the class will sing “If Your Happy and You Know It”-song together and perform various hand and feet gestures.	Emoji Feeling Faces http://www.kiddiematters.com/emoji-feeling-faces-feelings-recognition/	Class participation
Stress and Coping		Emotions website resource http://www.kimochis.com/learn/feelings-fuel-behaviors/	Instructors will maintain a running record of student’s progress towards applying concepts related to feelings and emotions.
Locating trusting adults		Gratitude journal resource http://letslassothemoon.com/2012/11/01/kids-gratitude-journal/	Summative Assessments: Gratitude Journal
Objectives	Students will explain the meaning of character and how it is reflected in the thoughts, feelings, and		Role Plays

2.1.2.E.1 Identify basic social and emotional needs of all people.

2.1.2.E.2 Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.

2.1.2.E.3 Explain healthy ways of coping with common stressful situations experienced by children

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

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

actions of oneself and others.

Explain healthy ways of coping with common stressful situations experienced by children.

Students will identify common stressors.

Following a teacher led discussion about feelings, students will create an emoji mask that shows how they feel. The teacher will then display the emojis and talk about the different feelings being represented. (NJSL SL K.1)

Students will play feelings charades by selecting a teacher made card that shows one of the following feelings: Happy, scared, sad, bored, excited, tired, and angry. The class needs to guess what emotion is being acted out. All students should have a turn to guess or act out an emotion. (NJSL SL K.1)

Following a teacher led demonstration of a feelings and gratitude journal. Students will learn how to journal about how they are feeling and how to focus on the positive things in their lives. (NJSL W K.8)

Stress management resource

<http://www.kiddiematters.com/helping-kids-learn-stress-management-skills/>

Yoga resources for the classroom

<https://www.pinterest.com/pin/272749321156331801/>

Pedestrian Safety

http://www.pedbikeinfo.org/pedsaferjourney/el_en.html

Strangers Lesson Plans

<http://www.atozteacherstuff.com/pages/429.shtml>

Alternative Assessment:
Oral response for Gratitude Journal

Peer Assessment

Self-Assessment

Students will learn basic yoga poses to help them relax and stay emotionally healthy. Students will pair with a peer and tell their favorite pose. (NJSLS SL K.1)

Students will learn tips for walking safely by watching a video about walking safely.

Students will learn about staying away from strangers. They will role play situations and what they should do.

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2.1.2. E.2 Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.

2.1.2. E.1 Identify basic social and emotional needs of all people.

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

	Topics	Teacher will explain the meaning of communication skills and will model how to properly communicate with peers. Then, students will learn about the importance of good communication by playing the telephone game followed by a class discussion about what happened to the communication. Students will also learn that everyone's culture and language is important in our communication (i.e. eye contact, gestures, etc.).	Character Counts resources https://charactercounts.org/wp-content/uploads/2014/03/Six_Pillars_Illustrated_Poster_Lesson_25-31.pdf	Formative Assessments:
Communication Skills				Teacher observation
Expression of Feelings				Checklist of student's ability to express their feelings.
Helping Others				Participation
	Objectives			
Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.			Resource for activities for problem resolution https://www.scholastic.com/teachers/articles/teaching-content/ages-stages-learning-resolve-conflicts/	Summative Assessment: Narrative writing piece
Determine the benefits for oneself and others of			Culture and Communication:	Alternative Assessment: Self-Assessment Discussion

participating in a class or school service activity.

(NJSLS SL K.1)
(6.1.4.D.13)

<https://www.edutopia.org/discussion/being-mindful-cultural-differences>

Following a teacher led discussion, students will learn about the six pillars of good character (trustworthiness, fairness, responsibility, caring, citizenship, and respect) Students will select one of the characters and create superheroes representing those characters. Students will write a narrative about their superhero. (NJSLS W K.3)

Teacher will lead a discussion of how to share with one another and how resolve problems appropriately. (NJSLS SL K.1)

Key Vocabulary:

Dental health – When teeth, gums and tongue are healthy.

Hygiene – cleanliness of the body.

Wellness – Having good health.

Healthy – In good health.

Stress – What you feel when you are worried or uncomfortable about something.

Yoga – A form of exercise.

Problem-solving – Finding a solution to the problem.

Feelings – An emotional state, such as love, anger, joy, hate or fear.

Communication – Exchanging information between people.

Character – Someone’s personality.

Integration of 21st Century Standards NJSLS 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

- Look for children’s books in student’s native languages
- Pre-teach vocabulary
- Students can use both English and their native language to label items
- Peer support
- Speak and display terminology and movement
- Teacher modeling
- Peer modeling
- Develop and post routines
- Label classroom materials
- Word walls

Special Education

- Students will receive peer support for activities
- Modification to physical movement (yoga) if needed
- Lower level text will be provided
- 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

At-Risk

- Teachers may modify instructions by modeling what the student is expected to do
- Lower level text
- 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

Gifted and Talented

- Students can be support for peers
- Students can read the class book aloud
- 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. 	behaviors as needed.	
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Interdisciplinary Connections:

ELA - NJSLS/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.

W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

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.

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 NJSLS 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.