

Englewood Public School District
Comprehensive Health
Grade: Kindergarten

Unit: Eating Right

Overview: Students will learn how to eat and make nutritious foods and how to maintain a healthy lifestyle by exercising and being active. Students will also learn about good sportsmanship.

Time Frame: One Marking Period

Enduring Understandings:

- I can make informed decisions about taking care of myself.
- Health-enhancing behaviors contribute to wellness.
- Physical activity enhances personal health.
- Every health-related decision has short and long-term consequences.

Essential Questions:

- What is the role of food in good health?
- Why is it important to eat healthy foods?
- What would happen to your body if you didn't eat healthy food?
- What is the relationship between food and exercise?
- Why is it important to display good sportsmanship?

Standards	Topics and Objectives	Activities	Resources	Assessments
<p>Comprehensive Health 2.1.2.B.1 Explain why some foods are healthier to eat than others.</p> <p>2.1.2.B.2 Explain how foods on MyPlate differ in nutritional content and value.</p> <p>2.1.2.B.3 Summarize information about food found on product labels.</p> <p>2.2.2.B.2 Relate decision-making by self and others to one's health.</p> <p>2.2.2.B.3 Determine ways parents, peers, technology, culture, and the media influence health decisions.</p> <p>2.2.2.B.4 Select a personal health goal and explain why setting a goal is important</p>	<p>Topics</p> <p>Role of food</p> <p>Effects of healthful and unhealthful foods</p> <p>Path of food through the body</p> <p>Food Pyramid rules</p>	<p>Students will watch a short video about eating nutritious to introduce healthy "My Plate" eating habits. Teacher will introduce vocabulary students will encounter. When students hear or see these words they will give a thumbs up. (NJSLS RI K.4)</p>	<p>MyPlate Videos https://www.choosemyplate.gov/videos</p> <p>Cookie Monster Healthy Foods https://youtu.be/KBMxpDbp51A</p> <p>Food Pyramid https://youtu.be/BS05CAsh5c</p>	<p>Formative Assessments: Class discussion and participation.</p> <p>Benchmark Assessment: Common Formative Assessment</p> <p>Summative Assessment: Sorting healthy vs. unhealthy foods</p>
	<p>Objectives</p> <p>Students will differentiate between healthy and unhealthy foods and eating practices.</p> <p>Students will compare and contrast foods in the food pyramid for nutritional value and content.</p> <p>Students will investigate the cultural impact on food choices and options.</p> <p>Students will create and present a healthy meal plan for self and family.</p>	<p>Students will watch two short videos to learn about healthy foods and the food pyramid. Students will discuss using vocabulary words that they learned. (NJSLS RI K.4)(NJSLS SL K.2)</p> <p>Following teacher direct instruction and modeling, students will be able to identify healthy and unhealthy foods. Students will create a classroom T-Chart to sort healthy vs. Unhealthy foods. Students will discuss that healthy foods are needed for us to survive and thrive. (K-LS1-1)(NJSLS SL K.1)</p> <p>Following a teacher read-a-</p>	<p>Lesson Plan: Let's Eat Healthy https://www.education.com/lesson-plan/lets-be-healthy/</p> <p><i>Everybody Cooks Rice</i> by Norah Dooley https://youtu.be/qwzjX7PSvwc</p> <p>Recipes https://snaped.fns.usda.gov/recipes-menus</p> <p>Resource for meal planning and healthy eating https://www.healthyeating.org/Healthy-Kids</p>	<p>Alternative Assessment: Self-Assessment-Stoplight https://www.pinterest.com/pin/302585668686470008/</p>

loud *Everybody Eats Rice*, students will have a teacher led discussion about the different types of foods different cultures eat and how food is prepared differently around the world. **(6.1.4.D.13) (NJSL SL K.2)(NJSL RI K.1)(NJSL RI K.2)**

Students will learn to make a healthy snack to share with their family.

Following a teacher led demonstration, students will understand what meal planning is. Students will discuss what they eat during a week. **(NJSL SL K.1)**

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 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.

<p>Topics</p> <p>Relationship between exercise and nutrition</p> <p>Benefits of exercise throughout life</p> <p>Good sportsmanship and anger management</p>	<p>Following a teacher direct instruction lesson about how good nutrition and exercise help keep the body healthy, students will create a class T chart with a list of different exercises and healthy foods. (NJSL SL K.2)(K-LS1-1)</p> <p>Students will learn that exercise is fun and good for you by participating in a variety of physical activities</p>	<p>Fitness and exercise activities for classrooms https://www.education.com/activity/fitness-and-exercise/</p> <p>Video and lesson about good sportsmanship http://kidshealth.org/en/kids/good-sport.html#catemergencies</p>	<p>Formative Assessments: Students will state one connection between exercise and nutrition.</p> <p>Observation of Participation</p> <p>Summative Assessments: T-Chart Journal Entry</p>
<p>Objectives</p> <p>Students will relate the implementation of proper</p>			<p>Alternative Assessment: Self-Assessment</p>

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

diet to the maintenance of a healthy body.

Students will discuss the health benefits of participating in class, school, or community service projects.

Students will watch a short video to learn about good sportsmanship.

Teacher will lead a whole class discussion about what good sportsmanship is and how to lose gracefully.
(NJSL SL K.1)

Students will write a journal entry about being a good sport.

Key Vocabulary:

Health – Condition of being well.

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

Exercise – Physical activity that is done in order to become stronger and healthier.

Sportsmanship – Fairness and respect other players in games, able to win without cheating.

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 (i.e., walking on a balance beam, kicking a ball). ● Solidify and refine concepts through repetition. 	<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

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.

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.