

Unit 1: Kindergarten Health

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **Full Year**
Status: **Published**

UNIT RATIONALE

Students in Kindergarten will look to sharpen their safety skills as well as improve their healthy habits during this unit. Lessons about safety will focus on what to do in a fire and how to handle medicine and pills. Students will also learn how to take care of their teeth and bodies in a fun and age appropriate way.

ESSENTIAL QUESTIONS

How do I decide what snacks to eat?

What are some fire hazards at home or at school?

What are three things I can do to keep my mouth clean?

What should I do if I see medicine?

What can I do to keep my body healthy?

How can I show kindness and respect to my friends and family?

STANDARDS

NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

New Jersey (NJSL) - Grades K-2 - Comprehensive Health and Physical Education (2020)

HE.K-2.2.1.2.EH.2	Identify what it means to be responsible and list personal responsibilities.
HE.K-2.2.1.2.PGD.1	Explore how activity helps all human bodies stay healthy.
HE.K-2.2.1.2.PGD.2	Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).
HE.K-2.2.1.2.PGD.3	Explain what being “well” means and identify self-care practices that support wellness.
HE.K-2.2.1.2.CHSS.3	Demonstrate how to dial and text 911 in case of an emergency.
HE.K-2.2.2.2.N.1	Explore different types of foods and food groups.
HE.K-2.2.2.2.N.2	Explain why some foods are healthier to eat than others.
HE.K-2.2.2.2.N.3	Differentiate between healthy and unhealthy eating habits.
HE.K-2.2.2.2.PF.1	Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong

	muscles).
HE.K-2.2.3.2.PS.1	Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.
HE.K-2.2.3.2.PS.2	Discuss healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicle, water, weather safety).
HE.K-2.2.3.2.PS.3	Recognize and demonstrate safety strategies to prevent injuries at home, school, in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention).
HE.K-2.2.3.2.PS.4	Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol).
HE.K-2.2.3.2.ATD.1	Explain what medicines are, how they are used, and the importance of utilizing medications properly.
HE.K-2.2.3.2.ATD.2	Identify ways in which drugs, including some medicines, can be harmful.
HE.K-2.2.3.2.HCDM.2	Demonstrate personal hygiene and the use of necessary and appropriate health-enhancing behaviors that can keep a person healthy (e.g., precautions to avoid illnesses, handle food hygienically, brush teeth, regular physical activity, adequate sleep, appropriate dress for various weather conditions).

NEW JERSEY STUDENT LEARNING STANDARDS: CAREER READINESS, LIFE LITERACIES AND KEY SKILLS

TECH.9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
TECH.9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING

CS.K-2.8.2.2.ITH.3	Identify how technology impacts or improves life.
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PRE-ASSESSMENTS

The Teacher will open each lesson by asking students about the topic that will be covered that day. This may include certain vocab words or concepts. This will serve as a baseline to determine students prior knowledge on the subject. The teacher will attempt to correct any information provided by the students that may not be factually correct.

INSTRUCTIONAL PLAN

MODULE 1

Student Learning Intentions (SLI) WALT: (We are learning to...)	<p>Fire Safety</p> <ul style="list-style-type: none">• We are learning to list ways to prevent fire accidents.• We are learning to explain what a smoke detector is and what it does.• We are learning to develop an escape plan.• We are learning how to demonstrate the 'Stop-Drop-Roll' technique for extinguishing fire.
Student Learning Strategies	<ul style="list-style-type: none">-Teacher Lecture-Class Discussion-Teacher Developed Materials-YouTube Videos
Success Criteria	<p>Students will be asked to demonstrate Stop-Drop-Roll technique.</p>
Formative Assessment (drives instructional decisions)	<p>The teacher will observe students throughout the lesson. Assessment will be based on the students' responses during classroom discussion, activities, and related worksheets.</p>
Activities and Resources	<p>Students will watch the fire safety video. Students will discuss and review the two Powerpoints attached.</p>
Suggested Modifications	<p>Click for Suggested Modifications</p>

[Copy of Fire Safety Fire Fighters.pps](#)

[Fire Safety StopDropAndRoll.pps](#)

[Kindergarten Health Links](#)

MODULE 2

Student Learning Intentions (SLI) WALT: (We are learning to...)	<p>Dental Hygiene</p> <ul style="list-style-type: none">• We are learning how to brush our teeth the right way.• We are learning the importance of flossing and mouthwash.• We are learning why it is important to take care of our mouths.
Student Learning Strategies	<p>-Teacher Lecture -Class Discussion -Teacher Developed Materials -YouTube Videos</p>
Success Criteria	<p>Students will be asked what things they can do to take care of their teeth.</p>
Formative Assessment (drives instructional decisions)	<p>The teacher will observe students throughout the lesson. Assessment will be based on the students' responses during classroom discussion, activities, and related worksheets.</p>

Activities and Resources	Students will watch the dental hygiene video . Students will discuss and review the PowerPoint attached.
Suggested Modifications	Click for Suggested Modifications

[Copy of oralhygiene.pptx](#)

[Kindergarten Health Links](#)

MODULE 3

Student Learning Intentions (SLI) WALT: (We are learning to...)	<p>Nutrition</p> <ul style="list-style-type: none"> • We are learning how to determine which snacks are healthy and unhealthy. • We are learning how to put foods into groups. • We are learning why our bodies need healthy foods.
Student Learning Strategies	<ul style="list-style-type: none"> -Teacher Lecture -Class Discussion -Teacher Developed Materials -YouTube Video
Success Criteria	Students will be asked to sort foods into healthy and unhealthy groups.
Formative Assessment (drives instructional	The teacher will observe students throughout the

decisions)	lesson. Assessment will be based on the students' responses during classroom discussion, activities, and related worksheets.
Activities and Resources	Students will watch the first half of the nutrition video . Students will be introduced to my plate and learn about the food groups.
Suggested Modifications	Click for Suggested Modifications

[Kindergarten Health Links](#)

MODULE 4

Student Learning Intentions (SLI) WALT: (We are learning to...)	<p>Medicine/Drugs</p> <ul style="list-style-type: none"> • We are learning the difference between medicine and candy. • We are learning that some things in our house can be poisonous. • We are learning that only adults should give us medicine.
Student Learning Strategies	<ul style="list-style-type: none"> -Teacher Lecture -Class Discussion -Teacher Developed Materials -YouTube Videos
Success Criteria	Students will be asked to state

	the difference between medicine and candy.
Formative Assessment (drives instructional decisions)	The teacher will observe students throughout the lesson. Assessment will be based on the students' responses during classroom discussion, activities, and related worksheets.
Activities and Resources	Students will watch this video on household poisons. Students will have a discussion on the importance of medicine and how it should be used properly. Students will use the Pill Vs Candy PowerPoint attached to learn how pills and candy may look similar but do different things.
Suggested Modifications	Click for Suggested Modifications

[pills_vs_candy.ppt](#)

[Kindergarten Health Links](#)

MODULE 5

Student Learning Intentions (SLI) WALT: (We are learning to...)	<p>Healthy Habits</p> <ul style="list-style-type: none"> • We are learning how to wash our hands the
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	<p>right way.</p> <ul style="list-style-type: none"> • We are learning why daily exercise is good for us. • We are learning why it is important to take a bath or shower.
Student Learning Strategies	<ul style="list-style-type: none"> -Teacher Lecture -Class Discussion -Teacher Developed Materials -YouTube Videos
Success Criteria	<p>Students will be asked to identify the steps of the hand washing practice.</p>
Formative Assessment (drives instructional decisions)	<p>The teacher will observe students throughout the lesson. Assessment will be based on the students' responses during classroom discussion, activities, and related worksheets.</p>
Activities and Resources	<p>Through teacher lecture students will learn about the benefits of participating in healthy habits such as eating nutritious food, getting daily exercise, washing their hands, bathing multiple times a week, and getting enough sleep.</p> <p>Students will get a chance to draw themselves displaying these healthy habits if time allows.</p>
Suggested Modifications	<p>Click for Suggested Modifications</p>

MODULE 6

Student Learning Intentions (SLI) WALT: (We are learning to...)	<p>Respecting Others</p> <ul style="list-style-type: none">• We are learning how to be nice to others.• We are learning what it means to be respectful at home and at school.
Student Learning Strategies	<ul style="list-style-type: none">-Teacher Lecture-Class Discussion-Teacher Developed Materials-YouTube Videos
Success Criteria	Students will be asked to demonstrate signs of respect.
Formative Assessment (drives instructional decisions)	The teacher will observe students throughout the lesson. Assessment will be based on the students' responses during classroom discussion, activities, and related worksheets.
Activities and Resources	<p>Students will go over 2 read-alouds.</p> <p>Read Aloud One</p> <p>Read Aloud Two</p> <p>Students will discuss examples of kindness and respect shown in each story. Students will brainstorm ways to be respectful in school and at home.</p>
Suggested Modifications	<p>Click for Suggested Modifications</p>

REFLECTIONS

INTERDISCIPLINARY CONNECTIONS: NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, SOCIAL STUDIES, SCIENCE AND/OR MATHEMATICS

LA.RI.K.3

With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.