

# Branchburg Township Public Schools

Office of Curriculum and Instruction

## Kindergarten Health Curriculum



Adopted by the Board of Education September 2023

This curriculum is aligned with the 2020 New Jersey Student Learning Standards in Health

Curriculum Scope and Sequence			
<b>Content Area</b>	<b>Health</b>	<b>Course Title/Grade Level:</b>	<b>Kindergarten</b>

	<b>Topic/Unit Name</b>	<b>Suggested Pacing (Days/Weeks)</b>
<a href="#"><u>Topic/Unit #1</u></a>	<b>Personal and Mental Health</b>	Sept-Dec.
<a href="#"><u>Topic/Unit #2</u></a>	<b>Safety</b>	Jan-March
<a href="#"><u>Topic/Unit #3</u></a>	<b>Physical Wellness</b>	April-June

Topic/Unit 1 Title	Personal and Mental Health	Approximate Pacing	Sept.-Dec.
<b>STANDARDS</b>			
<b>NJSLS Health</b>			
<ul style="list-style-type: none"> <li>● 2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy.</li> <li>● 2.1.2.PGD. 2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).</li> <li>● 2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness.</li> <li>● 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.</li> <li>● 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities.</li> <li>● 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).</li> <li>● 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors.</li> <li>● 2.1.2.EH.5: Explain healthy ways of coping with stressful situations.</li> <li>● 2.1.2.SSH.1: Discuss how individuals make their own choices about how to express themselves.</li> <li>● 2.1.2.SSH.3: Describe different kinds of families locally, nationally and globally and note similarities in the ways in which they keep their children safe.</li> <li>● 2.1.2.SSH.5: Identify basic social needs of all people.</li> <li>● 2.1.2.SSH.6: Determine the factors that contribute to healthy relationships.</li> <li>● 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another.</li> <li>● 2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer).</li> <li>● 2.1.2.SSH.9: Define bullying and teasing and explain why they are wrong and harmful.</li> <li>● 2.1.2.CHSS.1: Identify community professionals and school personnel who address health emergencies and provide reliable health information to us.</li> <li>● 2.1.2.CHSS.2: Determine where to access home, school and community health professionals.</li> <li>● 2.1.2.CHSS.3: Demonstrate how to dial and text 911 in case of an emergency.</li> <li>● 2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared.</li> </ul>			

<ul style="list-style-type: none"> <li>2.1.2.CHSS.6: Identify individuals who can assist with expressing one’s feelings (e.g., family members, teachers, counselors, medical professionals).</li> </ul>	
<b>Interdisciplinary Connections:</b>	<b>Computer Science &amp; Design Thinking:</b>
<p><b>RI.K.1.</b> With prompting and support, ask and answer questions about key details in a text. (e.g. Students will identify healthy choices and not healthy choices).</p> <p><b>W.K.2.</b> 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. (e.g. Students will draw a picture of different emotions).</p>	<p><b>8.2.2.ITH.3:</b> Identify how technology impacts or improves life. (e.g. Students will watch Brainpop Jr. health videos and be able to talk about how a video/technology teaches us what healthy means).</p>
<b>Career Readiness, Life Literacies, and Key Skills:</b>	
<p><b>9.4.2.CI.1:</b> Demonstrate openness to new ideas and perspectives. (e.g. Students will role play situations where they disagree with a friend and ways to handle the situation)</p> <p><b>9.4.2.GCA:1:</b> Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g. Students will share about their families and what makes them special, then compare to other students’ families)</p>	
<b>UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS</b>	
<p><i>Essential Questions:</i></p> <ul style="list-style-type: none"> <li>-What daily habits contribute to overall wellness (physical, social, mental, and emotional health)?</li> <li>-How do community helpers keep us safe?</li> <li>-How should we react when faced with difficult emotions?</li> <li>-How do you get help if you are in trouble?</li> </ul> <p><i>Enduring Understandings:</i></p> <ul style="list-style-type: none"> <li>-Personal hygiene and self-help skills promote healthy habits.</li> <li>-People in the community work to keep us safe.</li> <li>-There are different ways that individuals handle stress, and some are healthier than others.</li> </ul>	

-Learn when and how to dial 911	
<b>STUDENT LEARNING OBJECTIVES</b>	
<b>Key Knowledge</b>	<b>Process/Skills/Procedures/Application of Key Knowledge</b>
<i>Students will know:</i> -healthy choices -self-awareness -self management -community workers and their jobs	<i>Students will be able to:</i> -practice good hygiene. -Make healthy choices. -develop self awareness and control over their feelings and actions. -identify and understand community workers
<b>ASSESSMENT OF LEARNING</b>	
<b>Summative Assessment</b> (Assessment at the end of the learning period)	<ul style="list-style-type: none"> <li>● Identify pictures of healthy and unhealthy situations               <ul style="list-style-type: none"> <li>○ solve problem</li> <li>○ create a plan</li> <li>○ show empathy</li> <li>○ conflict resolution</li> </ul> </li> </ul>
<b>Formative Assessments</b> (Ongoing assessments during the learning period to inform instruction)	<ul style="list-style-type: none"> <li>● Observation:               <ul style="list-style-type: none"> <li>○ discussions</li> <li>○ participation</li> <li>○ behaviors</li> <li>○ interactions with others</li> </ul> </li> <li>● Writing/drawing</li> </ul>
<b>Alternative Assessments</b> (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	<ul style="list-style-type: none"> <li>● Project</li> <li>● Role-Play</li> </ul>
<b>Benchmark Assessments</b> (used to establish baseline achievement data and measure progress)	<ul style="list-style-type: none"> <li>● Kindergarten <a href="#">Benchmark Assessment</a></li> </ul>

towards grade level standards; given 2-3 X per year)	
<b>RESOURCES</b>	
<b>Core instructional materials:</b> <i>Health Waves Program</i> <i>Second Step Program</i>	
<b>Supplemental materials:</b> <a href="#">Unit 1 Lesson Ideas</a> <b>Supplemental materials:</b> <b>Responsive Classroom Practices</b> <b>Social Thinking Lessons</b>	
<b>Modifications for Learners</b>	
See <a href="#">appendix</a>	

Topic/Unit 2 Title	Safety	Approximate Pacing	January-March
<b>STANDARDS</b>			
<b>NJSLS Health</b>			
<ul style="list-style-type: none"> <li>● 2.3.2.PS.1: Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.</li> <li>● 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).</li> <li>● 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).</li> <li>● 2.3.2. PS.4: Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol).</li> <li>● 2.3.2.PS.5: Define bodily autonomy and personal boundaries.</li> <li>● 2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else’s personal boundaries including friends and family.</li> <li>● 2.3.2.PS.8: Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse).</li> <li>● 2.3.2.HCDM.1: Explain the consequences on a person’s health if he or she does not have adequate food and a clean environment.</li> <li>● 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).</li> <li>● 2.3.2.HCDM.3: Explain strategies and develop skills to prevent the spread of communicable diseases and health conditions (e.g., Lyme disease, influenza, cardiovascular diseases).</li> </ul>			
<b>Interdisciplinary Connections:</b>		<b>Computer Science &amp; Design Thinking:</b>	
<p><b>6.1.2.CivicsPD.1:</b> Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions. (e.g. Students will brainstorm safety tips for at home and outside).</p>		<p><b>8.1.5.NI.2:</b> Describe physical and digital security measures for protecting sensitive personal information (i.e. games, museums). (e.g. Students will watch safety videos on Brainpop and complete an activity).</p>	

<p><b>6.1.2.CivicsPD.2:</b> Establish a process for how individuals can effectively work together to make decisions. (e.g. Students will be given pictures of healthy and unhealthy habits. They will work in pairs to sort them into the correct categories).</p>	
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**Career Readiness, Life Literacies, and Key Skills:**

**9.4.2.CT.3:** Use a variety of types of thinking to solve problems (i.e., inductive, deductive) (e.g. Students will explain why you wear certain clothes in different weather {shorts in hot, coats in cold, etc.})

**9.4.2.DC.3:** Explain how to be safe online and follow safe practices when using the internet (e.g. Students will explain where to go online to access safe games and content given by the teacher and discuss why not to be using websites without permission)

**UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS**

*Essential Questions:*

- How does the environment affect personal health?
- Where do hazards exist?
- Who are trusted adults?
- What do people need for survival?

*Enduring Understandings:*

- The environment can impact personal health and safety in different ways.
- Potential hazards exist in personal space, in the school, in the community, and globally.
- Any time children feel uncomfortable or in an unsafe situation, they should reach out to a trusted adult for help.
- People need food, water, air, waste removal, and a particular range of temperatures in their environment to stay healthy.

**STUDENT LEARNING OBJECTIVES**

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p><i>Students will know:</i></p> <ul style="list-style-type: none"> <li>-how the environment affects their personal health</li> <li>-be aware of hazards that exist in the school and community</li> <li>-define uncomfortable, unsafe, and trusted adult</li> <li>-understand the difference between need and want</li> </ul>	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>- Identify healthy habits</li> <li>-distinguish between safe and unsafe behaviors inside and outside</li> <li>-identify a trusted adult</li> <li>-recognize needs for survival</li> </ul>

**ASSESSMENT OF LEARNING**



<b>Summative Assessment</b> (Assessment at the end of the learning period)	<ul style="list-style-type: none"> <li>● Identify pictures of healthy and unhealthy environments             <ul style="list-style-type: none"> <li>○ solve problem</li> <li>○ create a plan</li> <li>○ show empathy</li> <li>○ conflict resolution</li> </ul> </li> </ul>
<b>Formative Assessments</b> (Ongoing assessments during the learning period to inform instruction)	<ul style="list-style-type: none"> <li>● Observation:             <ul style="list-style-type: none"> <li>○ discussions</li> <li>○ participation</li> <li>○ behaviors</li> <li>○ interactions with others</li> </ul> </li> <li>● Writing/drawing</li> </ul>
<b>Alternative Assessments</b> (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	<ul style="list-style-type: none"> <li>● Project</li> <li>● Role-Play</li> </ul>
<b>Benchmark Assessments</b> (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	<ul style="list-style-type: none"> <li>● Kindergarten <a href="#">Benchmark Assessment</a></li> </ul>

**RESOURCES**

**Core instructional materials:**

*Health Waves Program*

*Second Step Program*

**Supplemental materials:**

[Unit 2 Lesson Ideas](#)

Responsive Classroom Practices

Social Thinking Lessons

**Modifications for Learners**

See [appendix](#)

Topic/Unit 3 Title	Physical Wellness	Approximate Pacing	March-June
<b>STANDARDS</b>			
<b>NJSLS Health</b>			
<ul style="list-style-type: none"> <li>● 2.2.2.MSC.6: Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.</li> <li>● 2.2.2.MSC.7: Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.</li> <li>● 2.2.2.PF.4: Demonstrate strategies and skills that enable team and group members to achieve goals.</li> <li>● 2.2.2.LF.3: Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).</li> <li>● 2.2.2.N.1: Explore different types of foods and food groups.</li> <li>● 2.2.2.N.3: Differentiate between healthy and unhealthy eating habits.</li> </ul>			
<b>Interdisciplinary Connections:</b>		<b>Computer Science &amp; Design Thinking:</b>	
<p><b>6.3.4.A.1</b> Determine what makes a good rule or law and apply this learning to rules and laws in your school or community (e.g. Students will explain rules for good behaviors during activities.)</p> <p><b>VA:Re.7.2.Ka:</b> Describe what an image represents. (e.g. Students will describe what good teamwork looks like).</p>		<p><b>8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device</b> (e.g. Students will sort foods into appropriate food groups).</p>	
<b>Career Readiness, Life Literacies, and Key Skills:</b>			
<p><b>9.1.2.RM.1:</b> Describe how valuable items might be damaged or lost and ways to protect them. (e.g. Students will come up with ways to keep their belongings safe so they do not get damaged)</p> <p><b>9.4.2.CT.1:</b> Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g. Students will discuss how to eat healthy and teach people about the food groups)</p>			

**UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS**

***Essential Questions:***

- How can I use good behaviors when I work with others?
- Why is it important to show kindness during activities?
- How can I stay healthy and safe?

***Enduring Understandings:***

- Teamwork consists of effective communication and respect among class and team members.
- Exploring wellness components provide a foundational experience of physical movement activities.
- Understanding the principles of a balanced nutritional plan assists in making nutrition-related decisions that will contribute to wellness.

**STUDENT LEARNING OBJECTIVES**

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p><b><i>Students will know:</i></b></p> <ul style="list-style-type: none"> <li>-teamwork strategies</li> <li>-mindfulness breathing</li> <li>-mindfulness stretching</li> <li>-food groups</li> </ul>	<p><b><i>Students will be able to:</i></b></p> <ul style="list-style-type: none"> <li>-work together cooperatively to accomplish tasks</li> <li>-understand that breathing helps to calm and focus yourself</li> <li>-demonstrate physical fitness through stretching</li> <li>-categorize foods into the correct food groups</li> </ul>

**ASSESSMENT OF LEARNING**

<p><b>Summative Assessment</b> (Assessment at the end of the learning period)</p>	<ul style="list-style-type: none"> <li>● Work cooperatively in groups                             <ul style="list-style-type: none"> <li>○ solve problem</li> <li>○ create a plan</li> <li>○ show empathy</li> <li>○ conflict resolution</li> </ul> </li> </ul>
<p><b>Formative Assessments</b> (Ongoing assessments during the learning period to inform instruction)</p>	<ul style="list-style-type: none"> <li>● Observation:                             <ul style="list-style-type: none"> <li>○ discussions</li> <li>○ participation</li> <li>○ behaviors</li> <li>○ interactions with others</li> </ul> </li> <li>● Writing/drawing</li> </ul>

<b>Alternative Assessments</b> (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	<ul style="list-style-type: none"> <li>● Project</li> <li>● Role-Play</li> </ul>
<b>Benchmark Assessments</b> (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	<ul style="list-style-type: none"> <li>● Kindergarten <a href="#">Benchmark Assessment</a></li> </ul>
<b>RESOURCES</b>	
<b>Core instructional materials:</b> <i>Health Waves Program</i> <i>Second Step Program</i>	
<b>Supplemental materials:</b> <a href="#">Unit 3 Lesson Ideas</a> <b>Responsive Classroom Practices</b> <b>Social Thinking Lessons</b>	
<b>Modifications for Learners</b>	
See <a href="#">appendix</a>	