

PITTSGROVE TOWNSHIP SCHOOL DISTRICT



Course Name: Kindergarten Health	Grade Level(s): K
Department: PE/Health	Credits: N/A
BOE Adoption Date: 9/15/2022	Revision Date(s):

Course Description

The Kindergarten health curriculum will focus on personal growth and development. Students will learn that individuals enjoy different activities and grow at different rates. They will learn about personal hygiene and self-help skills to promote healthy habits. The students will learn about community health services and supports. The Kindergarten students will learn that there are people in the community that work to keep others safe. Lessons will explore how individuals face a variety of situations that may result in different types of feelings and learning how to talk about their feelings is important. The curriculum will also focus on emotional health. Many factors influence how we think about ourselves and others. There are different ways that individuals handle stress, and students will explore positive ways to handle stress. All students will acquire the knowledge and skills of what is most essential to become individuals who possess health and physical literacy and pursue a life of wellness by developing the habits necessary to live healthy, productive lives that positively impact their families, schools, and communities.

Mission Statement

The Pittsgrove Township School District believes in growing all learners to thrive. The district offers an intellectually rigorous, dynamic curriculum aligned to state and national standards coupled with research-based practices in classrooms. The Pittsgrove Township School District strives to highlight critical thinking, problem-solving, intercultural literacy, digital literacy, collaboration, innovation, and a growth mindset as part of the instructional core of learning. The district provides high quality resources to provide young people the knowledge they need to approach the future as leaders and learners.

Curriculum & Instruction Goals

1. To ensure students are college and career ready upon graduation
2. To vertically and horizontally align curriculum PreK-12 to ensure successful transition of students at each grade level
3. To identify individual student strengths and weaknesses utilizing various assessment measures (formative, summative, alternative, etc.) so as to differentiate instruction while meeting the rigor of the applicable content standards
4. To improve student achievement as assessed through multiple measures including, but not limited to, state testing, local assessments, and ongoing progress monitoring

How to Read this Document

This curricular document contains both a *pacing guide* and *curriculum units*. The pacing guide serves to communicate an estimated timeframe as to *when* critical knowledge and skills will be taught throughout the year. The pacing, however, may differ slightly depending upon the unique needs of each learner. The *curriculum units* contain more detailed information as to the content, goals, objectives, instructional strategies, resources, and assessments.

NJ Administrative Code and Statutes Key

^=Amistad Law

O=Diversity & Inclusion Law

<>=Holocaust

+ =LGBT and Disabilities Law

***=AAPI (Asian American and Pacific Islanders)**

\$=Financial Literacy

Use this key to understand where the NJ mandates are being implemented in the K-12 curriculum units.

Pacing Guide

Course Title: Kindergarten Health

Unit Title	Duration/ Month(s)	Related Standards	Learning Goals	Critical Knowledge and Skills
<p>Personal Growth and Development</p>	<p>3 Days</p>	<ul style="list-style-type: none"> • 2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy. • 2.1.2.PGD. 2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth). • 2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness. • 2.1.2.PGD.4: Use correct terminology to identify body parts and explain how body parts work together to support 	<p>The students will be able to:</p> <p>Students will understand that different activities are important for healthy living and wellness. ○</p> <p>Students will understand how growth changes the body.</p> <p>Students will learn how to take care of the body through basic personal hygiene practices.</p>	<ul style="list-style-type: none"> • Identify how individuals enjoy different activities and grow at different rates. ○ • Define personal hygiene and what are some self-help skills promote healthy habits. • Identify personal hygiene practices. • Identify body parts & how they work.

		wellness.		
Community Health Services and Support	1-2 Days	<ul style="list-style-type: none"> • 2.1.2.CHSS.1: Identify community professionals and school personnel who address health emergencies and provide reliable health information to us. • 2.1.2.CHSS.2: Determine where to access home, school and community health professionals. • 2.1.2.CHSS.3: Demonstrate how to dial and text 911 in case of an emergency. • 2.1.2.CHSS.4: Describe how climate change affects the health of individuals, plants and animals. 	<p>The students will be able to:</p> <p>Learn about resources in the school and community for important health information & guidance. O</p> <p>Learn about health professions and how to access them.</p> <p>Understand the importance of a 911 call.</p> <p>Explain what climate is and how it affects our lives.</p>	<ul style="list-style-type: none"> • Identify people in the community who work to keep us safe. • List health professionals. • Identify emergency number 911 and it's seriousness. • Identify how climate change affects us and our environment.

Emotional Health	1-3 Days	<ul style="list-style-type: none"> • 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. • 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities. • 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs). • 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors. • 2.1.2.EH.5: Explain healthy ways of coping with stressful situations. 	<p>The students will be able to:</p> <p>Understand what character & character traits are.</p> <p>Understand how one's character can affect others. ○</p> <p>Understand how to control their emotions & behaviors.</p> <p>Demonstrate positive ways of how to handle stressful situations.</p>	<ul style="list-style-type: none"> • Define character. • Identify how character affects ourselves & others. ○ • Identify responsible traits. • Identify the ways we control ourselves in various settings. • Identify ways to express our emotions positively. • Identify ways to deal with stress.
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Instructional Unit Map

Course Title: Health Kindergarten

Unit Title	Personal Growth and Development		Start Date:	Trimester 1/Trimester 2
			Length of Unit:	3 Days
Content Standards <i>What do we want them to know, understand, & do?</i>	<ul style="list-style-type: none"> • 2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy. • 2.1.2.PGD. 2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth). • 2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness. • 2.1.2.PGD.4: Use correct terminology to identify body parts and explain how body parts work together to support wellness. 	Learning Goals	<p>Students will understand that different activities are important for healthy living & wellness. O</p> <p>Students will understand how growth changes the body.</p> <p>Students will learn how to take care of the body through basic personal hygiene practices.</p>	
Essential Questions	<ul style="list-style-type: none"> • Why is it important to follow healthy practices? • What are concerted healthy habits? 			

Assessments <i>How will we know they have gained the knowledge & skills?</i>	Formative	Summative		Alternative
	<ul style="list-style-type: none"> • Worksheets • Discussion (Q &A) • Demonstration 	<ul style="list-style-type: none"> • Verbal Quiz • Class participation 		<ul style="list-style-type: none"> • Demonstration
Unit Pre-Assessment(s) <i>What do they already know?</i>	<ul style="list-style-type: none"> • Q & A • Class discussion 			
Instructional Strategies/Student Activities	<ul style="list-style-type: none"> • Teacher led explanation of unit content • Watch instructional videos • Turn and Talk • Demonstration • Drawing 			
Instructional/Assessment Scaffolds <i>(Modifications /Accommodations) – planned for prior to instruction</i>	English Language Learners	Special Education Learners	Struggling Learners	Advanced Learners
	<ul style="list-style-type: none"> • Word/picture wall • Demo activities (preferred seating if needed) • Partners for help/encouragement • Immediate feedback • Individual exp/demo • Q & A • Read aloud as group 	<ul style="list-style-type: none"> • Word/picture wall • Demo activities (preferred seating if needed) • Partner help • Immediate 	<ul style="list-style-type: none"> • Word/picture wall • Modify lesson • Provide extra time • “One on one” instruction • Q & A • Read aloud as group 	<ul style="list-style-type: none"> • Allow students to help with groups or “One on one” instruction • Independent work

		feedback <ul style="list-style-type: none"> ● Individual exp/demo ● Extra time ● Q & A ● Read aloud as group 		
Differentiated Instructional Methods: <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i>	Access (Resources and/or Process)		Expression (Products and/or Performance)	
	<ul style="list-style-type: none"> ● Explanation of overall unit ● Show instructional videos (short clips of content) ● Class discussions of content ● Q & A ● Visuals 		<ul style="list-style-type: none"> ● Worksheets ● Whiteboard ● Group work ● Demonstration ● Role Play 	
Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	Tier II: hand washing, growth, soap, water, shower, bathe, habits, hair, comb, brush, body, rest, cough Tier III: personal hygiene, healthy practices, safe practices, wellness, health			
Integration of Technology SAMR	<ul style="list-style-type: none"> ● Computer Technology (I-Pads) ● Use of LCD projector or Smart Boards (interactive board for activities) 			
Interdisciplinary Connections NJ Student Learning Standards	(K-PS3-1), (K-PS3-2) Cause and Effect Events have causes that generate observable patterns.			

21st Century Themes/Skills P21 Framework	Themes	Skills
	Health Literacy	<ul style="list-style-type: none"> ● Creativity ● Critical thinking ● Communication ● Collaboration
Resources/Materials	YouTube/BrainPop Jr “Personal Hygiene” “10 Steps to Washing Your Hands” “Health Best Practices-Personal Hygiene”	

Instructional Unit Map			
Course Title: Health Kindergarten			
Unit Title	Community Health Services and Support	Start Date:	Trimester 2
		Length of Unit:	1-2 Days
Content Standards <i>What do we want them to know, understand, & do?</i>	<ul style="list-style-type: none"> ● 2.1.2.CHSS.1: Identify community professionals and school personnel who address health emergencies and provide reliable health information to us. 	Learning Goals	Learn about resources in the school & community for important health information & guidance. O Learn about health professions and how to access them.

	<ul style="list-style-type: none"> • 2.1.2.CHSS.2: Determine where to access home, school and community health professionals. • 2.1.2.CHSS.3: Demonstrate how to dial and text 911 in case of an emergency. • 2.1.2.CHSS.4: Describe how climate change affects the health of individuals, plants and animals. 		<p>Understand the importance of a 911 call.</p> <p>Explain what climate is and how it affects our lives.</p>
Essential Questions	<p>How can community members help keep us safe? How does our environment affect our health?</p>		
Assessments <i>How will we know they have gained the knowledge & skills?</i>	Formative	Summative	Alternative
	<ul style="list-style-type: none"> • Worksheets • Q & A 	<ul style="list-style-type: none"> • Verbal Quiz • Class participation 	<ul style="list-style-type: none"> • Demonstration
Unit Pre-Assessment(s) <i>What do they already know?</i>	<ul style="list-style-type: none"> • Q & A • Class discussion 		
Instructional Strategies/Student Activities	<ul style="list-style-type: none"> • Teacher led explanation of unit content • Teacher led discussion about community health • Worksheets • Q & A • Watch instructional videos • Turn and Talk 		

	<ul style="list-style-type: none"> ● Demonstration ● Drawing 			
Instructional/Assessment Scaffolds <i>(Modifications /Accommodations) – planned for prior to instruction</i>	English Language Learners	Special Education Learners	Struggling Learners	Advanced Learners
	<ul style="list-style-type: none"> ● Word/picture wall ● Demo activities (preferred seating if needed) ● Partners for help/encouragement ● Immediate feedback ● Individual exp/demo ● Q & A ● Read aloud as group 	<ul style="list-style-type: none"> ● Word/picture wall ● Demo activities (preferred seating if needed) ● Partner help ● Immediate feedback ● Individual exp/demo ● Extra time ● Q & A ● Read aloud as a group 	<ul style="list-style-type: none"> ● Word/picture wall ● Modify lesson ● Provide extra time ● “One on one” instruction ● Q & A ● Read aloud as group 	<ul style="list-style-type: none"> ● Allow students to help with groups or “One on one” instruction ● Independent work

Differentiated Instructional Methods:	Access (Resources and/or Process)	Expression (Products and/or Performance)
<p>Differentiated Instructional Methods: (Multiple means for students to access content and multiple modes for student to express understanding)</p>	<ul style="list-style-type: none"> ● Explanation of overall unit ● Show videos ● Class discussions of content ● Q & A 	<ul style="list-style-type: none"> ● Worksheets ● Whiteboard ● Group work ● Demonstration
<p>Vocabulary Highlight key vocabulary (both Tier II and Tier III words)</p>	<p>Tier II: health, habits, safe, emergency, information, weather</p> <p>Tier III: community, professionals, climate</p>	
<p>Integration of Technology SAMR</p>	<ul style="list-style-type: none"> ● Computer Technology (I-Pads) ● Use of LCD projector or Smart Boards (interactive board for activities) 	
<p>Interdisciplinary Connections NJ Student Learning Standards</p>	<p>Social Studies:</p> <ul style="list-style-type: none"> ● 6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority. ● 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community. ● 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence). <p>ESS3.C: Human Impacts on Earth Systems - Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air, and other living things. (secondary to KESS2-2)</p>	

21st Century Themes/Skills P21 Framework	Themes	Skills
	<ul style="list-style-type: none"> • Civic Responsibility 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school, and community.	<ul style="list-style-type: none"> • Creativity • Critical thinking • Communication • Collaboration
Resources/Materials	https://www.youtube.com/watch?v=qC1VyG6x4cY https://www.youtube.com/watch?v=jt2q1cHsH6E https://www.youtube.com/watch?v=jDCApcofZog	

Instructional Unit Map			
Course Title: Kindergarten Health			
Unit Title	Emotional Health	Start Date:	Trimester 2/3
		Length of Unit:	2-3 Days
Content Standards <i>What do we want them to know, understand, & do?</i>	<ul style="list-style-type: none"> • 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings 	Learning Goals	Understand what character & character traits are. Understand how one's character can affect others. O

	<p>and actions of oneself and others.</p> <ul style="list-style-type: none"> • 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities. • 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs). • 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors. • 2.1.2.EH.5: Explain healthy ways of coping with stressful situations. 		<p>Understand how to control their emotions & behaviors.</p> <p>Demonstrate positive ways of how to handle stressful situations.</p>
Essential Questions	<p>How do you define character and how can it affect how you treat others? What are considered responsible traits? What ways do we show emotion? How does stress affect individuals?</p>		
Assessments <i>How will we know they have gained the knowledge & skills?</i>	Formative	Summative	Alternative
	<ul style="list-style-type: none"> • Worksheets • Q & A 	<ul style="list-style-type: none"> • Verbal Quiz • Class participation 	<ul style="list-style-type: none"> • Demonstration
Unit Pre-Assessment(s) <i>What do they already know?</i>	<ul style="list-style-type: none"> • Q & A • Class discussion 		

Instructional Strategies/Student Activities	<ul style="list-style-type: none"> ● Teacher led explanation of unit content ● Teacher led discussion about emotional health ● Worksheet ● Q & A ● Watch instructional videos ● Turn and Talk ● Demonstration ● Drawing 			
Instructional/Assessment Scaffolds <i>(Modifications /Accommodations) – planned for prior to instruction</i>	English Language Learners	Special Education Learners	Struggling Learners	Advanced Learners
	<ul style="list-style-type: none"> ● Word/picture wall ● Demo activities (preferred seating if needed) ● Partners for help/encouragement ● Immediate feedback ● Individual exp/demo ● Q & A ● Read aloud as group 	<ul style="list-style-type: none"> ● Word/picture wall ● Demo activities (preferred seating if needed) ● Partner help ● Immediate feedback ● Individual exp/demo ● Extra time ● Q & A ● Read aloud as group 	<ul style="list-style-type: none"> ● Word/picture wall ● Modify lesson ● Provide extra time ● “One on one” instruction ● Q & A ● Read aloud as a group 	<ul style="list-style-type: none"> ● Allow students to help with groups or “One on one” instruction ● Independent work

Differentiated Instructional Methods: <i>(multiple means for students to access content and multiple modes for student to express understanding)</i>	Access (Resources and/or Process)		Expression (Products and/or Performance)	
	<ul style="list-style-type: none"> ● Explanation of overall unit ● Show videos ● Class discussions of content ● Q & A 		<ul style="list-style-type: none"> ● Worksheets ● Whiteboard ● Group work ● Demonstration 	
Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	Tier II: friends, family, emotions, happy, sad, anger, good, bad, ways, conflict Tier III: character, stress, coping skills, responsibility, traits, control			
Integration of Technology SAMR	<ul style="list-style-type: none"> ● Computer Technology (I-Pads) ● Use of LCD projector or Smart Boards (interactive board for activities) 			
Interdisciplinary Connections NJ Student Learning Standards	6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions. 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).			

21 st Century Themes/Skills P21 Framework	Themes	Skills
	Health Literacy	<ul style="list-style-type: none"> •Creativity •Critical thinking •Communication •Collaboration
Resources/Materials	https://www.youtube.com/watch?v=orwJMbveSnU https://www.youtube.com/watch?v=ReP9CjQW3P4 https://www.youtube.com/watch?v=Myf2CUx9E60 https://www.youtube.com/watch?v=B7hOnTAzL8Q https://www.youtube.com/watch?v=6ASAC_9wTDk TPT- handouts	