

WALDWICK SCHOOL DISTRICT

Administrative Offices
155 Summit Avenue
Waldwick, NJ 07463



Health Education Curriculum Guide

Kindergarten

Adoption Date: August 15, 2022

WALDWICK SCHOOL DISTRICT
Health Curriculum- Kindergarten

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COURSE DESCRIPTION

The Mission of the K-2 Health Education program is to provide each student the opportunity for maximum intellectual, physical, social and emotional development. It is our belief that education is a continuous life-long process, which allows each student to continuously strive to maximize all of his or her capabilities. It is our hope that each student will develop into a health educated and socially responsible life-long learner. We also believe that the benefits of a comprehensive health education program will not only develop lifelong learners but foster workplace skills, including problem solving, communication, cooperation, utilizing technology, and responsible decision making. Our students will have a foundation for an active, healthy and productive life, which will enable them to be a contributing member of society.

In addition to content-based knowledge and skills, this curriculum integrates the skills, knowledge, and expertise of Career Readiness, Life Literacies, and Key Skills as well as Computer Science and Design Thinking. These skills, when used in combination with standards-based content, ensure that students are prepared for success in today's challenging environment. In this course, students will examine the relationships of the past to the present, solve challenging, authentic problems, accept the responsibility of supporting a group by improving their own skill sets, identify interdisciplinary connections, utilize technology to solve problems, etc.

*The K-2 unit entitled "Family Life" contains standards related to sexual health. At the K-2 level, the purpose of this instruction is to teach students skills to prevent child abuse and give students the foundational skills needed to understand concepts taught at the 3-5 grade band. In addition, the standards related to gender identity and family structure at this grade band are to create an inclusive environment where everyone is accepted. In the state of New Jersey, parents/guardians may "opt out" of instruction in health, family life education, or sex education that is in conflict moral or religious beliefs ([18A:35-4.7. Parent's statement of conflict with conscience](#)). Parents/ Guardians wishing to opt out of any such instruction should notify the building principal.

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PACING GUIDE

Unit Number	Unit Title	Suggested Timeframe
1	Nutrition	4 lessons
2	Personal Growth	4 lessons
3	My Community	4 lessons
4	Safety	4 lessons
5	Social/Emotional Health	4 lessons
6	Family Life*	4 lessons

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Unit 1: Nutrition	Pacing Guide: 4 lessons	Standards	
Essential Questions <ul style="list-style-type: none"> • Why is it important to take care of myself? • Why should I eat healthy foods? 	Enduring Understandings <ul style="list-style-type: none"> • I can practice healthy habits to take care of myself. • Some foods, such as fruits and vegetables, can help me grow and be healthy. 	2.2.2.N.1: Explore different types of foods and food groups. 2.2.2.N.2: Explain why some foods are healthier to eat than others. 2.2.2.N.3: Differentiate between healthy and unhealthy eating habits.	
Summative Assessment <ul style="list-style-type: none"> ✓ SWBAT categorize food into food groups. 2.2.2.N.1 ✓ SWBAT identify foods that are healthy when given a choice of various foods. Students will explain why they chose those items. 2.2.2.N.2, 2.2.2.N.3 			
Formative Assessments <ul style="list-style-type: none"> • Teacher observation • Student behavior • Discussions • Exit tickets 		Materials <ul style="list-style-type: none"> • Play food or pictures of food to categorize • My Plate visuals 	
Suggested Activities: <ul style="list-style-type: none"> • Show students the My Plate visual about eating healthy foods. Explain the different food groups and discuss how those foods keep us healthy (K-LS1-1) • Watch a video about healthy foods (8.1.2.CS.1). Have students share their favorite healthy foods. Identify the food group. Sesame Street Song- Hurray Hurray for Broccoli • Mystery Food Box Lesson- "Food and Drink to Grow On" • Eat Your Colors- Watch the video and complete the activity Food and Drink to Grow On" • Have students share their favorite foods to have at home or during their favorite holiday. Discuss how people eat different foods in different cultures. (9.4.2.GCA:1) • K-2 Health Education Activities 		Differentiation for Diverse Learners	
		<i>Reinforcement:</i> <ul style="list-style-type: none"> • Preview vocabulary beforehand • Sort foods into two groups (healthy/unhealthy) instead of by food group 	
		<i>Enrichment:</i> <ul style="list-style-type: none"> • Bring in food items from home and look at ingredients to discuss which ones are healthy or not healthy • Create a grocery list of healthy foods 	
Suggested Materials <ul style="list-style-type: none"> • Magazines with pictures of foods • Paper, crayons, glue sticks • Read alouds related to healthy eating 	Suggested Websites <ul style="list-style-type: none"> • My Plate Resources • Kids Health- Nutrition • PBS Learning Media • Healthy Eating Tips for Parents 		

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Interdisciplinary Connections

- Science: K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive
- SEL Competencies: Self-Management and Responsible Decision-Making
- Career Readiness, Life Literacies, and Key Skills: 9.4.2.GCA:1 Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals
- Computer Science and Design Thinking: 8.1.2.CS.1 Select and operate computing devices that perform a variety of tasks accurately and quickly based on use needs and preferences

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Unit 2: Personal Growth	Pacing Guide: 4 lessons	Standards
<p>Essential Questions</p> <ul style="list-style-type: none"> ● Why is it important to take care of myself? ● What can I do to keep my body healthy? 	<p>Enduring Understandings</p> <ul style="list-style-type: none"> ● I can practice healthy habits to take care of myself. ● I know how to use my body to stay active and healthy. 	<p>2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy.</p> <p>2.1.2.PGD. 2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).</p> <p>2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness.</p> <p>2.1.2.PGD.4: Use correct terminology to identify body parts and explain how body parts work together to support wellness.</p> <p>2.1.2.CHSS.4: Describe how climate change affects the health of individuals, plants and animals</p> <p>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.</p> <p>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).</p> <p>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,</p>
<p>Summative Assessment</p> <ul style="list-style-type: none"> ✓ SWBAT identify how activity helps keep our bodies healthy by engaging in various activities and discussing their benefits. The students will identify different body parts and how they play a role in wellness by acting out different activities. 2.1.2.PGD.1, 2.1.2.PGD.4 ✓ SWBAT list and practices ways to stay healthy such as washing hands, brushing teeth, etc. 2.1.2.PGD.2, 2.3.2.HCDM.2, 2.3.2.HCDM.3 ✓ SWBAT explain what it means to practice wellness after listening to a read aloud with various examples 2.1.2.PGD.3 ✓ SWBAT identify what plants and animals need to live by differentiating between needs and wants. Then the class will discuss what happens to people and animals when those needs aren’t met. Students will discuss ways to help. 2.1.2.CHSS.4, 2.3.2.HCDM.1 		

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	cardiovascular diseases).
<p>Formative Assessments</p> <ul style="list-style-type: none"> • Teacher observation • Student behavior • Discussions • Exit tickets 	<p>Materials</p> <ul style="list-style-type: none"> • sink, hand soap, and towels to demonstrate washing hands • Toothbrush, toothpaste, floss to show students how to brush teeth • Information on different movement activities and how that affects the body
<p>Suggested Activities:</p> <ul style="list-style-type: none"> • Movement activity- various exercises, teacher explains the body parts used in the exercises and how using them relates to health and wellness • Demonstrate how students can protect themselves from germs- brushing teeth, washing hands, coughing into arm • Read aloud "How Do Dinosaurs Get Well Soon?" by Jane Yolen and Mark Teague- discuss as a class what it means to "get well" and identify any activities we engage in that encourage wellness • The Morning Routine- Daniel Tiger Video and Activity- Discuss how everyone has different practices at home but we all practice the same activities to stay well. Students may share something from their home/culture with the class that is a part of their daily routine 9.4.2.GCA:1, 8.1.2.CS.1 • "How Did That Get In My Lunchbox?"- Book that provides students with information on where our food comes from to reinforce what plants need to live • Have students list what they think plants and animals need to live. Then the teacher will explain the difference between wants and needs. They will list "needs". The teacher will explain that climate change can impact animals and plants having their needs met. Students will discuss ways to help (e.g., recycling, conserving water, etc.) K-LS1-1 • Hand Washing Poster • K-2 Health Education Activities 	<p>Differentiation for Diverse Learners</p>
	<p><i>Reinforcement:</i></p> <ul style="list-style-type: none"> • Provide students with a checklist with pictures of the steps to complete tasks such as brushing teeth and washing hands • Preview vocabulary and use visuals when available • Give students multiple choice options instead of having them list
<p>Suggested Materials</p> <ul style="list-style-type: none"> • Additional texts about wellness practices • Visuals about germs 	<p>Suggested Websites</p> <ul style="list-style-type: none"> • PBS Learning Media • Kids Health- Personal Health • Brainpop Jr

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<p>and how they get into your body</p> <ul style="list-style-type: none">• "Llama Llama Home With Mama" by Anna Dewdney	
<p>Interdisciplinary Connections</p> <ul style="list-style-type: none">➤ Science: K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive➤ SEL Competencies: Self-Management and Responsible Decision-Making➤ Career Readiness, Life Literacies, and Key Skills: 9.4.2.GCA:1 Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals➤ Computer Science and Design Thinking: 8.1.2.CS.1 Select and operate computing devices that perform a variety of tasks accurately and quickly based on use needs and preferences	

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Unit 3: My Community	Pacing Guide: 4 lessons	Standards
<p>Essential Questions</p> <ul style="list-style-type: none"> • Who helps our community to stay safe? • What should I do if I need help? 	<p>Enduring Understandings</p> <ul style="list-style-type: none"> • I know the people in my community who are helpers. • I can go to teachers, families, and community helpers to assist me. • I know when I need help. 	<p>2.1.2.CHSS.1: Identify community professionals and school personnel who address health emergencies and provide reliable health information to us.</p> <p>2.1.2.CHSS.2: Determine where to access home, school and community health professionals.</p> <p>2.1.2.CHSS.3: Demonstrate how to dial and text 911 in case of an emergency.</p> <p>2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared.</p> <p>2.1.2.CHSS.6: Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals).</p>
<p>Summative Assessment</p> <ul style="list-style-type: none"> ✓ SWBAT identify community helpers and health professionals (e.g., school nurse, teacher, principal, counselor, police officer, firefighter, EMS, etc.) and discuss how they help our community 2.1.2.CHSS.1, 2.1.2.CHSS.2 ✓ SWBAT identify emergency situations and how to access help by reading a story and discussing with the teacher 2.1.2.CHSS.2, 2.1.2.CHSS.3 ✓ SWBAT identify feelings and situations that may cause someone to have negative feelings 2.1.2.CHSS.5 ✓ SWBAT identify community helpers that can help someone express their feelings 2.1.2.CHSS.6 		
<p>Formative Assessments</p> <ul style="list-style-type: none"> • Teacher observation • Student behavior • Discussions • Exit tickets 		<p>Materials</p> <ul style="list-style-type: none"> • Pictures of school and community helpers • Books about feelings • Books that show a character handling an emergency
<p>Suggested Activities:</p> <ul style="list-style-type: none"> • Take the students on a tour of the school. Introduce them to different staff members such as the nurse, counselor, custodians, main office staff, etc. • Show the students pictures of videos of different people in the community who are helpers • Video of different health professionals • Identify feelings, group positive and negative feelings. What are situations where we would feel good feelings? What are situations where we might feel bad feelings? Discuss ways to help classmates and ourselves when we experience bad feelings. 		<p style="text-align: center;">Differentiation for Diverse Learners</p> <p><i>Reinforcement:</i></p> <ul style="list-style-type: none"> • Preview vocabulary beforehand and include visuals when possible • Provide vocabulary in Spanish • Give students options to choose from when having them identify situations that

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<ul style="list-style-type: none"> ● Read “Bear Feels Sick” by Karma Wilson and Jane Chapman. How does Bear feel? What do his friends do to help? Is this an emergency? How would you help a friend who wasn’t feeling well? RL.K.1 , 9.4.2.CT.2 ● Review helpers in our community. Review some sentence starters for students to communicate their feelings. Draw pictures and write a sentence about a time when they felt happy and a time when they felt sad. ● Read “Froggy Goes to the Doctor” by Jonathan London. Discuss what the doctor does to keep us healthy. ● Watch the video on Community Helpers and answer the questions as a class 8.1.2.CS.1 ● K-2 Health Education Activities 	<p>may lead to negative feelings</p> <ul style="list-style-type: none"> ● Use pictures when discussing scenarios 	
<p>Suggested Materials</p> <ul style="list-style-type: none"> ● Additional texts and/or videos about community helpers 	<p>Suggested Websites</p> <ul style="list-style-type: none"> ● PBS Learning Media ● Kids Health- Personal Health ● Brainpop Jr 	
<p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> ➤ Language Arts: RL.K.1 With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how). ➤ SEL Competencies: Self-Management and Responsible Decision-Making ➤ Career Readiness, Life Literacies, and Key Skills: 9.4.2.CT.2 Identify possible approaches and resources to execute a plan ➤ Computer Science and Design Thinking: 8.1.2.CS.1 Select and operate computing devices that perform a variety of tasks accurately and quickly based on use needs and preferences 		

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Unit 4: Safety	Pacing Guide: 4 lessons	Standards
<p>Essential Questions</p> <ul style="list-style-type: none"> ● What can I do to stay safe? ● How can I make good choices? ● What are warning symbols and what do they mean? ● What is medicine and how should it be used safely? 	<p>Enduring Understandings</p> <ul style="list-style-type: none"> ● I can follow safety rules. ● I can make good choices that keep me safe during indoor and outdoor activities. ● I know what warning symbols mean and how they can keep me safe. ● I know the safe way to use medication. 	<p>2.3.2.PS.1: Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.</p> <p>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).</p> <p>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).</p> <p>2.3.2. PS.4: Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol).</p> <p>2.3.2.ATD.1: Explain what medicines are, how they are used, and the importance of utilizing medications properly.</p>
<p>Summative Assessment</p> <ul style="list-style-type: none"> ✓ SWBAT identify ways the character practices safety after listening to a text. 2.3.2.PS.1 ✓ SWBAT list ways to stay safe during indoor and outdoor activities. 2.3.2.PS.2 ✓ SWBAT identify basic warning symbols and retell their meanings. 2.3.2.PS.4 ✓ SWBAT summarize how medicines should be used and safety procedures for using them. 2.3.2.ATD.1 		
<p>Formative Assessments</p> <ul style="list-style-type: none"> ● Teacher observation ● Student behavior ● Discussions ● Exit tickets 		<p>Materials</p> <ul style="list-style-type: none"> ● “How Dinosaurs Stay Safe” by Jane Yolen and Mark Teague ● Pictures of common warning symbols
<p>Suggested Activities:</p> <ul style="list-style-type: none"> ● Read “How do Dinosaurs Stay Safe?” by Jane Yolen and Mark Teague. Have students share how the dinosaur stays safe. RL.K.1 ● Make a list of indoor and outdoor activities. Have students brainstorm ways to stay safe during these activities. 9.4.2.CT.2 ● Show students safety signs using the computer and explain their meaning 8.1.2.CS.1 		<p style="text-align: center;">Differentiation for Diverse Learners</p> <p><i>Reinforcement:</i></p> <ul style="list-style-type: none"> ● Have students match warning symbols to the meaning ● Have students match safety

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<ul style="list-style-type: none"> • K-2 Health Education Activities 	<p>procedures with the activity</p> <ul style="list-style-type: none"> • Preview vocabulary- use visuals when possible 	
<p><i>Enrichment:</i></p> <ul style="list-style-type: none"> • Students create a poster or skit to teach safety techniques to classmates • Students write a short story about a character practicing safety skills 		
<p>Suggested Materials</p> <ul style="list-style-type: none"> • 	<p>Suggested Websites</p> <ul style="list-style-type: none"> • PBS Learning Media • Kids Health- Personal Health • Brainpop Jr 	
<p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> ➤ Language Arts: RL.K.1 With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how). ➤ SEL Competencies: Self-Management and Responsible Decision-Making ➤ Career Readiness, Life Literacies, and Key Skills: 9.4.2.CT.2 Identify possible approaches and resources to execute a plan ➤ Computer Science and Design Thinking: 8.1.2.CS.1 Select and operate computing devices that perform a variety of tasks accurately and quickly based on use needs and preferences 		

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Unit 5: Social/Emotional Health	Pacing Guide: 4 lessons	Standards
Essential Questions <ul style="list-style-type: none"> ● What is character? ● How can I be responsible? ● How can I manage my emotions? ● How do I know if a relationship is healthy? ● What can I do if I disagree with someone? ● What is bullying and what can I do about it? 	Enduring Understandings <ul style="list-style-type: none"> ● I know the meaning of character and how people show their character. ● I know how to be responsible for myself. ● I have tools for identifying and managing my emotions. ● I know when a relationship is healthy. ● I know what to do when I disagree with someone. ● I know what bullying is and what to do about it. 	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.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.SSH.5: Identify basic social needs of all people. 2.1.2.SSH.6: Determine the factors that contribute to healthy relationships. 2.1.2.SSH.9: Define bullying and teasing and explain why they are wrong and harmful.
Summative Assessment <ul style="list-style-type: none"> ✓ SWBAT listen to a read aloud and discuss the character. 2.1.2.EH.1 ✓ SWBAT self-control in various situations and practice strategies for controlling emotions 2.1.2.EH.3, 2.1.2.EH.4 ✓ SWBAT list the basic social needs of people and discuss an example of a healthy friendship from a text 2.1.2.SSH.5, 2.1.2.SSH.6 ✓ SWBAT identify and practice anti-bullying strategies 2.1.2.SSH.9 		
Formative Assessments <ul style="list-style-type: none"> ● Teacher observation ● Student behavior ● Discussions ● Exit tickets 		Materials <ul style="list-style-type: none"> ● Texts with distinct characters that students could discuss ● Smartboard, computer to view BrainPop videos
Suggested Activities: <ul style="list-style-type: none"> ● Read a book with a distinct main character. Have students list what they know about the character and how they are. Explain that we learn about people by their thoughts, feelings, and actions. RL.K.1 ● Read "How Do Dinosaurs Play with Their Friends?" by Jane Yolen and Mark Teague ● Watch the Sesame Street video: Stop and Think. Explain what happens in our body when we are excited or have big feelings. Model how to manage our big emotions. 		Differentiation for Diverse Learners <i>Reinforcement:</i> <ul style="list-style-type: none"> ● Preview vocabulary before lessons, provide visuals when possible ● Give students a list of traits to help them identify traits exhibited in the character

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<p>Have students draw a picture of when they need to stop and think. 9.4.2.CT.2, 8.1.2.CS.1</p> <ul style="list-style-type: none"> ● What Brainpop Jr video on Friends and complete the activity ● Watch BrainPop Jr video on Bullying and complete the activity ● Coping with Bullying Lesson Plan ● K-2 Health Education Activities 	<ul style="list-style-type: none"> ● Give students a list of actions to take when they witness teasing/bullying to help create clear steps 	
<p><i>Enrichment:</i></p> <ul style="list-style-type: none"> ● Have students interview classmates to compile a list of traits classmates want in a friend. Create a bar graph and present to the class. 		
<p>Suggested Materials</p> <ul style="list-style-type: none"> ● Various texts and videos showing healthy and unhealthy relationships 	<p>Suggested Websites</p> <ul style="list-style-type: none"> ● PBS Learning Media ● Kids Health- Personal Health ● Brainpop Jr 	
<p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> ➤ Language Arts: RL.K.1 With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how). ➤ SEL Competencies: Self-Management and Responsible Decision-Making ➤ Career Readiness, Life Literacies, and Key Skills: 9.4.2.CT.2 Identify possible approaches and resources to execute a plan ➤ Computer Science and Design Thinking: 8.1.2.CS.1 Select and operate computing devices that perform a variety of tasks accurately and quickly based on use needs and preferences 		

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Unit 6: Family Life*	Pacing Guide: 4 lessons	Standards
<p>Essential Questions</p> <ul style="list-style-type: none"> ● How can parents take care of their babies? ● How can people show who they are? ● What is a family? ● How can I keep myself safe? 	<p>Enduring Understandings</p> <ul style="list-style-type: none"> ● I can list ways people and animals take care of their babies. ● I can wear clothes that make me feel comfortable. ● Families are all different but they all take care of each other. ● I am in control of my own body. 	<p>2.1.2.PP.2: Explain the ways in which parents may care for their offspring (e.g., animals, people, fish).</p> <p>2.1.2.SSH.1: Discuss how individuals make their own choices about how to express themselves.</p> <p>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.</p> <p>2.3.2.PS.5: Define bodily autonomy and personal boundaries.</p> <p>2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else’s personal boundaries including friends and family.</p>
<p>Summative Assessment</p> <ul style="list-style-type: none"> ✓ SWBAT identify ways parents take care of their babies by watching a video on animals taking care of their young 2.1.2.PP.2 ✓ SWBAT list traits about themselves and share with their classmates, They will identify how characters in various texts express themselves 2.1.2.SSH.1 ✓ SWBAT recall different kinds of families from various texts. Then students will describe their own families by drawing a family portrait and explain how families take care of one another 2.1.2.SSH.3 ✓ SWBAT recognize personal boundaries and practice respecting friend’s boundaries while playing 2.3.2.PS.5, 2.3.2.PS.6 		
<p>Formative Assessments</p> <ul style="list-style-type: none"> ● Teacher observation ● Student behavior ● Discussions ● Exit tickets 		<p>Materials</p> <ul style="list-style-type: none"> ● Smartboard, computer to project video ● Art supplies to draw a family portrait
<p>Suggested Activities:</p> <ul style="list-style-type: none"> ● Lesson 1: Parents take care of their babies 8.1.2.CS.1 ● Lesson 2: Who I am RL.K.1 ● Lesson 3: My family 9.4.2.GCA.1 ● Lesson 4: Personal Boundaries ● K-2 Health Education Activities 		<p style="text-align: center;">Differentiation for Diverse Learners</p> <p><i>Reinforcement:</i></p> <ul style="list-style-type: none"> ● Preview vocabulary ● Provide sentence starters for communicating personal boundaries <p><i>Enrichment:</i></p> <ul style="list-style-type: none"> ● Interview family members to

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	<p style="text-align: center;">create a family tree</p> <ul style="list-style-type: none"> ● Interview family members to determine their personal interests
<p>Suggested Materials</p> <ul style="list-style-type: none"> ● Texts portraying various types of families 	<p>Suggested Websites</p> <ul style="list-style-type: none"> ● PBS Learning Media ● Kids Health- Personal Health ● Brainpop Jr
<p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> ➤ Language Arts: RL.K.1 With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how). ➤ SEL Competencies: Self-Management and Responsible Decision-Making ➤ Career Readiness, Life Literacies, and Key Skills: 9.4.2.GCA.1 Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals ➤ Computer Science and Design Thinking: 8.1.2.CS.1 Select and operate computing devices that perform a variety of tasks accurately and quickly based on use needs and preferences 	