



BOE Approved 5/17

Cliffside Park Public Schools

GRADE: Kindergarten

Unit Name: Wellness

Resource: 2014 NJSL Model Curriculum for Comprehensive Health and Physical Education

Learning Objectives

- **To develop and demonstrate an awareness of healthy habits (use clean tissues, wash hands, handle food hygienically) that support personal wellness.**
- **To demonstrate independence when applying emerging self-help skills (using utensils, choosing clothes, brushing teeth)**
- **To identify healthy food choices.**

Duration: September/October/November

Essential Questions

- What does being well mean?
- What can we do to stay well?
- What are some healthy snack choices?
- How can you prevent the spread of germs?

Enduring Understandings

- Developing self-help skills and personal hygiene skills promotes healthy habits.
- Developing the knowledge and skills necessary to make nutritious food choices promotes healthy habits

NJSLS Comprehensive Health and Physical Education Standards

- **2.1.P.A.1 & 2.1.P.C.1** -Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).
- **2.1.P.A.2** Demonstrate emerging self-help skills (e.g., develop independence when pouring, serving, and using utensils and when dressing and brushing teeth).



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- **2.1.P.B.1** Explore foods and food groups (e.g., compare and contrast foods representative of various cultures by taste, color, texture, smell, and shape).

Interdisciplinary Connections

Literature (ELA): Reading A-Z Projectable books: *Doctor Jen, Jenny Loves Yoga, Healthy Me*

Art: “Cover Your Sneeze” project

PE: Teacher led exercises and exercise videos on You Tube “Kids & Adults Workout Video” by Moe Jones

Science: Demonstration of hand washing

Technology: You Tube “Germ Smart-Wash Your Hands” video (Saskatoon HealthReg), Kids.gov

Math: timing hand washing

Tier 2 Vocabulary: identify, demonstrate, recognize, summarize, name, model

Tier 3 Vocabulary: germs, energetic, healthy, nutritious, doctor/doctor’s office, hospital, cough, sneeze, nurse, sick, healthy/unhealthy, sunscreen, sick, emergency, medicine, ill, virus, pharmacist, clinic

Core Instructional Materials/Resources/Digital Tools:

i.e., specific textbooks, classroom resources, digital tools, links to websites and videos



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- http://busyteacher.org/classroom_activities-vocabulary/food_and_drinks/food-worksheets/
- <http://www.nj.gov/education/modelcurriculum/assessment/pw/peh/hku1.pdf>

21st Century Themes and Skills:
(CRP Standards)

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.
CRP6. Demonstrate creativity and innovation.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP11. Use technology to enhance productivity.

8.1 Educational Technology

<http://www.state.nj.us/education/cccs/2014/tech/8.pdf>

Content Area Technology

Standard 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Strand F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Grade Level Bands - K-2



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Content Statements students will:

Identify and define authentic problems and significant questions for **Indicator 8.1.2.F.1**

Use geographic mapping tools to plan and solve problems.

Plan and manage activities to develop a solution or complete a project.

Collect and analyze data to identify solutions and/or make informed decisions.

Use multiple processes and diverse perspectives to explore alternative solutions

Assessments and Performance Tasks:

Activities:

- **SLO: 1 & 2 Goal:** Students will demonstrate an awareness of healthy habits. Assessment Activity: Students will be put into groups. They will be asked to draw pictures of several healthy habits. Students will be guided to draw or describe combing their hair, brushing their teeth, and using tissues. Students will then be asked about the importance of the healthy habits. Example Question fill in the blank 1. When you (fill in the healthy habit) it is important to (not share your brush, wash your hands long enough to sing happy birthday, brush your teeth two to three times a day for two minutes or longer etc.). Students will be given glitter (germs) to put on their hands to demonstrate proper hand washing skills. First students will place either lotion or petroleum jelly on their hands. Next glitter (germs) will be placed on their hands. Students will be asked to demonstrate proper hand washing techniques to remove the glitter (germs) from their hands. Teachers will observe and record their students' ability to do so properly and independently.



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- **SLO: 2 Goal:** Students will demonstrate awareness when applying self-help skills. Assessment Activity: Students will demonstrate several self-help skills as guided by their teacher. Students will demonstrate how to button their own or other's coats and sweaters. Students will then be provided with basic utensils and asked to demonstrate how to hold and use correctly. Teachers will observe for independence when completing this task. SLO: 7 Goal: Students will demonstrate the ability to identify healthy food choices. Assessment Activity: 1. Teacher will provide students with a worksheet depicting several different food choices. These could include depictions of milk, soda, fruit, vegetables, grains, candy, water, meats, potato chips etc. Students will then demonstrate their ability to identify the healthiest food choices by either color or circling them. Teachers may also ask their students questions regarding their choices to prove further understanding.
- http://busyteacher.org/classroom_activities-vocabulary/food_and_drinks/food-worksheets/

Assessments

- Grade K: Unit 1 Wellness Rubric (See Attached)
- Anecdotal Notes



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Differentiation/Accommodations/Modifications (Alternate Modes of Instruction and Support)

Gifted and Talented	English Language Learners	Students with IEPs/504s	At-Risk Learners
<p>Provide appropriate challenge for wide ranging skills and development areas.</p> <p>Participate in inquiry and project-based learning units of study</p> <p>Assigning roles within partnerships</p> <p>Differentiated supports: content, process, product, environment</p>	<p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Pair visual prompts with verbal presentations</p> <p>Frontload and immerse students in literacy and language experiences related to content</p> <p>Provide students with visual models, sentence stems, concrete objects, and hands-on materials.</p> <p>Model procedures for life skills.</p> <p>Collaboration between ELL and general education teacher to maximize learning</p>	<p>Review student individual educational plan and/or 504 plan.</p> <p>Establish procedures for accommodations and modifications for assessments as per IEP/504.</p> <p>Establish procedures for modification of classwork and homework as per IEP/504.</p> <p>Modify classroom environment to support academic and physical needs of the students as per IEP/504.</p> <p>Provide appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.</p> <p>Differentiation through content, process, product, environment</p>	<p>Provide Title I services to students not meeting academic standards in ELA and/or Math.</p> <p>Provide instructional adaptations and interventions in the general education classroom.</p> <p>Modify classroom environment to support student needs.</p> <p>Differentiated instruction</p> <p>Basic Skills</p> <p>Intensive individual intervention</p>



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Sources

2014 NJSLS for Comprehensive Health and Physical Education

www.state.nj.us/education/cccs/2014/chpe/standards.pdf

www.nj.gov/education

NJ: 2014 SLS: Technology: <http://www.state.nj.us/education/cccs/2014/tech/8.pdf>

21st Century Life and Careers: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

Career Ready Practices: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>