



BOE Approved 5/17

Cliffside Park Public Schools

GRADE: Kindergarten

Duration: May/June

Unit Name: Community Health Skills

Resource: 2014 NJSLs for Comprehensive Health and Physical Education

Learning Objectives

- To determine how parents, culture and media influence their healthy decision making.
- To explain the meaning of character.
- To identify trusted community workers that keep us safe.
- To determine where and how to access home, school and community health professionals (including dialing 911 in case of emergency).
- To understand that conflict occurs between people and age appropriate ways to resolve them.

Duration: May/June

Essential Questions

- What things influence healthy decision making?
- What is character?
- Which community workers help keep us safe?
- How do we resolve conflict?
- What do we do in case of an emergency?
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Enduring Understandings

- Developing an awareness of potential hazards in the environment impacts personal health and safety.
- Many factors at home, school, and in the community impact social and emotional health.
- Effective decision making skills foster healthier lifestyle choices.
- Developing an awareness of potential hazards in the environment impacts personal health and safety



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- Knowing how to locate health professionals in the home, at school and in the community assists in addressing health emergencies and obtaining reliable information.

NJSLS Comprehensive Health and Physical Education Standards

- **2.2.2.B.3** Determine ways parents, peers, technology, culture, and the media influence health decisions.
- **2.2.2.C.1** Explain the meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others.
- **2.2.P.E.1** Identify community helpers who assist in maintaining a safe environment.
- **2.1.P.D.3** Identify community helpers who assist in maintaining a safe environment.
- **2.1.P.D.4** Know how to dial 911 for help.
- **2.1.2.E.2** Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.

Interdisciplinary Connection

Literature (ELA)- Reading A-Z books: *Community Helpers, Doctor Jen, Firefighters, Hannah's Townspeople, Police Officers*

Make a class book: "My Neighborhood"

Art: Make firefighter, police officer hats

Dramatic Play: Centers Police and Fire Stations, Doctor's office

Technology: YouTube Videos: *Kindergarten: Community Helpers* by Paula Rayburn

Tier 2 Vocabulary: determine, explain, identify, know, match, name, demonstrate

Tier 3 Vocabulary: firefighters, police officers, doctor, nurse, clinic, fire and police departments, badge, stethoscope, smoke, fire 911, emergency



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Core Instructional Materials/Resources/Digital Tools

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

- <http://www.nj.gov/education/modelcurriculum/assessment/pw/peh/hku1.pdf>
- www.educationworld.com
- www.brainpopjr.com
- kidsite.arapahoelibraries.org/go2.cfm?pid=4779

21st Century Themes and Skills

(CRP Standards)

CRP4. Communicate clearly and effectively and with reason.
CRP6. Demonstrate creativity and innovation.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9. Model integrity, ethical leadership and effective management.
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.



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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

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: 3 Goal:** Students will determine how parents, culture, and media influence healthy decision making. **Assessment Activity:** Students will be shown different advertisements depicting decisions that lead to a healthier lifestyle. Teachers will read or explain the



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advertisement and have students brainstorm different ways that our parents or our community can impact the decisions we make in regards to our health. Students will then draw their own advertisement that promotes making healthier decisions. Examples could include advertisements depicting exercise, nutrition, or health care. Students may then orally explain their advertisement to the teacher and class.

- **SLO: 6 Goal:** Students will explain the meaning of character. Assessment Activity: Teacher will review the attributes that make up the meaning of character. Terms like responsibility, caring, honesty, and truthfulness should be used. Students will be instructed to draw a picture of someone who they believe embodies these terms and is a person of good character. Students will then be asked to explain how this person fits the description or meaning of good character.

- **SLO: 12 & 13 Goal:** Students will identify trusted community workers and be able to determine how to access home, school, and community health professionals. Assessment Activity: Students will be asked to create a collage of trusted adults in the community. Examples could be police officers, firefighters, crossing guards, teachers, administrators, clergy, etc. Students will then be asked to orally describe how they might contact these trusted community members. Dialing 911 should be included as an important way to find a trusted community member.

Assessments

- Grade K: Unit 1V Community Health Skills 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>