

Kindergarten Health and Physical Education
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Focus Topic: Wellness

TSW = The Student Will

Objective(s)	NJCCCS Alignment	Essential Questions	Understandings	Suggested Assessment Activities
<ul style="list-style-type: none"> TSW begin define wellness and explain how making healthy choices and having healthy relationships contribute to wellness TSW describe and demonstrate self-care practices that support wellness TSW name and locate body organs and parts TSW describe how children are alike and how they are different TSW explain why some foods are healthier to eat than others TSW sort foods according to food groups and food sources TSW explain why diseases and health conditions need to be detected and treated early TSW explain ways to prevent the spread of diseases TSW explain and demonstrate ways to prevent injuries TSW explain and demonstrate simple first aid procedure including getting help and calling 911 	2.1.2.A 2.1.2.A 2.1.2.B 2.1.2.B 2.1.2.C 2.1.2.C 2.1.2.D 2.1.2.D 2.1.2.E 2.1.2.E	<ul style="list-style-type: none"> - What is wellness? - In what ways are children alike/different? - What is a healthy food? - How do diseases and health conditions impact our lives? - What role does safety play in our health? - What are basic needs? - How do families help us grow? - How can I keep my body safe? 	<ul style="list-style-type: none"> Responsible health behaviors require critical thinking, decision-making, problem solving, and communication skills Locating, using and evaluating health information and resources may promote wellness Safe choices are essential to my own well being and the well-being of others Developing healthy physical, mental and social habits involves making appropriate choices 	Ongoing observation & questioning during class discussions Performance tasks Self Assessment

<ul style="list-style-type: none"> • TSW distinguish among “good/safe touch” and “bad/unsafe touch” • TSW identify safe and appropriate behavior for use when interacting with strangers, acquaintances, and trusted adults • TSW identify warning labels found on medicines and household products • TSW explain that all human beings have basic needs • TSW identify the possible causes of conflict and discuss appropriate ways to prevent and resolve conflicts 	<p>2.1.2.E</p> <p>2.1.2.E</p> <p>2.1.2.E</p> <p>2.1.2.F</p> <p>2.1.2.F</p>			
<p>Suggested Activities/Resources</p> <ul style="list-style-type: none"> • Draw a family portrait and explain roles/responsibilities of family members • The Most Wonderful Person in the World – focus on the individual strengths of each student; encourage sharing • Sort various foods using healthy vs. unhealthy guidelines • Literature Connection: <i>I'm Growing</i> (Aliki), <i>I'm Gonna Like Me</i> (Jamie Lee Curtis and Laura Cornell), <i>From Head to Toe</i> (Eric Carle), <i>Your Body Belongs to You</i> (Cornelia Maude Spelman) 				

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Focus Topic: Integrated Skills

TSW = The Student Will

Objective(s)	NJCCCS Alignment	Essential Questions	Understandings	Suggested Assessment Activities
<ul style="list-style-type: none"> • TSW identify sources of health information • TSW explain when and how to use refusal skills in health and safety situations • TSW demonstrates effective communication and listening skills • TSW identify factors that lead to group success and help solve group problems • TSW act as a leader and a follower • TSW discuss how community helpers and healthcare workers contribute to personal and community wellness 	2.2.2.A 2.2.2.A 2.2.2.A 2.2.2.C 2.2.2.E 2.2.2.F	<ul style="list-style-type: none"> - What are the personal, interpersonal, and life skills essential in supporting a healthy, active lifestyle? - What is communication? - How does our community help us? 	<ul style="list-style-type: none"> • Communication is an essential skill • A cohesive group tends to be more productive • Community service is self rewarding 	Ongoing observation & questioning during class discussions and hands-on project work Self reflection Role playing
Suggested Activities/Resources <ul style="list-style-type: none"> • Good Health Puppets – make puppets to communicate about healthy behaviors • Path to Good Health – Tape life size footsteps in classroom – footsteps lead down the path to wellness • Health Helpers Mural – brainstorm people/places they can go to for help/information about health and use information to create a mural • Literature Connection: <i>The Baby Sister</i> (Tommie DePaola), <i>Don't Need Friends</i> (Carolyn Crimi), <i>No Trouble at All</i> (Sally Grindley) 				

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Focus Topic: Drugs and Medicines

TSW = The Student Will

Objective(s)	NJCCCS Alignment	Essential Questions	Understandings	Suggested Assessment Activities
<ul style="list-style-type: none"> TSW explain that medicines can be helpful or harmful and that when used correctly, medicines can help keep people healthy TSW discuss basic rules when taking medicines TSW define drug and give examples of harmful and/or illegal drugs TSW identify substances that should never be consumed or inhaled 	2.3.2.A 2.3.2.A 2.3.2.B 2.3.2.B	<ul style="list-style-type: none"> - Why are certain drugs harmful? - What is the difference between medicine and drugs? - Why are some drugs illegal? 	<ul style="list-style-type: none"> Certain drugs have harmful effects on the mind and body Use caution with certain drugs 	Ongoing observation & questioning during class discussions and hands-on project work Performance tasks Classroom discussions
Suggested Activities/Resources <ul style="list-style-type: none"> Feeling Well - have students draw pictures of themselves when they feel well Medicines Make you Feel Well – tell the class a story about a dragon with a sore throat – discuss strategies/medicines to feel well again Literature Connection: <i>George's Marvelous Medicine</i> (Roald Dahl), <i>When I Feel Good about Myself</i> (Cornelia Spelman), <i>Feel Good Book</i> (Todd Parr), <i>Bear Feels Sick</i> (Karma Wilson) 				

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Focus Topic: Human Relationships and Sexuality

TSW = The Student Will

Objective(s)	NJCCCS Alignment	Essential Questions	Understandings	Suggested Assessment Activities
<ul style="list-style-type: none"> TSW identify different kinds of families and explain that families may differ for many reasons TSW explain that all family members have certain rights and responsibilities that contribute to the successful functioning of the family TSW define friendship and explain that friends are important throughout life TSW identify appropriate ways for children to show affection and caring TSW explain that human beings develop inside their birth mother, are helpless when born, and must be fed, clothed, and nurtured 	2.4.2.A 2.4.2.A 2.4.2.A 2.4.2.A 2.4.2.C	<ul style="list-style-type: none"> - Why do families differ? - How are you cared for? - What is a successful family? 	<ul style="list-style-type: none"> Family structure differs Every person plays a part in a family We all belong to a family 	Ongoing observation & questioning during class discussions and hands-on project work Self Assessment Role Playing Performance Tasks
Suggested Activities/Resources <ul style="list-style-type: none"> Start to Finish – display photos of the students from birth to the present – discuss how people change as they get older What is a Family? – use literature to explore various family structures Literature Connection: <i>Dinosaur's Divorce</i> (Marc Brown), <i>We Belong Together: Adoption</i> (Todd Parr), <i>Family Book</i> (Todd Parr), <i>Families</i> (Ann Morris) 				

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Focus Topic: Motor Skill Development

TSW = The Student Will

Objective(s)	NJCCCS Alignment	Essential Questions	Understandings	Suggested Assessment Activities
<ul style="list-style-type: none"> • TSW perform movement skills with developmentally appropriate control • TSW move in personal and general space at different levels, directions, and pathways • TSW respond in movement to changes in tempo, beat, rhythm, or musical style • TSW respond appropriately to verbal and visual cues • TSW identify how changes can alter movement • TSW use basic movement vocabulary to describe physical activity • TSW differentiate between competitive and cooperative strategies • TSW explain why good sportsmanship is important • TSW follow basic activity and safety rules • TSW demonstrate ways to care for equipment safely and responsibly • TSW understand that mental attitude influences physical performance 	2.5.2.A 2.5.2.A 2.5.2.A 2.5.2.B 2.5.2.B 2.5.2.B 2.5.2.C 2.5.2.D 2.5.2.D 2.5.2.D 2.5.2.E	<ul style="list-style-type: none"> - How do children move? - What is safety? - What are good safety rules? - What is sportsmanship? - How does one's mental attitude affect performance? 	<ul style="list-style-type: none"> • Responsible personal and social behavior are important to demonstrate in physical activity settings • Movement varies • Safety is an important part of physical education • Attitude affects performance 	Ongoing observation & questioning during class discussions and hands-on project work Performance Tasks Self Assessment

Suggested Activities/Resources

- Let's Dance - students travel through an area using locomotor skills to a lively dance music
- Bouncing Balloons – read story The Red Balloon, use balloons and paddles (Frisbees, plastic lids, aluminum pie tins) – keep balloon afloat
- Literature Connection: The Red Balloon (Lamoris), Being Active (Mary Elizabeth Salzmann), Let's Exercise (Elizabeth Vogel), Exercise (Liz Gogery), Spriggles Motivational Books for Children : Activity & Exercise (Jeff Gottlieb)

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Focus Topic: Fitness

TSW = The Student Will

Objective(s)	NJCCCS Alignment	Essential Questions	Understandings	Suggested Assessment Activities
<ul style="list-style-type: none"> TSW identify the components of health related and skill related fitness TSW identify body responses associated with moderate to vigorous physical activity TSW understand that too much or not enough exercise can be harmful TSW explain that participation in regular physical activity contributes to wellness TSW understand the importance of regular physical activity TSW engage in moderate to vigorous physical activity TSW develop a fitness goal 	2.6.2.A 2.6.2.A 2.6.2.B 2.6.2.B 2.6.2.B 2.6.2.C 2.6.2.C	<ul style="list-style-type: none"> - What is fitness? - How can it keep me healthy? - Am I physically fit? - What are good safety rules? 	<ul style="list-style-type: none"> Fitness is an important part of life Fitness contributes to wellness 	Ongoing observation & questioning during class discussions and hands-on project work Performance Tasks Self Assessment
Suggested Activities/Resources <ul style="list-style-type: none"> Let's Be Active – Create a number of movement skill stations (classify movements as “active” or “inactive”) Use a stethoscope to listen to the heart beat before and after a variety of fitness activities Literature Connection: <u>Sorting</u> (Henry Pluckrose), <u>Water</u> (Frank Asch), <u>Water</u> (Emily Neve), <u>The Snowflake</u> (Neil Waldman), <u>Apple Farmer Annie</u> (Monica Wellington), <u>Sort it Out</u> (Barbara Mariconda) 				