

Shrewsbury Borough School
Comprehensive Health and Physical Education in the 21st Century 2012
Health
Kindergarten

Marking Period 1:	Marking Period 2:	Marking Period 3:	Marking Period 4:
<p><u>Medicines</u></p> <p>Objectives:</p> <p>Explain what medicines are and when some types of medicines are used.</p> <p>Explain why medicines should be administered as directed.</p> <p>Lessons, Activities, & Student Products:</p> <p>Draw pictures of ways to stay safe around medicine.</p> <p>Students create warning labels for medicines.</p> <p>Students recite and memorize “drug free” chant.</p> <p>Work with another class to create and perform a puppet show to demonstrate the proper</p>	<p><u>Human Relations and Sexuality</u></p> <p>Objectives:</p> <p>Compare and contrast different kinds of families locally and globally.</p> <p>Distinguish the roles and responsibilities of different family members.</p> <p>Determine the factors that contribute to healthy relationships.</p> <p>Compare and contrast the physical differences and similarities of the genders.</p> <p>Explain the factors that contribute to a mother having a healthy baby.</p>	<p><u>Wellness/Personal Growth and Development</u></p> <p>Objectives:</p> <p>Explain what being “well” means and identify self-care practices that support wellness.</p> <p>Use correct terminology to identify body parts, and explain how body parts work together to support wellness.</p> <p>Identify the five senses.</p> <p>Identify the part of the body for each of the senses.</p> <p>Lessons, Activities, & Student Products:</p> <p>Students will demonstrate proper tooth brushing technique.</p>	<p><u>Communication/Integrated Skills</u></p> <p>Objectives:</p> <p>Express needs, wants, and feelings in health- and safety-related situations.</p> <p>Lessons, Activities, & Student Products:</p> <p>Place the word “need” and “want” on the top of a poster. Cut out pictures from a magazine and place them in the correct column.</p> <p>Students will discuss television characters and discuss real vs. imaginary helpers.</p>

<p>use of medicine.</p> <p>Children will recite the chant, “I won’t take drugs. I’ll use my head, there’s something I can do instead!” The children will act out an activity they can do.</p> <p>Invite children to take turns being the “doctor”. When the child is the “doctor” he/she must tell one rule for taking medicine.</p> <p><u>Alcohol, Tobacco and Other Drugs</u></p> <p>Objectives:</p> <p>Identify ways that drugs can be abused.</p> <p>Explain effects of tobacco use on personal hygiene, health, and safety.</p> <p>Explain why tobacco smoke is harmful to nonsmokers.</p> <p>Identify products that contain alcohol.</p> <p>List substances that should never be inhaled and explain why.</p>	<p>Lessons, Activities, & Student Products:</p> <p>Students bring in photos of family members to discuss.</p> <p>Students discuss and graph favorite family activities.</p> <p>Students participate in Grandparents’ Day celebration.</p> <p>Children will create a class book entitled, “What Do Friends Do?”</p> <p>Students will graph family size.</p> <p><u>Social and Emotional Health/Wellness</u></p> <p>Objectives:</p> <p>Identify basic social and emotional needs of all people.</p> <p>Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.</p> <p>Explain healthy ways of coping with common stressful situations experienced by</p>	<p>Dentist will visit classroom.</p> <p>Students will make a Good Health puppet.</p> <p>Students will observe changes in a hard boiled egg that has been soaked in soda to demonstrate tooth decay.</p> <p>Play “Simon Says” to recognize body parts.</p> <p>Children will sing, “Head, Shoulders, Knees and Toes” to learn body parts.</p> <p>Create an experiment with the senses. Identify which sense was used to identify objects in a small brown paper bag.</p> <p><u>Nutrition/Wellness</u></p> <p>Objectives:</p> <p>Explain why some foods are healthier to eat than others.</p> <p>Explain how foods in the food pyramid differ in nutritional content.</p> <p>Explain why some foods are healthier to eat than others.</p>	<p><u>Decision Making/Integrated Objectives:</u></p> <p>Explain what a decision is and why it is advantageous to think before acting.</p> <p>Relate decision-making by self and others to one’s health.</p> <p>Determine ways parents, peers, technology, culture, and the media influence health decisions.</p> <p>Select a personal health goal and explain why setting a goal is important.</p> <p>Lessons, Activities, & Student Products:</p> <p>Teacher will read children’s literature to demonstrate ways that individuals solve problems, and to identify the people in the story who aide in decision making.</p> <p>Students will each be given a red piece of paper and write the word “No” on it. [Students will be given a green piece of paper and will be asked to write the</p>
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<p>Lessons, Activities, & Student Products:</p> <p>Create a new “No Smoking” symbol.</p> <p>Find a tactful way to let others know that smoking bothers you.</p> <p>Children will learn to recognize the universal warning sign for poison.</p> <p>Children will make “yes” and “no” signs. Read aloud scenarios and have the children hold up a correct sign for each.</p> <p><u>Dependency/Addiction and Treatment</u></p> <p>Objectives:</p> <p>Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.</p> <p>Lessons, Activities, & Student Products:</p> <p>Brainstorm and list how too much of something might be harmful or unhealthy.</p>	<p>children.</p> <p>Lessons, Activities, & Student Products:</p> <p>Students will cut out faces from magazines to classify their feelings on a chart.</p> <p>Students answer open-ended questions related to read-alouds based on feelings.</p> <p>Students will use puppets to act out specific emotions.</p> <p><u>Character Development/Integrated Skills</u></p> <p>Objectives:</p> <p>Identify basic social and emotional needs of all people.</p> <p>Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.</p> <p>Explain healthy ways of coping with common stressful situations experienced by children.</p>	<p>Lessons, Activities, & Student Products:</p> <p>Students make sample plate of food depicting healthy choices.</p> <p>Students use magazine pictures to create flashcards of healthy and unhealthy foods. Sort.</p> <p>Children will explain why eating a variety of foods is healthy.</p> <p><u>Diseases and Health Conditions/Wellness</u></p> <p>Objectives:</p> <p>Summarize symptoms of common diseases and health conditions.</p> <p>Summarize strategies to prevent the spread of common diseases and health conditions.</p> <p>Determine how personal feelings can affect one’s wellness.</p>	<p>word “yes”. The teacher will read scenarios and if it is a safe or healthy choice they will hold up the green paper, and if it is an unsafe choice they will hold up the red paper.]</p> <p><u>Leadership, Advocacy and Service/Integrated Skills</u></p> <p>Objectives:</p> <p>Determine the benefits for oneself and others of participating in a class or school service activity.</p> <p>Lessons, Activities, & Student Products:</p> <p>Students will participate in a class service project.</p> <p>Students will discuss and illustrate a variety of good deeds. They will be compiled into a class book.</p> <p><u>Health Services and Information/Integrated Skills</u></p> <p>Objectives:</p> <p>Identify basic social and emotional needs of all people.</p>
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	<p>Lessons, Activities, & Student Products:</p> <p>Special Child Week to highlight the child’s favorite story, favorite food, special snack and photo collage.</p> <p>Students will write a group poem about friendship.</p> <p>Children will brainstorm ways to cheer up a friend who is sad or bedridden.</p> <p>After viewing a video, children will role-play appropriate behavior when interacting with people with disabilities.</p>	<p>Lessons, Activities, & Student Products:</p> <p>Children will view video on proper hand-washing techniques.</p> <p>Practice hand-washing techniques.</p> <p>Children will visit the school nurse to listen to her talk on how to prevent the spread of germs.</p> <p><u>Safety/Wellness</u></p> <p>Objectives:</p> <p>Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).</p> <p>Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/ touches.</p> <p>Identify procedures associated with pedestrian, bicycle, and traffic safety.</p>	<p>Lessons, Activities, & Student Products:</p> <p>Students make thank you notes for healthcare helpers.</p> <p>Students play a matching game to identify community helpers.</p> <p>Students will design an award for someone who helped them with a problem.</p> <p>Children will brainstorm ways to help make the school a healthier place.</p>
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<p>Essential Questions:</p> <p>Why do people use and abuse alcohol, tobacco and other drugs despite warnings about the dangers to self and others?</p>	<p>Essential Questions:</p> <p>How do you know when you need help?</p> <p>How do family members help each other?</p> <p>How can we support people who have difficulties?</p>	<p>Essential Questions:</p> <p>How do personal health choices impact our own health as well as the health of others?</p> <p>How can a personal commitment to wellness influence the health of others?</p> <p>How does this commitment reduce ones' risk for diseases, health conditions, and injuries that may impact the quality or duration of one's life?</p> <p>Why is it so difficult to educate people about risky behaviors?</p> <p>Why do some people still engage in unsafe behaviors despite knowing the inherent risks and possible outcomes?</p> <p>How are food choices influenced by culture and tradition?</p> <p>What role do family, peers, and the media have on food choices now and throughout life?</p>	<p>Essential Questions:</p> <p>Why is it so difficult for some people to access healthcare?</p> <p>How do you know when you need help?</p> <p>What's more important: prevention or cure?</p>
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Materials:	Materials:	Materials:	Materials:
Macmillian/McGraw-Hill Health and Wellness	Macmillian/McGraw-Hill Health and Wellness	Macmillian/McGraw-Hill Health and Wellness	Macmillian/McGraw-Hill Health and Wellness
Health Big Ideas Book	Health Big Ideas Book	Health Big Ideas Book	Health Big Ideas Book
Life Skills Book	Life Skills Book	Life Skills Book	Life Skills Book
School to Home Connection	School to Home Connection	School to Home Connection	School to Home Connection
Technology Option	Technology Option	Technology Option	Technology Option
Health Songs CD	Health Songs CD	Health Songs CD	Health Songs CD
Trade books	Trade books	Trade books	Trade books
Teacher-made materials	Teacher-made materials	Teacher-made materials	Teacher-made materials
Puppets	Puppets	Puppets	Puppets
Posters	Posters	Posters	Posters
Assessment:	Assessment:	Assessment:	Assessment:
Teacher Observation	Teacher Observation	Teacher Observation	Teacher Observation
Project Based Assessment	Project Based Assessment	Project Based Assessment	Project Based Assessment
Performance Based Assessment	Performance Based Assessment	Performance Based Assessment	Performance Based Assessment
Class Participation	Class Participation	Class Participation	Class Participation
Health Journal	Health Journal	Health Journal	Health Journal

<p>NJCCCS:</p> <p><u>2.3: Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.</u></p> <p>2.3.2.A: Medicines: Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.</p> <p>2.3.2.A.1: Explain what medicines are and when some types of medicines are used.</p> <p>2.3.2.A.2: Explain why medicines should be administered as directed.</p> <p>2.3.2.B: Alcohol, Tobacco, and Other Drugs: Use of drugs in unsafe ways is dangerous and harmful.</p> <p>2.3.2.B.1: Identify ways that drugs can be abused.</p>	<p>NJCCCS:</p> <p><u>2.4: Human Relations and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.</u></p> <p>2.4.2.A: Relationships: The family unit encompasses the diversity of family forms in contemporary society.</p> <p>2.4.2.A.1: Compare and contrast <u>different kinds of families</u> locally and globally. and responsibilities of different family members.</p> <p>2.4.2.A.3: Determine the factors that contribute to healthy relationships.</p> <p>2.4.2.B: Sexuality: Gender-specific similarities and differences exist between males and females.</p> <p>2.4.2.B.1: Compare and contrast the physical differences and similarities of the genders.</p>	<p>NJCCCS:</p> <p><u>2.1: Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</u></p> <p>2.1.2.A: Personal Growth and Development: Health-enhancing behaviors contribute to wellness.</p> <p>2.1.2.A.1: Explain what being “well” means and identify self-care practices that support wellness.</p> <p>2.1.2.A.2: Use correct terminology to identify body parts, and explain how body parts work together to support wellness.</p> <p>2.1.2.B: Nutrition: Choosing a balanced variety of nutritious foods contributes to wellness.</p> <p>2.1.2.B.1: Explain why some foods are healthier to eat than others.</p> <p>2.1.2.B.2: Explain how foods in the food pyramid differ in nutritional content and value.</p>	<p>NJCCCS:</p> <p><u>2.2: Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</u></p> <p>2.2.2.A: Interpersonal Communication: Effective communication may be a determining factor in the outcome of health- and safety-related situations.</p> <p>2.2.2.A.1: Express needs, wants, and feelings in health- and safety-related situations.</p> <p>2.2.2.B: Decision-Making and Goal Setting: Effective decision-making skills foster healthier lifestyle choices.</p> <p>2.2.2.B.1: Explain what a decision is and why it is advantageous to think before acting.</p> <p>2.2.2.B.2: Relate decision-making by self and others to one’s health.</p> <p>2.2.2.B.3: Determine ways parents, peers, technology, culture, and the media</p>
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<p>2.3.2.B.2: Explain effects of tobacco use on personal hygiene, health, and safety.</p> <p>2.3.2.B.3: Explain why tobacco smoke is harmful to nonsmokers.</p> <p>2.3.2.B.4: Identify products that contain alcohol.</p> <p>2.3.2.B.5: List substances that should never be inhaled and explain why.</p> <p>2.3.2.C: Dependency/ Addiction and Treatment: Substance abuse is caused by a variety of factors. There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.</p> <p>2.3.2.C.1: Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.</p> <p>2.3.2.C.2: Explain that people who abuse alcohol, tobacco, and other drugs can get help.</p>	<p>2.4.2.C: Pregnancy and Parenting: The health of the birth mother impacts the development of the fetus.</p> <p>2.4.2.C.1: Explain the factors that contribute to a mother having a healthy baby.</p>	<p>2.1.2.B.3: Summarize information about food found on product labels.</p> <p>2.1.2.C: Diseases and Health Conditions: Knowledge about diseases and disease prevention promotes health-enhancing behaviors.</p> <p>2.1.2.C.1: Summarize symptoms of common diseases and health conditions.</p> <p>2.1.2.C.2: Summarize strategies to prevent the spread of common diseases and health conditions.</p> <p>2.1.2.C.3: Determine how personal feelings can affect one's wellness.</p> <p>2.1.2.D: Safety: Using personal safety strategies reduces the number of injuries to self and others.</p> <p>2.1.2.D.1: Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).</p> <p>2.1.2.D.2: Differentiate among the characteristics of strangers,</p>	<p>influence health decisions.</p> <p>2.2.2.B.4: Select a personal health goal and explain why setting a goal is important.</p> <p>2.2.2.C: Character Development: Character traits are often evident in behaviors exhibited by individuals when interacting with others.</p> <p>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.</p> <p>2.2.2.C.2: Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities.</p> <p>2.2.2.D: Advocacy and Service: Service projects provide an opportunity to have a positive impact on the lives of self and others.</p> <p>2.2.2.D.1: Determine the benefits for oneself and others of participating in a class or school service activity.</p>
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