

Kindergarten Comprehensive Health Curriculum Map 2022

Pacing Guide	Standard Code & Indicator	Sample Learning Activities	Sample Assessments	Additional Standards
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<p>August - November</p>	<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.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors.</p> <p>2.1.2.EH.5: Explain healthy ways of coping with stressful situations.</p> <p>2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities.</p> <p>2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).</p>	<p>Draw a picture of you doing one of your favorite activities and write a sentence or explain how it helps you stay healthy.</p> <p>Discuss and demonstrate proper hand washing techniques and discuss reasons why it is important in disease prevention.</p> <p>Discuss and demonstrate dental health such as teeth brushing.</p> <p>Students draw a picture or discuss about a time when they made a healthy decision</p> <p>Use pictures to show different emotions, can connect to the Zones of Regulations.</p> <p>Match behaviors with healthy reactions.</p> <p>Help students understand their emotions with songs about feeling happy, sad, silly and more with the following video</p> <p>https://www.youtube.com/watch?v=akTR_WJZMks0</p> <p>Discuss different rules at different places at school such as the playground, cafeteria, classroom, etc.</p>	<p>Formative Assessments: Teacher Observation Student Feedback Exit tickets Classwork/Homework Teacher/peer conferences Small group/large group discussions Small group work stations</p> <p>Summative Assessments: Quizzes Unit Test Project Written responses</p> <p>Benchmark Assessments: BOY Benchmark</p> <p>Alternative Assessments: Open book exams Take home exams Collaborative testing Student portfolios Performance Tests Retake option</p> <p>Accommodations and Modifications</p>	<p>Interdisciplinary Standard: 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</p> <p>Technology Standard: 8.1.2.AP.4 Break down a task into a sequence of steps such as washing hands.</p>
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<p>December / March</p>	<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.4: Describe how climate change affects the health of individuals, plants and animals.</p>	<p>Have the school nurse, anti-bullying specialist, and/or social worker come to class to explain their role in addressing emergencies and how they provide reliable health information to students</p> <p>Generate a list with the students who the home, school and community health professionals are and have a nurse, doctor, dental provided, etc. come to speak to the class.</p> <p>Create scenarios and then practice what you could Use a pretend phone to practice dialing 911 and talk about when you would need to call 911.</p> <p>Have the students draw a picture and write 2 sentences about how they recycle daily.</p>	<p>Formative Assessments: Teacher Observation Completed Graphic Organizers Exit tickets Classwork/Homework Teacher Conferences Whole group/small group work stations</p> <p>Summative Assessments: Test Quizzes Project Written responses</p> <p>Benchmarks:</p> <p>Alternative Assessments: Open book exams Take home exams Collaborative testing Student portfolios Performance Tests Retake option</p> <p><u>Accommodations and Modifications</u></p>	<p>Interdisciplinary Standard: 6.3.2.GeoGI.1: Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world.</p> <p>Technology Standard: 8.1.2.AP.4 Break down a task into a sequence of steps such as calling 911.</p>
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<p>March - June</p>	<p>2.2.2.N.1: Explore different types of foods and food groups.</p> <p>2.2.2.N.2: Explain why some foods are healthier to eat than others.</p> <p>2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared.</p> <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>My food group sort. Provide the students with pictures of various foods, have them cut them out and use a graphic organizer to chart what food group each food is in.</p> <p>Have students draw two of their favorite home and school snacks, and then have the students see if their snacks are healthy or unhealthy. Additional activity:</p> <p>https://classroom.kidshealth.org/classroom/prekto2/personal/nutrition/healthy_snacking.pdf</p> <p>Using My Plate, have the students create a meal.</p> <p>Make a class list of ways to be safe indoors and outside. Discuss pool safety, riding a bike, using a helmet, etc.</p>	<p>Formative Assessments: Teacher Observation Completed Graphic Organizers Exit tickets Classwork/Homework Teacher Conferences Small group/large group discussions and work stations Reading aloud</p> <p>Summative Assessments: Unit tests Quiz Written responses Quizzes</p> <p>Benchmark: EOY Benchmark</p> <p>Alternative Assessments: Open book exams Take home exams Collaborative testing Student portfolios Performance Tests Retake option</p> <p>Accommodations and Modifications</p>	<p>Interdisciplinary Standard: 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</p> <p>Technology Standard: 8.1.2.AP.4 Break down a task into a sequence of steps such as creating a healthy meal plate of food.</p>
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Instructional/Supplemental Materials: Internet/YouTube/Pinterest, Paper/graphic organizer, Colored pencils/crayons, SmartBoard/Computer/projector, Pamphlets/posters, Kidshealth.org, Healthsmart Text Series

21st Century Standards: 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

21st Century Skills: Collaboration, communication, information literacy, media literacy, technology literacy

Career Ready Practices: CRP1. Act as a responsible and contributing citizen and employee. CRP4. Communicate clearly and effectively and with reason.