

# BLOOMINGDALE PUBLIC SCHOOLS

## HEALTH Grade K

**Adapted from:**

New Jersey Student Learning Standards  
2020 Comprehensive Health & Physical Education Standards

**Approval Date:**

August 17, 2022

**Implementation Date:**

2022 - 2023 School Year

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# **BLOOMINGDALE PUBLIC SCHOOLS**

## **Health Curriculum**

### **GRADE K**

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#### **I. OVERVIEW**

The K-5 Health curriculum is designed to develop the student's understanding of good health practices. Concepts are introduced at early grade levels. These concepts are expanded and enhanced as students progress through the grades, leading to a comprehensive understanding of the reasons for healthy living, and approaches to optimum health.

#### **II. RATIONALE**

Health is a state of physical, mental, and social well-being, not merely the absence of disease. Health is dynamic and always changing. It is influenced by one's heredity, environment and personal care. The health education program is aimed at favorably influencing knowledge, attitudes and practices relating to the individual, family and community. In our program we will attempt to take scientific facts and incorporate them into meaningful and understandable practices to provide healthful living. In addition, we strongly emphasize prevention measures to maintain one's optimum mental and physical health. This course is an integration of problem-solving skills, decision-making, critical thinking, communication and literacy as they apply to real-life situations for the students' mental, physical and social well-being. The curriculum addresses questions that children this age have, using very basic, age-appropriate information and delivery.

#### **III. AFFIRMATIVE ACTION COMPLIANCE STATEMENT**

Bloomington Public Schools are committed to the achievement of increased cultural awareness, respect, and equity amongst our students, teachers, and community. We are pleased to present all pupils with information pertaining to possible career, professional, or vocational opportunities which in no way restricts or limits options on the basis of race, color, creed, religion, sex, ancestry, national origin, or socioeconomic status.

#### **IV. STUDENT OUTCOMES (Link to New Jersey Student Learning Standards)**

In accordance with district policy as mandated by the New Jersey Administrative Code and the New Jersey Student Learning Standards, the following are proficiencies required for the successful completion of the above-named course:

- STANDARD 2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy.
- STANDARD 2.1.2.PGD. 2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).
- STANDARD 2.1.2.PGD.3: Explain what being "well" means and identify self-care practices that support wellness.
- STANDARD 2.2.2.N.1: Explore different types of foods and food groups.
- STANDARD 2.2.2.N.2: Explain why some foods are healthier to eat than others.

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- STANDARD 2.2.2.N.3: Differentiate between healthy and unhealthy eating habits.
- STANDARD 2.3.2.HCDM.2: Demonstrate personal hygiene and the use of necessary and appropriate health-enhancing behaviors that can keep a person healthy (e.g., precautions to avoid illnesses, handle food hygienically, brush teeth, regular physical activity, adequate sleep, appropriate dress for various weather conditions).
- STANDARD 2.3.2.HCDM.3: Explain strategies and develop skills to prevent the spread of communicable diseases and health conditions (e.g., Lyme disease, influenza, cardiovascular diseases).
- STANDARD 2.1.2.CHSS.1: Identify community professionals and school personnel who address health emergencies and provide reliable health information to us.
- STANDARD 2.1.2.CHSS.2: Determine where to access home, school and community health professionals.
- STANDARD 2.1.2.CHSS.3: Demonstrate how to dial and text 911 in case of an emergency.
- STANDARD 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).
- STANDARD 2.3.2.PS.3: Recognize and demonstrate safety strategies to prevent injuries at home, school, in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention).
- STANDARD 2.3.2.PS.5: Define bodily autonomy and personal boundaries.
- STANDARD 2.1.2.SSH.3: Describe different kinds of families locally, nationally and globally and note similarities in the ways in which they keep their children safe.
- STANDARD 2.1.2.SSH.4: Determine the factors that contribute to healthy relationships within a family.
- STANDARD 2.1.2.SSH.6: Determine the factors that contribute to healthy relationships.
- STANDARD 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another.
- STANDARD 2.1.2.EH.1: Explain the meaning of character and how it is reflected in thoughts, feelings and actions of oneself and others.

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#### V. Links to NEW JERSEY STUDENT LEARNING STANDARDS

- Visual and Performing Arts
- English Language Arts
- Mathematics
- Science
- Social Studies
- Technology
- 21st Century Life and Careers

#### VI. INTEGRATED ACCOMMODATIONS AND MODIFICATIONS

**Students with IEPs, 504s, and/or Students at Risk of Failure** Students read authentic texts and write authentic pieces at their independent and instructional reading levels. Individualized feedback is provided through conferences and small groups. The teacher utilizes visual and multi-sensory methods of instruction in addition to assistive technology when needed. Students are provided with graphic organizers and other scaffolded material. Modification of content and product may be deemed necessary based on student needs. Students are provided with testing accommodations and authentic assessments.

**Gifted & Talented Students** Students read authentic texts and write authentic pieces at their independent and instructional reading levels. Individualized feedback is provided to the student through conferences and small groups. Students are engaged through inquiry-based instruction to develop higher-order thinking skills. Activities are developed based on student interests and student goals. Students engage in real-world projects and scenarios.

**English Language Learners** Students read authentic texts and write authentic pieces at their independent and instructional reading levels. Individualized feedback is provided to students through conferences and small groups. Students are pre-taught vocabulary terms and concepts. Teachers engage students through visual learning, including the use of graphic organizers. Teachers use cognates to increase comprehension. The teacher models tasks and concepts, and pairs students learning English with students who have more advanced English language skills. Scaffolding is provided including word walls, sentence frames, think-pair-share, cooperative learning groups, and teacher think-alouds.

#### VII. 21ST CENTURY THEMES & SKILLS

Embedded in many of our units of study and problem based learning projects are the 21st Century Themes as prescribed by the New Jersey Department of Education. These themes are as follows:

- Global Awareness
- Financial, Economic, Business, and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy

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#### **VIII. CURRICULUM ADDENDA FOR SPECIAL EDUCATION**

This curriculum can be both grade and age appropriate for special education students and serves as a guide for the special education teacher in line with the district’s written philosophy of special education, as stated within Policy #6700 concerning Programs for Educationally Disabled Students. Based on the Child Study Team evaluation and consultation with the parent and classroom teacher, an individualized education plan may include modifications to content, instructional procedures, student expectations, and targeted achievement outcomes of this curriculum document in accordance with the identified needs of an eligible student. This educational plan will then become a supplement guide that the classroom teacher, parent, and Child Study Team will use to measure the individual student’s performance and achievement.

#### **IV. CURRICULUM ADDENDA FOR ENGLISH LANGUAGE LEARNERS**

This curriculum guide is appropriate and is implemented for all students according to age and grade, and is in line with the district’s written philosophy of English language acquisition concerning Bilingual Instruction and English as a Second Language Programs. In accordance with the New Jersey Administrative Code 6A:15, the contents herein provide equitable instructional opportunities for English Language Learners to meet the New Jersey Student Learning Standards and to participate in all academic and non-academic courses. Students enrolled in a Bilingual and/or an ESL program may, in consultation with the classroom teacher and Bilingual and/or ESL teacher, receive modification to content, instructional procedures, student expectations and targeted achievement outcomes of this curriculum document in accordance with the students developmental and linguistic needs.

#### **SCOPE AND SEQUENCE**

*(Pacing Guide)*

<b>Unit of Study</b>	<b>Estimated Time</b>
Wellness & Nutrition	5 weeks
Diseases, Hygiene & Healthy Living	5 weeks
Safety & Preparedness	5 Weeks

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#### UNIT 1

#### *Wellness & Nutrition*

#### UNIT SUMMARY

Within this unit, students will explore the following concepts:

- Explore how activity helps all humans stay healthy
- Explore healthy eating habits
- Explore self care techniques related to emotional regulation.
- Examine foods and the food groups

#### NEW JERSEY STUDENT LEARNING STANDARDS

- STANDARD 2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy.
- STANDARD 2.1.2.PGD. 2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).
- STANDARD 2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness.
- STANDARD 2.2.2.N.1: Explore different types of foods and food groups.
- STANDARD 2.2.2.N.2: Explain why some foods are healthier to eat than others.
- STANDARD 2.2.2.N.3: Differentiate between healthy and unhealthy eating habits.

#### INTERDISCIPLINARY CONNECTIONS

English Language Arts (Students K-12 Anchor Standards)

- NJSLSA.R1: Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R9: Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- NJSLSA.R.10: Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

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#### Visual and Performing Arts (Students K-5)

- 1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community.
- 1.2.2.Cr1b: Brainstorm and improvise multiple ideas using a variety of tools, methods and materials.
- 1.2.2.Pr4a: With guidance and moving towards independence, combine art forms and media content into media artworks such as an illustrated story or narrated animation.
- 1.2.2.Pr4b: Practice combining varied academic, arts and media content to form media artworks.

#### Computer Science & Design Thinking

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

#### Career Readiness, Life Literacies, and Key Skills

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.
- 9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals
- 9.4.2.TL.2: Create a document using a word processing application.
- 9.4.2.TL.3: Enter information into a spreadsheet and sort the information.
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools.

### 21st CENTURY LIFE AND CAREER STANDARDS

**Career Readiness, Life Literacies, and Key Skills Practices** describe the habits of the mind that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success.

1. Act as a responsible and contributing community member and employee.
2. Attend to financial well-being.
3. Consider the environmental, social and economic impacts of decisions.
4. Demonstrate creativity and innovation.
5. Utilize critical thinking to make sense of problems and persevere in solving them.
6. Model integrity, ethical leadership and effective management.
7. Plan education and career paths aligned to personal goals.
8. Use technology to enhance productivity, increase collaboration and communicate effectively.
9. Work productively in teams while using cultural global competence.

#### 9.1: Personal Financial Literacy

None Applicable

#### 9.2: Career Awareness, Exploration & Preparation, and Training

None Applicable

#### 9.3: Career and Technical Education

None Applicable

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TECHNOLOGY STANDARDS	
<b>8.1: Computer Science</b> None Applicable	<b>8.2 Design Thinking</b> None Applicable
ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> <li>● Explore how activity helps all humans stay healthy</li> <li>● Explore healthy eating habits</li> <li>● Explore self care techniques related to emotional regulation.</li> <li>● Examine foods and the food groups</li> </ul>	<ul style="list-style-type: none"> <li>● What are some ways I can use activity to stay healthy?</li> <li>● What are healthy eating habits?</li> <li>● What are ways I can respond if I feel angry, sad, happy, etc?</li> <li>● What are the food groups and what represents a balanced diet?</li> </ul>
STUDENT LEARNING OBJECTIVES (Students are learning to / Students are learning that)	
<ul style="list-style-type: none"> <li>▪ Identify ways to stay active via exercise</li> <li>▪ Identify what makes food healthy</li> <li>▪ Identify healthy eating habits</li> <li>▪ Identify proper ways to respond to situations that elicit a range of emotions</li> </ul>	
SUGGESTED ACTIVITIES	
<ul style="list-style-type: none"> <li>● Illustrate healthy choices in a self-care booklet created in class</li> <li>● Enter their personal journal responses in the “Healthy Choice Booklet”</li> <li>● Chart daily health habits on the computer using a chart/template prepared by the teacher</li> <li>● Make a class chart identifying five food groups, listing foods from each group using a teacher-prepared spreadsheet template</li> <li>● Create food group flashcards</li> <li>● Plan a healthful meal using five food groups and discuss what they chose and why it is healthy - Use the computer to generate a pictorial, healthy meal</li> <li>● Make a sample food plate to bring home</li> <li>● Brainstorm activities the class can do at recess that represent healthy living/ being active</li> </ul>	
EVIDENCE OF LEARNING	
<b>Formative Assessments:</b> <ul style="list-style-type: none"> <li>● Informal methods of assessment for teachers</li> <li>● Growth Mindset Strategies</li> <li>● Whole Group Lessons</li> <li>● Small Group Lessons</li> <li>● Student projects</li> </ul>	<b>Summative Assessment:</b> <ul style="list-style-type: none"> <li>● Journal Responses:</li> <li>● Observation Checklists:</li> <li>● In-Class Assignments:</li> <li>● Anecdotal Records:</li> <li>● Class Participation:</li> </ul>



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<ul style="list-style-type: none"><li>• Group discussion</li><li>• Writing Prompts</li></ul>	
<b>Benchmark Assessment:</b> <ul style="list-style-type: none"><li>• Informal methods of assessment for teachers</li><li>• Growth Mindset Strategies</li><li>• Whole Group Lessons</li><li>• Small Group Lessons</li></ul>	<b>Alternative Assessments:</b> <ul style="list-style-type: none"><li>• Providing/developed as necessary for students opting out of unit.</li></ul>
<b>SAMPLE RESOURCES</b>	
<b>Websites</b>  <a href="http://www.cdc.gov">www.cdc.gov</a> <a href="http://www.nj.gov/education/standards/chp/">www.nj.gov/education/standards/chp/</a> <a href="http://www.nps.k12.nj.us">www.nps.k12.nj.us</a> <a href="https://www.nj.gov/agriculture/">https://www.nj.gov/agriculture/</a> <a href="http://www.dole5aday.com">www.dole5aday.com</a> <a href="http://www.kidshealth.org">www.kidshealth.org</a> <a href="https://www.harmonysel.org/">https://www.harmonysel.org/</a> <a href="https://ny.pbslearningmedia.org/subjects/health-and-physical-education/">https://ny.pbslearningmedia.org/subjects/health-and-physical-education/</a>	
<b>INTEGRATED ACCOMMODATIONS AND MODIFICATIONS</b>	
<b>Special Education:</b> Provide modified notes and access to extra copies online Provide oral reminders and check student work during independent work time Model skills/techniques to be mastered Check and sign assignment planner Preferential seating Pair visual prompts with verbal presentations Modified or scaffolded homework and classwork Extended time as needed Provide graphic organizers and study guides  <b>English Learners:</b> Provide scaffolded assignments and assessments Pair visual prompts with visual presentations Check and sign assignment planner Native Language translation (peer, online assistive technology, translation device, bilingual dictionary) Extended time for assignment and assessment as needed Highlight key vocabulary Use graphic organizers Provide verbal and written directions Preferential seating with a English-speaking peer  <b>At Risk of Failure:</b>	

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Check and sign assignment planner  
Encourage class participation and reinforce skills  
Model skills and assignments  
Extended to time to complete class work  
Preferential seating  
Provide extra help outside of class and 1:1 instruction when needed  
Communicate regularly with students' other teachers  
Provide positive feedback for tasks well done  
Encourage student to proofread assessments and projects and ask for teacher proofreading of large writing assignments

#### **Gifted and Talented:**

Pose higher-level thinking questions  
Provide higher level reading and writing materials for literacy based activities  
Probe student to extend thinking beyond the text or connect two or more texts  
Provide alternate or project-based assessments and assignments

#### **Students with 504 Plans:**

Provide extended time as needed  
Modify length of writing assignment  
Provide short breaks within the lesson  
Provide scaffolding for students  
Utilize graphic organizers

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#### UNIT 2

#### *Diseases, Hygiene & Healthy Living*

#### UNIT SUMMARY

Within this unit, students will explore the following concepts:

- Examine personal; hygiene and its importance in healthy living.
- Explore the concept of disease (at a Kindergarten level) and how proper hygiene and disease prevention tips can keep everyone healthy.
- Identify school and community personnel who can address health emergencies.

#### NEW JERSEY STUDENT LEARNING STANDARDS

- STANDARD 2.3.2.HCDM.2: Demonstrate personal hygiene and the use of necessary and appropriate health-enhancing behaviors that can keep a person healthy (e.g., precautions to avoid illnesses, handle food hygienically, brush teeth, regular physical activity, adequate sleep, appropriate dress for various weather conditions).
- STANDARD 2.3.2.HCDM.3: Explain strategies and develop skills to prevent the spread of communicable diseases and health conditions (e.g., Lyme disease, influenza, cardiovascular diseases).
- STANDARD 2.1.2.CHSS.1: Identify community professionals and school personnel who address health emergencies and provide reliable health information to us.
- STANDARD 2.1.2.CHSS.2: Determine where to access home, school and community health professionals.

#### INTERDISCIPLINARY CONNECTIONS

English Language Arts (Students K-12 Anchor Standards)

- NJLSA.R1: Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJLSA.R9: Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- NJLSA.R.10: Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Visual and Performing Arts (Students K-5)

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- 1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community.
- 1.2.2.Cr1b: Brainstorm and improvise multiple ideas using a variety of tools, methods and materials.
- 1.2.2.Pr4a: With guidance and moving towards independence, combine art forms and media content into media artworks such as an illustrated story or narrated animation.
- 1.2.2.Pr4b: Practice combining varied academic, arts and media content to form media artworks.

#### Computer Science & Design Thinking

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

#### Career Readiness, Life Literacies, and Key Skills

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.
- 9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals
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- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools.

### 21st CENTURY LIFE AND CAREER STANDARDS

**Career Readiness, Life Literacies, and Key Skills Practices** describe the habits of the mind that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success.

1. Act as a responsible and contributing community member and employee.
2. Attend to financial well-being.
3. Consider the environmental, social and economic impacts of decisions.
4. Demonstrate creativity and innovation.
5. Utilize critical thinking to make sense of problems and persevere in solving them.
6. Model integrity, ethical leadership and effective management.
7. Plan education and career paths aligned to personal goals.
8. Use technology to enhance productivity, increase collaboration and communicate effectively.
9. Work productively in teams while using cultural global competence.

<b>9.1: Personal Financial Literacy</b>	<b>9.2: Career Awareness, Exploration &amp; Preparation, and Training</b>	<b>9.3: Career and Technical Education</b>
None Applicable	None Applicable	None Applicable

### TECHNOLOGY STANDARDS

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<b>8.1: Computer Science</b> None Applicable	<b>8.2 Design Thinking</b> None Applicable
<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
Examine personal hygiene and its importance in healthy living.  Explore the concept of disease (at a Kindergarten level) and how proper hygiene and disease prevention tips can keep everyone healthy.  Identify school and community personnel who can address health emergencies.	<ul style="list-style-type: none"> <li>● What is personal hygiene?</li> <li>● How is personal hygiene important to keeping everyone healthy?</li> <li>● Who can I seek out if I am sick or need help?</li> </ul>
<b>STUDENT LEARNING OBJECTIVES (Students are learning to / Students are learning that)</b>	
<ul style="list-style-type: none"> <li>▪ Identify the concept of personal hygiene</li> <li>▪ Identify the link between sound hygiene and wellness/health</li> <li>▪ Identify family members and community members (nurse, EMT, doctor, etc.) that can assist when sick/ not feeling well.</li> </ul>	
<b>SUGGESTED ACTIVITIES</b>	
<ul style="list-style-type: none"> <li>● Model various types of proper personal hygiene.</li> <li>● Show videos of models displaying proper/ not proper hygiene and have students guess if it is correct or not.</li> <li>● Brainstorm as a class providers that they can seek out if they are sick</li> <li>● Have students practice, as appropriate, proper forms of hygiene.</li> </ul>	
<b>EVIDENCE OF LEARNING</b>	
<b>Formative Assessments:</b> <ul style="list-style-type: none"> <li>● Informal methods of assessment for teachers</li> <li>● Growth Mindset Strategies</li> <li>● Whole Group Lessons</li> <li>● Small Group Lessons</li> <li>● Student projects</li> <li>● Group discussion</li> <li>● Writing Prompts</li> </ul>	<b>Summative Assessment:</b> <ul style="list-style-type: none"> <li>● Journal Responses:</li> <li>● Observation Checklists:</li> <li>● In-Class Assignments:</li> <li>● Anecdotal Records:</li> <li>● Class Participation:</li> </ul>
<b>Benchmark Assessment:</b> <ul style="list-style-type: none"> <li>● Informal methods of assessment for teachers</li> </ul>	<b>Alternative Assessments:</b>

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- Growth Mindset Strategies
- Whole Group Lessons
- Small Group Lessons

- Providing/developed as necessary for students opting out of unit.

#### SAMPLE RESOURCES

##### Websites

[www.cdc.gov](http://www.cdc.gov)

[www.nj.gov/education/standards/chp/](http://www.nj.gov/education/standards/chp/)

[www.nps.k12.nj.us](http://www.nps.k12.nj.us)

<https://www.nj.gov/agriculture/>

[www.dole5aday.com](http://www.dole5aday.com)

[www.kidshealth.org](http://www.kidshealth.org)

<https://www.harmonysel.org/>

<https://ny.pbslearningmedia.org/subjects/health-and-physical-education/>

#### INTEGRATED ACCOMMODATIONS AND MODIFICATIONS

##### Special Education:

Provide modified notes and access to extra copies online  
Provide oral reminders and check student work during independent work time  
Model skills/techniques to be mastered  
Check and sign assignment planner  
Preferential seating  
Pair visual prompts with verbal presentations  
Modified or scaffolded homework and classwork  
Extended time as needed  
Provide graphic organizers and study guides

##### English Learners:

Provide scaffolded assignments and assessments  
Pair visual prompts with visual presentations  
Check and sign assignment planner  
Native Language translation (peer, online assistive technology, translation device, bilingual dictionary)  
Extended time for assignment and assessment as needed  
Highlight key vocabulary  
Use graphic organizers  
Provide verbal and written directions  
Preferential seating with a English-speaking peer

##### At Risk of Failure:

Check and sign assignment planner  
Encourage class participation and reinforce skills  
Model skills and assignments  
Extended to time to complete class work  
Preferential seating

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Provide extra help outside of class and 1:1 instruction when needed  
Communicate regularly with students' other teachers  
Provide positive feedback for tasks well done  
Encourage student to proofread assessments and projects and ask for teacher proofreading of large writing assignments

#### **Gifted and Talented:**

Pose higher-level thinking questions  
Provide higher level reading and writing materials for literacy based activities  
Probe student to extend thinking beyond the text or connect two or more texts  
Provide alternate or project-based assessments and assignments

#### **Students with 504 Plans:**

Provide extended time as needed  
Modify length of writing assignment  
Provide short breaks within the lesson  
Provide scaffolding for students  
Utilize graphic organizers

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#### UNIT 3

#### *Safety & Preparedness*

#### UNIT SUMMARY

Within this unit, students will explore the following concepts:

- How to contact emergency services
- What to do in case of emergency (fire, bus accident, car accident, etc.)
- Explore the idea of staying staff on bikes, scooters, etc.
- Explore the ideas of social emotional wellness and what to do if bullying/ unkind acts occur
- Explore the idea of bodily autonomy and personal boundaries (at Kindergarten level)

#### NEW JERSEY STUDENT LEARNING STANDARDS

- STANDARD 2.1.2.CHSS.3: Demonstrate how to dial and text 911 in case of an emergency.
- STANDARD 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).
- STANDARD 2.3.2.PS.3: Recognize and demonstrate safety strategies to prevent injuries at home, school, in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention).
- STANDARD 2.3.2.PS.5: Define bodily autonomy and personal boundaries.
- STANDARD 2.1.2.SSH.3: Describe different kinds of families locally, nationally and globally and note similarities in the ways in which they keep their children safe.
- STANDARD 2.1.2.SSH.4: Determine the factors that contribute to healthy relationships within a family.
- STANDARD 2.1.2.SSH.6: Determine the factors that contribute to healthy relationships.
- STANDARD 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another.
- STANDARD 2.1.2.EH.1: Explain the meaning of character and how it is reflected in thoughts, feelings and actions of oneself and others.



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#### INTERDISCIPLINARY CONNECTIONS

##### English Language Arts (Students K-12 Anchor Standards)

- NJSLSA.R1: Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R9: Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- NJSLSA.R.10: Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

##### Visual and Performing Arts (Students K-5)

- 1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community.
- 1.2.2.Cr1b: Brainstorm and improvise multiple ideas using a variety of tools, methods and materials.
- 1.2.2.Pr4a: With guidance and moving towards independence, combine art forms and media content into media artworks such as an illustrated story or narrated animation.
- 1.2.2.Pr4b: Practice combining varied academic, arts and media content to form media artworks.

##### Computer Science & Design Thinking

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

##### Career Readiness, Life Literacies, and Key Skills

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.
- 9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals
- 9.4.2.TL.2: Create a document using a word processing application.
- 9.4.2.TL.3: Enter information into a spreadsheet and sort the information.
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools.

#### 21st CENTURY LIFE AND CAREER STANDARDS

**Career Readiness, Life Literacies, and Key Skills Practices** describe the habits of the mind that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success.

1. Act as a responsible and contributing community member and employee.
2. Attend to financial well-being.
3. Consider the environmental, social and economic impacts of decisions.
4. Demonstrate creativity and innovation.
5. Utilize critical thinking to make sense of problems and persevere in solving them.
6. Model integrity, ethical leadership and effective management.
7. Plan education and career paths aligned to personal goals.

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## Health Curriculum

### GRADE K

8. Use technology to enhance productivity, increase collaboration and communicate effectively.  
 9. Work productively in teams while using cultural global competence.

<b>9.1: Personal Financial Literacy</b>	<b>9.2: Career Awareness, Exploration &amp; Preparation, and Training</b>	<b>9.3: Career and Technical Education</b>
None Applicable	None Applicable	None Applicable

#### TECHNOLOGY STANDARDS

<b>8.1: Computer Science</b> None Applicable	<b>8.2 Design Thinking</b> None Applicable
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<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
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<ul style="list-style-type: none"> <li>How to contact emergency services</li> <li>What to do in case of an emergency (fire, bus accident, car accident, etc.)</li> <li>Explore the idea of staying staff on bikes, scooters, etc.</li> <li>Explore the ideas of social emotional wellness and what to do if bullying/unkind acts occur</li> <li>Explore the idea of bodily autonomy and personal boundaries (at Kindergarten level)</li> </ul>	<ul style="list-style-type: none"> <li>Who do I call in case of an emergency and how do I do that?</li> <li>How do I stay safe while also keeping active?</li> <li>What do I do if I am being bothered by others?</li> <li>What parts of my body are private and not for others to see/touch?</li> </ul>
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#### STUDENT LEARNING OBJECTIVES (Students are learning to / Students are learning that)

- Contact emergency services via 9-1-1
- Explain procedures in case of an emergency (fire, bus accident, car accident, etc.)
- Explain methods for staying staff on bikes, scooters, etc.
- Identify what to do if found in a bullying or unkind situation
- Understand parts of my body are private and not for others to see/touch

#### SUGGESTED ACTIVITIES

- Have Bloomingdale Police Department come in to give a presentation on safety
- Have firefighters come in during fire prevention week to explain what to do in case of a fire emergency.
- Split class into location by gender - have the nurse and PE teacher explain parts of my body are private and not for others to see/touch.
- Working within the current social emotional program, elaborate on the idea of what fills buckets and what empties others buckets when we are unkind.

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EVIDENCE OF LEARNING	
<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Informal methods of assessment for teachers</li> <li>● Growth Mindset Strategies</li> <li>● Whole Group Lessons</li> <li>● Small Group Lessons</li> <li>● Student projects</li> <li>● Group discussion</li> <li>● Writing Prompts</li> </ul>	<p><b>Summative Assessment:</b></p> <ul style="list-style-type: none"> <li>● Journal Responses:</li> <li>● Observation Checklists:</li> <li>● In-Class Assignments:</li> <li>● Anecdotal Records:</li> <li>● Class Participation:</li> </ul>
<p><b>Benchmark Assessment:</b></p> <ul style="list-style-type: none"> <li>● Informal methods of assessment for teachers</li> <li>● Growth Mindset Strategies</li> <li>● Whole Group Lessons</li> <li>● Small Group Lessons</li> </ul>	<p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Providing/developed as necessary for students opting out of unit.</li> </ul>
SAMPLE RESOURCES	
<p><b>Websites</b></p> <p> <a href="http://www.cdc.gov">www.cdc.gov</a>  <a href="http://www.nj.gov/education/standards/chp/">www.nj.gov/education/standards/chp/</a>  <a href="http://www.nps.k12.nj.us">www.nps.k12.nj.us</a>  <a href="https://www.nj.gov/agriculture/">https://www.nj.gov/agriculture/</a>  <a href="http://www.dole5aday.com">www.dole5aday.com</a>  <a href="http://www.kidshealth.org">www.kidshealth.org</a>  <a href="https://www.harmonysel.org/">https://www.harmonysel.org/</a>  <a href="https://ny.pbslearningmedia.org/subjects/health-and-physical-education/">https://ny.pbslearningmedia.org/subjects/health-and-physical-education/</a> </p>	
INTEGRATED ACCOMMODATIONS AND MODIFICATIONS	
<p><b>Special Education:</b></p> <p>Provide modified notes and access to extra copies online</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Model skills/techniques to be mastered</p> <p>Check and sign assignment planner</p> <p>Preferential seating</p> <p>Pair visual prompts with verbal presentations</p> <p>Modified or scaffolded homework and classwork</p> <p>Extended time as needed</p> <p>Provide graphic organizers and study guides</p> <p><b>English Learners:</b></p>	

# BLOOMINGDALE PUBLIC SCHOOLS

## Health Curriculum

### GRADE K

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Provide scaffolded assignments and assessments  
Pair visual prompts with visual presentations  
Check and sign assignment planner  
Native Language translation (peer, online assistive technology, translation device, bilingual dictionary)  
Extended time for assignment and assessment as needed  
Highlight key vocabulary  
Use graphic organizers  
Provide verbal and written directions  
Preferential seating with a English-speaking peer

#### **At Risk of Failure:**

Check and sign assignment planner  
Encourage class participation and reinforce skills  
Model skills and assignments  
Extended to time to complete class work  
Preferential seating  
Provide extra help outside of class and 1:1 instruction when needed  
Communicate regularly with students' other teachers  
Provide positive feedback for tasks well done  
Encourage student to proofread assessments and projects and ask for teacher proofreading of large writing assignments

#### **Gifted and Talented:**

Pose higher-level thinking questions  
Provide higher level reading and writing materials for literacy based activities  
Probe student to extend thinking beyond the text or connect two or more texts  
Provide alternate or project-based assessments and assignments

#### **Students with 504 Plans:**

Provide extended time as needed  
Modify length of writing assignment  
Provide short breaks within the lesson  
Provide scaffolding for students  
Utilize graphic organizers