

Kindergarten Health and Physical Education

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

<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) 				

Kindergarten Health and Physical Education

Focus Topic: Integrated Skills

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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 	<p>2.2.2.A</p> <p>2.2.2.A</p> <p>2.2.2.A</p> <p>2.2.2.C</p> <p>2.2.2.E</p> <p>2.2.2.F</p>	<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 	<p>Ongoing observation & questioning during class discussions and hands-on project work</p> <p>Self reflection</p> <p>Role playing</p>
<p>Suggested Activities/Resources</p> <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) 				

Kindergarten Health and Physical Education

Focus Topic: Drugs and Medicines

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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 	<p>2.3.2.A</p> <p>2.3.2.A</p> <p>2.3.2.B</p> <p>2.3.2.B</p>	<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 	<p>Ongoing observation & questioning during class discussions and hands-on project work</p> <p>Performance tasks</p> <p>Classroom discussions</p>
<p>Suggested Activities/Resources</p> <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

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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 	<p>2.4.2.A</p> <p>2.4.2.A</p> <p>2.4.2.A</p> <p>2.4.2.A</p> <p>2.4.2.C</p>	<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 	<p>Ongoing observation & questioning during class discussions and hands-on project work</p> <p>Self Assessment</p> <p>Role Playing</p> <p>Performance Tasks</p>
<p>Suggested Activities/Resources</p> <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

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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 	<p>2.5.2.A</p> <p>2.5.2.A</p> <p>2.5.2.A</p> <p>2.5.2.B</p> <p>2.5.2.B</p> <p>2.5.2.B</p> <p>2.5.2.C</p> <p>2.5.2.D</p> <p>2.5.2.D</p> <p>2.5.2.D</p> <p>2.5.2.E</p>	<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 	<p>Ongoing observation & questioning during class discussions and hands-on project work</p> <p>Performance Tasks</p> <p>Self Assessment</p>

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 Ballon (Lamorisse), Being Active (Mary Elizabeth Salzmann), Let's Exercise (Elizabeth Vogel), Exercise (Liz Gogerly), Spriggles Motivational Books for Children : Activity & Exercise (Jeff Gottlieb)

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Focus Topic: Fitness

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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 	<p>2.6.2.A</p> <p>2.6.2.A</p> <p>2.6.2.B</p> <p>2.6.2.B</p> <p>2.6.2.B</p> <p>2.6.2.C</p> <p>2.6.2.C</p>	<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 	<p>Ongoing observation & questioning during class discussions and hands-on project work</p> <p>Performance Tasks</p> <p>Self Assessment</p>
<p>Suggested Activities/Resources</p> <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) 				