

Mullica Township School District



Health Education PreK-K

Board approval: 11/28/2018

Mullica Township School District
Health Curriculum
Pre - K and Kindergarten

The following Pre-K health standards are addressed within the classroom and within the Pre-K curriculum, Creative Curriculum:

Standard	How it's addressed...
<p>2.1.P.A.1 Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).</p>	<ul style="list-style-type: none"> ● Healthy habits are addressed through daily routines not in any specific unit. Students must wash their hands as they enter the room, before and after meals, and after the bathroom. They are taught to use tissues appropriately with modeling. ● Dressing appropriately for the weather is addressed in our morning meeting chart. We discuss the weather and what type of clothes we need each day. This is also addressed in our clothing study with focus question 7: What special clothes do people wear?
<p>2.1.P.A.2 Demonstrate emerging self-help skills (e.g., develop independence when pouring, serving, and using utensils and when dressing and brushing teeth).</p>	<ul style="list-style-type: none"> ● This is addressed through daily routines. Students receive modeling and supports to become independent. This is not directly taught in any unit just daily routines.
<p>2.1.P.B.1 Explore foods and food groups (e.g., compare and contrast foods representative of various cultures by taste, color, texture, smell, and shape)</p>	<ul style="list-style-type: none"> ● This is addressed through our daily routine and family style snack. Students receive healthy snack options daily as we discuss food groups. ● Throughout different units, students have the opportunity to taste different foods. For example, in our “Beginning of the year” Study, Students read “Jalapeno Bagels” and learn about foods from different cultures. In our Trees Study, Students get to taste different food that come from trees and compare.
<p>2.1.P.B.2 Develop awareness of nutritious food choices (e.g., participate in classroom cooking activities, hold conversations with knowledgeable adults about daily nutritious meal and snack offerings).</p>	<ul style="list-style-type: none"> ● This is addressed through our daily routine and family style snack. Students receive healthy snack options daily as we discuss food groups. ● Cooking options are available throughout the curriculum. The

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	curriculum has 23 recipes throughout the units.
2.1.P.D.1 Use safe practices indoors and out (e.g., wear bike helmets, walk in the classroom, understand how to participate in emergency drills, and understand why car seats and seat belts are used).	<ul style="list-style-type: none"> This is addressed through daily routines and rules. We have 2 trikes that we use outside where students must wear helmets. We practice drills and model for students along with the rest of the building. We also discuss seat belt safety at dismissal times when putting students on the bus.
2.1.P.D.2 Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol, etc.).	<ul style="list-style-type: none"> Environmental print is used throughout the curriculum. Students can explore many signs and symbols through their play in the block center where we have many signs available.
2.1.P.D.3 Identify community helpers who assist in maintaining a safe environment.	<ul style="list-style-type: none"> Students identify community helpers during special events such as fire and police luncheons. We review community helpers when doing our clothing study. Students talk about special uniforms the community helpers wear. This is also addressed in the Buildings Study when we address where they work. During the Trees study we learn about who takes care of trees, we compare that to who takes care of us and discuss who can help us if we are hurt, sick, in a fire, etc.
2.1.P.D.4 Know how to dial 911 for help .	<ul style="list-style-type: none"> This is reviewed during the building study when we discuss where the community helpers work. We talk about how we can get help if we need it.
2.2.P.E.1 Identify community helpers who assist in maintaining a safe environment.	<ul style="list-style-type: none"> We review community helpers when doing our clothing study. Students talk about special uniforms the community helpers wear. This is also addressed in the Building Study when we address where they work.

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| | <ul style="list-style-type: none">• During the Trees study we learn about who takes care of trees, we compare that to who takes care of us and discuss who can help us if we are hurt, sick, in a fire, etc. |
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Suggested Blocks of Instruction	Grade K Health	Big Idea: Identify health concepts that influence physical well-being.	
		Topic: Intro to Health/Safety	
	Objectives/CPI's/Standards	Essential Questions/Enduring Understandings	Learning activities/Materials/Assessment
Sept.	<p>Content Standards:</p> <p>2.1.P.A.1 – Develop an awareness of healthy habits(e.g, use clean tissues, wash hands, hand food hygienically, and dress appropriately for the weather.)</p> <p>2.1.P.D.1-Use safe practices indoors and out (e.g, walk in the classroom, participate in emergency drills, understand why seat belts and car seats are used, etc)</p> <p>2.1.P.D.1-Use safe practices indoors and out(e.g, hallway safety)</p> <p>2.1.2.C.1-Summarize symptoms of common diseases and health conditions</p> <p>Interdisciplinary Connections SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>SL.K.1.A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking</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? 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? Why do some people still engage in unsafe behaviors despite knowing the inherent risks and possible outcomes?</p> <p>Enduring Understandings</p> <p>Health choices and behaviors have a profound impact on personal, family, community, and global wellness.</p> <p>Medical advances, technology, and public health efforts enable some people to live healthier and longer lives than ever before, but many people struggle to be healthy.</p> <p>Understanding why a behavior or activity is unsafe or risky is only the first step towards preventing injuries and staying safe. Consistently employing safe and</p>	<p>Learning Activities:</p> <ul style="list-style-type: none"> • Identifying the need for school safety rules • Demonstrating safe school behavior • Steps to take in an emergency • Personal hygiene concepts • Introduction: What do germs look like? • Common Illnesses • Spreading germs • Preventing disease with Herbie <p>Resources / Materials</p> <ul style="list-style-type: none"> • Health Promotion Wave kit • Herbie puppet/flash cards • Safety rules for school video • Props for role plays – books, chair, tray, pencil, paintbrush, etc. • Emergency Situations sheet • Disaster plan sheet • Flip chart: Keeping Clean with Herbie • Hygiene vocabulary sheet • Herbie Health & Safety Songs • Spreading germs sheet • Parent sheet – Prevention concepts <p>Assessments: Formative Assessments</p>

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<p>about the topics and texts under discussion).</p> <p>SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>SL.1.1.A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>21st Century Life and Career</p> <p>CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP12. Work productively in teams while using cultural global competence.</p> <p>Technology Integration 8.1.2.E.1. Use digital tools and online resources to explore a problem or issue.</p>	<p>healthy behaviors helps to reduce the incidence and severity of injuries.</p>	<ul style="list-style-type: none"> ● Teacher Observation ● Checklist ● Writing Prompt ● Student self-assessment ● Student participation ● Question and Answer <p>Summative Assessments</p> <ul style="list-style-type: none"> • Assessment on MyPlate.com • Notebook Check with Teacher Created Rubric • Health Promotion Wave Assessments <p>Alternative Assessments (choice)</p> <ul style="list-style-type: none"> • Role- play • Creation of presentation <p>Benchmark Assessment Student Growth Objective</p>
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Modifications:

English Language Learners

- Pair ELL student with student who speaks English and understands/ able to communicate with student's native language
- Simplify content
- Google Translator
- Multi - language word wall

Gifted and Talented

- Allow students who exceed objective expectations, the opportunity to visit subject specified interactive websites
- Provide more challenging opportunities with use of manipulatives that will challenge the skill being taught to other students

504

- Keep in mind learner's multi-sensory, visual, and auditory style
- Pre teach Vocabulary
- Graphic Organizers to Organize and Collect Important Information
- Collaborative Grouping to Support Student Needs

At - Risk

- Keep in mind learner's multi-sensory, visual, and auditory style
- Preview Lesson to Help Build Student Background Knowledge
- Collaborative Grouping to Support Student Needs
- Accountable Talk Stems and Sentence Starters to Engage Students in Group and Peer Conversations

Special Education (IEP)

- Provide differentiated instruction as needed
- Follow all IEP modifications/504 plan
- Provide manipulatives or the opportunity to draw solution strategies

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Suggested Blocks of Instruction	Grade K Health	Big Idea: Practice fire safety and prevention skills. Demonstrate making healthy choices	
		Topic: Decision Making	
	Objectives/CPI's/Standards	Essential Questions/Enduring Understandings	Learning activities/Materials/Assessment
Oct	<p>Content Standards 2.1.P.D.3-Identify community helpers who assist in maintaining a safe environment.(fireman, policeman)</p> <p>2.1.P.D.4-Know how to dial 911 for help.</p> <p>2.2.2.B.1-Explain what a decision is and why it is advantageous to think before acting.</p> <p>Interdisciplinary Connections SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>SL.K.1.A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).</p> <p>SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p>	<p>Essential Questions</p> <p>How do personal health choices impact our own health as well as the health of others?</p> <p>Enduring Understandings</p> <p>Health choices and behaviors have a profound impact on personal, family, community, and global wellness.</p>	<p>Learning Activities:</p> <ul style="list-style-type: none"> • Fire Safety rules Steps to take Bookmark • Fire safety game • Practicing fire safety with Herbie • Herbie's Fire safety song • Fire safety parent activity • Healthy choice maze • Class book <p>Materials:</p> <ul style="list-style-type: none"> • Health Promotion Wave • Fire safety rules sheet • Safety steps to take • Fire safety game • Herbie puppet • Herbie song cassette • Promoting health sheet • Flash cards, Healthy choice cards • Healthy Me activity sheet • Growth survey & labels • Butcher paper, art supplies <p>Assessments:</p>

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<p>SL.1.1.A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>21st Century Life and Career</p> <p>CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP12. Work productively in teams while using cultural global competence.</p> <p>Technology Integration 8.1.2.E.1. Use digital tools and online resources to explore a problem or issue.</p>		<p>Formative Assessments</p> <ul style="list-style-type: none"> ● Teacher Observation ● Checklist ● Writing Prompt ● Student self-assessment ● Student participation ● Question and Answer <p>Summative Assessments</p> <ul style="list-style-type: none"> • Assessment on MyPlate.com • Notebook Check with Teacher Created Rubric • Health Promotion Wave Assessments <p>Alternative Assessments (choice)</p> <ul style="list-style-type: none"> ● Role- play ● Creation of presentation <p>Benchmark Assessment Student Growth Objectives</p>
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Suggested Blocks of Instruction	Grade K Health	Big Idea: Promote a positive view of differences and accepting diversity with family members. Practice accepting and respecting others.	
		Topic: Kinds of Families	
	Objectives/CPI's/Standards	Essential Questions/Enduring Understandings	Learning activities/Materials/Assessment

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<p>Nov & Dec</p>	<p>Content Standards 2.1.P.D.3-Identify community helpers who assist in maintaining a safe environment.(fireman, policeman)</p> <p>2.1.P.D.4-Know how to dial 911 for help.</p> <p>2.2.2.B.1-Explain what a decision is and why it is advantageous to think before acting.</p> <p>Interdisciplinary Connections SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>SL.K.1.A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).</p> <p>SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>SL.1.1.A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>21st Century Life and Career</p> <p>CRP3. Attend to personal health and financial well-being.</p>	<p>Essential Questions</p> <p>How does your family influence the adult you will become? How do you develop and sustain relationships over time? Why is it so hard to have healthy relationships?</p> <p>Enduring Understandings</p> <p>Relationships are the connections people have with each other. The family provides the first opportunity for a person to develop relationship skills. Every family is different, but all families provide the foundation for future relationships. As individuals mature, they seek out different relationships with peers, colleagues, and loved ones.</p>	<p>Learning Activities:</p> <ul style="list-style-type: none"> • Why am I different? • Personal Posters • Class Puppets • Puppeteering • Exploring the world <p>Materials:</p> <ul style="list-style-type: none"> • <i>Why am I different?</i> book • Art materials • Lunch bag, art materials • Class puppets/Herbie puppet • Magic Carpet ride sheet • Health Promotion Wave <p>Assessments: Formative</p> <ul style="list-style-type: none"> • Teacher Observation • Checklist • Writing Prompt • Student self-assessment • Student participation • Question and Answer <p>Summative Assessments</p> <ul style="list-style-type: none"> • Notebook Check with Teacher Created Rubric • Health Promotion Wave Assessments <p>Alternative Assessments (choice)</p> <ul style="list-style-type: none"> • Role- play • Creation of presentation <p>Benchmark Assessment Student Growth Objectives</p>
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<p>CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP12. Work productively in teams while using cultural global competence.</p> <p>Technology Integration 8.1.2.E.1. Use digital tools and online resources to explore a problem or issue.</p>		
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Suggested Blocks of Instruction	Grade K Health	Big Idea: Illustrate situations and actions that lead to conflict, and discuss effective ways to resolve problems. Demonstrate behaviors that promote being kind and considerate to others.	
		Topic: Resolve Conflict, Cooperation and Kindness	
	Objectives/CPI's/Standards	Essential Questions/Enduring Understandings	Learning activities/Materials/Assessment
Jan	<p>Content Standards</p> <p>2.1.P.D.3-Identify community helpers who assist in maintaining a safe environment.(fireman, policeman)</p> <p>2.1.P.D.4-Know how to dial 911 for help.</p> <p>2.2.2.B.1-Explain what a decision is and why it is advantageous to think before acting.</p> <p>Interdisciplinary Connections</p> <p>SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>SL.K.1.A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).</p> <p>SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with</p>	<p>Essential Questions</p> <p>What are effective strategies to resolve conflict?</p> <p>Enduring Understandings</p> <p>Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts</p>	<p>Learning Activities:</p> <ul style="list-style-type: none"> • Introductory Activity • Resolving Conflicts • Helping Herbie Scenarios • Giving and sharing • Class Giving Tree • We are special people • Helping Herbie Scenarios <p>Materials:</p> <ul style="list-style-type: none"> • <i>How to be a Friend</i> book • Herbie puppet • Giving Tree book • Flash Cards, Giving Tree blackline master, posterboard, crayons, scissors • Health Promotion Wave <p>Assessments:</p> <p>Formative</p> <ul style="list-style-type: none"> • Teacher Observation • Checklist • Writing Prompt • Student self-assessment • Student participation • Question and Answer

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<p>peers and adults in small and larger groups.</p> <p>SL.1.1.A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>21st Century Life and Career</p> <p>CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP12. Work productively in teams while using cultural global competence.</p> <p>Technology Integration 8.1.2.E.1. Use digital tools and online resources to explore a problem or issue.</p>		<p>Summative Assessments</p> <ul style="list-style-type: none"> • Notebook Check with Teacher Created Rubric • Health Promotion Wave Assessments <p>Alternative Assessments (choice)</p> <ul style="list-style-type: none"> • Role- play • Creation of presentation <p>Benchmark Assessment Student Growth Objectives</p>
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Suggested Blocks of Instruction	Grade K Health	Big Idea: Define nutrition, recognize importance of eating healthy foods. Identify ways to group healthy foods. Demonstrate self-help skills: brush teeth properly.	
		Topic: Nutrition/Dental Health	
	Objectives/CPI's/Standards	Essential Questions/Enduring Understandings	Learning activities/Materials/Assessment
Feb	<p>Content Standards 2.1.P.D.3-Identify community helpers who assist in maintaining a safe environment.(fireman, policeman)</p> <p>2.1.P.D.4-Know how to dial 911 for help.</p> <p>2.2.2.B.1-Explain what a decision is and why it is advantageous to think before acting.</p> <p>Interdisciplinary Connections SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>SL.K.1.A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).</p> <p>SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p>	<p>Essential Questions How are food choices influenced by culture and tradition? What role does family, peers, and the media have on food choices now and throughout life?</p> <p>Enduring Understandings Food choices and eating patterns are developed at a young age, persist throughout one's lifetime, and may impact one's long-term health.</p>	<p>Learning Activities:</p> <ul style="list-style-type: none"> • Health Riddle • Eating Healthy with Herbie • Grouping Foods by Nutrients • ABC's of healthy foods • Balance & Variety • Brainpop Junior Video: Caring for your teeth • Egg Experiment <p>Materials:</p> <ul style="list-style-type: none"> • Herbie, nutrition, variety and balance pictures • Flipchart book: Eating Healthy w/Herbie 6 • Nutrition Cards (Color Copies of Food) • Food Color activity sheet, magazines, crayons • Healthy foods activity sheet • Parent nutrition choices letter • Video • If teeth could talk comic • Flash cards, dental vocabulary sheet • Your Teeth sheet • egg, glass, cup of soda, toothbrush, toothpaste

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	<p>SL.1.1.A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>21st Century Life and Career</p> <p>CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP12. Work productively in teams while using cultural global competence.</p> <p>Technology Integration 8.1.2.E.1. Use digital tools and online resources to explore a problem or issue.</p>		<ul style="list-style-type: none"> ● Health Promotion Wave kit <p>Assessments: Formative</p> <ul style="list-style-type: none"> ● Teacher Observation ● Checklist ● Writing Prompt ● Student self-assessment ● Student participation ● Question and Answer <p>Summative Assessments</p> <ul style="list-style-type: none"> • Notebook Check with Teacher Created Rubric • Health Promotion Wave Assessments <p>Alternative Assessments (choice)</p> <ul style="list-style-type: none"> ● Role- play ● Creation of presentation <p>Benchmark Assessment Student Growth Objectives</p>
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Special Education (IEP)

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Suggested Blocks of Instruction	Grade K Health	Big Idea: Introduce the drug prevention component and assess children's current understanding of drugs. Distinguish between medicines and other drugs. Identify and share feelings in appropriate ways.
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		Topic: Wants/Needs/ Emotions Drugs & Meds	
	Objectives/CPI's/Standards	Essential Questions/Enduring Understandings	Learning activities/Materials/Assessment
March	<p>Content Standards 2.1.P.D.3-Identify community helpers who assist in maintaining a safe environment.(fireman, policeman)</p> <p>2.1.P.D.4-Know how to dial 911 for help.</p> <p>2.2.2.B.1-Explain what a decision is and why it is advantageous to think before acting.</p> <p>Interdisciplinary Connections SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>SL.K.1.A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).</p> <p>SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>SL.1.1.A. Follow agreed-upon norms for discussions (e.g., listening to others</p>	<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>Enduring Understandings</p> <p>The use and abuse of alcohol, tobacco, and other drugs not only impacts the individual but may have a profound impact on others.</p> <p>Understanding why a behavior or activity is unsafe or risky is only the first step towards preventing injuries and staying safe. Consistently employing safe and healthy behaviors helps to reduce the incidence and severity of injuries.</p>	<p>Learning Activities:</p> <ul style="list-style-type: none"> • What is a drug? • Drugs are confusing • Poisons health riddle • Where poisons are found • Identifying emotions • Brainpop Jr Video – Community helpers (under social studies/communities) <p>Materials:</p> <ul style="list-style-type: none"> • Cards: Medicine/Drug • Drugs are confusing sheet • Drug prevention cards • Poison card, /Herbie the Duck • Poison activity sheet, Herbie's Health and Safety Songs • Miscellaneous household containers • When I feel sad/Feelings poster • Video <p>Draw picture of favorite helper</p> <ul style="list-style-type: none"> • Health Promotion Wave kit <p>Assessments: Formative</p> <ul style="list-style-type: none"> • Teacher Observation • Checklist • Writing Prompt • Student self-assessment • Student participation

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<p>with care, speaking one at a time about the topics and texts under discussion).</p> <p>21st Century Life and Career</p> <p>CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP12. Work productively in teams while using cultural global competence.</p> <p>Technology Integration 8.1.2.E.1. Use digital tools and online resources to explore a problem or issue.</p>		<ul style="list-style-type: none"> ● Question and Answer <p>Summative Assessments</p> <p style="padding-left: 40px;">Notebook Check with Teacher Created Rubric</p> <ul style="list-style-type: none"> ● Health Promotion Wave Assessments <p>Alternative Assessments (choice)</p> <ul style="list-style-type: none"> ● Role- play ● Creation of presentation <p>Benchmark Assessment</p> <p>Student Growth Objectives</p>
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Modifications:

English Language Learners

- Pair ELL student with student who speaks English and understands/ able to communicate with student's native language
- Simplify content
- Google Translator
- Multi - language word wall

Gifted and Talented

- Allow students who exceed objective expectations, the opportunity to visit subject specified interactive websites
- Provide more challenging opportunities with use of manipulatives that will challenge the skill being taught to other students

504

- Keep in mind learner's multi-sensory, visual, and auditory style
- Pre teach Vocabulary
- Graphic Organizers to Organize and Collect Important Information
- Collaborative Grouping to Support Student Needs

At - Risk

- Keep in mind learner's multi-sensory, visual, and auditory style
- Preview Lesson to Help Build Student Background Knowledge
- Collaborative Grouping to Support Student Needs
- Accountable Talk Stems and Sentence Starters to Engage Students in Group and Peer Conversations

Special Education (IEP)

- Provide differentiated instruction as needed
- Follow all IEP modifications/504 plan
- Provide manipulatives or the opportunity to draw solution strategies

Suggested Blocks of Instruction	Grade K Health	Big Idea: Recognize common street safety signs, and learn about safe street behavior. Identify body parts and how they support wellness. Differentiate between good and bad touch, and recognize ways of avoiding and preventing hurtful touch.
		Topic: Bike Safety/Stranger Danger/Good Safe Touch

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	Objectives/CPI's/Standards	Essential Questions/Enduring Understandings	Learning activities/Materials/Assessment
April	<p>Content Standards 2.1.P.D.3-Identify community helpers who assist in maintaining a safe environment.(fireman, policeman)</p> <p>2.1.P.D.4-Know how to dial 911 for help.</p> <p>2.2.2.B.1-Explain what a decision is and why it is advantageous to think before acting.</p> <p>Interdisciplinary Connections SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>SL.K.1.A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).</p> <p>SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>SL.1.1.A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p>	<p>Essential Questions</p> <p>How do personal health choices impact our own health as well as the health of others?</p> <p>Enduring Understandings</p> <p>Understanding why a behavior or activity is unsafe or risky is only the first step towards preventing injuries and staying safe. Consistently employing safe and healthy behaviors helps to reduce the incidence and severity of injuries.</p>	<p>Learning Activities:</p> <ul style="list-style-type: none"> • Safe street behavior & signs • Red Light/green light game • Body chart review • Good touch and bad touch • Good vs bad touch • Personal safety shield • Practicing safety skills with Herbie McGruff: Dangerous Strangers <p>Materials:</p> <ul style="list-style-type: none"> • Safety sign cards <ul style="list-style-type: none"> • Body chart with organs, personal posters, body posters • Video – Two kinds of touch – United Learning • Herbie puppet <ul style="list-style-type: none"> • Grocery bags, art materials • Video • Health Promotion Wave <p>Assessments: Formative</p> <ul style="list-style-type: none"> • Teacher Observation • Checklist • Writing Prompt • Student self-assessment • Student participation • Question and Answer <p>Summative Assessments</p>

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<p>21st Century Life and Career</p> <p>CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP12. Work productively in teams while using cultural global competence.</p> <p>Technology Integration 8.1.2.E.1. Use digital tools and online resources to explore a problem or issue.</p>		<ul style="list-style-type: none"> • Notebook Check with Teacher Created Rubric • Health Promotion Wave Assessments <p>Alternative Assessments (choice)</p> <ul style="list-style-type: none"> • Role- play • Creation of presentation <p>Benchmark Assessment</p> <p>Student Growth Objectives</p>
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