

COURSE		HEALTH		GRADE:	KINDERGARTEN
STATE STANDARD:		10.1.3 CONCEPTS OF HEALTH		TIME FRAME:	3 LESSONS
STANDARD STATEMENT	CONTENT WORDS	ESSENTIAL QUESTIONS	KNOWLEDGE AND/OR SKILL	TOPIC	ASSESSMENT
<p>A. IDENTIFY AND DESCRIBE THE STAGES OF GROWTH AND DEVELOPMENT.</p> <ul style="list-style-type: none"> <li>• INFANCY</li> <li>• CHILDHOOD</li> <li>• ADOLESCENCE</li> <li>• ADULTHOOD</li> <li>• LATE ADULTHOOD</li> </ul>	<ul style="list-style-type: none"> <li>▪ GROWTH</li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>HOW DOES YOUR BODY GROW?</i></li> </ul>	<p>CORE CONCEPTS</p> <ul style="list-style-type: none"> <li>▪ <i>GROWTH:</i> TO BECOME BIGGER, AS WE GROW BOTH BODY AND MIND CHANGE <ul style="list-style-type: none"> <li>○ BONES GROW</li> <li>○ PERMANENT TEETH</li> <li>○ SMALL MUSCLE CONTROL</li> <li>○ BIGGER/STRONGER</li> <li>○ INCREASE PROBLEM SOLVING</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ GROWTH AND DEVELOPMENT</li> </ul>	<p>QUIZZES, TESTS, ASSESSMENTS OF VARIOUS PROJECTS (INDIVIDUAL, GROUP, PARTNER)</p> <p>TEACHER DESIGNED ASSESSMENTS</p> <p>PROJECT BASED ASSESSMENTS</p> <p>TEACHER OBSERVATION</p>
<p>B. IDENTIFY AND KNOW THE LOCATION AND FUNCTION OF THE MAJOR BODY ORGANS AND SYSTEMS.</p> <ul style="list-style-type: none"> <li>• CIRCULATORY</li> <li>• RESPIRATORY</li> <li>• MUSCULAR</li> <li>• SKELETAL</li> <li>• DIGESTIVE</li> </ul>	<ul style="list-style-type: none"> <li>▪ BODY</li> <li>▪ HEART</li> <li>▪ MUSCLES</li> <li>▪ STOMACH</li> <li>▪ LUNGS</li> <li>▪ BONES</li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>WHAT ARE SOME OF YOUR BODY PARTS?</i></li> <li>▪ <i>WHAT DO YOUR BODY PARTS DO FOR YOU?</i></li> </ul>	<p>CORE CONCEPTS:</p> <ul style="list-style-type: none"> <li>▪ <i>BODY:</i> <ul style="list-style-type: none"> <li>○ CONSISTS OF ORGANS AND SYSTEMS THAT WORK TOGETHER TO ENSURE GOOD HEALTH</li> </ul> </li> <li>▪ <i>HEART:</i> <ul style="list-style-type: none"> <li>○ MUSCLE IN OUR CHEST THAT PUMPS BLOOD THROUGH THE BODY</li> </ul> </li> <li>▪ <i>MUSCLES:</i> <ul style="list-style-type: none"> <li>○ ARE THICK LIKE ROPES THAT ATTACH TO OUR BONES TO HELP US MOVE</li> </ul> </li> <li>▪ <i>STOMACH:</i> <ul style="list-style-type: none"> <li>○ PLACE WHERE FOOD GOES TO DIGEST</li> </ul> </li> <li>▪ <i>LUNGS:</i> <ul style="list-style-type: none"> <li>○ TWO LARGE ORGANS, LIKE BALLOONS, LOCATED IN THE CHEST TO HELP US BREATHE.</li> </ul> </li> <li>▪ <i>BONES:</i> <ul style="list-style-type: none"> <li>○ HOLD UP THE BODY AND PROTECT ORGANS INSIDE</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ GROWTH AND DEVELOPMENT</li> </ul>	<p>TEACHER OBSERVATION</p>

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STANDARD STATEMENT	CONTENT WORDS	ESSENTIAL QUESTIONS	KNOWLEDGE AND/OR SKILL	TOPIC	ASSESSMENT
<p>EXPLAIN THE ROLE OF THE <b>MYPLATE.GOV</b> IN HELPING PEOPLE EAT A HEALTHY DIET.</p> <ul style="list-style-type: none"> <li>• FOOD GROUPS</li> <li>• NUMBER OF SERVINGS</li> <li>• VARIETY OF FOOD</li> <li>• NUTRIENTS</li> </ul> <p>C. KNOW AGE APPROPRIATE DRUG INFORMATION.</p> <ul style="list-style-type: none"> <li>• DEFINITION OF DRUGS</li> <li>• EFFECTS OF DRUGS</li> <li>• PROPER USE OF MEDICINE</li> <li>• HEALTHY/UNHEALTHY RISK-TAKING (E.G. INHALANT USE, SMOKING).</li> </ul>	<ul style="list-style-type: none"> <li>▪ VARIETY OF FOODS</li>   <li>▪ DRUGS</li> <li>▪ MEDICINE</li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>WHAT ARE HEALTHY FOODS?</i></li>   <li>▪ <i>ARE DRUGS GOOD/BAD?</i></li> <li>▪ <i>WHO SHOULD GIVE YOU MEDICINE?</i></li> </ul>	<p>CORE CONCEPTS</p> <ul style="list-style-type: none"> <li>▪ EAT A VARIETY OF FOODS</li> <li>▪ FOOD GROUPS <ul style="list-style-type: none"> <li>○ FRUITS</li> <li>○ VEGETABLES</li> <li>○ GRAINS</li> <li>○ PROTEINS</li> <li>○ DAIRY</li> </ul> </li> </ul> <p>CORE CONCEPTS</p> <ul style="list-style-type: none"> <li>▪ DRUG: <ul style="list-style-type: none"> <li>○ ANY SUBSTANCE WHICH IS NOT FOOD THAT CHANGES THE WAY THE MIND AND BODY WORKS.</li> </ul> </li> <li>▪ MEDICINE: <ul style="list-style-type: none"> <li>○ A DRUG USED TO TREAT DISEASE OF THE MIND OR BODY OR TO RELIEVE PAIN.</li> </ul> </li> <li>▪ TRUSTED ADULT: <ul style="list-style-type: none"> <li>○ SOMEONE WHO YOU CAN TALK ABOUT DECISIONS OR ASK FOR HELP.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ NUTRITION</li>   <li>▪ ALCOHOL, TOBACCO AND OTHER DRUGS</li> <li>▪ INJURY, PREVENTION AND SAFETY</li> </ul>	
<b>ENRICHMENT:</b>		JOURNAL WRITING, RELATED READING ACTIVITIES, PEER ASSISTED ACTIVITIES, INDEPENDENT PROJECTS, RESEARCH USING THE LIBRARY,INTERNET, ETC.			
<b>REMEDATION:</b>		SMALL GROUPS, PEER ASSISTANCE, ADDITIONAL INDIVIDUALIZED ASSISTANCE, VARIATION OF ACTIVITIES/ASSIGNMENTS, MODIFICATIONS AND ACCOMODATIONS.			
<b>RESOURCES:</b>		<a href="http://WWW.HEALTHTEACHER.COM">WWW.HEALTHTEACHER.COM</a> , <a href="http://WWW.CDC.ORG">WWW.CDC.ORG</a> , COMPREHENSIVE SCHOOL HEALTH EDUCATION/MEEKS HEIT , <a href="http://WWW.KIDSHEALTH.ORG/KIDS/FOOD_FITNESS/">WWW.KIDSHEALTH.ORG/KIDS/FOOD_FITNESS/</a> , <a href="http://WWW.NUTRITION.GOV">WWW.NUTRITION.GOV</a> , <a href="http://WWW.NUTRITIONEXPLORATIONS.ORG/KIDS.PHP">WWW.NUTRITIONEXPLORATIONS.ORG/KIDS.PHP</a>			
<b>DIFFERENTIATION:</b>		TEACHER DIRECTED DIFFERENTIATED INSTRUCTIONAL PROJECTS AND ACTIVITIES ARE ONGOING AND BASE ON STUDENT NEED.			

COURSE		HEALTH		GRADE:		KINDERGARTEN	
STATE STANDARD:		10.2.3 HEALTHFUL LIVING		TIME FRAME:		3 LESSONS	
STANDARD STATEMENT	CONTENT WORDS	ESSENTIAL QUESTIONS	KNOWLEDGE AND/OR SKILL	TOPIC	ASSESSMENT		
<p>A. IDENTIFY PERSONAL HYGIENE PRACTICES AND COMMUNITY HELPERS THAT PROMOTE HEALTH AND PREVENT THE SPREAD OF DISEASE.</p>	<ul style="list-style-type: none"> <li>▪ GERM</li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>HOW DO YOU KEEP YOUR BODY CLEAN?</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ SELF-MANAGEMENT               <ul style="list-style-type: none"> <li>○ HAND WASHING</li> <li>○ HAIR AND BODY WASHING</li> <li>○ BRUSHING TEETH</li> <li>○ SNEEZE OR COUGH IN ELBOW</li> <li>○ AVOID TOUCHING DIRTY OBJECTS</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ PERSONAL AND COMMUNITY HEALTH</li> </ul>	<p>QUIZZES, TESTS, OBSERVATION CHECKLIST, VARIOUS ASSESSMENTS OF PROJECTS (INDIVIDUAL, GROUP, PARTNER)</p> <p>RUBRICS</p> <p>PERFORMANCE TASKS</p> <p>TEACHER DESIGNED ASSESSMENTS</p> <p>TEACHER OBSERVATION</p>		
<p>E. IDENTIFY ENVIRONMENTAL FACTORS THAT AFFECT HEALTH</p> <ul style="list-style-type: none"> <li>• POLLUTION (E.G., AIR, WATER, NOISE, SOIL)</li> <li>• WASTE DISPOSAL</li> <li>• TEMPERATURE EXTREMES</li> <li>• INSECTS/ANIMALS</li> </ul>		<ul style="list-style-type: none"> <li>▪ <i>WHAT ARE THINGS OUTSIDE THAT COULD HARM US?</i></li> </ul>	<p>CORE CONCEPT</p> <ul style="list-style-type: none"> <li>▪ GERM- TINY LIVING THINGS THAT CAN MAKE YOU SICK</li> <li>▪ OUTSIDE THINGS THAT COULD HARM US.               <ul style="list-style-type: none"> <li>○ ANIMALS</li> <li>○ POLLUTION</li> <li>○ DIRTY OBJECTS</li> <li>○ TEMPERATURE</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ INJURY PREVENTION AND SAFETY</li> </ul>			

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<b>STANDARD STATEMENT</b>	<b>CONTENT WORDS</b>	<b>ESSENTIAL QUESTIONS</b>	<b>KNOWLEDGE AND/OR SKILL</b>	<b>TOPIC</b>	<b>ASSESSMENT</b>
<b>ENRICHMENT:</b>	JOURNAL WRITING, RELATED READING ACTIVITIES, PEER ASSISTED ACTIVITIES, INDEPENDENT PROJECTS, RESEARCH USING THE LIBRARY, INTERNET, ETC.				
<b>REMEDICATION:</b>	SMALL GROUPS, PEER ASSISTANCE, ADDITIONAL INDIVIDUALIZED ASSISTANCE, VARIATION OF ACTIVITIES/ASSIGNMENTS, MODIFICATIONS AND ACCOMODATIONS.				
<b>RESOURCES:</b>	<a href="http://WWW.HEALTHTEACHER.COM">WWW.HEALTHTEACHER.COM</a> , <a href="http://WWW.CDC.ORG">WWW.CDC.ORG</a> , COMPREHENSIVE SCHOOL HEALTH EDUCATION/MEEKS HEIT, <a href="http://WWW.KIDSHEALTH.ORG">WWW.KIDSHEALTH.ORG</a> <a href="http://WWW.CYH.COM/HEALTHTOPICS">WWW.CYH.COM/HEALTHTOPICS</a>				

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STANDARD STATEMENT	CONTENT WORDS	ESSENTIAL QUESTIONS	KNOWLEDGE AND/OR SKILL	TOPIC	ASSESSMENT
<p>A. RECOGNIZE SAFE/UNSAFE PRACTICES IN THE HOME, SCHOOL AND COMMUNITY.</p> <ul style="list-style-type: none"> <li>• GENERAL (E.G., FIRE, ELECTRICAL, ANIMALS).</li> <li>• MODES OF TRANSPORTATION (E.G., PEDESTRIAN, BICYCLE, VEHICULAR)</li> <li>• OUTDOOR (E.G., SAFE/UNSAFE TOUCH, ABUSE, STRANGE, BULLY).</li> </ul>	<ul style="list-style-type: none"> <li>• SAFE</li> <li>• UNSAFE</li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>WHAT DOES IT MEAN TO BE SAFE?</i></li> <li>▪ <i>WHAT DOES IT MEAN TO BE UNSAFE?</i></li> </ul>	<p>CORE CONCEPTS</p> <ul style="list-style-type: none"> <li>▪ <i>SAFE:</i> <ul style="list-style-type: none"> <li>○ SECURE FROM DANGER, HARM, OR EVIL AND FREE FROM RISK</li> </ul> </li> <li>▪ <i>UNSAFE:</i> <ul style="list-style-type: none"> <li>○ NOT SECURE, INVOLVING OR CAUSING DANGER, LIABLE TO HURT OR CAUSE INJURY</li> </ul> </li> <li>▪ <i>HOME</i> <ul style="list-style-type: none"> <li>○ DO NOT TOUCH HOT ITEMS</li> <li>○ LOCK YOUR WINDOWS AND DOORS</li> </ul> </li> <li>▪ <i>SCHOOL</i> <ul style="list-style-type: none"> <li>○ FOLLOW DIRECTIONS AND RULES</li> <li>○ BE CAREFUL WITH SHARP OBJECTS</li> <li>○ PUT MATERIALS AWAY</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ SAFETY AND INJURY PREVENTION</li> </ul>	
<p>B. RECOGNIZE EMERGENCY SITUATIONS AND EXPLAIN APPROPRIATE RESPONSES.</p> <ul style="list-style-type: none"> <li>• IMPORTANCE OF REMAINING CALM</li> <li>• HOW TO CALL FOR HELP</li> <li>• SIMPLE ASSISTANCE PROCEDURES</li> <li>• HOW TO PROTECT SELF</li> </ul>	<ul style="list-style-type: none"> <li>▪ EMERGENCY</li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>WHAT IS AN EMERGENCY?</i></li> <li>▪ <i>WHAT DO YOU DO IN AN EMERGENCY?</i></li> </ul>	<p>CORE CONCEPTS</p> <ul style="list-style-type: none"> <li>▪ <i>EMERGENCY:</i> <ul style="list-style-type: none"> <li>○ SERIOUS SITUATION THAT OCCURS WITHOUT WARNING AND CALLS FOR QUICK ACTION.</li> </ul> </li> <li>▪ <i>ACTIONS TO TAKE</i> <ul style="list-style-type: none"> <li>○ AVOIDANCE</li> <li>○ EMERGENCY DRILLS</li> <li>○ GETTING ADULT HELP</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ SAFETY AND INJURY PREVENTION</li> </ul>	

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D. IDENTIFY AND USE SAFE PRACTICES IN PHYSICAL ACTIVITY SETTINGS (E.G., PROPER EQUIPMENT, KNOWLEDGE OF RULES, SUN SAFETY, GUIDELINES OF SAFE PLAY, WARM-UP, COOL-DOWN).	<ul style="list-style-type: none"> <li>▪ SAFETY</li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>HOW DO YOU STAY SAFE ON THE PLAYGROUND?</i></li> </ul>	<p>SELF-MANAGEMENT</p> <ul style="list-style-type: none"> <li>▪ SAFETY: <ul style="list-style-type: none"> <li>○ BEING PROTECTED FROM INJURIES</li> </ul> </li> <li>▪ PLAYGROUND <ul style="list-style-type: none"> <li>○ DO NOT CLIMB UP SLIDE</li> <li>○ WAIT YOUR TURN</li> <li>○ ONE AT A TIME</li> <li>○ DO NOT JUMP OFF</li> <li>○ DO NOT WALK IN FRONT OF SWING OR OTHER OBJECTS</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ SAFETY AND INJURY PREVENTION</li> </ul>	<p><b>BENCHMARK</b></p> <p>STUDENTS WILL BE PRESENTED WITH AN EMERGENCY SCENARIO AND IDENTIFY WHAT IS NOT SAFE AND WHAT THEY SHOULD DO IN THAT EMERGENCY SITUATION</p>
<b>ENRICHMENT:</b>	JOURNAL WRITING, RELATED READING ACTIVITIES, PEER ASSISTED ACTIVITIES, INDEPENDENT PROJECTS, RESEARCH USING THE LIBRARY,INTERNET, ETC.				
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