

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Kindergarten Health

June 2017

New Milford Board of Education

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New Milford's Mission Statement

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

Stage 1 Desired Results

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<p>ESTABLISHED GOALS</p> <p>NHES 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>NHES 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>NHES 5: Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p>NHES 8: Students will demonstrate the ability to advocate for personal, family, and community health.</p> <p>NPES4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p>NPES 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge,</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • Live a healthy life by practicing good hygiene habits. • Live a healthy life by making healthful choices and decisions regarding disease prevention, drug use and personal safety. 	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Germs are found on every surface we touch, but can only make us sick if they get inside us. • We spread germs to others when we do not cover our coughs and sneezes. • Some activities at home or school may be considered safe or unsafe. • Medicine can look like candy. • Adults can be important resources. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • What can I do to stay healthy and prevent sickness? • How do my choices affect my health and the health of others? • How can I show respect to others and myself? • How do I manage uncomfortable feelings? • When can a safe object become unsafe?

<p>self-expression and/or social interaction.</p> <p>CCSS.ELA-Literacy.SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>	<ul style="list-style-type: none"> • Adults should not ask kids for help. • Children’s bodies are their own and they always have a right to say no to anything that makes them uncomfortable. 	<ul style="list-style-type: none"> • Why are rules important to help keep us safe?
<p>CCSS.ELA-Literacy.SL.K.1.a Follow agreed-upon rules for discussions</p> <p>CCSS.ELA-Literacy.SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>CCSS.ELA-Literacy.SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p style="text-align: center;">Acquisition</p>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • <i>Describe what a germ is</i> • <i>Explain how germs spread</i> • <i>Explain when to ask a trusted adult</i> • <i>Verbally Recall at least 3 of 4 medicine safety rules</i> • <i>Recognize situations that make them feel unsafe</i> • <i>Recognize a stranger</i> • <i>Identify three grown up buddies</i> • <i>Differentiate between a safe and unsafe touch</i> 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Demonstrate how to properly cover a cough and sneeze • Name safe and unsafe activities • Recognize when medicines or foods are not in the proper packaging. • Demonstrate use of their “I mean business voice”. • Demonstrate “Think, Feel, Act”

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
A/M A/M T/M/A A	<ul style="list-style-type: none"> Students will color in Happy face or sad face to communicate their responses. Students will circle either the dirty hand or bar of soap. I will visually confirm proper technique and the completed cut/paste activity. Verbal discussion in WG setting. 	PERFORMANCE TASK(S): <ul style="list-style-type: none"> Students will complete a self-knowledge performance task called “Healthy Habits Journal” Students will explain by linking everyday actions to germs and how to prevent spreading them. “Okay to be Dirty?” Students will perform the proper technique for covering a cough or sneeze as well as complete a cut and paste activity demonstrating the correct technique Students will show empathy through imagination using real world “what would you do?” situations.
M A M	<ul style="list-style-type: none"> Students will sing along Students will explain why an activity is either safe or not. Students will engage in a whole group discussion explaining why it was important the boy spoke to his mom. 	OTHER EVIDENCE: <ul style="list-style-type: none"> Students will learn to sign and sing the song “Stop, Ask First” Students will circle the picture of activities that are good for you and “X” the activities that are not. Through use of perspective, we will complete a read-aloud and discuss the book entitled “Uncle Willy’s Ticks”.

Stage 3 – Learning Plan		
Code	<i>Pre-Assessment</i>	
M	<ul style="list-style-type: none"> Teacher will direct a whole group discussion to determine pre-knowledge about germs. 	
M	<ul style="list-style-type: none"> Students will engage in a small group activity where they will think about where germs hide on the human body. 	
	Summary of Key Learning Events and Instruction	Progress Monitoring
MA	<ul style="list-style-type: none"> Germs – <ul style="list-style-type: none"> Suggested video “BrainpopJr.com” Students will explore what is good for sharing and not good for sharing. 	<ul style="list-style-type: none"> Discussion and activities around germs and the disease process.
TMA	<ul style="list-style-type: none"> Safer, Smarter Kids (You may follow these approved state resource lessons 1-3) – <ul style="list-style-type: none"> Whole group discussions that lead to the main idea: that rules make us feel safe; grown –up buddies; Think/Feel/Act. 	<ul style="list-style-type: none"> Teacher will use specific examples of typical items used by kindergarten students. Students should be able to explain their responses to each item.
TMA	<ul style="list-style-type: none"> <ul style="list-style-type: none"> Suggested videos from Safer Smarter Kids K-curriculum lessons 1, 2, 3. 	<ul style="list-style-type: none"> Follow lessons 1, 2 and 3 of the teacher guide included in the Safer Smarter Kids curriculum; as well as approved assessments;
TMA	<ul style="list-style-type: none"> <ul style="list-style-type: none"> Practice using an assertive tone of voice referred to as “I mean business voice” Explore how to recognize a stranger, the importance of children always being with a Grown-Up Buddy when they 	<ul style="list-style-type: none"> Role plays

TMA	<p>are out in public, and the need to identify trusted adults.</p> <ul style="list-style-type: none"> o Think, Feel, Act. Students will be presented with a variety of scenarios and will be asked what they would think in that situation, how they would feel and how they would act. o Read Aloud – suggested titles included in kit <ul style="list-style-type: none"> ● What is Safe? <ul style="list-style-type: none"> o Students will explore items that may be safe to eat or not; is it medicine or candy? o Suggested video from BrainPopJr – medications o Students will explore what may be safe or not safe to do while at school and at home. 	<ul style="list-style-type: none"> ● Teacher will use specific examples of typical items used by kindergarten students. Students should be able to explain their responses to each item.
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Stage 1 Desired Results

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<p>ESTABLISHED GOALS</p> <p>NHES 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>NHES 5: Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p>NHES 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p>NPES4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p>NPES 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • Live a healthy life by practicing good dental hygiene habits. • Will want to make healthy choices around the topics of dental health, food and physical activity. 	
	Meaning	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Our heart lungs and brain are vital organs; therefore, we must care for them. • Choosing to be physically active is important to keeping your body healthy. • Choosing to eat healthy foods helps to keep your body healthy and grow. • We only have one set of adult teeth. • Some healthy foods are not healthy for our teeth. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • What can I do to be physically healthy? • How does what I eat affect my physical health? • How do my choices affect my health? • What happens to our bodies as we increase the level of difficulty?

Acquisition		
<p>CCSS.ELA-Literacy.RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>CCSS.RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>CCSS.ELA-Literacy.SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>CCSS.ELA-Literacy.SL.K.1.a Follow agreed-upon rules for discussions</p> <p>CCSS.ELA-Literacy.SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>CCSS.ELA-Literacy.SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • Describe how the heart, lungs and brain help the body function. • Explore how the brain, heart and lungs react to physical activity. • Identify specific foods that promote good dental health. • Identify the 5 MyPlate food groups. • Define healthy foods or snacks as that which gives us energy, helps us grow and helps us focus in school. • Students will recall what we need to keep our bodies physically healthy. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Practice proper techniques for brushing and flossing. • Identify five snacks that are healthy for teeth. • Classify foods in the appropriate MyPlate food group. • Analyze snack foods using a variety examples of healthy and unhealthy snacks. • Identifying both indoor and outdoor physical activities

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
A A A	<ul style="list-style-type: none"> Students will draw organs in correct location; explained describe the physical activities they drew. Students will draw things that will cause healthy teeth and unhealthy teeth Pictures are placed in correct order Students will choose only the healthy snack food pictures to paste to their trays 	<p>PERFORMANCE TASK(S)</p> <ul style="list-style-type: none"> Through use of interpretation, student will draw/color in the heart lungs and brain demonstrating they know where they are in the human body; students will also draw 4 physical activities they can do to help strengthen the heart, lungs and brain Students will complete a “Cause and Effect” chart with pictures. Students will cut and paste pictures that demonstrate the correct order of events for proper brushing and flossing. Through application, students will create a healthy snack tray.
M A T A T	<ul style="list-style-type: none"> Teacher will provide body diagrams and art supplies. Students will demonstrate the correct dance move associated with each food group (I.E. stomp feet for fruits) Students will sing along 	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> Color pictures of the heart, lungs and brain in the correct location on the body. Through interpretative dance, students will match foods to their correct food group. Students will sing a song that describes the jobs of the heart and lungs.

Stage 3 – Learning Plan		
Code	<i>Pre-Assessment</i>	
M A	<ul style="list-style-type: none"> Teacher will direct a whole group discussion to determine pre-knowledge about the human heart, lungs and brain, dental health and physical activity. 	
	Summary of Key Learning Events and Instruction	Progress Monitoring
	Anatomy and Physical Activity:	
M A	<ul style="list-style-type: none"> Students will explore the path of blood and oxygen through the heart, lungs and body, and explain why that job is important. 	<ul style="list-style-type: none"> Teacher will use a model as a prop
M A	<ul style="list-style-type: none"> Students will view a suggested video from BrainPopJr or something similar and engage in a guided discussion. (Heart and Lungs) 	<ul style="list-style-type: none"> Teacher can use a simple song to teach the students the jobs of both the heart and lungs (sung to the tune of Row, Row, Row your Boat or something similar)
M A	<ul style="list-style-type: none"> Students will explore the job of the brain. 	<ul style="list-style-type: none"> Teacher will walk around the room monitoring the art work of each student asking probing questions. “What are you doing in this picture?” “Why did you draw this?”
M A	<ul style="list-style-type: none"> Students will draw pictures of various physical activities that can impact the health of the human heart, lungs and brain (cardiovascular activities) 	
	Dental Health:	
T M A	<ul style="list-style-type: none"> Students will view video “Crest’s Dental Defender” or something similar. <ul style="list-style-type: none"> Students will learn the name of the germs that cause cavities (plaque). Students will recall 3 or more ways to protect teeth (brush, floss and rinse, visit dentist, eat healthy foods) 	<ul style="list-style-type: none"> Teacher will use Q and A to highlight the main ideas
M A		<ul style="list-style-type: none"> Teacher will provide laminated food pictures and lead a guide discussion around why some foods may be healthy for the body, but not for teeth
M A	<ul style="list-style-type: none"> Students will analyze various foods. 	<ul style="list-style-type: none"> Teacher will model proper brushing
M A	<ul style="list-style-type: none"> Students will listen to a read aloud of Sam’s Science: I Know 	

<p>M T M A T A M A T T T M A</p>	<p>Why I Brush My Teeth (or similar text)</p> <p>Nutrition:</p> <ul style="list-style-type: none"> • Students will watch a video introducing MyPlate and the 5 food groups. • Students will color a MyPlate picture placemat • Students will listen to a read-aloud of the book “The Two-Bite Club” or something similar. • Students will sort through plastic food models and place them on their MyPLate pictures. <p>Busy Bodies/Physical Activity:</p> <ul style="list-style-type: none"> • Use excerpts of the book “The Busy Body Book” or something similar to explore what our bodies need to be physically healthy. • Students will brainstorm both indoor and outdoor examples of physical activities. • Students will engage in whole group physical activity routine (source of the activity may be teacher led or come from YouTube, Go Noodle or other similar media). 	<p>and flossing using props.</p> <ul style="list-style-type: none"> • Teacher facilitate Q and A. • Teacher will ask guiding questions to assist students understanding • Teacher will supply the plastic foods • Teacher will ask guiding questions to assist students understanding • Teacher will track student ideas on paper of the board • Teacher will ensure that students are in their own personal space free of any obstacles.
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Kindergarten Health Curriculum Pacing Calendar

- Each kindergarten class currently meets once during every other 6-day cycle (or every 12 days).
- HPS meets during A-Cycle; NES meets during B-Cycle.
- Each class receives 15 sessions during the school year. The suggested progression is outlined below.
- Each session allows time for reviewing and assessing prior skills and knowledge before moving on to new material.

Unit 1 - Personal Safety:

Session #	Lesson Title	Summative Assessment / Performance Task
1	Safer, Smarter Kids L1	Healthy Habits Journal
2	Safer, Smarter Kids L2	“What Would You Do?” (WWYD?)
3	What Are Germs?	Cover your Cough/Sneeze demonstration and cut/paste activity.
4	What is Safe?	Sing “Stop Ask First”
5	Medicine Safety	Circle Activity and WWYD?

6	Germes, Part 2	“Okay to Be Dirty?” and “What is safe at School and at home?”
7 – 8	Safer, Smarter Kids L3	“Uncle Willy’s Tickles” WWYD discussion

Unit 2 - Health Enhancing Behaviors:

Session #	Lesson Title	Summative Assessment / Performance Task
9	Anatomy & Physiology (A&P) Lesson 1	Color correct locations of heart, lungs and brain. Sing a song to describe physiology.
10	A & P Lesson 2	Identify and color pictures of activities that will support these body parts.
11	MyPlate Introduction	Interpretive dance; color in MyPlate diagrams.
12	My Plate creations	Create a healthy food tray.

13	Dental Health Lesson 1	"Cause and Effect" Chart.
14	Dental Health Lesson 2	Cut/Paste proper brushing and flossing sequence and technique.
15	Busy Body Lesson	Engage in whole group exercise routine; Draw indoor and outdoor activities.