



Comprehensive Health and Physical Education Curriculum Kindergarten

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Curriculum Developed
July 2022

Approved by the Board of Education on September 2022

Wayne School District
Kindergarten Comprehensive Health and Physical Education

Content Area/ Grade Level	Grade K Health
Unit Plan Title	Unit 1 - Safety, Hygiene, and Nutrition
Time Frame	Marking Period 1
Anchor Standards/Domain* *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10	
<p>NJSLS Comprehensive Health and Physical Education Community Health Services and Support (CHSS) Personal Safety (PS) Health Conditions, Diseases and Medicines (HCDM) Personal Growth and Development (PGD) Nutrition (N)</p> <p>WIDA ELD Standards Social and Instructional Language: ELD Standard 1</p>	
Unit Summary	
<p>In this unit, students will learn about people in the community that help to keep us safe and how to access community helpers in the event of an emergency. They will also learn about healthy habits including ways to prevent the spread of germs, how to keep their bodies safe and healthy, and foods that support good health and nutrition.</p>	
Standard Number(s)	
<p><u>NJSLS Comprehensive Health and Physical Education</u> Community Health Services and Support</p> <ul style="list-style-type: none"> ● 2.1.2.CHSS.1: Identify community professionals and school personnel who address health emergencies and provide reliable health information to us. (T, N) ● 2.1.2.CHSS.3: Demonstrate how to dial and text 911 in case of an emergency. (T, N) <p>Personal Safety</p> <ul style="list-style-type: none"> ● 2.3.2.PS.1: Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe. (N) <p>Health Conditions, Diseases and Medicines</p> <ul style="list-style-type: none"> ● 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). (PE) <p>Personal Growth and Development</p> <ul style="list-style-type: none"> ● 2.1.2.PGD.2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth). (N, PE) <p>Nutrition</p> <ul style="list-style-type: none"> ● 2.2.2.N.3: Differentiate between healthy and unhealthy eating habits. (PE) <p><u>WIDA Standards</u></p> <ul style="list-style-type: none"> ● English Language Development Standard 1: English language learners communicate for social and instructional purposes within the school setting. 	
Essential Question(s)	
<ul style="list-style-type: none"> ● Where can I find and access health professionals? ● What can I do to stay healthy? 	

Enduring Understandings

- Resources are available and accessible to help keep us healthy.
- Applying risk reducing strategies such as maintaining good hygiene and making healthy food choices can prevent health consequences.

Student Learning Targets/Objectives (Students will know/Students will understand)

- People in the community work to keep us safe.
- Personal hygiene and self-help skills promote healthy habits.
- Nutritious food choices promote wellness and are the basis for healthy eating habits.

Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an **

Examples may include, but are not limited to the following:

- *Formative:* Teacher observation during the opening discussion and throughout the lesson, student/teacher conference, student demonstration during activities
- *Summative:* Students' responses on exit tickets and contributions to the closing discussion
- *Benchmark:* Student application of learned skills
- *Alternative:* Options may include additional teacher created assessments/activities, and/or allowing students to use technology to demonstrate understanding of concepts

Teaching and Learning Activities

Activities

Teacher Activities

- [Community Helpers Research Booklet](#)
- [911 Cut and Paste](#)

PE Activities

- [Kindergarten Hygiene Unit](#)
- [Kindergarten Nutrition Unit](#)

Nurse Activities

- [Germs! Germs! Germs!](#)
- [Staying Healthy and Safe](#)
- [Don't Spread Germs!](#)
- [Keeping Healthy](#)
- [Handwashing Coloring Page](#)

Differentiation Strategies

Strategy and flexible groups based on formative assessment or student choice
One:One conferring with teacher
Choice of narrative or persuasive text composition
Differentiated checklists and rubrics (if appropriate)
Student selected goals for writing
Level of independence
Craft additional leads and endings for mentor texts
Consult mentor texts to support writing
ELL Supports and Extension activities are included with each lesson
[Differentiated Strategies for Special Education Students](#)
[Differentiation Strategies for Gifted and Talented Students](#)
[Differentiation Strategies for ELL Students](#)
[Differentiation Strategies for At Risk Students](#)
[Differentiation Strategies for Students with a 504](#)

Wayne School District
Kindergarten - Health

Content Area/ Grade Level	Grade K Health
Unit Plan Title	Unit 2: Personal Responsibility and Getting Along With Others
Time Frame	Marking Periods 2 & 3
Anchor Standards/Domain* *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10	
<p>NJSLS Comprehensive Health and Physical Education Community Health Services and Support Emotional Health Social and Sexual Health Personal Safety</p> <p>WIDA ELD Standards Social and Instructional Language: ELD Standard 1</p>	
Unit Summary	
<p>In this unit, students will learn about feelings and emotions. They will also learn about strategies for managing emotions, self control, and being kind to others. Finally, they will learn about personal boundaries and ways to show respect for these boundaries when interacting with others.</p>	
Standard Number(s)	
<p><u>NJSLS Comprehensive Health and Physical Education</u></p> <p>Community Health Services and Support</p> <ul style="list-style-type: none"> ● 2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared. (C, T) <p>Emotional Health</p> <ul style="list-style-type: none"> ● 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs). (C, T) ● 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors (C, T) <p>Social and Sexual Health</p> <ul style="list-style-type: none"> ● 2.1.2.SSH.9: Define bullying and teasing and explain why they are wrong and harmful (C, T) <p>Personal Safety</p> <ul style="list-style-type: none"> ● 2.3.2.PS.5: Define bodily autonomy and personal boundaries. (PE) ● 2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family. (PE) <p><u>WIDA Standards</u></p> <ul style="list-style-type: none"> ● English Language Development Standard 1: English language learners communicate for social and instructional purposes within the school setting. 	
Essential Question(s)	
<ul style="list-style-type: none"> ● How does my behavior reflect my personal choices? ● What can I do to prevent and resolve conflict? 	

Enduring Understandings

- I am responsible for managing my emotions.
- Personal boundaries should be respected.

Student Learning Targets/Objectives (Students will know/Students will understand)

- Many factors influence how we think about ourselves and others.
- There are different ways that individuals handle stress, and some are healthier than others.
- Personal boundaries of individuals should be respected.

Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an **

Examples may include, but are not limited to the following:

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- *Summative:* Students' responses on exit tickets and contributions to the closing discussion
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Teaching and Learning Activities

Activities

Counselor Activities

- Feelings and Emotions [Lesson](#)
- Self Control [Lesson](#)
- Bullying [Lesson](#)

PE Activities

- [Kindergarten Wellness Unit](#)

Differentiation Strategies

Strategy and flexible groups based on formative assessment or student choice

One: One conferring with teacher

Choice of narrative or persuasive text composition

Differentiated checklists and rubrics (if appropriate)

Student selected goals for writing

Level of independence

Craft additional leads and endings for mentor texts

Consult mentor texts to support writing

ELL Supports and Extension activities are included with each lesson

[Differentiated Strategies for Special Education Students](#)

[Differentiation Strategies for Gifted and Talented Students](#)

[Differentiation Strategies for ELL Students](#)

[Differentiation Strategies for At Risk Students](#)

[Differentiation Strategies for Students with a 504](#)

Wayne School District
Kindergarten Comprehensive Health and Physical Education

Content Area/ Grade Level	Kindergarten Physical Education
Unit Plan Title	Physical Education K-2 (click for details)
Time Frame	Throughout the School Year
Anchor Standards/Domain	
NJSLS Comprehensive Health and Physical Education Personal Growth and Development (PGD) Movement Skills and Concepts: (MSC) Physical Fitness (PF) Lifelong Fitness (LF) WIDA ELD Standards Social and Instructional Language: ELD Standard 1	
Unit Summary	
Students will learn the importance of living a healthy, active lifestyle. The primary goal is for students to develop an understanding of concepts and skills that promote and influence healthy behaviors. Throughout the physical education units, students will plan and implement healthy fitness habits. Emphasis will be placed on the benefits of an active body and mind and students will recognize the consequences of a sedentary lifestyle. Also included are the topics of sportsmanship, safety, and self-control.	
Standard Number(s)	
See Attached: Physical Education K-2	
Enduring Understandings	
<ul style="list-style-type: none">● Personal Growth and Development are lifelong processes.● The body moves in a variety ways and movement is important.● Fitness activities can be performed at many levels, which will impact how efficiently the body functions.● Lifelong Fitness requires making fitness a part of a person’s daily life.	