

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Health

Curriculum writing committee: Ann Marie Miller

Grade Level: K

Date of Board Approval: _____2021_____

Course Weighting: Health K

Participation	60%
Classwork / Homework	20%
Projects / Quizzes / Tests	20%
Total	100%

Curriculum Map

Overview:

The purpose of the health curriculum for Grade K in the Delaware Valley School District is to introduce the importance that health concepts have on students' lives and to develop a lifelong commitment to a healthy and physically active lifestyle. The healthy, physically active child is more likely to be academically motivated, alert, and successful in school. Students who focus on establishing healthier habits will promote good health throughout life which will enhance the quality of life. Students who are physically, emotionally, and socially well can benefit from a variety of provided school experiences. Focusing on positive behaviors in relation to health issues can enhance the development of children and youth and enable opportunities to practice healthy behaviors.

Goals:

- Definition of a healthy person.
- Individual, group, and community safety.
- Introduce a variety of health concepts which foster students to lead a healthier lifestyle.
- Understanding of a wide range of health concepts which will build through future curricula.

Big Ideas:

- Teach the importance that health education has on a child's life.
- Health concepts are essential for wellness and a health-enhancing lifestyle.
- Safety can impact individual and community well-being.
- Introduce a variety of ways to develop positive health habits which will lead to a healthier life.
- Introduce and review a series of skills to prepare children to form healthier choices and resist unhealthy behaviors during their lifetime.

Textbook and Supplemental Resources:

- Pennsylvania Standards
- www.brainpopjr.com
- www.naspe.org
- Too Good for Drugs Kindergarten Teacher's Manual/ ATOD Prevention Education and Social Skills Development, 2020
- www.dangerrangers.com
- www.youtube.com
- smart board
- DVD
- story books
- www.teacherspayteachers.com
- health worksheets
- visual aids
- hands on materials
- www.pecentral.com
- Delaware Valley School District Handbook
- D.V. Five poster
- PA Department of Education
- Shape America website

Suggested Resources:

- The Human Body Video Series for Children- *The Brain, Circulatory and Respiratory Systems, About Bones and Muscles*
- The Magic School Bus- Human Body- *Inside Ralphie, Flexes Its Muscles*
- Disney Safety Video- *Winnie the Pooh's Great School Bus Adventure*
- Hygiene for Kids Video- *Staying Clean and Healthy*
- Disney's Wild about Safety- *Timon and Pumba Safety Smart -At Home*
- Disney's Safety Hits Video- *Bike Safety with Bill Nye the Science Guy*
- Smoking and Tobacco Video- *The No Puff Pals*
- Scholastic Science Vocabulary Readers- *Your Brain, Your Skin and Bones, The Amazing Human Body*
- The 100+ Science Series Workbook- *Health, Hygiene and Nutrition*

Curriculum Plan

Unit: Health Importance and Safety

Time/Days: 45 days – 9 lessons

Standards:

PA Academic Standards: 10.3.3A, 10.3.3C, 10.3.3.D

Eligible Content:

- Health definition and its importance
- Group cooperation/ respect of peers
- Individuality
- Conflict resolution
- Gymnasium safety
- Playground safety
- Bus safety
- Bicycle safety
- Water safety
- Sunscreen importance
- Fire Drill / Safe School Drill Safety Procedures
- Decision making
- Refusal skills

Objectives:

- Recognize the importance that health concepts will have on their lives. (DOK 1)
- Develop a positive attitude towards their personal health and the health of others (DOK3)
- Demonstrate the proper way to communicate with peers and the teacher through actions and their words. (DOK 1)
- State rules for being in the gymnasium, playground and riding the school bus (DOK 1)
- Name the steps in decision making. (DOK 1)
- Demonstrate the correct procedures to follow during a fire drill/ safe school drill through practice. (DOK 2)
- Describe how identifying and managing our emotions can impact personal well-being and relationships with others through the lifespan. (DOK2)
- List the safety rules to be followed while waiting for and riding the school bus. (DOK 1)
- Demonstrate refusal skills and an effective way to feel comfortable about a decision. (DOK 2)

- Assess where to ride a bicycle safely (DOK 3)
- Analyze the importance of wearing a bicycle helmet (DOK 4)
- Connect the importance of wearing sunscreen to prevent skin damage. (DOK 4)

Core Activities and Corresponding Instructional Methods:

- Introduce the importance that Health Education has on student's lives by engaging the students in a bulletin board activity focusing on a Health "Word Wall."
- Brainstorm ways to be a healthy person.
- Discuss the importance of gymnasium and playground safety.
- Brainstorm positives and negatives of the practice.
- Discuss ways to solve problems without getting into a fight (conflict resolution.)
- Practice conflict resolution steps.
- Discuss bus safety rules.
- Learn about emotions and how to express them appropriately.
- Learn where to ride a bicycle safely.
- Identify protective equipment that should be worn when riding a bicycle.
- Brainstorm a variety of healthy ways students can communicate with their peers and teachers and how to effectively exhibit refusal skills through a teacher led group activity.

Assessments:

Diagnostic:

- Question and Answer
- Class Discussion

Formative:

- Homework assessment
- Classroom work

Summative:

- Written assessment
- Project assessment

Curriculum Plan

Unit: Community Health

Time/Days: 45 days – 9 lessons

Standards:

PA Academic Standards: 10.2.3D, 10.2.3E, 10.2.3B, 10.3.3A

Eligible Content:

- Personal choices that impact your health.
- Things that make a home and community a healthy place to live, play and work.
- Trusted community helpers that promote and teach practices that help us to stay safe and healthy.
- Identify trusted community members who can provide valid safety and health information if needed.
- Safety procedures to follow in a fire/emergency.
- Recognize environmental factors that affect our lives and the importance of a healthy environment.
- Water safety procedures and practices,
- Recognize safe/unsafe practices in the home, school, and community.

Objectives:

- Analyze the importance of personal choices and how they can impact their health. (DOK 4)
- Identify safety helpers in their community and the proper way to communicate with them. (DOK 1)
- Brainstorm what makes a home and community a healthy place to live, plan and work. (DOK 2)
- Construct ways to get help in an emergency. (DOK 3)
- Demonstrate a variety of fire safety skills such as stop, drop, and roll, stay low and go, and jump to safety which will prepare students to react in a fire emergency. (DOK 1)
- Predict environmental factors that affect their life. (DOK 2)
- Classify ways to help keep the environment healthy. (DOK 2)
- Summarize the importance of having adult supervision while in the water. (DOK 2).
- Analyze the importance of a lifeguard's job. (DOK 4)

Core Activities and Corresponding Instructional Methods:

- Discuss what a community helper is.
- Discuss the local emergency number and when the proper time is to call it.
- Practicing calling 9-1-1.
- Discuss the several types of community workers. (Fire fighters, police, crossing guards, doctors, dentists, teachers,)
- Demonstrate the proper way to stop, drop and roll, stay low and go and jump to safety through the completion of fire safety station practice.
- Construct a community book that contains pictures of community helpers. Students can color the pictures and organize their own book.
- Identify a variety of safety signs and their meaning through a group identification activity.
- Discuss what it means to know someone well and feel safe with them.
- Identify how to read safety signs /traffic lights and what their meanings are.

Assessments:**Diagnostic:**

- Question and Answer
- Class discussion

Formative:

- Homework assessment
- Classroom work

Summative:

- Written assessment
- Project assessment

Curriculum Plan

Unit: Personal Health and Wellness

Time/Days: 45 days – 9 lessons

Standards:

PA Academic Standards: 10.1.3.E, 10.1.3.C, 10.2.3A, 10.1.3B

Eligible Content:

- Personal hygiene practices
- Ways to prevent germs from spreading
- Healthy snacks
- Unhealthy snacks
- “My Plate” Philosophy
- Identifying Body Systems and their roles
- Importance of Exercise
- Dental Health

Objectives:

- List the steps in the hand washing process. (DOK 1)
- Define what a germ is. (DOK 1)
- Demonstrate the correct way to sneeze/cough in their arm. (DOK 1)
- Recognize that germs can cause sickness. (DOK 2)
- Identify specific times when hand washing must occur. (DOK 1)
- Formulate good hygiene habits to use with food. (DOK 3)
- Classify the different sections of “The My Plate” philosophy. (DOK 2)
- Differentiate between healthy and unhealthy snacks. (DOK 3)
- Assess importance of eating a variety of foods. (DOK 3)
- Hypothesize what poor eating habits could cause to overall health. (DOK 3)
- Recall three types of physical activities that promote health. (DOK 1)
- Assess how exercise affects the heart. (DOK 3)
- Recognize how the lungs take in oxygen when we breathe. (DOK 1)
- Assess how movement builds endurance, muscle strength and flexibility. (DOK 3)
- Demonstrate movements that they enjoy. (DOK 1)
- Recall the location and size of the human heart. (DOK 1)
- Identify the function of the human heart. (DOK 1)
- Recognize the importance that the brain has to all body functions. (DOK 1)
- Recall the difference between primary and permanent teeth. (DOK 1)
- Describe what plaque and tartar are. (DOK 1)

- Assess the importance of visiting the dentist twice a year. (DOK 3)
- Brainstorm a variety of healthy foods to eat to promote good dental health. (DOK 2)
- Demonstrate the correct technique to brush and floss teeth. (DOK 1)
- Describe what a cavity is and how they are formed. (DOK 1)

Core Activities and Corresponding Instructional Methods:

- Brainstorm ways germs spread.
- Discuss ways to avoid spreading germs.
- Practice effective hand washing.
- Sequentially place the hand washing steps in the correct order.
- Practice the correct way to cough and sneeze in the elbow.
- Brainstorm the situations that hand washing is necessary.
- Illustrate the different sections of “The My Plate” Diagram.
- List a variety of foods from each section of “The My Plate” Diagram.
- Create a collage of healthy foods.
- Brainstorm healthy/unhealthy snacks.
- Discuss the negative effects that salty and sugary foods can have on the human body.
- Demonstrate the shape and size of the heart through a group activity.
- Demonstrate the function of the lungs through a breathing exercise activity.
- Color and label the heart, lungs, and brain on a body system worksheet.
- Demonstrate where to find pulse during exercise and at rest.
- Discuss what a stethoscope is and utilize during a class activity.
- Discuss the difference between primary and permanent teeth.
- Discuss the correct method to brush and floss teeth.
- Use teeth model to demonstrate proper brushing technique.
- Color tooth worksheet demonstrating keeping teeth free of tartar and plaque.
- Discuss the number of dental visits required each year.
- Illustrate what plaque and tartar are and how cavities can form.
- Discuss what happens at a dental visit and identify tools the dentist uses.
- Graph lost baby teeth.

Assessments:

Diagnostic:

- Question and Answer
- Class discussion

Formative:

- Homework assessment
- Classroom work

Summative:

- Written assessment
- Project assessment

Curriculum Plan

Unit 4: Drug and Medicine

Time Frame: 45 days; 9 lessons

Standards (by the number):

PA Academic Standards: 101.3.3A, 101.3.D, 10.2.3.D, 101.3.3C

Eligible Content:

- Goal Setting
- Making responsible decisions
- Identifying and managing emotions
- Effective communication
- Safe use of prescriptions
- Identifying and avoiding harmful substances
- Making Healthy Choices

Objectives:

- Identify personal capabilities and strengths. (DOK 1)
- Predict how adults and peers can help in reaching a goal. (DOK 2)
- Recall steps in the decision-making process. (DOK 1)
- Distinguish 3 ways people show their feelings with face, bodies, and words. (DOK 2)
- Identify the body language of an active listener. (DOK 1)
- Demonstrate the ability to ask questions without interrupting. (DOK 2)
- Define medicine. (DOK 1)
- Differentiate the safe and unsafe use of prescription/over the counter medicines. (DOK 3)
- Identify who can give medicines. (DOK 1)
- Classify harmful substances in and around the home including nicotine and alcohol. (DOK 2)
- Differentiate safe and unsafe ways for children to respond when encountering harmful substances. (DOK 3)
- Identify ways to make healthy choices. (DOK 1)

Core Activities and Corresponding Instructional Methods:

- Introduce “**Can Do activity**” using Tuggles puppet.
- Use “**Can Do! Game Cards**” in an activity for setting reachable goals.
- Introduce “**Tuggles Stops to Think**” book.
- Incorporate “**Play Ball!**” activity focusing on making good decisions.
- Complete “**Color Me Tuggles**” activity which identifies good decisions.

- Discuss “**Sorting Predictions**” activity which concentrates on anticipating consequences of choices.
- Complete homework activity, “**Stop and Think**”, which emphasizes decision making.
- Introduce “**Feelings Every Day and Show and Tell Tuggles**” which discusses identifying and managing emotions.
- Discuss “**Catch the Feeling**” worksheet concentrating on emotions.
- Complete enrichment activity titled, “**Feeling Match Cards**” which categorizes emotions.
- Complete homework activity titled, “**Name Your Feeling**” and organize a group discussion.
- Discuss effective communication through a “**Feeling Smart**” activity and a “**Beary Good Listeners**” activity.
- Make a drawing through an activity titled, “**Listen-n-Draw**” activity.
- Introduce the “**Body Works**” activity which helps in understanding the safe use of Prescription and OTC Medicines.
- Demonstrate the group activity titled, “**Tuggles Goes to the Doctor.**”
- Display the Be Well Game Poster in Health area and complete sorting card game.
- Complete **Staying Safe with Medicine**/ thumbs up and down activity
- Tuggles **Getting Ready** Activity identifying harmful substances.
- Play the **Safety Scout** Game focusing on identifying harmful and safe substances.
- Complete **Safety-First** Activity scenarios.
- Talk about identifying harmful substances including nicotine and alcohol through the group activity, **Not in My Mouth** using **Feed Me /Not in My Mouth** worksheets
- Complete **Safety Review/ Enrichment Activity** by reading several scenarios.
- Art Extender: Students will draw a smiley face on one side of a white paper plate and a red no signal on the back. Students will identify safe things to eat and drink.
- Participate in a Physical Education Extender bean bag game focusing on safe and unsafe substances.
- Introduce **Your Body Game** focusing on making healthy choices.

Assessments:

Diagnostic:

- Question and Answer
- Class Discussion

Formative:

- Homework assessment
- Classroom work
- Thumbs up/down activity focusing on harmful/safe substances
- Class games focusing on healthy choices,

Summative:

- Written assessment
- Project assessment
- Certificate of Completion recognizing Too Good for Drugs Kindergarten

Checklist to Complete and Submit:

(Scan and email)

- _____ Copy of the curriculum using the template entitled "Planned Instruction," available on the district website.
- _____ The primary textbook form(s).
- _____ The appropriate payment form, in compliance with the maximum curriculum writing hours noted on the first page of this document.

Each principal and/or department chair has a schedule of First and Second Readers/Reviewers. Each Reader/Reviewer must sign & date below.

First Reader/Reviewer Printed Name _____

First Reader/Reviewer Signature _____ Date _____

Second Reader/Reviewer Printed Name _____

Second Reader/Reviewer Signature _____ Date _____

Please Go to Human Resources page on the Delaware Valley School District website for updated Payment form to be submitted.

<https://pa01001022.schoolwires.net/site/handlers/filedownload.ashx?moduleinstanceid=7055&dataid=16708&FileName=AUTHORIZATION%20FOR%20PAYMENT%20-%20SECURED.pdf>