



Department of Health and Physical Education

Health Curriculum Grade K

September 2021

Developed By: Summer Smith, Janine Loconsolo

Effective Date: September 2021

Health Education is an integral part of the total education of every child from kindergarten through grade 12. Health Education instruction provides a positive impact that can help students achieve in all curricular areas. Through this curriculum, students will focus on wellness, decision-making and refusal skills, as well as, participate in alcohol, tobacco and drug education.

The health education curriculum, written to the New Jersey Student Learning Standards, addresses various components of health education instruction that build from year to year. Each curricular unit includes interdisciplinary and technology connections to bridge learning in various content areas. While some of the skills are repeated at various grade levels, the content grows and addresses the students' needs at each level.

Grade K

Scope and Sequence

	Competent Kids Caring Communities (CKCC)	Healthy Lifestyle Choices (HLC) Unit/ Outside Resources
September	Unit 1: The CKCC Garden Lesson 1: Hummingbird: Ms. Hum, the teacher Lesson 2: Goal- Setting in the Garden School Lesson 3: The Ants- Paying Attention Lesson 4: Snail, the Worrier	
October	Lesson 5: The Butterfly- Uniqueness Lesson 6: Ladybug- Kindness Counts Lesson 7: Grasshopper” It’s Hard to Sit Still Lesson 8: Firefly- The Problem Solver	HLC Unit 5- Safety Lesson 1: Keeping Safe Lesson 2: Street Safety Lesson 3: Home Safety Lesson 4: Fire Safety
November	Unit 2: Organization and Study Skills Lesson 9: Caring for Our Belongings Lesson 10: Checklist Help Us Get Organized	
December	Lesson 11: Meeting Our Goals Lesson 12: Getting in the Habit of Being More Organized Lesson 20: Celebrating Differences: Multicultural Holidays	HLC Unit 3- Nutrition Lesson 1- Healthy Foods Lesson 2- MyPlate Food Groups Lesson 3- Variety Lesson 4- Breakfast is the Key to School Success
January	Unit 3: Feelings, Kindness, and Sharing Lesson 21: New Ideas for the New Year (<i>From Unit 5</i>) Lesson 13: We All Have Feelings Lesson 14: Learning About Feelings: It's Written on Our Faces Lesson 15: Kindness Counts: My Kindness Promise	HLC Unit 1- Life Skills Lesson 1: Self- Image Lesson 2: Communication Lesson 3: Making Decisions
February	Unit 4: Problem-Solving, Celebrating Differences Lesson 17: The ABCD Problem-Solving Plan Lesson 18: Relaxation: We Can Calm Down Lesson 19: It's Okay to Be Different: Purple Cow	
March	Unit 5: Tolerance , Resolving Conflict Lesson 16: Sharing is Caring (<i>From Unit 3</i>) Lesson 22: Tolerance and Acceptance: Fair and Unfair Lesson 23: Feeling Left Out Lesson 24: Sir Snake’s Get-Along	HLC Unit 2- Conflict Resolution Lesson 2- Cooperation Lesson 3- Working Out Conflict with Words
April	Unit 6: The Power of Words Lesson 25: Words Can Help or Hurt: Kindness Counts Lesson 26: Telling the Truth Lesson 27: I Want It: Is It Mine? Lesson 28: Relax and Feel Cozy	HLC Unit 4- Substance Abuse, Prevention Lesson 1- My Body Lesson 2- Medicine Lesson 3- Harmful Substance Lesson 4- Healthy Lungs
May	Unit 8: All About Bullying Lesson 33: A Bully in the Garden Lesson 34: Teasing: Bullying with Words Lesson 35: Finders Keepers? Unit 7: Anger Management Lesson 29: Getting the Grumps: Recognizing Anger	HLC Unit 6- Fitness Lesson 1- My Healthy Body Lesson 2- Warming Up & Cooling Down Lesson 3- My Strong Heart Lesson 4- Chill Out
June	Lesson 30: Snail Time: An Anger Management Strategy Lesson 31: Ladybug's Angry Day Lesson 32: Managing Anger: A Book of Solutions	

Healthy Habits

The following standards are embedded into daily routines throughout the year:

Standard	Example
2.1.2.PGD. 2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).	Practice and discuss washing hands before snack or lunch. Coughing and sneezing in arms or tissues when it occurs in the classroom.
2.3.2.PS.5: Define bodily autonomy and personal boundaries	Personal space during rug time, walking in line, sitting at the lunch table.
2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family	Discuss at the beginning of the year in tandem with the standard above.
2.1.2.SSH.5: Identify basic social needs of all people.	Cover throughout the year in discussing friendships, emotions, etc.

September

CKCC Unit 1 (Lessons 1-4)	
Relationship Skills	
Summary and Rationale	
<p>In this unit students will meet the Garden Friends and learn about their unique talents, strengths and weaknesses. Students will learn universal concepts through these characters such as, paying attention, using kind words and deeds, behaving ethically and responsibly, understanding and expressing feelings, appreciating uniqueness and diversity, solving problems, resolving conflict, and managing stress.</p>	
Recommended Pacing	
4 weeks	
Standards	
Emotional Health	
2.1.2.EH.2:	Identify what it means to be responsible and list personal responsibilities
2.1.2.EH.4:	Demonstrate strategies for managing one's own emotions, thoughts and behaviors

Interdisciplinary Connections	
Standard x.x	
SL.K.1	Participate in collaborative conversation with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.
Integration of Technology	
Instructional Focus	
Enduring Understandings:	Essential Questions:
Feeling cozy, calm and relaxed are good goals to help us learn Paying attention will help me learn and stay safe Feeling worried is universal but there are strategies to help us get through it.	What is a goal? Why is it important to pay attention? Have you ever been worried about something? What can you do when you feel scared, nervous, worried or shy?
Evidence of Learning (Assessments)	
Demonstrations Observations Bringing CKCC Home Weekly Activity	
Objectives (SLO)	
Students will know: <ul style="list-style-type: none"> ● The importance of paying attention ● Ways to show they are paying attention ● Feelings they have on the first day of school 	Students will be able to: <ul style="list-style-type: none"> ● Address feelings they have about leaving home ● Discuss and describe what the classroom should be like ● Compose a list of goals for the school year ● Create their own garden ● Walk in line and pay attention to the person in front of them ● Explain the importance of paying attention ● Discuss feelings ● Recall information from stories
Suggested Resources/Technology Tools	

Modifications

Special Education

- Additional time on responses and work
- Preferential Seating
- Minimize Distractions
- Small groups
- Break down materials
- Provide visual instructions
- Note taking assistance
- Differentiate instructions

ELL

- Allow more time for processing
- Simplify directions
- Have students repeat back what they heard
- Use more visual supports
- Spend additional time on vocabulary words
- Add movement and/or pantomime to the instruction

Gifted and Talented

- Higher level thinking questions
- Varied resources

504

- Additional time on responses and work
- Preferential Seating
- Minimize Distractions
- Small groups
- Break down materials
- Provide visual instructions
- Note taking assistance
- Differentiate instructions

Please select all standards that apply to this unit of study:

- Act as a responsible and contributing community member and employee.
- Consider the environmental, social, and economic impacts and decisions
- Utilize critical thinking to make sense of problems and persevere in solving them
- Demonstrate creativity and innovation.
- Plan education and career paths aligned to personal goals
- Work productively in teams while using cultural global competence

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

September

Health- No HLC Unit for September

October

CKCC Unit 1 (Lessons 5-8): Relationship Skills

Relationship Skills

Summary and Rationale

In this unit students will meet the Garden Friends and learn about their unique talents, strengths and weaknesses. Students will learn universal concepts through these characters such as, paying attention, using kind words and deeds, behaving ethically and responsibly, understanding and expressing feelings, appreciating uniqueness and diversity, solving problems, resolving conflict, and managing stress.

Recommended Pacing

4 weeks

Standards

Social Health

2.1.2.EH.3	Demonstrate self-control in a variety of settings
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2.1.2.EH.4:	Demonstrate strategies for managing one's own emotions, thoughts and behaviors
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2.1.2.SSH.1:	Discuss how individuals make their own choices about how to express themselves.
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Interdisciplinary Connections

Standard x.x

SL.K.1	Participate in collaborative conversation with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups
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SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.
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Integration of Technology

Instructional Focus	
Enduring Understandings:	Essential Questions:
<p>Diversity is a positive thing</p> <p>It is important to be kind in school and in the community so everyone has a positive experience.</p> <p>Paying attention will help me learn and stay safe</p>	<p>What does it mean to be unique?</p> <p>How can we show kindness?</p> <p>Why is it important to show kindness?</p> <p>Why is it important to pay attention?</p>
Evidence of Learning (Assessments)	
<p>Demonstrations</p> <p>Observations</p> <p>Bringing CKCC Home Weekly Activity</p>	
Objectives (SLO)	
<p>Students will know:</p> <ul style="list-style-type: none"> ● Something that is unique about themselves ● How to show kindness to others ● Why it's important to sit still ● How to generate ideas 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Identify something unique about themselves ● Demonstrate acts of kindness ● Respond to visual prompts to sit still ● Practice ways to generate ideas
Suggested Resources/Technology Tools	
<p>Healthy Lifestyle Choices (HLC) Resource- Grade K Competent Kids, Caring Communities Resource</p>	
Modifications	
<p>Special Education</p> <ul style="list-style-type: none"> -Additional time on responses and work -Preferential Seating -Minimize Distractions -Small groups -Break down materials -Provide visual instructions -Note taking assistance -Differentiate instructions <p>ELL</p>	

- Allow more time for processing
- Simplify directions
- Have students repeat back what they heard
- Use more visual supports
- Spend additional time on vocabulary words
- Add movement and/or pantomime to the instruction

Gifted and Talented

- Higher level thinking questions
- Varied resources

504

- Additional time on responses and work
- Preferential Seating
- Minimize Distractions
- Small groups
- Break down materials
- Provide visual instructions
- Note taking assistance
- Differentiate instructions

Career Readiness, Life Literacies, and Key Skills NJSLS

Please select all standards that apply to this unit of study:

- Act as a responsible and contributing community member and employee.
- Consider the environmental , social, and economic impacts and decisions
- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them
- Model integrity, ethical leadership and effective management
- Work productively in teams while using cultural global competence

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

October

Health HLC Unit 5	
Safety	
Summary and Rationale	
<p>In this unit students will be introduced to safety at home, school, and play. Scenarios and safety practices will be explored. In Kindergarten, in order to ensure personal safety, students must learn their personal information and how to access 911 and how to identify the difference between trusted adults and strangers.</p>	
Recommended Pacing	
4 Weeks	
Standards	
Personal Safety	
2.3.2.PS.2:	Discuss healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicle, water, weather safety)
2.3.2. PS.3:	Recognize and demonstrate safety strategies to prevent injuries at home, school, in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention)
2.3.2.PS.8:	Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous
Interdisciplinary Connections	
Standard x.x	
SL. K.1	Participate in collaborative conversation with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups
SL.K.6	Speak Audibly and express thoughts, feelings and ideas clearly
Integration of Technology	
Instructional Focus	
Enduring Understandings:	Essential Questions:

<p>Being constantly aware of the environment and taking safety precautions can reduce the risk of injury to oneself and others.</p>	<p>What is the difference between healthy and unhealthy risks? Why do we sometimes take risks that can cause harm to ourselves or others? Who can I trust? What are important steps to take to avoid getting injured?</p>
<p>Evidence of Learning (Assessments)</p>	
<p>Demonstration Observation</p>	
<p>Objectives (SLO)</p>	
<p>Students will know:</p> <ul style="list-style-type: none"> ● How to dial 911 ● Personal information (name, address and phone number) ● Steps on what to do when encountering a stranger ● Fire safety ● When it is okay to talk to strangers ● What an emergency is 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● State their full name, address and phone number ● Discuss how to prevent injury while at play ● Explain who a stranger is ● Explain what to do in a fire
<p style="text-align: center;">Suggested Resources/Technology Tools</p>	
<p>HLC Program www.brainpop.com www.kidshealth.org www.firepreventionweek.g It's Time to Call 911: What to Do in an Emergency by Penton Overseas</p>	
<p style="text-align: center;">Modifications</p>	
<p>Special Education -Additional time on responses and work -Preferential Seating -Minimize Distractions -Small groups -Break down materials -Provide visual instructions -Note taking assistance -Differentiate instructions</p> <p>ELL</p>	

- Allow more time for processing
- Simplify directions
- Have students repeat back what they heard
- Use more visual supports
- Spend additional time on vocabulary words
- Add movement and/or pantomime to the instruction

Gifted and Talented

- Higher level thinking questions
- Varied resources

504

- Additional time on responses and work
- Preferential Seating
- Minimize Distractions
- Small groups
- Break down materials
- Provide visual instructions
- Note taking assistance
- Differentiate instructions

Career Readiness, Life Literacies, and Key Skills NJSL

Please select all standards that apply to this unit of study:

- Act as a responsible and contributing community member and employee.
- Consider the environmental , social, and economic impacts and decisions
- Utilize critical thinking to make sense of problems and persevere in solving them

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

November

CKCC Unit 2 (Lessons 9-10)	
Organization and Study Skills	
Summary and Rationale	
<p>In this unit students will learn the importance of organizing their belongings and time. They will also be introduced to a studying process that will include how to plan for studying, implementing one's plan, assess how they are doing and modify as needed. The most important lesson in this unit is that no matter how smart you are there is no substitute for practice, persistence and grit!</p>	
Recommended Pacing	
2 weeks	
Standards	
Emotional Health	
2.1.2.EH.2	Identify what it means to be responsible and list personal responsibilities
Interdisciplinary Connections	
Standard x.x	
SL. K.1	Participate in collaborative conversation with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups
SL.K.6	Speak Audibly and express thoughts, feelings and ideas clearly
W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer questions
Integration of Technology	
Instructional Focus	
Enduring Understandings:	Essential Questions:

<p>It is important to keep things organized so we save time and are more efficient.</p> <p>There are a number of different tools and techniques for getting and staying organized</p>	<p>Why is it important to keep things organized?</p> <p>What are different ways we can get and stay organized?</p>
<p>Evidence of Learning (Assessments)</p>	
<p>Demonstrations Observations Bringing CKCC Home Weekly Activity</p>	
<p>Objectives (SLO)</p>	
<p>Students will know:</p> <ul style="list-style-type: none"> • the importance of staying organized • How to make and use a checklist 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • understand the importance of keeping things organized and returning them to their proper place. • Make and utilize a checklist as one organizational tool
<p style="text-align: center;">Suggested Resources/Technology Tools</p>	
<p>Healthy Lifestyle Choices (HLC) Resource- Grade K Competent Kids, Caring Communities Resource</p>	
<p style="text-align: center;">Modifications</p>	
<p>Special Education</p> <ul style="list-style-type: none"> -Additional time on responses and work -Preferential Seating -Minimize Distractions -Small groups -Break down materials -Provide visual instructions -Note taking assistance -Differentiate instructions <p>ELL</p> <ul style="list-style-type: none"> -Allow more time for processing -Simplify directions -Have students repeat back what they heard -Use more visual supports - Spend additional time on vocabulary words 	

-Add movement and/or pantomime to the instruction

Gifted and Talented

- Higher level thinking questions
- Varied resources

504

- Additional time on responses and work
- Preferential Seating
- Minimize Distractions
- Small groups
- Break down materials
- Provide visual instructions
- Note taking assistance
- Differentiate instructions

Career Readiness, Life Literacies, and Key Skills NJCLS

Please select all standards that apply to this unit of study:

- Act as a responsible and contributing community member and employee.
- Consider the environmental , social, and economic impacts and decisions
- Utilize critical thinking to make sense of problems and persevere in solving them
- Model integrity, ethical leadership and effective management

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November

Health- No HLC Unit for November

December

CKCC Unit 2 (Lessons 11-12)	
Organization and Study Skills	
Summary and Rationale	
<p>In this unit students will learn the importance of organizing their belongings and time. They will also be introduced to a studying process that will include how to plan for studying, implementing one's plan, assess how they are doing and modify as needed. The most important lesson in this unit is that no matter how smart you are there is no substitute for practice, persistence and grit! You will also cover Lesson 20 from Unit 4 and learn about multicultural holidays.</p>	
Recommended Pacing	
3 Weeks	
Standards	
Personal Growth and Development	
2.1.2.PGD. 2	Develop an awareness of healthy habits
Emotional Health	
2.1.2.EH.2:	Identify what it means to be responsible and list personal responsibilities
Interdisciplinary Connections	
Standard x.x	
SL. K.1	Participate in collaborative conversation with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups
SL.K.6	Speak Audibly and express thoughts, feelings and ideas clearly
Integration of Technology	
Instructional Focus	
Enduring Understandings:	Essential Questions:
Plans help with organization and are a process.	Why are plans important when getting organized?

Using organization tools over and over will lead to good habits	Why should we use organizational tools?
Evidence of Learning (Assessments)	
Demonstrations Observations Bringing CKCC Home Weekly Activity	
Objectives (SLO)	
Students will know: <ul style="list-style-type: none"> ● How to make a step list ● What the difference is between a step list and checklist ● Which tool to use in certain situations 	Students will be able to: <ul style="list-style-type: none"> ● Employ a “step list” to prepare for a task ● Understand the difference between a step list and checklist ● Choose which organization tool is best at certain times ● Describe various celebrations in other cultures
Suggested Resources/Technology Tools	
Healthy Lifestyle Choices (HLC) Resource- Grade K Competent Kids, Caring Communities Resource	
Modifications	
Special Education -Additional time on responses and work -Preferential Seating -Minimize Distractions -Small groups -Break down materials -Provide visual instructions -Note taking assistance -Differentiate instructions ELL -Allow more time for processing -Simplify directions -Have students repeat back what they heard -Use more visual supports -Spend additional time on vocabulary words	

-Add movement and/or pantomime to the instruction

Gifted and Talented

-Higher level thinking questions

-Varied resources

504

-Additional time on responses and work

-Preferential Seating

-Minimize Distractions

-Small groups

-Break down materials

-Provide visual instructions

-Note taking assistance

-Differentiate instructions

Career Readiness, Life Literacies, and Key Skills NJSLs

Please select all standards that apply to this unit of study:

- Act as a responsible and contributing community member and employee.
- Consider the environmental, social, and economic impacts and decisions
- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them
- Model integrity, ethical leadership and effective management
- Plan education and career paths aligned to personal goals

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December

Health- HLC Unit 3

Nutrition

Summary and Rationale

In this unit students will learn about how to make healthy food choices. They will learn how to classify foods as healthy or unhealthy and discuss why certain ones are healthy. They will also be able to identify the food groups and name common foods in each group. In addition, they will understand the importance of eating healthy meals, especially breakfast, to promote energy and growth.

Recommended Pacing	
4 Weeks	
Standards	
Nutrition	
2.2.2.N.1	Explore different types of foods and food groups
2.2.2.N.2:	Explain why some foods are healthier to eat than others.
2.2.2.N.3	Differentiate between healthy and unhealthy eating habits.
Interdisciplinary Connections	
Standard x.x	
SL. K.1	Participate in collaborative conversation with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups
SL.K.6	Speak Audibly and express thoughts, feelings and ideas clearly
Integration of Technology	
Instructional Focus	
Enduring Understandings:	Essential Questions:
<p>There are 5 main food groups</p> <p>Healthy eating will provide me with energy to help me grow and develop</p>	<p>What are the food groups?</p> <p>What is it important to eat healthy?</p> <p>How do I identify healthy foods from unhealthy foods?</p>
Evidence of Learning (Assessments)	
<p>Observation</p> <p>Discussion</p>	
Objectives (SLO)	

<p>Students will know:</p> <ul style="list-style-type: none"> • There are 5 main food groups and common foods in each • They should always try to choose a healthy option instead of an unhealthy one • Eating healthy provides us with energy to grow 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify healthy foods and unhealthy foods • Discuss why certain foods are healthy • Recognize the benefits of eating healthy
<p>Suggested Resources/Technology Tools</p>	
<p>HLC Program www.brainpop.com www.kidshealth.org</p>	
<p>Modifications</p>	
<p>Special Education</p> <ul style="list-style-type: none"> -Additional time on responses and work -Preferential Seating -Minimize Distractions -Small groups -Break down materials -Provide visual instructions -Note taking assistance -Differentiate instructions <p>ELL</p> <ul style="list-style-type: none"> -Allow more time for processing -Simplify directions -Have students repeat back what they heard -Use more visual supports - Spend additional time on vocabulary words -Add movement and/or pantomime to the instruction <p>Gifted and Talented</p> <ul style="list-style-type: none"> -Higher level thinking questions -Varied resources <p>504</p> <ul style="list-style-type: none"> -Additional time on responses and work -Preferential Seating -Minimize Distractions 	

- Small groups
- Break down materials
- Provide visual instructions
- Note taking assistance
- Differentiate instructions

Career Readiness, Life Literacies, and Key Skills NJSLS

Please select all standards that apply to this unit of study:

- Act as a responsible and contributing community member and employee.
- Utilize critical thinking to make sense of problems and persevere in solving them

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January

CKCC Unit 3 (Lessons 21, 13-15)

Feelings, Kindness, and Sharing

Summary and Rationale

In this unit students will explore the nature of feelings. They will learn that we all have feelings, that it is normal to have many different feelings, and that our feelings change all the time. Children will begin learning how to identify and label different kinds of feelings in themselves and others by looking, listening, asking and telling. Students will also explore how kind words and deeds, such as sharing, make good feelings grow. You will also be covering lesson 21 from Unit 5 to discuss New Years goals.

Recommended Pacing

4 Weeks

Standards

Emotional Health

- 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors.

Social Health

2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another

2.1.2.SSH.1: Discuss how individuals make their own choices about how to express themselves

Interdisciplinary Connections

Standard x.x

SL. K.1 Participate in collaborative conversation with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups

SL.K.6 Speak Audibly and express thoughts, feelings and ideas clearly

Integration of Technology

Instructional Focus

Enduring Understandings:

Essential Questions:

<p>We all have many different kinds of feelings that change all the time.</p> <p>We learn how others feel by looking, listening, and asking</p> <p>Kind acts and deeds make good feelings grow.</p>	<p>What are different kinds of feelings?</p> <p>How can we tell how others are feeling?</p> <p>How can I be kind?</p>
<p>Evidence of Learning (Assessments)</p>	
<p>Demonstrations Observations Bringing CKCC Home Weekly Activity</p>	
<p>Objectives (SLO)</p>	
<p>Students will know:</p> <ul style="list-style-type: none"> ● That there are many different feelings they can have ● How to be kind to others ● How to tell how someone else is feeling 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● identify kind acts and deeds ● Identify different feelings ● Demonstrate kindness
<p style="text-align: center;">Suggested Resources/Technology Tools</p>	
<p>Healthy Lifestyle Choices (HLC) Resource- Grade K Competent Kids, Caring Communities Resource</p>	
<p style="text-align: center;">Modifications</p>	
<p>Special Education</p> <ul style="list-style-type: none"> -Additional time on responses and work -Preferential Seating -Minimize Distractions -Small groups -Break down materials -Provide visual instructions -Note taking assistance -Differentiate instructions <p>ELL</p> <ul style="list-style-type: none"> -Allow more time for processing -Simplify directions 	

- Have students repeat back what they heard
- Use more visual supports
- Spend additional time on vocabulary words
- Add movement and/or pantomime to the instruction

Gifted and Talented

- Higher level thinking questions
- Varied resources

504

- Additional time on responses and work
- Preferential Seating
- Minimize Distractions
- Small groups
- Break down materials
- Provide visual instructions
- Note taking assistance
- Differentiate instructions

Career Readiness, Life Literacies, and Key Skills NJSL

Please select all standards that apply to this unit of study:

- Act as a responsible and contributing community member and employee.
- Consider the environmental , social, and economic impacts and decisions
- Utilize critical thinking to make sense of problems and persevere in solving them
- Work productively in teams while using cultural global competence

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

January

Health- HLC Unit 1

Life Skills

Summary and Rationale

During this unit students will learn and discuss what it means to be unique and what some of their unique talents are and how they might differ from their peers. They will also practice using good speaking and listening skills and identify qualities of a good speaker. In addition, they will learn what choices and decisions are and practice making them.

Recommended Pacing	
3 Weeks	
Standards	
Emotional Health	
2.1.2.EH.2	Identify what it means to be responsible and list personal responsibilities
Social Health	
2.1.2.SSH.1:	Discuss how individuals make their own choices about how to express themselves
Interdisciplinary Connections	
Standard x.x	
SL. K.1	Participate in collaborative conversation with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups
SL.K.6	Speak Audibly and express thoughts, feelings and ideas clearly
Integration of Technology	
Instructional Focus	
Enduring Understandings:	Essential Questions:
<p>We all have unique talents.</p> <p>It is important to know and demonstrate the qualities of a good speaker and listener</p> <p>We make many choices and decisions in life and some we can do on our own and others need the help of an adult.</p>	<p>What does it mean to be unique?</p> <p>What are the qualities of a good speaker and listener?</p> <p>What choices and decisions can I make on my own, and which ones do I need help from an adult?</p>
Evidence of Learning (Assessments)	
<p>Demonstrations</p> <p>Observations</p> <p>Bringing CKCC Home Weekly Activity</p>	
Objectives (SLO)	

<p>Students will know:</p> <ul style="list-style-type: none"> ● What makes them unique and how that is a great thing ● How to be a good speaker and listener ● When and how they can make decisions on their own and when to seek adult help 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Identify unique talents or interests that make them special ● Practice good speaking and listening skills ● Practice making simple choices and decisions with and without the help of adults
<p>Suggested Resources/Technology Tools</p>	
<p>Healthy Lifestyle Choices (HLC) Resource- Grade K Competent Kids, Caring Communities Resource</p>	
<p>Modifications</p>	
<p>Special Education</p> <ul style="list-style-type: none"> -Additional time on responses and work -Preferential Seating -Minimize Distractions -Small groups -Break down materials -Provide visual instructions -Note taking assistance -Differentiate instructions <p>ELL</p> <ul style="list-style-type: none"> -Allow more time for processing -Simplify directions -Have students repeat back what they heard -Use more visual supports - Spend additional time on vocabulary words -Add movement and/or pantomime to the instruction <p>Gifted and Talented</p> <ul style="list-style-type: none"> -Higher level thinking questions -Varied resources <p>504</p>	

- Additional time on responses and work
- Preferential Seating
- Minimize Distractions
- Small groups
- Break down materials
- Provide visual instructions
- Note taking assistance
- Differentiate instructions

Career Readiness, Life Literacies, and Key Skills NJSLs

Please select all standards that apply to this unit of study:

- Act as a responsible and contributing community member and employee.
- Consider the environmental, social, and economic impacts and decisions
- Utilize critical thinking to make sense of problems and persevere in solving them
- Model integrity, ethical leadership and effective management
- Use technology to enhance productivity increase collaboration and communicate effectively

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

February

CKCC Unit 4 (Lessons 17-19)	
Problem Solving, Relaxation, Celebrating Differences	
Summary and Rationale	
<p>During this unit students will learn a simple relaxation technique to help them calm down whenever they are faced with overwhelming emotions. They will also learn a simple, step-by-step problem solving plan from Firefly. Finally, students will continue to explore how our differences make us unique and special.</p>	
Recommended Pacing	
3 Weeks	
Standards	
Emotional Health	
2.1.2.EH.4:	Demonstrate strategies for managing one's own emotions, thoughts and behaviors.
2.1.2.EH.5:	Explain healthy ways of coping with stressful situations.
Social Health	
2.1.2.SSH.1:	Discuss how individuals make their own choices about how to express themselves.
Interdisciplinary Connections	
Standard x.x	
SL. K.1	Participate in collaborative conversation with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups
SL.K.6	Speak Audibly and express thoughts, feelings and ideas clearly
RL.K.11	With prompting and support, make connections between self, texts and the world around them
Integration of Technology	

Instructional Focus	
Enduring Understandings:	Essential Questions:
<p>You can use a problem solving plan to help when problems arise.</p> <p>Stress affects how children learn but relaxation techniques can help.</p> <p>Being different is good!</p>	<p>How can we be problem solvers?</p> <p>How can we relieve stress?</p> <p>What makes people different?</p>
Evidence of Learning (Assessments)	
<p>Demonstrations</p> <p>Observations</p> <p>Bringing CKCC Home Weekly Activity</p>	
Objectives (SLO)	
<p>Students will know:</p> <ul style="list-style-type: none"> • The steps of the ABCD Problem Solving Plan • Different relaxation techniques to help them when they are stressed 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify steps of the ABCD Problem Solving Plan • Use the process of brainstorming to generate ideas to problem solve • Apply a relaxation technique using counting from 1-5 • Identify different ways that make someone special or unique • Use the ABCD Problem Solving Plan to think of ways to make others feel better
Suggested Resources/Technology Tools	
<p>Healthy Lifestyle Choices (HLC) Resource- Grade K Competent Kids, Caring Communities Resource</p>	
Modifications	
<p>Special Education</p> <ul style="list-style-type: none"> -Additional time on responses and work -Preferential Seating -Minimize Distractions 	

- Small groups
- Break down materials
- Provide visual instructions
- Note taking assistance
- Differentiate instructions

ELL

- Allow more time for processing
- Simplify directions
- Have students repeat back what they heard
- Use more visual supports
- Spend additional time on vocabulary words
- Add movement and/or pantomime to the instruction

Gifted and Talented

- Higher level thinking questions
- Varied resources

504

- Additional time on responses and work
- Preferential Seating
- Minimize Distractions
- Small groups
- Break down materials
- Provide visual instructions
- Note taking assistance
- Differentiate instructions

Career Readiness, Life Literacies, and Key Skills NJSLS

Please select all standards that apply to this unit of study:

- Act as a responsible and contributing community member and employee.
- Consider the environmental , social, and economic impacts and decisions
- Utilize critical thinking to make sense of problems and persevere in solving them
- Work productively in teams while using cultural global competence

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

March

CKCC Unit 5 (Lessons 16, 22-24)

Tolerance and Acceptance, Resolving Conflict

Summary and Rationale

In this unit students will further explore the ideas of tolerance and acceptance, and learn about fair and unfair rules. They will also discuss the emotions associated with discrimination, loneliness, and feeling left out. Finally, the class will meet Sir Snake, a new garden friend who will teach them a step-by-step plan to resolve conflict.

Recommended Pacing

4 Weeks

Standards

Emotional Health

2.1.2.EH.3:	Demonstrate self-control in a variety of settings
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2.1.2.EH.4:	Demonstrate strategies for managing one's own emotions, thoughts and behaviors.
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2.1.2.SSH.8:	Demonstrate healthy ways to respond to disagreements or conflicts with others
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Social Health

2.1.2.SSH.7:	Explain healthy ways for friends to express feelings for and to one another
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Interdisciplinary Connections

Standard x.x

SL. K.1	Participate in collaborative conversation with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups
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SL.K.6	Speak Audibly and express thoughts, feelings and ideas clearly
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Integration of Technology

Instructional Focus

Enduring Understandings:	Essential Questions:
<p>Rules that are unfair and discriminatory do not foster acceptance and tolerance. Discrimination is unfair and hurts people’s feelings.</p> <p>There are different strategies we can use when we feel left out or when someone else feels left out.</p> <p>There are tools we can use to resolve a conflict such as our words and not our hands.</p>	<p>What are fair and unfair rules? What can we do when we feel left out? What is a conflict and how can we solve it?</p>
Evidence of Learning (Assessments)	
<p>Demonstrations Observations Bringing CKCC Home Weekly Activity</p>	
Objectives (SLO)	
<p>Students will know:</p> <ul style="list-style-type: none"> ● The difference between fair and unfair rules ● Different tools to use when they feel left out or have a conflict 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Distinguish between fair and unfair rules ● Discuss and describe feelings about rules that treat people unfairly ● Discuss and describe feeling left out ● Identify things they can do when they feel left out ● Identify a conflict ● Utilize Sir-Snakes Get Along Plan to resolve conflict
Suggested Resources/Technology Tools	
<p>Healthy Lifestyle Choices (HLC) Resource- Grade K Competent Kids, Caring Communities Resource</p>	
Modifications	
<p>Special Education</p> <ul style="list-style-type: none"> -Additional time on responses and work -Preferential Seating -Minimize Distractions -Small groups -Break down materials 	

- Provide visual instructions
- Note taking assistance
- Differentiate instructions

ELL

- Allow more time for processing
- Simplify directions
- Have students repeat back what they heard
- Use more visual supports
- Spend additional time on vocabulary words
- Add movement and/or pantomime to the instruction

Gifted and Talented

- Higher level thinking questions
- Varied resources

504

- Additional time on responses and work
- Preferential Seating
- Minimize Distractions
- Small groups
- Break down materials
- Provide visual instructions
- Note taking assistance
- Differentiate instructions

Career Readiness, Life Literacies, and Key Skills NJSLS

Please select all standards that apply to this unit of study:

- Act as a responsible and contributing community member and employee.
- Consider the environmental , social, and economic impacts and decisions
- Utilize critical thinking to make sense of problems and persevere in solving them
- Work productively in teams while using cultural global competence

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

March

Health-HLC Unit 2	
Conflict Resolution	
Summary and Rationale	
<p>In this unit students will discuss the varying emotions they can experience and practice using words and facial expressions to demonstrate these feelings. They will also discuss what it means to cooperate and use teamwork with their peers and demonstrate healthy ways to resolve conflicts when they arise.</p>	
Recommended Pacing	
2 Weeks	
Standards	
Social Health	
2.1.2.SSH.1:	Discuss how individuals make their own choices about how to express themselves
Emotional Health	
2.1.2.EH.4:	Demonstrate strategies for managing one's own emotions, thoughts and behaviors
Interdisciplinary Connections	
Standard x.x	
SL. K.1	Participate in collaborative conversation with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups
SL.K.6	Speak Audibly and express thoughts, feelings and ideas clearly
Integration of Technology	
Instructional Focus	
Enduring Understandings:	Essential Questions:
When students work together cooperatively they achieve more	<p>What does it mean to cooperate?</p> <p>How can you solve conflicts?</p>

There are many tools to help solve conflicts in a nonviolent way	
Evidence of Learning (Assessments)	
Demonstrations Observations Discussion	
Objectives (SLO)	
Students will know: <ul style="list-style-type: none"> ● How to work cooperatively together ● How to resolve conflicts in a nonviolent way 	Students will be able to: <ul style="list-style-type: none"> ● Explain what it means to cooperate ● Describe how it feels to work together with their friends ● Demonstrate teamwork and cooperation ● Discuss nonviolent resolutions to conflict ● Recognize characteristics of a friend
Suggested Resources/Technology Tools	
Healthy Lifestyle Choices (HLC) Resource- Grade K Competent Kids, Caring Communities Resource	
Modifications	
Special Education -Additional time on responses and work -Preferential Seating -Minimize Distractions -Small groups -Break down materials -Provide visual instructions -Note taking assistance -Differentiate instructions ELL -Allow more time for processing -Simplify directions -Have students repeat back what they heard -Use more visual supports	

- Spend additional time on vocabulary words
- Add movement and/or pantomime to the instruction

Gifted and Talented

- Higher level thinking questions
- Varied resources

504

- Additional time on responses and work
- Preferential Seating
- Minimize Distractions
- Small groups
- Break down materials
- Provide visual instructions
- Note taking assistance
- Differentiate instructions

Career Readiness, Life Literacies, and Key Skills NJSLs

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April

CKCC Unit 6 (Lessons 25-28)	
The Power of Words	
Summary and Rationale	
<p>In this unit, students will continue to learn about the power of words. They will explore the idea that “words can break my heart,” (CKCC) and learn that honesty is an essential ingredient in all of our relationships. They will also continue the discussion about respecting personal property that began in the earlier “sharing is caring” lesson. In addition, they will practice a new relaxation technique.</p>	
Recommended Pacing	
4 Weeks	
Standards	
Emotional Health	
2.1.2.EH.2:	Identify what it means to be responsible and list personal responsibilities
2.1.2.EH.4:	Demonstrate strategies for managing one's own emotions, thoughts and behaviors.
Social Health	
2.1.2.SSH.6:	Determine the factors that contribute to healthy relationships.
Interdisciplinary Connections	
Standard x.x	
SL. K.1	Participate in collaborative conversation with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups
SL.K.6	Speak Audibly and express thoughts, feelings and ideas clearly
Integration of Technology	
Instructional Focus	

Enduring Understandings:	Essential Questions:
<p>Kind words can build friendship, while unkind words can hurt them</p> <p>When people tell lies frequently, it's hard to believe them when they are telling the truth.</p> <p>It is okay to want something that belongs to someone else, but it is not okay to take it without permission</p> <p>People feel cozy and safe when they are treated with kindness</p>	<p>What are kind words we can use with our friends?</p> <p>Why is it important to tell the truth?</p> <p>How can we show we are responsible?</p>
Evidence of Learning (Assessments)	
<p>Demonstrations</p> <p>Observations</p> <p>Bringing CKCC Home Weekly Activity</p>	
Objectives (SLO)	
<p>Students will know:</p> <ul style="list-style-type: none"> ● That words can help us or hurt us ● Kind words can mend a broken heart ● Honesty is essential in healthy relationships ● How to ask to borrow something and the importance of that ● A new strategy to use to help them calm down and relax. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Identify how kind and unkind words affect people's feelings ● Use kind words to mend a heart that has been broken by unkind words ● Identify true and false statements ● Discuss the consequences of lying ● Identify the importance of telling the truth ● Identify the importance of asking the borrow something ● Use and apply the ABCD problem solving plan to figure out what to do when we want something that does not belong to us ● Apply a new technique to help them calm down and relax ● Use their imagination to take them to a safe and cozy place
Suggested Resources/Technology Tools	
<p>Healthy Lifestyle Choices (HLC) Resource- Grade K Competent Kids, Caring Communities Resource</p>	

Modifications

Special Education

- Additional time on responses and work
- Preferential Seating
- Minimize Distractions
- Small groups
- Break down materials
- Provide visual instructions
- Note taking assistance
- Differentiate instructions

ELL

- Allow more time for processing
- Simplify directions
- Have students repeat back what they heard
- Use more visual supports
- Spend additional time on vocabulary words
- Add movement and/or pantomime to the instruction

Gifted and Talented

- Higher level thinking questions
- Varied resources

504

- Additional time on responses and work
- Preferential Seating
- Minimize Distractions
- Small groups
- Break down materials
- Provide visual instructions
- Note taking assistance
- Differentiate instructions

Career Readiness, Life Literacies, and Key Skills NJSL

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April

Health-HLC Unit 4	
Substance Abuse Prevention	
Summary and Rationale	
<p>In this unit, students will identify major body parts and organs and what each one does. They will also explore ways to keep their body healthy. In addition, they will learn about identifying trusted adults and never eating food or taking medicine not provided by someone they trust like a doctor or parent. They will also explore household products and discuss which ones are poisonous or they should not touch, taste or smell. They will review how to call 9-1-1 in case of emergencies which was reviewed back in a previous unit. In addition, they will explore their lungs and the importance of clean air in order to live a healthy life.</p>	
Recommended Pacing	
4 Weeks	
Standards	
Community Health Services and Support	
2.1.2.CHSS.3:	Demonstrate how to dial and text 911 in case of an emergency
2.1.2.CHSS.1:	Identify community professionals and school personnel who address health emergencies and provide reliable health information to us
Personal Safety	
2.3.2. PS.4:	Develop an awareness of warning symbols and their meaning
Alcohol, Tobacco and Other Drugs	
2.3.2.ATD.1	Explain what medicines are, how they are used, and the importance of utilizing medications properly
Interdisciplinary Connections	
Standard x.x	

SL. K.1	Participate in collaborative conversation with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups
SL.K.6	Speak Audibly and express thoughts, feelings and ideas clearly
Integration of Technology	
Instructional Focus	
Enduring Understandings:	Essential Questions:
<p>There are many objects in our homes that are not safe for children to touch</p> <p>Only take objects from trusted adults like family, doctors, nurses, and teachers.</p> <p>Call 9-1-1 in case of emergencies</p>	<p>How can we keep our body healthy?</p> <p>Who can we trust?</p>
Evidence of Learning (Assessments)	
<p>Demonstrations</p> <p>Observations</p> <p>Discussion</p>	
Objectives (SLO)	
<p>Students will know:</p> <ul style="list-style-type: none"> ● The major body parts and organs ● How to keep the body healthy ● Who the trusted adults are in their lives ● How to identify and stay away from poisonous household products ● How to call 9-1-1 ● How their lungs work with clean air 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Identify major body parts and organs ● Explain ways to keep the body healthy ● Identify trusted adults ● Recognize that they should not eat or take any medicine not provided by a trusted adult ● Name poisonous household products and where they are found ● Practice how to use 9-1-1 in emergency situations ● Identify the location of the lungs and how they work ● Describe clean air and dirty air
Suggested Resources/Technology Tools	

Modifications

Special Education

- Additional time on responses and work
- Preferential Seating
- Minimize Distractions
- Small groups
- Break down materials
- Provide visual instructions
- Note taking assistance
- Differentiate instructions

ELL

- Allow more time for processing
- Simplify directions
- Have students repeat back what they heard
- Use more visual supports
- Spend additional time on vocabulary words
- Add movement and/or pantomime to the instruction

Gifted and Talented

- Higher level thinking questions
- Varied resources

504

- Additional time on responses and work
- Preferential Seating
- Minimize Distractions
- Small groups
- Break down materials
- Provide visual instructions
- Note taking assistance
- Differentiate instructions

Please select all standards that apply to this unit of study:

- Act as a responsible and contributing community member and employee.
- Consider the environmental , social, and economic impacts and decisions
- Utilize critical thinking to make sense of problems and persevere in solving them
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Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

May

CKCC Unit 8 (Lessons 33-35, 29)	
All About Bullying	
Summary and Rationale	
<p>In this unit, students will discuss bullying. They will learn that bullying is not only physical, but that people can also bully with words. They will also continue to learn about personal property. You will also begin Unit 7's first lesson on recognizing anger.</p>	
Recommended Pacing	
4 Weeks	
Standards	
Emotional Health	
2.1.2.EH.2:	Identify what it means to be responsible and list personal responsibilities
2.1.2.EH.4:	Demonstrate strategies for managing one's own emotions, thoughts and behaviors.
Social Health	
2.1.2.SSH.6:	Determine the factors that contribute to healthy relationships.
2.1.2.SSH.9:	Define bullying and teasing and explain why they are wrong and harmful
Interdisciplinary Connections	
Standard x.x	
SL. K.1	Participate in collaborative conversation with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups
SL.K.6	Speak Audibly and express thoughts, feelings and ideas clearly
Integration of Technology	
Instructional Focus	

Enduring Understandings:	Essential Questions:
<p>Bullying is a series of repeated, unprovoked actions intended to harm a victim psychologically and/or physically. Teasing is bullying with words.</p>	<p>What is bullying?</p>
Evidence of Learning (Assessments)	
<p>Demonstrations Observations Bringing CKCC Home Weekly Activity</p>	
Objectives (SLO)	
<p>Students will know:</p> <ul style="list-style-type: none"> ● What a bully is ● How to handle a situation with a bully ● Teasing is bullying with words ● To return that doesn't belong to us if we find it 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Identify bullying behavior ● Discuss what they can do when a bully is bothering them ● Describe how threatening, teasing, making fun, and using unkind language are all ways to bully with words ● Identify ways words can break someone's heart ● Describe what they can do when they find something that doesn't belong to them
Suggested Resources/Technology Tools	
<p>Healthy Lifestyle Choices (HLC) Resource- Grade K Competent Kids, Caring Communities Resource</p>	
Modifications	
<p>Special Education -Additional time on responses and work -Preferential Seating -Minimize Distractions -Small groups -Break down materials -Provide visual instructions -Note taking assistance -Differentiate instructions</p> <p>ELL</p>	

- Allow more time for processing
- Simplify directions
- Have students repeat back what they heard
- Use more visual supports
- Spend additional time on vocabulary words
- Add movement and/or pantomime to the instruction

Gifted and Talented

- Higher level thinking questions
- Varied resources

504

- Additional time on responses and work
- Preferential Seating
- Minimize Distractions
- Small groups
- Break down materials
- Provide visual instructions
- Note taking assistance
- Differentiate instructions

Career Readiness, Life Literacies, and Key Skills NJSL

Please select all standards that apply to this unit of study:

- Act as a responsible and contributing community member and employee.
- Consider the environmental , social, and economic impacts and decisions
- Utilize critical thinking to make sense of problems and persevere in solving them
- Work productively in teams while using cultural global competence

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May

Health-HLC Unit 6

Fitness

Summary and Rationale

In this unit, students will dive deeper into recognizing body parts and their locations including the heart and its function. They will also learn about physical activity and its effect on the body. In addition, they will continue to discuss stress and different things they can do to relieve that stress.

Recommended Pacing

4 Weeks

Standards

Emotional Health

2.1.2.EH.4:	Demonstrate strategies for managing one's own emotions, thoughts and behaviors
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Personal Growth and Development

2.1.2.PGD.1:	Explore how activity helps all human bodies stay healthy.
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Physical Fitness

2.2.2.PF.1:	Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health.
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Interdisciplinary Connections

Standard x.x

SL. K.1	Participate in collaborative conversation with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups
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SL.K.6	Speak Audibly and express thoughts, feelings and ideas clearly
--------	--

Integration of Technology

Instructional Focus

Enduring Understandings:

Physical activity is important for all parts of our body, including our organs, because it helps keep us healthy.

There are many different types of physical activities that people can do to stay healthy.

Essential Questions:

Why is physical activity important?

What is physical activity?

How can we relax when we are stressed?

There are different strategies to use when we are stressed and need to relax.	
Evidence of Learning (Assessments)	
Demonstrations Observations Discussion	
Objectives (SLO)	
Students will know: <ul style="list-style-type: none"> • The importance of physical activity on their bodies • How to use strategies to relax when they are stressed 	Students will be able to: <ul style="list-style-type: none"> • Recognize body parts and their location • Describe what the heart and skeleton do • Identify that being physically active helps all parts of the body to stay healthy • Explain when to warm up and cool down • Explain why warming up and cooling down are importance • Demonstrate a warm-up and cool-down activity • Demonstrate the size, location and function of the heart • Describe the effects of physical activity on the heart • Name and demonstrate different types of physical activities • Identify and describe different things, events or people that make them feel stressed • Recognize feelings of stress • Name things they can do to relax their bodies when stressed
Suggested Resources/Technology Tools	
Healthy Lifestyle Choices (HLC) Resource- Grade K Competent Kids, Caring Communities Resource	
Modifications	
Special Education -Additional time on responses and work -Preferential Seating -Minimize Distractions	

- Small groups
- Break down materials
- Provide visual instructions
- Note taking assistance
- Differentiate instructions

ELL

- Allow more time for processing
- Simplify directions
- Have students repeat back what they heard
- Use more visual supports
- Spend additional time on vocabulary words
- Add movement and/or pantomime to the instruction

Gifted and Talented

- Higher level thinking questions
- Varied resources

504

- Additional time on responses and work
- Preferential Seating
- Minimize Distractions
- Small groups
- Break down materials
- Provide visual instructions
- Note taking assistance
- Differentiate instructions

Career Readiness, Life Literacies, and Key Skills NJSLS

Please select all standards that apply to this unit of study:

- Act as a responsible and contributing community member and employee.
- Consider the environmental , social, and economic impacts and decisions
- Utilize critical thinking to make sense of problems and persevere in solving them
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June

CKCC Unit 7 (Lessons 30-32)	
Anger Management	
Summary and Rationale	
<p>In this unit, students will explore anger, one of the most difficult emotions to control. They will work on recognizing and managing their anger. They will learn that we all feel angry sometimes and that anger can be expressed and controlled in positive and effective ways. They will also use the ABCD Problem-Solving Plan to identify ways to deal with anger responsibly.</p>	
Recommended Pacing	
2 Weeks	
Standards	
Emotional Health	
2.1.2.EH.2:	Identify what it means to be responsible and list personal responsibilities
2.1.2.EH.4:	Demonstrate strategies for managing one's own emotions, thoughts and behaviors.
Social Health	
2.1.2.SSH.6:	Determine the factors that contribute to healthy relationships.
Interdisciplinary Connections	
Standard x.x	
SL. K.1	Participate in collaborative conversation with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups
SL.K.6	Speak Audibly and express thoughts, feelings and ideas clearly
W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
Integration of Technology	

Instructional Focus	
Enduring Understandings:	Essential Questions:
<p>Anger is an emotion that we all have, but it is not okay to hurt ourselves, others or destroy property because of it.</p> <p>It's important to practice anger-management strategies consistently in the classroom</p>	<p>What is anger? How do we show it?</p> <p>What are healthy ways of dealing with anger?</p>
Evidence of Learning (Assessments)	
<p>Demonstrations</p> <p>Observations</p> <p>Bringing CKCC Home Weekly Activity</p>	
Objectives (SLO)	
<p>Students will know:</p> <ul style="list-style-type: none"> ● It is okay to feel anger ● How to recognize anger and learn/demonstrate strategies for coping with anger. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Explain things that can make us angry ● Discuss what happens to our bodies when we get angry ● Review and discuss some ways to calm down when they are angry ● Use a new strategy that will help them calm down when they are angry, nervous, worried, scared or overexcited ● Apply new “snail time” technique in class ● Identify different ways to deal with anger ● Use the ABCD Problem-Solving Plan to generate ideas about managing anger
Suggested Resources/Technology Tools	
<p>Healthy Lifestyle Choices (HLC) Resource- Grade K Competent Kids, Caring Communities Resource</p>	
Modifications	
<p>Special Education</p> <p>-Additional time on responses and work</p>	

- Preferential Seating
- Minimize Distractions
- Small groups
- Break down materials
- Provide visual instructions
- Note taking assistance
- Differentiate instructions

ELL

- Allow more time for processing
- Simplify directions
- Have students repeat back what they heard
- Use more visual supports
- Spend additional time on vocabulary words
- Add movement and/or pantomime to the instruction

Gifted and Talented

- Higher level thinking questions
- Varied resources

504

- Additional time on responses and work
- Preferential Seating
- Minimize Distractions
- Small groups
- Break down materials
- Provide visual instructions
- Note taking assistance
- Differentiate instructions

Career Readiness, Life Literacies, and Key Skills NJSLs

Please select all standards that apply to this unit of study:

- Act as a responsible and contributing community member and employee.
- Consider the environmental , social, and economic impacts and decisions
- Utilize critical thinking to make sense of problems and persevere in solving them
- Work productively in teams while using cultural global competence

Suggestions on integrating these standards can be found at: <http://www.state.nj.us/education/cccs/2014/career/9.pdf>

June

Health-No HLC Unit for June