Grade Kindergarten: Unit 1

Big Idea: Mental & Emotional Health

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|  | **Week 1****I am Unique** | **Week 2****Resolving Conflict** | **Week 3****Feelings** | **Week 4****Positive Self-Image** | **Week 5****Role Models** |
| **CDC National Education Health Standards** | Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.1.2.1 Identify that healthy behaviors impact personal health.1.2.2 Recognize that there are multiple dimensions of health.Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. 4.2.3 Demonstrate ways to respond in an unwanted, threatening, or dangerous situation.4.2.4 Demonstrate ways to tell a trusted adult if threatened or harmed. |
| **I Can****Statements** | * Identify ways in which they are similar and different.
* Share a variety of activities they enjoy.
 | * Identify feelings associated with conflict
* Practice calming strategies
* Use brainstorming strategies
* Name the conflict resolution steps
 | * Understand, identify and practice how feelings can be expressed through body language and I-messages.
 | * Explain the importance of appreciating yourself.
* Identify trusted adults as resources.
 | * Describe a good role model.
* Identify qualities to seek in a role model.
 |
| **Vocabulary** | Unique, similar, different, conflict, feelings, I-message, body language, self-image, role model |
| **HealthTeacher.com****Resources****Health Readers** | HT – I am Unique and So Are You (1,3)Book – Proud OR I Can Do It | HT – Resolving Conflict (Interactive Technology)Book – Everybody Feels Angry | HT – Feelings (1,2)Book – I was so Mad | HT – Positive Self-Image (1,2) | HT – Role Models (1,2)Book – Just Like Daddy |
| **Additional / Optional****Resources** | HT - Take a Deep BreathHT – FriendsHT – Conflict Resolution | B – I’m SorryB – Do You Listen?B – Do You Share?B – Do You Take Turns?B – Shy OR Are You Shy?B - Lonely |

Grade Kindergarten: Unit 2

Big Idea: Physical Activity, Injury, Prevention, Anatomy

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|  | **Week 1****Let’s Get Physical** | **Week 2****Safety Counts** | **Week 3****Five Fabulous Senses** | **Week 4****Let’s Cross the Street** | **Week 5****Stay Safe and Tell** |
| **CDC National Education Health Standards** | **Standard 1:** Students will comprehend concepts related to health promotion and disease prevention to enhance health.1.2.1 Identify that healthy behaviors impact personal health.1.2.4 List ways to prevent common childhood injuries.**Standard 4:** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. 4.2.3 Demonstrate ways to respond in an unwanted, threatening, or dangerous situation.4.2.4 Demonstrate ways to tell a trusted adult if threatened or harmed.**Standard 7:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. 7.2.1 Demonstrate healthy practices and behaviors to maintain or improve personal health.7.2.2 Demonstrate behaviors that avoid or reduce health risks. |
| **I Can****Statements** | * Identify three types of physical activities that promote health.
 | * Identify unsafe situations that may lead to injury during physical activity.
* Describe safety precautions for physical activity.
 | * Name the five senses.
* Identify the body part(s) associated with each of the five senses.
 | * Identify pedestrian safety rules that can help you safely cross the street
* Use self-management skills to practice pedestrian safety rules
* Recognize common traffic signs
* Understand how traffic signs assist in street crossing
 | * Differentiate between a stranger and a trusted adult.
* Understand the importance of trusting their feelings when a situation doesn't feel right.
* Communicate to protect personal safety.
 |
| **Vocabulary** | Physical activity, senses, pedestrian, traffic signs, stranger, trusted adult |
| **HealthTeacher.com****Resources****Health Readers** | HT – Let’s Get Physical (1,3, step 2 can be modified for the classroom, gym or playground if time allows)Book – Exercise (Rookie Read-About Health) | HT – Safety CountsBook – Staying Safe in the Care | HT – Five Fabulous SensesBook – My Five Senses OR My Senses Help Me | HT – HT – Let’s Cross the Street (Interactive Technology)Book – What if You Get Lost? | HT – Stay Safe and TellBook – Who is a Stranger and What Should I Do? |
| **Additional / Optional****Resources** | HT - Preventing Dog BitesHT – Mighty MusclesHT – Riding in the Back SeatHT – Wear Your Seat BeltHT – Buddy Systems | B - ExerciseB – Our Five SensesB – Our Senses **or** Let’s Learn about the 5 SensesB – Be Careful and Stay SafeB – Staying Safe on the PlaygroundB – Staying Safe on the School Bus |

Grade Kindergarten: Unit 3

Big Idea: Nutrition, Personal & Consumer Health

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|  | **Week 1****Breakfast is Ready** | **Week 2****Brushing Teeth** | **Week 3****Preventing Colds & Flu** | **Week 4****Covering Sneezes and Coughs** | **Week 5****Wonderful Water** |
| **CDC National Education Health Standards** | **Standard 1**: Students will comprehend concepts related to health promotion and disease prevention to enhance health.1.2.1 Identify that healthy behaviors impact personal health.**Standard 7**: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. 7.2.1 Demonstrate healthy practices and behaviors to maintain or improve personal health.7.2.2 Demonstrate behaviors that avoid or reduce health risks. |
| **I Can****Statements** | * Identify reasons why eating breakfast is a good idea
* Identify healthy breakfast foods
 | * Explain why it is important to keep teeth clean.
* Describe the proper way to brush their teeth.
 | * Name symptoms of colds and the flu
* Identify how germs are spread
* Explain why hand washing prevents illness
 | * Identify the importance of covering sneezes and coughs.
* Demonstrate how to avoid spreading germs when they cough or sneeze.
 | * Recognize that water is essential for both plants and people
* Understand that the body loses water
* Recognize the signs that the body needs fluid
* Name ways to get water
 |
| **Vocabulary** | Symptoms, cold, flu, germs,  |
| **HealthTeacher.com****Resources****Health Readers** | HT – Breakfast is Ready (Interactive Technology)Book – Green Eggs and Ham  | HT – Brushing Teeth (1 demo optional, 2,3)Book – Brushing Well OR Snacks for Healthy Teeth OR Food for Healthy Teeth | HT – Preventing Colds & Flu (Interactive Technology)Book – The Berenstain Bears Go to the Doctor | HT – Covering Sneezes and Coughs (1-5) | HT – Wonderful Water (Interactive Technology)Book - You Are What You Eat OR Why Should I Eat Well? |
| **Additional / Optional****Resources** | HT – Let’s Feed Our BodiesHT – How Immunizations HelpHT – Wash Away the Germs | B – We Need DentistsB –Brushing TeethB – All About TeethB – Taking care of my Hands and Feet |

Grade Kindergarten: Unit 4

Big Idea: Family Health & Sexuality

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|  | **Week 1****Respect for Self and Others** | **Week 2****Respect, continued** | **Week 3****Family Roles and Diversity** | **Week 4****Family Roles and Diversity, continued** | **Week 5****Family** |
|  | * **Please meet with the school counselor and school nurse to coordinate possible co-teaching of units.**
 |
| **CDC National Education Health Standards** | **Standard 1:** Students will comprehend concepts related to health promotion and disease prevention to enhance health.1.2.2 Recognize that there are multiple dimensions of health.**Standard 4:** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.4.2.2 Demonstrate listening skills to enhance health. |
| **I Can****Statements** | * Explain why good manners are important.
* Demonstrate good manners.
 |  | * Explain that everyone's role in the family is important.
* Demonstrate a family job.
 |  | * Describe what makes up a family.
 |
| **Vocabulary** | Manners, respect, role, family |
| **HealthTeacher.com****Resources****Health Readers** | HT – Respect for Self and Others (1-3) | Book – Everyone Matters (Respect)Book – Role Models | HT – Family Roles and Diversity (1-2) | HT – Family Roles and Diversity (3-4)Book – Little Red Hen | Book – This is My Family (My World)Book – Choice from Optional List |
| **Additional / Optional****Resources** |  | B – ParentsB – Brothers and SistersB – GrandparentsB – Aunts and UnclesB - Cousins |

Grade Kindergarten: Unit 5

Big Idea: Community & Environmental Health

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|  | **Week 1****My Community** | **Week 2****Sanitation Workers** | **Week 3****Firefighters** | **Week 4****Crossing Guards** | **Week 5****Librarians** |
| **CDC National Education Health Standards** | **Standard 3:** Students will demonstrate the ability to access valid information, products, and services to enhance health.3.2.1 Identify trusted adults and professionals who can help promote health.3.2.2 Identify ways to locate school and community health helpers.**Standard 4:** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.4.2.4 Demonstrate ways to tell a trusted adult if threatened or harmed. |
| **I Can****Statements** | * Identify the components of their community.
* Describe a variety of community helpers and services.
 | * Explain why sanitation workers are important members of the community.
* Advocate recycling.
 | * Explain why fire fighters are important members of the community.
* Identify fire fighters as people to go to for help.
 | * Identify crossing guards as trusted adults/ professionals.
* Explain the role of crossing guards in the community.
 | * Identify librarians as trusted adults /professionals
* Explain what the role of the library is in our community
 |
| **Vocabulary** | Community, sanitation worker, recycle, crossing guard, librarian, firefighter |
| **HealthTeacher.com****Resources****Health Readers** | HT – My Community (1 if possible, 2,3)Book – My Family Community / My School Community | HT – Sanitation WorkersBook – The Earth and I | HT – Firefighters (1-3, if possible)Book – Firefighters OR A Trip to the Firehouse | HT – Crossing Guards (1, 2 if possible, 3)Book – Places in My Community | Book – A Trip to the Library |
| **Additional / Optional****Resources** |  | My Backyard Community |

Grade Kindergarten: Unit 6

Big Idea: Tobacco, Alcohol & Other Drugs

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|  | **Week 1****Stay Safe & Healthy** | **Week 2****Taking Medicine** | **Week 3****Pharmacists** | **Week 4****Teacher Choice** | **Week 5****Teacher Choice** |
| **CDC National Education Health Standards** | **Standard 1**: Students will comprehend concepts related to health promotion and disease prevention to enhance health.1.2.1 Identify that healthy behaviors impact personal health.1.2.4 List ways to prevent common childhood injuries.**Standard 4:** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. 4.2.3 Demonstrate ways to respond in an unwanted, threatening, or dangerous situation.4.2.4 Demonstrate ways to tell a trusted adult if threatened or harmed.**Standard 7:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. 7.2.1 Demonstrate healthy practices and behaviors to maintain or improve personal health.7.2.2 Demonstrate behaviors that avoid or reduce health risks. |
| **I Can****Statements** | * Identify items that are unsafe to touch.
* Identify ways to say no in a variety of unsafe situations.
 | * Identify when it is safe to use medicine
* Identify why trusted adults must help us with any medicine.
 | * Explain that pharmacists can help them learn about medicine.
* Explain why pharmacists are important members of their community.
 | * Choose any lesson from additional / optional resources from other units
 | * Choose any lesson from additional / optional resources from other units
 |
| **Vocabulary** | Unsafe situation, medicine, pharmacist,  |
| **HealthTeacher.com****Resources****Health Readers** | HT – Stay Safe & Healthy | Book – Taking Medicine | HT – Pharmacists (1, 2, 3 if possible) |  |  |
| **Additional / Optional****Resources** |  |  |