

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Kindergarten Health

December 2023

New Milford Board of Education

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New Milford's Mission Statement

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

Kindergarten Health

The Kindergarten Health curriculum for New Milford Public Schools is designed to help students make healthy and sound decisions that can improve all aspects of their life. The knowledge and skills developed in Kindergarten are aligned with National Health Education Standards. Skills will grow their communication, problem solving, creativity and social and emotional skills. Lessons will be delivered in a developmentally appropriate way while incorporating other elements of the Kindergarten educational curriculum such as reading and writing.

Kindergarten Health Pacing Guide

Each class currently meets 1/12 school days for 25 minutes and students will receive approximately 15 sessions during the school year. A suggested progression is outlined below:

Unit 1 - Personal Safety:

Session #	Lesson Title	Summative Assessment / Performance Task
1	Introduction to Health class, school procedures	Name Practice, Class rules, Compliment circle, Wax Museum Game
2	What makes you happy?	Share drawings of what makes us happy
3-4	Safer, Smarter Kids Trusted Triangle, Safety stop sign	Students will make their trusted triangles and safety stop signs in accordance with Safer, Smarter kids
5	Medicine Safety	Brainpop quiz, class discussion and scenarios on Medicine safety
6-7	Brushing Teeth, Dental Hygiene	Dental Defenders Video, Sesame Street brushing teeth game, Coloring pages
8	Snow and Health Safety	Winter word search, snow safety slideshow, Snow pictures

Unit 2 - Health Enhancing Behaviors:

Session #	Lesson Title	Summative Assessment / Performance Task
9	Washing Hands, Germ Protection	Brainpop quiz, washing hands science experiment
10	Do you sense that? Learning about our senses	5 Senses questions, Spot the difference game
11	Recess and Playing outside - How to be safe	Review Recess rules and safety, make our own playgrounds
12	Earth Day Lesson	Recycle Round-Up game from National Geographic Kids
13	My Plate Food groups	Identify the five food groups
14	Sun Health and Safety	Sun Safety presentation and worksheets
15	Review Kindergarten, Health, Prepare for the summer	How to be safe and healthy over the summer. Freeze Dance questions, Wax Museum, share with the class

<p>ESTABLISHED GOALS Include any national/state/or school goals (Power standards).</p> <p>NHES 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health</p> <p>1.2.1 Identify that healthy behaviors affect personal health.</p> <p>1.2.5 Describe why it is important to seek health care</p> <p>NHES 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>4.2.1 Demonstrate healthy ways to express needs, wants, and feelings.</p> <p>4.2.4 Demonstrate ways to tell a trusted adult if</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> - Determine what makes a healthy choice - Make each other feel emotionally and physically safe - Make good decisions in and out of school - Identify safe and unsafe situations - Recognize how the decisions we make can impact our health 	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> - It is important to be respectful of others - We can use our safety stop sign if we feel uncomfortable or unsafe - Being kind to others can make us feel good as well - There are adults we can go to if we need help - There are multiple ways to maintain our dental hygiene - Medicine should only be used when we are sick - We should only go outside in the cold if we are prepared 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> - What makes you happy? - How do the decisions we make impact our health? - How does someone get into our trusted triangle? - What are important class procedures and routines at school? - How do compliments make each other feel? - How does brushing our teeth keep us healthy? - How does being safe in the cold keep us safe?

threatened or harmed.		
<p>NHES 8: Students will demonstrate the ability to advocate for personal, family, and community health.</p> <p>8.2.1 Make requests to promote personal health.</p> <p>8.2.2 Encourage peers to make positive health choices.</p> <p>CCSS.ELA-LITERACY.RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</p>	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> - Basic classroom procedure and routines - Classroom rules - What a compliment is and how it makes others feel - What makes us happy - Three adults we can go to when we need help - When to go to adults for help - The difference between a safe and unsafe situation - Medicine should only be used with an adult present - Do not use someone else's medicine - Good Dental hygiene habits 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> - Giving compliments to their peers - Following classroom rules - Recognizing what makes us happy - Knowing what is a safe and unsafe situation and how to communicate when - Identifying safe and unsafe feelings - Identifying who can be in our trusted triangle - Knowing safe practices involving medicine - Being safe and healthy in the snow and cold

STAGE 2

Code	Evaluative Criteria	Assessment Evidence
<p>T</p> <p>M</p> <p>A</p> <p>A</p> <p>TA</p> <p>MA</p> <p>TA</p>	<p>Further information:</p> <ul style="list-style-type: none"> - Students will share what makes them happy with the class - Students will correctly make a “Trusted triangle” with three adults they can go to for help - Students will neatly make a “Safety stop sign” that they can use when they do not feel safe - Students will take a “brainpop quiz” asking questions about medicine safety and answer the questions correctly - Students will be able to successfully identify multiple ways to keep their teeth healthy - Students will correctly list multiple ways to keep their bodies safe from cold weather 	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> - Students will participate a game of “wax museum” to practice following rules - Students will participate a brushing teeth computer game showing the benefits of proper dental hygiene - Students will make a drawing about what makes them happy - Students will make a “Trusted triangle” with three adults they can go to for help - Students will make a “Safety stop sign” that they can use when they do not feel safe - Students will take a “brainpop quiz” asking questions about medicine safety - Students will share with the class their winter safety pictures

		Other Evidence: <ul style="list-style-type: none"> - Group and peer discussions - Quizzes - Coloring Assignments - Class Exit tickets
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Stage 3

Code	<i>Pre-Assessment</i>	
	Teacher will assess students knowledge at the beginning of class with questions about the topic	
M	Can you think of different rules you follow?	
M	What does it mean to be healthy?	
M	What does safety mean?	
M	What are healthy things that you do?	
	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i> <ul style="list-style-type: none"> - Students will make a detailed list as a class of rules to follow through the year that makes them feel safe and respected - Teacher will explain why following rules is important in society - Students practice being able to make a compliment circle on the carpet - Teacher will also complement students to help foster a positive classroom community 	Progress Monitoring <ul style="list-style-type: none"> - Teacher will walk around the classroom providing feedback to students - Teacher will facilitate classroom Discussions - Teacher will review of work at the end of class
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	<ul style="list-style-type: none"> - Students will make a list of class rules on a google slideshow - Students will identify what makes them happy in their lives on a drawing - Students will share what makes them happy with the class - Teacher will share examples of what makes them happy - Students will be able to identify multiple ways to keep their teeth healthy - Teacher will show videos from Safer, Smarter Kids about safety on the board - Teacher will help students participate in an engaging in a discussion around safe medicine practice - Students will view a video about the “Dental defenders” and explain how brushing and flossing keeps our teeth healthy - Students will Color winter safety pictures - Teacher will help students identify unsafe situations on a playground - Teacher will ask students what to do if they see an unsafe situation 	<ul style="list-style-type: none"> - Teacher will show answers on the board: Mostly will be in pictures, but if they are in word form, teacher will help students with reading practice
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<p>ESTABLISHED GOALS Include any national/state/or school goals (Power standards).</p> <p>NHES 1: Students will comprehend concepts related health promotion and disease prevention to enhance health.</p> <p>1.2.1 Identify that healthy behaviors affect personal health.</p> <p>NHES 5: Students will demonstrate the ability to use decisions making skills to enhance health</p> <p>5.2.1 Identify situations when a health-related decision is needed.</p> <p>NHES 7: Students will demonstrate the ability to</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>This is where we state how students can:</p> <ul style="list-style-type: none"> - Make health decisions in and out of school - Know when are good times to wash hands - Know how our senses keep us safe - Be safe and responsible when playing outside - How to make healthy food choices - Recognize How the sun can be good and bad for our bodies - Identify ways to help keep the Earth clean 	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> - Germs can spread very easily - Soap is necessary when washing hands - Our senses keep us safe - It is important to be physically and emotionally safe when at Recess - We can make easy decisions to help keep the earth clean - There are multiple ways to protect ourselves from the sun - Our food choices can affect our health - If we don't protect ourselves from the sun, we can get hurt - going outside to exercise can be very healthy 	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> - Why is washing our hands healthy? - How does washing our hands help keep others healthy? - How do our senses keep us safe? - How can we be safe during recess? - What does an earth-responsible person look like? - What are different ways we can protect ourselves from the sun? - How can food choices keep us healthy? - Why is going outside good for us? - How can we protect ourselves when going outside? - How can we stay healthy over the summer?

<p>practice health-enhancing behaviors and avoid or reduce health risks.</p> <p>7 .2.1Demonstrate healthy practices and behaviors to maintain or improve personal health.</p> <p>7.2.2 Demonstrate behaviors that avoid or reduce health risks.</p>		
<p>CCSS.ELA-LITERACY.RL.K.10</p> <p>Actively engage in a group reading activities with purpose and understanding</p>	<p><i>Acquisition</i></p>	

	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> - Soap should be used when washing hands - Washing hands with soap helps stop the spread of germs - Our senses play an important role in keeping us safe - Responsibility and kindness should be shown when playing outside - What gets thrown away and what gets recycled - What examples of healthy foods are - The sun can be good and bad for our bodies 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> - Good hand washing techniques - Preventing the spread of germs - Using their senses to keep them safe - Being safe when playing with others - Keeping the Earth clean - Making healthy food decisions - Protecting their bodies from the sun - Identifying how exercise can promote health
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STAGE 2

Code	Evaluative Criteria	Assessment Evidence
MA T TA M A A	Further information: <ul style="list-style-type: none"> - Effectively demonstrate ways to prevent the spread of germs - Creatively design their own playground - Correctly being able to list the five senses - Demonstrating safe practices when playing with others - Correctly explain why healthy foods are good choices - Accurately identify 5 ways to protect ourselves from the sun 	PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i> <ul style="list-style-type: none"> - Complete a hand-washing coloring page - Participating in a “spot the difference” game - Designing their own playground - Placing a piece of waste in the correct basket between recycling and trash in a computer game - Coloring the five food groups - Circling safe sun practices
		Other Evidence: <ul style="list-style-type: none"> - Group and peer discussions - Quizzes - Coloring Assignments - Class Exit tickets

Stage 3

Code	Pre-Assessment	
	<p><u>Questions to help complete this portion:</u> Teacher will assess students knowledge at the beginning of class with questions about the topic</p>	
M	When are good times to wash your hands?	
M	What are good hand washing techniques?	
M	How can you be safe when playing with others	
M	How can your senses keep you safe?	
M	How can healthy foods help us?	
	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i>	Progress Monitoring
A	<ul style="list-style-type: none"> - Students will provide examples of healthy choices at the start of class - Teacher will lead a class discussion at the Beginning and end of class of the period about the lesson - Teacher will engage students by showing a hand washing experiment with pepper and soap - Students will be able to identify how different senses help us - Students will creatively designing a playground - Students will correctly placing a piece of waste in a 	<ul style="list-style-type: none"> - Teacher will assess students at the beginning and end of class - Teacher will view work as it it's being completed - Teacher will provide feedback during assignments - Teacher will provide variety of worksheets and activities will be given throughout the unit - Teacher will facilitate in an activity- quiz game
T A		
M		
T M		
T A		

T A M A	<p>game of “recycle roundup”</p> <ul style="list-style-type: none"> - Students will Label the five food groups in “myplate” - Teacher will help students be able to Identify ways to protect their skin from the sun - Answering questions on a brainpop quiz about handwashing <p><u>Resources:</u></p> <ul style="list-style-type: none"> - Google classroom resources (slides, documents) - Safer, Smarter Kids! - Brainpop jr. - Natgeo Kids - Sesame Street in Communities - Crest/Colgate hygiene resources - “The Dr. Binocs show” 	
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