

CHERRY HILL PUBLIC SCHOOLS
Cherry Hill, New Jersey

DISTRICT ESSENTIAL CURRICULUM

RESOURCES: Health and Physical Education

GRADE: KINDERGARTEN

REQUIRED:

- +*Totally Awesome Health:* MeeksHeit (Publishing Company)
- **Here's Looking at You 2000*
- **Taking Responsibility: Staying Away from Strangers-* (VIDEO)
- **Belly Buttons are Navels* (VIDEO or BOOK)

SUPPLEMENTAL:

- Check with School Nurse for additional information
- **Windows on Science Program Primary Science Volume One*
- **He Bear, She Bear by Stan Berenstain*

WEB SITE RESOURCES:

www.healthfinder.gov/
www.pe.central.org

- * Items currently available to elementary schools
- + Review all other grade level binders that may relate to your lesson

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DISTRICT ESSENTIAL CURRICULUM **SUBJECT:** Health & Physical Education **GRADE:** 7.1 Kindergarten

Enduring Understanding: A. That... my behavior affects my health and well-being and the health and well-being of others.
B. That... others have needs and feelings that are as important to them as mine are to me.
C. That... parents and other adults can help me meet my health needs.

Essential Questions: What can I do to be a healthy person?

Assessment: Students can express in some manner a picture of themselves surrounded by healthy habits
(e.g., drawings, collages, verbal accounts)

STANDARDS	BENCHMARKS	KNOWLEDGE/SKILLS	CROSS CONTENT STANDARDS
<p>7.1: The students will achieve optimal wellness by learning and applying health promotion concepts and skills.</p>	<p>A. Demonstrates personal health and wellness B. Comprehends growth and development C. Understands nutrition D. Practices disease prevention E. Applies injury prevention knowledge F. Exhibits an understanding of basic mental health</p>	<ul style="list-style-type: none"> • Students will know who and how to ask for help. (7.1A) • To be able to effectively communicate physical and emotional discomfort. (7.1A) (7.10) • The students have a basic knowledge of dental hygiene. (7.1B) (7.10) • Appropriately dress themselves. (7.1A) • Students will understand how to keep food safe. (7.1C) • Students will discuss safe and unsafe touch. (7.1E) • Students will discuss ways to prevent injuries, including the use of seatbelts, child safety seats, bike helmets, fire, bus, traffic safety procedures and playground procedures. (7.1E) • Students will demonstrate safe and appropriate ways to deal with strangers. (7.1E) • Students will state personal information (i.e., name, address, phone number (7.1E) • Describe what conflict means. (7.1F) • Discuss positive characteristics and traits of one's self and classmates. (7.1F) 	<p>1.1, 1.2, 1.3, 1.4 1.18, 1.19</p> <p>2.9</p> <p>5.43</p> <p>8.11</p>

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DISTRICT ESSENTIAL CURRICULUM **SUBJECT:** Health & Physical Education **GRADE:** 7.2: Kindergarten

- Enduring Understanding:**
- A. That... responsible health behaviors require critical thinking, decision-making, problem solving , and communication skills.
 - B. That... locating, using and evaluating health information and resources may promote wellness.
 - C. That... competency in critical thinking, decision-making, problem solving and communication empowers students to resist destructive behaviors and seek positive opportunities for growth and living.
 - D. That... community service promotes wellness.

Essential Questions: How can I achieve optimal wellness?

Assessment: None

STANDARDS	BENCHMARKS	KNOWLEDGE/SKILLS	CROSS CONTENT STANDARDS
<p>7.2: All students will achieve optimal wellness by learning and applying health-enhancing personal, interpersonal and life skills.</p>	<ul style="list-style-type: none"> A. Communicating about wellness B. Plan and set goals for wellness C. Develop health leadership skills D. Promote Health advocacy and service E. Understand health services and careers 	<ul style="list-style-type: none"> • Demonstrate effective communication and listening skills concerning health related issues. (7.2A) • Explain that all human beings have basic needs including: food, water, sleep, shelter and clothing. (7.2B) • Act as a leader and not as a follower. (7.2C) • Participate in a class or school service activity. (7.2D) • Explain when and how to seek help when feeling ill, scared, sad, lonely, or bullied. (7.2E) 	<p>1.1, 1.2, 1.3, 1.4 1.18, 1.19</p> <p>2.9</p> <p>5.43</p> <p>8.11</p>

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DISTRICT ESSENTIAL CURRICULUM **SUBJECT:** Health & Physical Education **GRADE:** 7.3: Kindergarten

- Enduring Understanding:**
- A. That... remaining drug free will help students maintain a strong healthy body.
 - B. That... drugs can be used as a medicine to help individuals who may need a doctor.
 - C. That... drugs can be helpful or harmful, and that medicines, when used correctly, are helpful for keeping people healthy.
 - D. That... saying NO to illegal drugs has a positive effect on myself and the community.

- Essential Questions:**
- 1. What can I do to stay away from drugs?
 - 2. Who can take drugs?
 - 3. How do drugs affect my life?

- Assessment:**
- 1. Students can express in some manner the importance of a drug free body (e.g., drawing a picture comparing and contrasting a drug free environment with a non drug free environment, making a collage, explaining orally)
 - 2. Students can physically identify dangerous substances by using pictures or drawing pictures.

STANDARDS	BENCHMARKS	KNOWLEDGE/SKILLS	CROSS CONTENT STANDARDS
<p>7.3: All students will achieve optimal wellness by learning and applying substance abuse prevention concepts and skills.</p>	<p>A. Defines drugs and medicines B. Understands the negative effect of tobacco and drugs C. Understands alcohol is bad for the body D. Defines inhalants E. Defines harmful and illegal drugs F. Understands the importance of a drug free body</p>	<ul style="list-style-type: none"> ● Understand that a drug is a chemical that changes the body. (7.3A) ● Understands that all drugs need to be used with care and given by a responsible adult. (7.3B) ● Describe where tobacco, alcohol, inhalants and other drugs are found. (7.3A,B,C) ● Can explain fumes and poisons are bad for your body. (7.3D) ● Can describe how drug abuse can interfere with a healthy lifestyle. (7.3F) ● List substances and products that contain alcohol, tobacco and inhalants. (7.3E) 	<p>1.1, 1.2, 1.3, 1.4 1.18, 1.19</p> <p>2.9</p> <p>5.43</p> <p>8.11</p>

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DISTRICT ESSENTIAL CURRICULUM **SUBJECT:** Health & Physical Education **GRADE:** 7.4: Kindergarten

Enduring Understanding: A. That... families are made up of a variety of members who take care of each other.
B. That... respect, responsibility, and effective communication are integral to a healthy friendship.
C. That... trusted adults can answer questions about sexuality.

Essential Questions:

1. What does it mean to be a friend?
2. How do families help us grow?
3. How are boys and girls alike, and how are they different?

Assessment:

1. Draw a family portrait and explain roles/responsibilities of family members.
2. Demonstrate appropriate ways of showing affection and caring.

STANDARDS	BENCHMARKS	KNOWLEDGE/SKILLS	CROSS CONTENT STANDARDS
<p>7.4: All students will achieve optimal wellness by learning and applying concepts and skills that support healthy sexuality and positive personal relations.</p>	<p>A. Comprehends various family structures B. Explains and demonstrates friendship C. Discusses aspects of sexual health</p>	<ul style="list-style-type: none"> • Students will explain that families can get help if they have problems. (7.4A) • List members of his/her family and explain how they care for one another. (7.4A) • Describe the rights of family members. (7.4A) • Describe what it means to be a friend. (7.4A) • Demonstrate how respect and effective communication builds friendships. (7.3B) • Identify physical, social, and emotional differences and similarities between genders. (7.4C) • Show appropriate ways for children to demonstrate affection and caring. (7.4C) • Demonstrate appropriate boundaries in respect to public and private behaviors. (7.4C) • Name these body parts: head, ears, eyes, nose, mouth, arms, hands, feet, navel, buttock, breasts, vulva, penis and scrotum. (7.4C) 	<p>1.1, 1.2, 1.3, 1.4 1.18, 1.19</p> <p>2.9</p> <p>5.43</p> <p>8.11</p>

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DISTRICT ESSENTIAL CURRICULUM **SUBJECT:** Health & Physical Education **GRADE:** 7.5: Kindergarten

Enduring Understanding: That... I will gain confidence in myself by applying movement concepts and skills.

Essential Questions: What type of activities can I do to stay fit?

Assessment: NONE

STANDARDS	BENCHMARKS	KNOWLEDGE/SKILLS	CROSS CONTENT STANDARDS
<p>7.5: The students will achieve optimal wellness by learning and applying movement concepts and skills.</p>	<p>A. Applies movement skills B. Demonstrates and understands movement concepts C. Demonstrates sportsmanship D. Explains rules and safety procedures</p>	<ul style="list-style-type: none"> • Students will be able to perform loco and non locomotor movements. (7.5A) • Students will be able to combine movements to perform a skill. (7.5B) • Understand the difference between personal and group space. (7.5B) • Explain how to change direction. (7.5B) • Understand that movement contributes to a healthy life. (7.5B) • Demonstrate special awareness. (7.5B) • Demonstrate a good attitude. (7.5C) • Understand the importance of working together. (7.5C,D) • Understand why we have rules. (7.5D) 	<p>1.1, 1.3, 1.4, 1.5, 1.6, 1.13, 1.15, 1.16, 1.17, 1.18, 1.19</p> <p>8.16, 8.17, 8.31</p>

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DISTRICT ESSENTIAL CURRICULUM **SUBJECT:** Health & Physical Education **GRADE:** 7.6: Kindergarten

Enduring Understanding: That... fitness can be fun.

Essential Questions: How can fitness be fun for me?

Assessment: NONE

STANDARDS	BENCHMARKS	KNOWLEDGE/SKILLS	CROSS CONTENT STANDARDS
<p>7.6: All students will achieve optimal wellness by learning and applying fitness concepts and skills.</p>	<p>A. Begin to experience fitness and exercise. B. Engages in fitness activities</p>	<ul style="list-style-type: none"> • Experience various fitness activities. (7.6A) • Identify fun through fitness activities. (7.6A) • Understand that the heart beats faster, people breathe harder and sweat during activity. (7.6A) • Students will perform aerobic and stretching activities. (7.6B) 	<p>1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.12, 1.13, 1.14, 1.15, 1.16, 1.17, 1.18, 1.19, 1.28 2.8, 2.9 3.4, 3.5 5.41. 5.43</p>