

CARLISLE AREA SCHOOL DISTRICT

Carlisle, PA 17013

Health

Kindergarten

Date of Board Approval: **January 19, 2012**

**CARLISLE AREA SCHOOL DISTRICT
PLANNED INSTRUCTION COVER PAGE**

Title of Course: Health Subject Area: Health Grade Level: Kindergarten

Course Length: (Semester/Year): Year Duration: 45 minutes Frequency: Once every two 6 day cycles

Prerequisites: Not Applicable Credit: Not Applicable Level: Not Applicable

Course Description/Objectives: The district shall provide for attainment of the academic standards per Chapter 4, Section 4.12. Each student shall demonstrate proficiency in the following area: concepts of health; healthful living; and safety and injury prevention.

Major Text(s)/Resources: None

Curriculum Writing Committee:

Eric Behrenshausen	Morgan Grala	Laura Larsen	Sean Lehman	Brian Morrow
Tim Mohr	Bonnie Rodgers			

Unit: Safety	Subject Area: Health	Grade: Kindergarten
PA Academic Standards	Performance Indicators	Assessments
10.2.3E Identify environmental factors that affect health.	<ul style="list-style-type: none"> Identify safety hazards or risks. 	Teacher made tests and quizzes Curriculum-based assessments Demonstrations Performance assessments Portfolios Research papers Essays Oral presentations Multi-media presentations
10.3.3A Recognize safe and unsafe practices in the home, school and community.	<ul style="list-style-type: none"> List safety practices and rules for standing in line and using equipment. Identify safety rules at home. Identify safety rules in school. 	
10.3.3B Recognize emergency situations and explain appropriate responses.	<ul style="list-style-type: none"> Distinguish between an emergency and a non-emergency. 	
10.3.3D Identify and use safe practices in physical activity settings.	<ul style="list-style-type: none"> Identify why it is important to play safely. 	
No applicable standard.	<ul style="list-style-type: none"> Identify your “personal space” as the “bubble” surrounding your body. Identify “general space” as the space outside your “bubble”. 	

Unit: Safety	Subject Area: Health	Grade: Kindergarten
PA Academic Standards	Performance Indicators	Assessments
10.3.3B Recognize emergency situations and explain appropriate responses.	<ul style="list-style-type: none"> Following basic fire prevention rules for using matches and lighters, heaters and fireplaces, microwaves, irons and toasters. 	Teacher made tests and quizzes Unit tests and quizzes Curriculum-based assessments Standardized tests Demonstrations Performance assessments Portfolios Research papers Essays Oral presentations Multi-media presentations
10.3.3B Recognize emergency situations and explain appropriate responses.	<ul style="list-style-type: none"> Develop an emergency plan. Identify and practice “stop, drop and roll” as a fire safety measure. Identify a family meeting place outside your home in the event of a fire. 	
10.3.3B Recognize emergency situations and explain appropriate responses.	<ul style="list-style-type: none"> Identify and practice “fall and crawl” as a fire safety measure. Understand that following fire safety rules keeps us safe. Develop an emergency plan. 	
10.3.3B Recognize emergency situations and explain appropriate responses.	<ul style="list-style-type: none"> Identify a smoke detector as a fire safety warning device. 	

Unit: Safety	Subject Area: Health	Grade: Kindergarten
PA Academic Standards	Performance Indicators	Assessments
10.2.3E Identify environmental factors that affect health.	<ul style="list-style-type: none"> ● Identify a home emergency. ● Identify poisons in your home. ● Recognize words or pictures that identify poisons. 	Teacher made tests and quizzes Chapter tests and quizzes Curriculum-based assessments Standardized tests Demonstrations Performance assessments Portfolios Research papers Essays Oral presentations Multi-media presentations
10.3.3B Recognize emergency situations and explain appropriate responses.	<ul style="list-style-type: none"> ● Identify when and how to call 911. ● Understand that following home safety rules keeps us safe. ● Differentiate between emergency and non-emergency. 	
10.3.3C Recognize conflict situations and identify strategies to avoid or resolve.	<ul style="list-style-type: none"> ● Know when to ask an adult for help. 	

Unit: Safety	Subject Area: Health	Grade: Kindergarten
PA Academic Standards	Performance Indicators	Assessments
10.3.3A Recognize safe and unsafe practices in the home, school and community.	<ul style="list-style-type: none"> • Know how to measure bike for proper fit. • Know the proper way to wear a bike helmet. • Know bike safety rules while riding. 	Teacher made tests and quizzes Curriculum-based assessments Demonstrations Performance assessments Portfolios Research papers Essays Oral presentations Multi-media presentations
10.3.3A Recognize safe and unsafe practices in the home, school and community.	<ul style="list-style-type: none"> • Identify light and traffic signs. • Know that a pedestrian is a walker. • Identify pedestrian safety rules. 	
10.3.3A Recognize safe and unsafe practices in the home, school and community.	<ul style="list-style-type: none"> • Understand that following bike and traffic safety rules keeps us safe. • Perform a bike safety check. • Recognize a proper fit for a helmet. 	
10.3.3A Recognize safe and unsafe practices in the home, school and community.	<ul style="list-style-type: none"> • Recall bike safety rules. • Identify and interpret traffic signs and signals. 	

Unit: Safety	Subject Area: Health	Grade: Kindergarten
PA Academic Standards	Performance Indicators	Assessments
10.3.3A Recognize safe and unsafe practices in the home, school and community.	<ul style="list-style-type: none"> • Know what safety measures to take when you are home alone. • Know what safety measures to take when walking home from school. • Understand that following stranger safety rules keep us safe. 	Teacher made tests and quizzes Curriculum-based assessments Demonstrations Performance assessments Portfolios Research papers Essays Oral presentations Multi-media presentations
10.3.3B Recognize emergency situations and explain appropriate responses.	<ul style="list-style-type: none"> • Recognize unsafe situations. • Identify what to do if a stranger approaches you. 	
10.3.3B Recognize emergency situations and explain appropriate responses.	<ul style="list-style-type: none"> • Role-play situations with stranger danger. 	

Unit: Safety	Subject Area: Health	Grade: Kindergarten
PA Academic Standards	Performance Indicators	Assessments
No applicable standard.	<ul style="list-style-type: none"> • Know that the sun has harmful rays. • Know that the sun has healthy benefits. • Identify sun protection methods. 	Teacher made tests and quizzes Curriculum-based assessments Demonstrations Performance assessments Portfolios Research papers Essays Oral presentations Multi-media presentations

Unit: Drug and Alcohol	Subject Area: Health	Grade: Kindergarten
PA Academic Standards	Performance Indicators	Assessments
10.1.3D Know age appropriate drug information.	<ul style="list-style-type: none"> Define a drug as something that changes the way a person’s body works. 	Teacher made tests and quizzes Curriculum-based assessments Demonstrations Performance assessments Portfolios Research papers Essays Oral presentations Multi-medial presentations Experiments
10.1.3D Know age appropriate drug information.	<ul style="list-style-type: none"> Define medicine as something that will make a person feel better such as pills, a patch, injection or sprays. 	
10.1.3D Know age appropriate drug information.	<ul style="list-style-type: none"> Know how to use medicine safely. Medicine helps us get well when we are sick. Brainstorm facts to know about medicine safety. 	
10.1.3D Know age appropriate drug information.	<ul style="list-style-type: none"> Identify the difference between medicine and food (candy). 	
10.2.3 D Identify the steps in a decision-making process.	<ul style="list-style-type: none"> Differentiate between drugs and medicine. 	

Unit: Hygiene	Subject Area: Health	Grade: Kindergarten
PA Academic Standards	Performance Indicators	Assessments
10.1.3E Identify types and causes of common health problems of children.	<ul style="list-style-type: none"> ● Germs can make you sick. ● Proper hand washing keeps you healthy. ● Sneezing, coughing, and blowing nose etiquette. 	Teacher made tests and quizzes Chapter tests and quizzes Curriculum-based assessments Standardized tests Demonstrations Performance assessments Portfolios Research papers Essays Oral presentations Multi-medial presentations Experiments
10.1.3E Identify types and causes of common health problems of children.	<ul style="list-style-type: none"> ● How sickness happens. ● How to take care of your body (shower, hair washing, and brush teeth). 	
10.1.3E Identify types and causes of common health problems of children.	<ul style="list-style-type: none"> ● Identify how germs can make you sick. ● Practice proper sneezing, coughing and blowing nose etiquette. 	
10.2.3.A Identify personal hygiene practices and community helpers that promote health and prevent the spread of disease.	<ul style="list-style-type: none"> ● Taking good care of yourself can help keep you healthy. ● Demonstrate proper hand washing. ● List ways to take care of your body. 	

Unit: Human Body		Subject Area: Health	Grade: Kindergarten
PA Academic Standards	Performance Indicators	Assessments	
10.1.3A Identify and describe the stages of growth and development.	<ul style="list-style-type: none"> • Growth changes. • Each person is unique. • Children grow and change. 	Teacher made tests and quizzes Curriculum-based assessments Demonstrations Performance assessments Portfolios Research papers Essays Oral presentations Multi-medial presentations Experiments	
10.1.3A Identify and describe the stages of growth and development	<ul style="list-style-type: none"> • Compare visible growth changes from infancy to adult using a graphic organizer. 		
10.1.3B Identify and know the location and function of the major body organs and systems.	<ul style="list-style-type: none"> • Major internal and external body parts. • The human body has parts that help the entire body function. 		
10.1.3B Identify and know the location and function of the major body organs and systems.	<ul style="list-style-type: none"> • Label major body parts. • Identify the five senses. 		

Unit: Nutrition	Subject Area: Health	Grade: Kindergarten
PA Academic Standards	Performance Indicators	Assessments
10.1.3C Explain the role of the food guide pyramid in helping people eat a healthy diet.	<ul style="list-style-type: none"> ● Define nutrition as the body’s way of taking in and using food. ● Identify the five basic food groups. 	Teacher made tests and quizzes Curriculum-based assessments Demonstrations Performance assessments Portfolios Research papers Essays Oral presentations Multi-medial presentations Experiments
10.1.3C Explain the role of the food guide pyramid in helping people eat a healthy diet.	<ul style="list-style-type: none"> ● Eat a variety/rainbow of colorful foods. ● Identify food and classify it into food groups. 	
10.1.3C Explain the role of the food guide pyramid in helping people eat a healthy diet.	<ul style="list-style-type: none"> ● Identify the correct portions of food on your plate. ● Eating healthy helps us grow. ● Identify foods. ● Classify into food groups. 	
10.2.3B Identify health-related information.	<ul style="list-style-type: none"> ● Differentiate between healthy versus unhealthy snacks. ● Discuss the importance of eating breakfast. 	
10.2.3C Identify media sources that influence health and safety.	<ul style="list-style-type: none"> ● Choose healthy snacks. 	

Unit: Fitness/Wellness	Subject Area: Health	Grade: Kindergarten
PA Academic Standards	Performance Indicators	Assessments
10.3.3D Identify and use safe practices in physical activity settings.	<ul style="list-style-type: none"> • Demonstrate proper stretching and explain its benefits. 	Teacher made tests and quizzes Curriculum-based assessments Demonstrations Performance assessments Portfolios Research papers Essays Oral presentations Multi-medial presentations Experiments
10.4.3A Identify and engage in physical activities that promote physical fitness and health.	<ul style="list-style-type: none"> • Components of a proper work-out. 	
10.4.3B Know the positive and negative effects of regular participation in moderate to vigorous physical activities.	<ul style="list-style-type: none"> • Understanding being physically fit helps us to stay healthy. 	
10.4.3C Know and recognize changes in body responses during moderate to vigorous physical activity.	<ul style="list-style-type: none"> • Effect of exercise on heart and lungs. • Explain the benefits of exercise on the hearts and lungs. 	
10.4.3D Identify likes and dislikes related to participation in physical activities.	<ul style="list-style-type: none"> • Explain how positive self-image affects your health. 	

Unit: Fitness/Wellness	Subject Area: Health	Grade: Kindergarten
PA Academic Standards	Performance Indicators	Assessments
10.5.3A Recognize and use basic movement skills and concepts.	<ul style="list-style-type: none"> Identify different types of exercise. 	Teacher made tests and quizzes Curriculum-based assessments Demonstrations Performance assessments Portfolios Research papers Essays Oral presentations Multi-medial presentations Experiments
10.5.3D Identify and use principles of exercise to improve movement and fitness activities.	<ul style="list-style-type: none"> Develop goals for exercise. 	
No applicable standard	<ul style="list-style-type: none"> Importance of sleep. Explain why proper rest is necessary. 	

Adaptations/Modifications for Students with I.E.P.s

Adaptations or modifications to this planned course will allow exceptional students to earn credits toward graduation or develop skills necessary to make a transition from the school environment to community life and employment. The I.E.P. team has determined that modifications to this planned course will meet the student's I.E.P. needs.

Adaptations/Modifications may include but are not limited to:

INSTRUCTION CONTENT

- Modification of instructional content and/or instructional approaches
- Modification or deletion of some of the essential elements

SETTING

- Preferential seating

METHODS

- Additional clarification of content
- Occasional need for one to one instruction
- Minor adjustments or pacing according to the student's rate of mastery
- Written work is difficult, use verbal/oral approaches
- Modifications of assignments/testing
- Reasonable extensions of time for task/project completion
- Assignment sheet/notebook
- Modified/adjusted mastery rates
- Modified/adjusted grading criteria
- Retesting opportunities

MATERIALS

- Supplemental texts and materials
- Large print materials for visually impaired students
- Outlines and/or study sheets
- Carbonless notebook paper
- Manipulative learning materials
- Alternatives to writing (tape recorder/calculator)