### Kindergarten First Report Period

<table>
<thead>
<tr>
<th>Strand</th>
<th>Content</th>
<th>Skills</th>
<th>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Health/</td>
<td>♦ Feelings and behavior</td>
<td>♦ Know why it's important to listen carefully and demonstrate good</td>
<td>♦ Create a collage using pictures of people from various cultures from birth to old age, then reflect</td>
</tr>
<tr>
<td>Mental Health</td>
<td>✷ Friendship and family</td>
<td>♦ Know importance of being a good citizen and helping others (3.D)</td>
<td>and share thoughts with the class using good listening skills</td>
</tr>
<tr>
<td>Decision-making,</td>
<td>• Healthy habits</td>
<td>• Develop an awareness of personal health and hygiene needs (1.F)</td>
<td>♦ Generate definitions of “listening” and practice acting out good listening and poor listening;</td>
</tr>
<tr>
<td>Growth and Development</td>
<td>Essential Questions:</td>
<td>• Identify healthy choices, including sleep, exercise and rest (1.C)</td>
<td>listening looks like….listening sounds like…..</td>
</tr>
<tr>
<td></td>
<td>How can I show that I am listening?</td>
<td></td>
<td>♦ Read a story or fable, which emphasizes the importance of honesty. Discuss honesty and how it</td>
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<tr>
<td></td>
<td>How can I help others?</td>
<td></td>
<td>helps people get along. Discuss when it's hard to tell the truth and what makes it hard.</td>
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<tr>
<td></td>
<td>What can I do to keep myself healthy and clean?</td>
<td></td>
<td>♦ Draw a picture of you listening. Draw a picture of what you are doing when you are not listening</td>
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<td></td>
<td></td>
<td></td>
<td>♦ Write a me a sentence telling me when you brush your teeth or wash your hands</td>
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<tr>
<td>Human Growth and</td>
<td>♦ Relationships</td>
<td>♦ Recognize roles and responsibilities of various family members (3.A)</td>
<td>♦ Tell about families including some history about cultural background using story-telling</td>
</tr>
<tr>
<td>Sexuality</td>
<td>• Life cycles</td>
<td>♦ Identify ways in which a parent or care giver can meet the needs</td>
<td>or web</td>
</tr>
<tr>
<td>Decision-making,</td>
<td>• My body</td>
<td>of the child (3.C)</td>
<td>♦ Tell, write or illustrate how parents or caregivers meet your basic needs (food, clothing,</td>
</tr>
<tr>
<td>Growth and Development</td>
<td></td>
<td>♦ Identify physical similarities</td>
<td>shelter</td>
</tr>
<tr>
<td></td>
<td>Essential Questions:</td>
<td>• Identify major body parts and organs (heart, lungs, brain,</td>
<td>♦ Create a picture of yourself, using a variety of materials (cottonballs, straws, yarn, glue,</td>
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<tr>
<td></td>
<td>Who is my family and how do we care for each other?</td>
<td>stomach) and where they are located (1.A)</td>
<td>colored paper, scissors, etc) Then, working in groups, discuss the physical similarities between</td>
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<tr>
<td></td>
<td>How are all people the same?</td>
<td></td>
<td>boys and girls, and share with classmates</td>
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<td></td>
<td>♦ Trace, in small groups, a student body on paper and label or draw the major body organs. Using</td>
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<td></td>
<td></td>
<td></td>
<td>a computer program such as “Kid Pix” students can draw and label body organs</td>
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</tbody>
</table>

### Kindergarten Second Report Period

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<tr>
<th>Strand</th>
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<tbody>
<tr>
<td>Tobacco, Alcohol and Other</td>
<td>♦ Safe use of medicine</td>
<td>♦ Know that only medication given by a physician or caregiver should</td>
<td>♦ Divide a large sheet of paper into four different sections; attach an Over the Counter (OTC)</td>
</tr>
<tr>
<td>Drugs</td>
<td>✷ Harmful substances</td>
<td>be taken (4.D)</td>
<td>pill into one section, food/candy into one, bleach or household products in the others. Label</td>
</tr>
<tr>
<td>Safety and Accessing</td>
<td></td>
<td>♦ Recognize the difference between medicine, food and other household</td>
<td>four areas, temporarily cover labels identify what is food and what is medicine, what is</td>
</tr>
<tr>
<td>Information</td>
<td></td>
<td>items (2.E)</td>
<td>dangerous. Recognize symbols for danger/poison (Mr. Yuk)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>♦ Recognize that tobacco, alcohol and drug abuse are not good for</td>
<td>♦ Listen actively, raise questions and in small groups cooperatively discuss why abusing drugs,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>you (4.A)</td>
<td>tobacco and alcohol are not good for people</td>
</tr>
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### Consumer Health/ Environmental Health

#### Accessing Information and Health Advocacy

<table>
<thead>
<tr>
<th>Essential Questions:</th>
<th>Maryland (A)</th>
<th>Maryland (B)</th>
<th>Maryland (C)</th>
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</thead>
<tbody>
<tr>
<td>How does TV try to sell me things?</td>
<td>Who has the best information about healthy things?</td>
<td>Maryland (A)</td>
<td>Maryland (B)</td>
</tr>
<tr>
<td>Maryland (C)</td>
<td>Maryland (A)</td>
<td>Maryland (B)</td>
<td>Maryland (C)</td>
</tr>
<tr>
<td>Maryland (A)</td>
<td>Maryland (B)</td>
<td>Maryland (C)</td>
<td>Maryland (A)</td>
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</tbody>
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#### Maryland (A)

- View several commercials directed at children on television. Generate understanding of how and why commercials appeal to children through discussion and drawings.
- Brainstorm in cooperative learning groups and discuss how TV commercials have an effect on the products we buy.
- Draw a picture or construct a collage of health helpers (school nurse, doctor, hospital, ambulance, firefighter) and explain to classmates how each help people to be safe and healthy.
- Invite a community health helper to the classroom (doctor, nurse, police officer).
- Create a song, story, or drawing to be shared with the class about what they learned about after hearing a community health helper (nurse, doctor, emergency medical technician, social worker) speak to the class.
- Write a classroom pledge to keep the environment clean, including a health reason.

### Kindergarten Second Report Period

#### Strand

- **Nutrition and Physical Activity**
- **Decision-making**

#### Content

- **Balanced diets**
- **Physical activity**

#### Essential Questions:

- What foods are good for me?
- Why do people exercise?

#### Skills

- Recognize healthy food choices and the importance of breakfast (1.C)
- Identify the Food Guide Pyramid
- Recognize the benefits of physical activity

#### Assessments

- Prepare a healthy snack
- Prepare a healthy snack from another culture, to help recognize the influence of culture on health
- Visit the cafeteria for a lesson on food safety from the cafeteria staff
- Draw a picture of physical activity and physical inactivity
<table>
<thead>
<tr>
<th>Injury Prevention/Disease Prevention</th>
<th>Decision-making, Safety, Health advocacy</th>
</tr>
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<tbody>
<tr>
<td><strong>Safety rules</strong></td>
<td><strong>Recognize the importance of using protective equipment (2.A)</strong></td>
</tr>
<tr>
<td>* Germs and illness</td>
<td><strong>Identify common emergencies in the home, school, community and how to seek help (2.C)</strong></td>
</tr>
<tr>
<td>* Chronic disease and challenges</td>
<td><strong>Identify procedures for helping a choking person (2.D)</strong></td>
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<td></td>
<td><strong>Identify ways to avoid situations that may result in conflict or harm (2.B)</strong></td>
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<tr>
<td>Essential Questions:</td>
<td><strong>Know how to call 911 for help in an emergency situation (2.F)</strong> Know that crank calling can be dangerous</td>
</tr>
<tr>
<td>How can I stay safe while I play and go places?</td>
<td><strong>Identify rules that promote health and safety (5.B)</strong></td>
</tr>
<tr>
<td>How can I help someone who gets hurt or gets sick?</td>
<td><strong>Identify sense organs and their relationship to the spread of disease (1.B)</strong></td>
</tr>
<tr>
<td>Why do people get sick?</td>
<td><strong>Recognize that some disease are communicable and some are non-communicable (1.E)</strong></td>
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<tr>
<td></td>
<td><strong>Identify behaviors related to the spread of germs and illness (1.D)</strong></td>
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<td></td>
<td><strong>Recognize that some people have chronic disease, disabilities or challenges</strong></td>
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<td></td>
<td><strong>Use storytelling, song or role playing to explain the purpose of protective equipment such as a seat belt and bike helmet (be sure to use experiences from students’ culture)</strong></td>
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<td></td>
<td><strong>With pictures from children’s magazines, construct a collage with a partner showing some common emergencies in the home, school and community. Present your collage through writing, song, or role-playing</strong></td>
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<td></td>
<td><strong>Listen and follow directions on what to do to help or get help for a choking person. Demonstrate skills with a partner</strong></td>
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<td></td>
<td><strong>Using a computer paint program, make a 911 sign showing the numbers and who/what they will summon. Take home to hang by the phone</strong></td>
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<td></td>
<td><strong>Demonstrate how to use the telephone to call 911, use proper descriptors (name, address, telephone number) and stay on the line until help arrives</strong></td>
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<td><strong>Create a poster about school, family and community rules. Then reflect and share with class</strong></td>
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<td></td>
<td><strong>Demonstrate how to seek help if lost at the store or shopping mall</strong></td>
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<td><strong>Demonstrate; Stop, Drop and Roll</strong></td>
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<td></td>
<td><strong>Distinguish between a safe and unsafe touch using cooperative learning strategies, by role playing, and acting out various scenarios</strong></td>
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<td></td>
<td><strong>Name the five sense organs (mouth, nose, eyes, ears, skin) through singing and pointing to the correct body part to the tune of “If You’re Happy and You Know It Touch Your___”</strong></td>
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<td></td>
<td><strong>Generate questions about germs and illnesses. They will reflect on their questions, form their own responses, and share thoughts with the class.</strong></td>
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<tr>
<td></td>
<td><strong>Discuss and reflect on good ways to prevent passing germs from person to person Demonstrate good personal maintenance skills such as handwashing, hair care and tooth brushing</strong></td>
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<tr>
<td></td>
<td><strong>Read a story about a child with a chronic disease or disability. Create a concept map with things people can do to help and respect each other</strong></td>
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