Please remember the “I Taught This” button!

Kindergarten: Unit 1

**Topic Scale**: Health Advocacy

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|  | **Week 1**  **I am Unique** | **Week 2**  **Resolving Conflict** | **Week 3**  **Feelings** | **Week 4**  **Positive Self-Image** | **Week 5**  **Making & Keeping Friends** |
| **Iowa Core Health Literacy Standards** | **Essential Concept and/or Skills: *Understand and use interactive literacy and social skills to enhance personal, family, and community health.* (21.K-2.HL.2)**   * Demonstrate social and communication skills to enhance health and increase safety. * Advocate for personal, family and community health. | | | | |
| **Vocabulary** | *health needs, wants, feelings, i-messages, verbal, non-verbal, appropriate* | | | | |
| **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 – Making & Keeping Friends (Interactive Technology) |
| **Additional / Optional**  **Resources** | HT - Take a Deep Breath  HT – Friends  HT – Conflict Resolution  HT – Role Models | | B – I’m Sorry  B – Do You Listen?  B – Do You Share?  B – Do You Take Turns?  B – Shy OR Are You Shy?  B – Lonely  B – Just Like Daddy | | |

Kindergarten: Unit 2

Topic Scale: **Health Influences & Health Advocacy**

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|  | **Week 1**  **Safety Counts** | **Week 2**  **Five Fabulous Senses** | **Week 3**  **Let’s Cross the Street** | **Week 4**  **Crossing Guards** | **Week 5**  **Stay Safe and Tell** |
| **Iowa Core Health Literacy Standards** | **Essential Concept and/or Skill: *Understand and use basic health concepts to enhance personal, family, and community health* (21.K-2.HL.1)**   * Know and use concepts related to health promotion and disease prevention.   **Essential Concept and/or Skill: *Identify influences that affect personal health and the health of others* (21.K-2.HL.4)**   * Analyze the influence of family, peers, health professionals, culture, media, technology and other health factors * Investigate valid information, products and services.   **Essential Concept and/or Skill: *Understand and use interactive literacy and social skills to enhance personal, family, and community health.* (21.K-2.HL.2)**   * + Demonstrate social and communication skills to enhance health and increase safety.   + Advocate for personal, family and community health. | | | | |
| **Vocabulary** | * *health needs, wants, feelings, i-messages, verbal, non-verbal, appropriate* * *healthy, prevention, disease, promotion, illness, injury, healthcare, health practices, health professionals* | | | | |
| **HealthTeacher.com**  **Resources**  **Health Readers** | HT – Safety Counts  Book – Staying Safe in the Care | HT – Five Fabulous Senses  Book – My Five Senses OR My Senses Help Me | HT – Let’s Cross the Street (Interactive Technology)  Book – What if You Get Lost? | HT – Crossing Guards (1, 2 if possible, 3)  Book – Places in My Community | HT – Stay Safe and Tell  Book – Who is a Stranger and What Should I Do? |
| **Additional / Optional**  **Resources** | HT - Preventing Dog Bites  HT – Mighty Muscles  HT – Riding in the Back Seat  HT – Wear Your Seat Belt  HT – Buddy Systems | | B - Exercise  B – Our Five Senses  B – Our Senses **or** Let’s Learn about the 5 Senses  B – Be Careful and Stay Safe  B – Staying Safe on the Playground  B – Staying Safe on the School Bus | | |

Kindergarten: Unit 3

Topic: **Healthy Lifestyle**

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|  | **Week 1**  **Let’s Get Physical** | **Week 2**  **Move your Body** | **Week 3**  **Preventing Colds & Flu** | **Week 4**  **Covering Sneezes and Coughs** | **Week 5**  **Wonderful Water** |
| **Iowa Core Health Literacy Standards** | **Essential Concept and/or Skill: *Recognize critical literacy/thinking skills related to personal, family and community wellness.* (21.K-2.HL.3)**   * Demonstrate decision making skills (21.K-2.HL.3) * Demonstrate goal setting skills (21.K-2.HL.3)   **Essential Concept and/or Skill: *Demonstrate behaviors that foster healthy, active lifestyles for individuals and the benefit of society.* (21K-2.HL.5)**   * Achieve and maintain health enhancing level of physical activity. (21.K-2.HL.5) * Practice preventative health behaviors. (21.K-2.HL.5) | | | | |
| **Vocabulary** | Goal setting, decision making, community, environment, behaviors, individuals, family, wellness, | | | | |
| **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 – Move Your Body (Interactive Technology)  B – Exercise (Looking After Me) | HT – Preventing Colds & Flu (Interactive Technology)  Book – The Bernstein 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 Bodies  HT – How Immunizations Help  HT – Let’s Move  HT – Wash Away the Germs  B – Taking care of my Hands and Feet | | | | |

Kindergarten: Unit 4

Topic Scale: **Health Advocacy**

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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. Another resource is Tiffany Bandow at the Young Women’s Resource Center (for helping to teach girls). tbandow@ywrc.org, 515-244-4901** | | | | |
| **Iowa Core Health Literacy Standards** | **Essential Concept and/or Skill:** ***Understand and use interactive literacy and social skills to enhance personal, family, and community health.* (21.K-2.HL.2)**   * + Demonstrate social and communication skills to enhance health and increase safety. (21.K-2.HL.2)   + Advocate for personal, family and community health. (21.K-2.HL.2) | | | | |
| **Vocabulary** | *health needs, wants, feelings, i-messages, verbal, non-verbal, appropriate* | | | | |
| **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 – Parents  B – Brothers and Sisters  B – Grandparents  B – Aunts and Uncles  B - Cousins | | | | |

Kindergarten: Unit 5

Topic Scale: **Health Advocacy & Healthy Lifestyle**

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|  | **Week 1**  **My Community** | **Week 2**  **Family Changes** | **Week 3**  **Role Models** | **Week 4**  **Let’s Feed Our Bodies** | **Week 5**  **Breakfast is Ready** |
| **Iowa Core Health Literacy Standards** | **Essential Concept and/or Skill:** ***Understand and use interactive literacy and social skills to enhance personal, family, and community health.* (21.K-2.HL.2)**   * + Demonstrate social and communication skills to enhance health and increase safety. (21.K-2.HL.2)   + Advocate for personal, family and community health. (21.K-2.HL.2)   **Essential Concept and/or Skill: *Recognize critical literacy/thinking skills related to personal, family and community wellness.* (21.K-2.HL.3)**   * Demonstrate decision making skills (21.K-2.HL.3) * Demonstrate goal setting skills (21.K-2.HL.3)   **Essential Concept and/or Skill: *Demonstrate behaviors that foster healthy, active lifestyles for individuals and the benefit of society.* (21K-2.HL.5)**   * Achieve and maintain health enhancing level of physical activity. (21.K-2.HL.5) * Practice preventative health behaviors. (21.K-2.HL.5) | | | | |
| **Vocabulary** | *health needs, wants, feelings, i-messages, verbal, non-verbal, appropriate, goal setting, decision making, community, environment, behaviors, individual, family, and wellness* | | | | |
| **HealthTeacher.com**  **Resources**  **Health Readers** | HT – My Community (1 if possible, 2,3)  Book – My Family Community / My School Community | HT – Family Changes (1-4)  Book – Places in My Community | HT- Role Models (1-4)  Book- Just Like Daddy | HT- Let’s Feed Our Bodies (1-4, including setting goals) | HT – Breakfast is Ready (Interactive Technology) |
| **Additional / Optional**  **Resources** | My Backyard Community  Visual Aids-[MyPlate and MyPyramid](https://healthymeals.fns.usda.gov/hsmrs/Iowa/DGPosters/fruitsvegposter.pdf)  Team Nutrition- [MyPlate Guide to School Lunch](https://www.fns.usda.gov/tn/myplate-guide-school-lunch) | | | | |

Kindergarten: Unit 6

Topic Scale: **Health Influences**

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|  | **Week 1**  **Stay Safe & Healthy** | **Week 2**  **Stay Safe & Tell** | **Week 3**  **Safe Use of Medicine** | **Week 4**  **Brushing Teeth** | **Week 5**  **How Teeth Change** |
| **Iowa Health Literacy Standards** | **Essential Concept and/or Skill: *Understand and use basic health concepts to enhance personal, family, and community health* (21.K-2.HL1)**   * Know and use concepts related to health promotion and disease prevention.   **Essential Concept and/or Skill: *Identify influences that affect personal health and the health of others* (21.K-2.HL.4)**   * Analyze the influence of family, peers, health professionals, culture, media, technology and other health factors. * Investigate valid information, products and services.   **Essential Concept and/or Skill:** ***Understand and use interactive literacy and social skills to enhance personal, family, and community health.* (21.K-2.HL.2)**   * + Demonstrate social and communication skills to enhance health and increase safety. (21.K-2.HL.2)   + Advocate for personal, family and community health. (21.K-2.HL.2) | | | | |
| **Vocabulary** | * *healthy, prevention, disease, promotion, illness, injury, healthcare, health practices, health professionals* * *health needs, wants, feelings, i-messages, verbal, non-verbal, appropriate* | | | | |
| **HealthTeacher.com**  **Resources**  **Health Readers** | HT – Stay Safe & Healthy (1-4) | HT-Stay Safe & Tell (1-5) | HT-Safe Use of Medicine (1-4)  -What is Medicine?  -Who Can Give Me Medicine?  Book – Taking Medicine | HT – Brushing Teeth (1 demo optional, 2,3)  Book – Brushing Well OR Snacks for Healthy Teeth OR Food for Healthy Teeth | HT- How Teeth Change (1-5)  Book – Brushing Well OR Snacks for Healthy Teeth OR Food for Healthy Teeth |
| **Additional / Optional**  **Resources** | B- Staying Safe in the Car  B- Staying Safe on the School Bus  B- Staying Safe on the Playground | | B – We Need Dentist  B- All about Teeth  B- Brushing Teeth  B-Snacks for Healthy Teeth  B-Food for Healthy Teeth | | |

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| Health Influences | |
| Anchor Standards:   * Know and use concepts related to health promotion and disease prevention. (21.K-2.HL.1) * Analyze the influence of family, peers, health professionals, culture, media, technology and other health factors (21.K-2.HL.4) * Investigate valid information, products and services. (21.K-2.HL.4) | |
| 4 | In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the goal. |
| 3  Learning Goal | 1. **Know when and how to ask for help with health care. (21.K-2.HL.1.5)** 2. **Selects appropriate products for minor injuries or illnesses. (21.K-2.HL.4.4)**   KNOWLEDGE UTILIZATION |
| 2 | 1. Identify ways to be healthy. 2. Identify ways to prevent illness and injury. 3. Identify how to when and how to ask for help with health care. 4. Identify negative and positive health practices. 5. Identify trusted adults/professional who can help. |
| 1 | Student’s learning reflects insufficient progress towards foundational skills and knowledge. |
| Academic Vocabulary | *healthy, prevention, disease, promotion, illness, injury, healthcare, health practices, health professionals* |

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| Health Advocacy | |
| Anchor Standards:   * + Demonstrate social and communication skills to enhance health and increase safety. (21.K-2.HL.2)   + Advocate for personal, family and community health. (21.K-2.HL.2) | |
| 4 | In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the goal. |
| 3  Learning Goal | * 1. **Demonstrate verbal and nonverbal ways to express wants, needs, and feelings appropriately. (21.K-2.HL.2.1)**   2. **Show how to ask for help. (21.K-2.HL.2.3)**   RETRIEVAL |
| 2 | 1. Identify verbal and nonverbal ways to express wants, needs, and feelings appropriately. 2. Describe and determine how to ask for help. 3. Identify personal health needs. |
| 1 | Student’s performance reflects insufficient progress towards foundational skills and knowledge. |
| Academic Vocabulary | *health needs, wants, feelings, i-messages, verbal, non-verbal, appropriate* |

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| Healthy Lifestyle | |
| Anchor Standards:   * Demonstrate decision making skills (21.K-2.HL.3) * Demonstrate goal setting skills (21.K-2.HL.3) * Achieve and maintain health enhancing level of physical activity. (21.K-2.HL.5) * Practice preventative health behaviors. (21.K-2.HL.5) | |
| 4 | In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the goal. |
| 3  Learning Goal | 1. **Identify how health related decisions have an impact on individual, family, community, and environment. (21.K-2.HL.3.4)** 2. **Set personal goals. (21.K-2.HL.3.5)** 3. **Practice basic health enhancing physical behaviors (21.K-2.HL.5.2)**   ANALYSIS |
| 2 | 1. Understand the interrelationships (positive and negative) between decisions, choices, and consequences. 2. Identify that health related decisions have an impact on individual, family, community, and environment. 3. Identify personal health needs. 4. Identify health enhancing physical behaviors. 5. Identify healthy foods. 6. Identify behaviors that contribute to total wellness for individuals, families, and communities |
| 1 | Student’s performance reflects insufficient progress towards foundational skills and knowledge. |
| Academic Vocabulary | *Goal setting, decision making, community, environment, behaviors, individual, family, and wellness.* |