

**Mount Laurel Township Schools**  
**Health Curriculum Guide**  
**Pre-School**

<b>Stage 1 – Desired Results</b>	
<p><b>NJSLS:</b>  <b>2.1 Wellness:</b> All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.  <b>2.2 Integrated Skills:</b> All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</p>	<p><b>Unit/Big Idea: (1)</b> Personal Growth &amp; Health Services and Information</p>
<p><b>Enduring Understandings:</b>  <b>Students will understand that...</b>  The choices people make with nutrition and safety practices affect their wellness.</p>	<p><b>Essential Questions:</b>  What is wellness?  How are you living a healthy life?</p>
<p><b>Students will know that...</b>  Developing self-help skills and personal hygiene skills promotes healthy habits.</p> <p>Developing the knowledge and skills necessary to make nutritious food choices promotes healthy habits.</p> <p>Developing self-help skills and personal hygiene skills promotes healthy habits.</p> <p>Developing an awareness of potential hazards in the environment impacts personal health and safety.</p>	<p><b>Students will be able to...</b>  2.1.P.A.1: Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).</p> <p>2.1.P.A.2: Demonstrate emerging self-help skills (e.g., develop independence when pouring, serving, and using utensils and when dressing and brushing teeth).</p> <p>2.1.P.B.1: Explore foods and food groups (e.g., compare and contrast foods representative of various cultures by taste, color, texture, smell, and shape).</p> <p>2.1.P.B.2: Develop awareness of nutritious food choices (e.g., participate in classroom cooking activities, hold conversations with knowledgeable adults about daily nutritious meal and snack offerings)</p> <p>2.1.P.C.1: Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).</p> <p>2.1.P.D.1: Use safe practices indoors and out (e.g., wear bike helmets, walk in the classroom, understand how to participate in emergency drills,</p>

Developing an awareness of potential hazards in the environment impacts personal health and safety.

and understand why car seats and seat belts are used).

2.1.P.D.2: Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol, etc.).

2.1.P.D.3: Identify community helpers who assist in maintaining a safe environment.

2.1.P.D.4: Know how to dial 911 for help.

2.2.P.E.1. Identify community helpers who assist in maintaining a safe environment.

### **Interdisciplinary Connections**

***The New Jersey Department of Education Preschool Teaching and Learning Standards, 2014*** includes a variety of “preschool standards, along with optimal teaching practices, are provided for the following content areas: Social/Emotional Development, Visual and Performing Arts, Health, Safety, and Physical Education, English Language Arts, Approaches to Learning, Mathematics, Science, Social Studies, Family, and Life Skills, World Languages, Technology” (p. 1). **Teachers will select a minimum of 2-3 standards from the following list to support this unit:**

#### ***English Language Arts - Speaking & Listening:***

SL.PK.1.a,b Participate in conversations and interactions with peers and adults individually and in small and large groups.

- a) Follow-agreed upon rules for discussions during group interactions.
- b) Continue a conversation through several back and forth exchanges.

SL.PK.2 Ask and answer questions about a text or other information read aloud or presented orally.

SL.PK.3 Ask and answer questions to seek help, get information, or follow directions.

SL.PK.4 Begin to describe familiar people, places, things, and events and sometimes with detail.

SL.PK.5 Use drawings or visual displays to add to descriptions to provide additional detail.

SL.PK.6 With guidance and support, speak audibly and express thoughts, feelings, and ideas.

#### ***Approaches to Learning:***

9.1.1 Make plans and decisions to actively engage in learning (e.g., two children greet each other as they arrive to school and decide that they will finish counting all the bottle caps they collected during choice time.)

9.1.2 Show curiosity and initiative by choosing to explore a variety of activities and experiences with a willingness to try new challenges (e.g., choosing harder and harder puzzles).

9.1.3 Focus attention on tasks and experiences, despite interruptions or distractions (e.g., working hard on a drawing even when children nearby are playing a game).

9.1.4 Show persistence when faced with challenging tasks and uncertainty, seeking and accepting help when appropriate (e.g., saying to a friend, ‘This is hard. Can you help me figure it out?’).

9.1.5 Bring a teacher-directed or self-initiated task, activity or project to completion (e.g., showing the teacher, “Look—I finished it all by myself!”).

**21<sup>st</sup> Century Life and Careers: Career Ready Practices (2014)** describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study. **Teachers will select a minimum of 1-2 standards from the following list:**

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

### Stage 2 – Assessment Evidence

#### Required Performance Assessment:

Refer to *Early Childhood Programming/Pre-school Disabled Classes Curriculum*, Adopted by the Mt. Laurel Board of Education August, 2000

#### Other Evidence:

Teacher observation  
Self-assessment  
Peer-assessment  
Quiz/checklist on key terms, concepts, skills ...  
Oral response  
Written response

### Stage 3 - Learning Plan

#### Suggested Learning Activities:

Refer to *Early Childhood Programming/Pre-school Disabled Classes Curriculum*, Adopted by the Mt. Laurel Board of Education August,

**Unit Strategies/Modifications:****Special Education Students:**

- Development of target vocabulary
- Scaffolding comprehension
- Scaffolding content-area reading
- Decreasing the amount of work presented or required;
- Using videos, illustrations, pictures, and drawings to explain or clarify.
- Offering graphic organizers
- Teaching key aspects of a topic. Eliminating nonessential information.
- Providing study guides.
- Allowing students to correct errors (looking for understanding);
- Marking students' correct and acceptable work, not the mistakes;
- Allowing products (projects, timelines, demonstrations, models, drawings, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- Modifying tests to reflect selected objectives;
- Using true/false, matching, or fill in the blank tests in lieu of essay tests;
- Reducing the number of answer choices on a multiple choice test;
- Allowing the use of note cards or open-book during testing;

**Gifted Students:**

- Guided Reading materials (classroom teachers and/or reading specialist can assist with selections)
- Flexible grouping in content areas
- Independent projects
- Differentiated product assignments
- Student Choice
- Multiple texts
- Multiple intelligence options
- Group investigation
- Research
- Bloom's Taxonomy - Higher order thinking skills (synthesis and evaluation)
- Habits of Mind
- Webb's Depth of Knowledge - Emphasis on Level 3 and 4 (Strategic and extended reasoning)

**Students at Risk of Failure:**

- Utilize real world/cultural learning situations
- Strategic pairing ("buddy")
- Offering checklist to guide tasks

**English Language Learners: (NJDOE Website)**

<http://www.state.nj.us/education/aps/cccs/ELL.htm>

Academic Language for English Language Learners - <http://www.colorincolorado.org/academic-language>

Background Information on English Language Learners - <http://www.colorincolorado.org/getting-know-your-students>

English Language Development Standards Essential Actions - <https://www.wida.us/standards/eld.aspx#essentialactions>

English Language Learners in the Mainstream Tutorial Videos - [http://www.state.nj.us/education/bilingual/ell\\_mainstream/index.html](http://www.state.nj.us/education/bilingual/ell_mainstream/index.html)

Resources for Newcomers and SIFEs - <http://www.state.nj.us/education/bilingual/resources/newcomer.htm>

Websites for Teachers - <http://www.state.nj.us/education/bilingual/resources/websites/teachers.htm>

WIDA Can Do Descriptors - [https://www.wida.us/standards/CAN\\_DOs/](https://www.wida.us/standards/CAN_DOs/)

Technology and English Language Learners - <http://www.colorincolorado.org/teaching-ells/technology-english-language-learners>

**Core Instructional Materials:**

- Newsela Website (<https://newsela.com>) for various levels of texts/articles
- Refer to “Suggested Learning Activities” below for titles of songs, books etc to support the unit. The school reading specialist and/or library media specialist may assist you with additional titles/offerings.