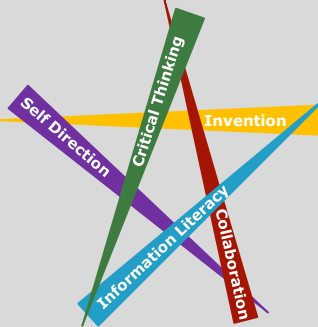
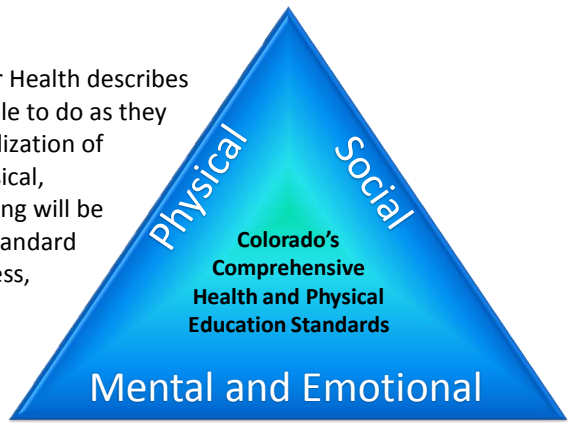


**Curriculum Development Course at a Glance  
Planning for Kindergarten Comprehensive Health**

Content Area	Comprehensive Health	Grade Level	Kindergarten
Course Name/Course Code			
Standard	Grade Level Expectations (GLE)	GLE Code	
2. Physical and Personal Wellness	1. Identify the major food groups and the benefits of eating a variety of foods	CH09-GR.K-S.2-GLE.1	
	2. Explain how personal hygiene and cleanliness affect wellness	CH09-GR.K-S.2-GLE.2	
3. Emotional and Social Wellness	1. Exhibit understanding that one's actions impact others	CH09-GR.K-S.3-GLE.1	
4. Prevention and Risk Management	1. Identify the importance of respecting the personal space and boundaries of self and others	CH09-GR.K-S.4-GLE.1	
	2. Explain safe behavior as a pedestrian and with motor vehicles	CH09-GR.K-S.4-GLE.2	
	3. Demonstrate effective communication skills in unsafe situations	CH09-GR.K-S.4-GLE.3	

<p align="center"><b>Colorado 21<sup>st</sup> Century Skills</b></p>  <p><b>Critical Thinking and Reasoning:</b> <i>Thinking Deeply, Thinking Differently</i></p> <p><b>Information Literacy:</b> <i>Untangling the Web</i></p> <p><b>Collaboration:</b> <i>Working Together, Learning Together</i></p> <p><b>Self-Direction:</b> <i>Own Your Learning</i></p> <p><b>Invention:</b> <i>Creating Solutions</i></p>	<p>The Colorado Academic Standards for Health describes what learners should know and be able to do as they develop proficiency in health. The utilization of knowledge and skills to enhance physical, mental, emotional and social well-being will be supported in each unit through the standard areas of Physical and Personal Wellness, Emotional and Social Wellness and Prevention and Risk Management.</p> 
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	Length of Unit/Contact Hours	Unit Number/Sequence
Respect My Space	5 Weeks/1.5 Contact Hours (At teacher's discretion)	1
Safety	10 Weeks/3.5 Contact Hours (At teacher's discretion)	2
Healthy Relationships	8 Weeks/2.5 Contact Hours (At teacher's discretion)	3
Healthy Behaviors	5 Weeks/1.5 Contact Hours (At teacher's discretion)	4

**Curriculum Development Overview**  
**Unit Planning for Kindergarten Comprehensive Health**

<b>Unit Title</b>	Respect My Space		<b>Length of Unit</b>	At teacher's discretion
<b>Focusing Lens(es)</b>	Choices	<b>Standards and Grade Level Expectations Addressed in this Unit</b>	CH09-Gr.K-S.3-GLE.1	
<b>Inquiry Questions (Engaging-Debatable):</b>	<ul style="list-style-type: none"> <li>How do the choices I make affect the way I act? (CH09-Gr.K-S.3-GLE.1-EO.c;IQ.1)</li> <li>How does the way I feel affect the way I act? (CH09-Gr.K-S.3-GLE.1-EO.c;IQ.1)</li> <li>How do my actions affect others? (CH09-Gr.K-S.3-GLE.1-EO.c;IQ.2)</li> <li>Can I control my feelings? (CH09-Gr.K-S.3-GLE.1-EO.c;IQ.1)</li> <li>Can I control my behaviors by being aware of my feelings? (CH09-Gr.K-S.3-GLE.1-EO.c;IQ.1)</li> </ul>			
<b>Unit Strands</b>	Emotional and Social Wellness			
<b>Concepts</b>	Decision-making, Respect, Behavior, Influence, Relationships, Feelings, Boundaries, Effects			

<b>Generalizations</b> My students will <b>Understand</b> that...	<b>Guiding Questions</b>	
	Factual	Conceptual
Choices have long-lasting effects on self and others. (CH09-Gr.K-S.3-GLE.1-EO.a,c;IQ.1,2;RA.2;N.1)	What feelings and decisions are made throughout the day that affects your behavior?	How does the way you are influence by others affect your feelings and determine the way you act?
The positive and negative effects of feelings on a person's behaviors and actions. (CH09-Gr.K-S.3-GLE.1-EO.c;IQ.1;RA.2)	How can you tell if someone is happy or sad?	When is an example of your behavior having a positive effect on others? How do your feelings affect your behaviors?
Positive relationships develop when there is respect for others' personal space and boundaries. (CH09-Gr.K-S.3-GLE.1-EO.a,b;IQ.2;RA.1;N.1)	What are some examples of situations that require personal space and boundaries?	How does it make you feel when someone doesn't respect your personal space?
Decision-making skills facilitate the respect for the boundaries of others and the development of healthy relationships. (CH09-Gr.K-S.3-GLE.1-EO.a,b;IQ.1,2;RA.1,2;N.1)	What decisions are made throughout the day that affects relationships with others? (CH09-Gr.K-S.3-GLE.1-EO.a,b;IQ.1,2;RA.1,2;N.1)	What effect does your behavior have on your relationships with family and friends?

**Curriculum Development Overview**  
**Unit Planning for Kindergarten Comprehensive Health**

<b>Critical Content:</b> My students will <b>Know</b> ...	<b>Key Skills:</b> My students will be able to <b>(Do)</b> ...
<ul style="list-style-type: none"> <li>The characteristics of respect. (CH09-Gr.K-S.3-GLE.1-EO.a;IQ.2) Example – Being a good listener</li> <li>The differences between selfishness and consideration of others. (CH09-Gr.K-S.3-GLE.1-EO.a;IQ.2) Example – helping others in need</li> <li>The importance of personal space in various situations. (CH09-Gr.K-S.3-GLE.1-EO.b;RA.1) Example – Respecting other’s feelings</li> <li>Respect of other’s boundaries. (CH09-Gr.K-S.3-GLE.1-EO.b;IQ.2) Example – losing friendships</li> <li>The impact of feelings on behavior. (CH09-Gr.K-S.3-GLE.1-EO.c;IQ.1;RA.2;N.1) Example – Frustration may be portrayed as anger</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate respect for themselves and others. (CH09-Gr.K-S.3-GLE.1-EO.1;IQ.2;RA.2)</li> <li>Share and work with other students and helpers. (CH09-Gr.K-S.3-GLE.1-EO.a;IQ.2)</li> <li>Demonstrate and work in personal space in many situations. (CH09-Gr.K-S.3-GLE.1-EO.b;RA.1)</li> <li>Distinguish positive and negative effects of establishing boundaries. (CH09-Gr.K-S.3-GLE.1-EO.b;IQ.2)</li> <li>Identify different behaviors that may influence positive or negative feelings. (CH09-Gr.K-S.3-GLE.1-EO.c;IQ.1;RA.2;N.1)</li> </ul>

<p><b>Critical Language:</b> includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.          EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p><b>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</b></p>	<p><i>I understand that my feelings are affected by choices, behaviors and the influences of other people.</i></p>
<p><b>Academic Vocabulary:</b></p>	<p>Situations, Effects, Influence, Behavior, Actions, Demonstrate, Explain, Distinguish, Identify, Feelings</p>
<p><b>Technical Vocabulary:</b></p>	<p>Respect, Personal Space, Boundaries, Emotions, Wellness, Situations, Behavior, Decision-making, Relationships</p>

**Curriculum Development Overview**  
**Unit Planning for Kindergarten Comprehensive Health**

<b>Unit Title</b>	Safety		<b>Length of Unit</b>	Teacher's Discretion
<b>Focusing Lens(es)</b>	Behaviors	<b>Standards and Grade Level Expectations Addressed in this Unit</b>	CH09-GR.K-S.4 -GLE.2	
<b>Inquiry Questions (Engaging-Debatable):</b>	<ul style="list-style-type: none"> <li>• What are some important safety rules and behaviors to be followed at school? (CH09-GR.K-S.4-GLE.2-EO.d;IQ.1)</li> <li>• What traffic rules and laws should you follow when riding a bike? (CH09-GR.K-S.4-GLE.2-EO.c,e;RA.1;N.1)</li> <li>• Why should a person wear safety belts when riding in a motor vehicle? (CH09-GR.K-S.4-GLE.2-EO.b;N.1)</li> </ul>			
<b>Unit Strands</b>	Prevention and Risk Management			
<b>Concepts</b>	Behaviors, Laws, Safety, Strategies, Rules, Risk, Protection			

<b>Generalizations My students will Understand that...</b>	<b>Guiding Questions</b>	
	<b>Factual</b>	<b>Conceptual</b>
It is important to demonstrate safety behaviors and procedures when riding on a bus or in other vehicles. (CH09-GR.K-S.4-GLE.2-EO.a,b)	What are important safety procedures a person should follow when riding in motor vehicles?	What would you say to someone who was not wearing a seat belt while riding in a car?
School rules are created for students to follow in order to reduce the risk of injuries and maintain safety. (CH09-GR.K-S.4-GLE.2-EO.d;IQ.1;N.2)	How do school rules help protect students and make them feel safe?	What would you say to a friend who refused to follow school rules and safety procedures?
Traffic laws and signs are necessary in order to protect pedestrians on streets and in crosswalks. (CH09-GR.K-S.4-GLE.2-EO.c,e;IQ.2;RA.1;N.1)	What type of traffic laws and signs are necessary to protect pedestrians?	What would it be like if there were no rules for cars and pedestrians?

**Curriculum Development Overview**  
**Unit Planning for Kindergarten Comprehensive Health**

<b>Critical Content:</b> My students will Know...	<b>Key Skills:</b> My students will be able to (Do)...
<ul style="list-style-type: none"> <li>• Safety behavior in vehicles (CH09-GR.K-S.4-GLE.2-EO.a,b)</li> <li>• Traffic signs and traffic laws for pedestrians (CH09-GR.K-S.4-GLE.2-EO.c,e;IQ.2;RA.1;N.1)</li> <li>• School rules and procedures for student protection (CH09-GR.K-S.4-GLE.2-EO.d;IQ.1;N.2)</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate safety behavior in vehicles (CH09-GR.K-S.4-GLE.2-EO.a,b)</li> <li>• Identify traffic signs and traffic laws for pedestrians (CH09-GR.K-S.4-GLE.2-EO.c,e;IQ.2;RA.1;N.1)</li> <li>• Explain school rules and procedures for student protection (CH09-GR.K-S.4-GLE.2-EO.d;IQ.1;N.2)</li> </ul>

<b>Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.</b> <b>EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: “Mark Twain exposes the hypocrisy of slavery through the use of satire.”</b>	
<b>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</b>	<i>I will be able to demonstrate safe behavior in vehicles, school and understand pedestrian traffic laws and traffic signs.</i>
<b>Academic Vocabulary:</b>	Behaviors, Strategies, Rules, Risk, Protection, Procedures
<b>Technical Vocabulary:</b>	Laws, Safety, Pedestrian, Crosswalk

**Curriculum Development Overview**  
**Unit Planning for Kindergarten Comprehensive Health**

<b>Unit Title</b>	Healthy Relationships		<b>Length of Unit</b>	At Teacher's Discretion
<b>Focusing Lens(es)</b>	Communication	<b>Standards and Grade Level Expectations Addressed in this Unit</b>	CH09-GR.K-S.4-GLE.1, CH09-GR.k-S.4-GLE.3	
<b>Inquiry Questions (Engaging-Debatable):</b>	<ul style="list-style-type: none"> <li>• How do you communicate to others in an unsafe situation? (CH09-GR.K-S.4-GLE.3-EO.a;IQ.4;RA.1)</li> <li>• Who are the most trusted adults in your life? (CH09-GR.K-S.4-GLE.1-EO.c)</li> <li>• How do you show respect for others? (CH09-GR.K-S.4-GLE.1-IQ.1)</li> </ul>			
<b>Unit Strands</b>	Prevention and Risk Management			
<b>Concepts</b>	Communication, Respect, Boundaries, Danger, Strategies, Trust, Skills, Emergency			

<b>Generalizations</b> My students will Understand that...	<b>Guiding Questions</b>	
	<b>Factual</b>	<b>Conceptual</b>
Effective verbal and non-verbal communication with trusted adults is necessary in order to ask for help in unsafe situations. (CH09-GR.K-S.4-GLE.3-EO.a;IQ.4;RA.1;N.1)	Why is effective communication important in an emergency situation?	What would happen if you were lost and you didn't know how to ask for help? (CH09-GR.K-S.4-GLE.3-EO.a;IQ.1)
911 and other emergency numbers are important for a person to know when there is danger or other emergencies. (CH09-GR.K-S.4-GLE.3-EO.b;IQ.3;RA.1)	What are the possible dangers of someone having a weapon? (CH09-GR.K-S.4-GLE.3-EO.c;IQ.2)	What would you do if you found a gun? (CH09-GR.K-S.4-GLE.3-EO.c;IQ.1)
It is important for a person to develop strategies to be able to express their personal space and boundaries. (CH09-GR.K-S.4-GLE.1-EO.d;RA.1;N.1)	What are examples of different situations when a person would need to communicate personal boundaries to others? (CH09-GR.K-S.4-GLE.1-RA.1)	How would you tell a trusted adult if any appropriate touching occurs to self and others? (CH09-GR.K-S.4-GLE.1-EO.a,b,c,d)
The development of self respect and respect for others is a necessary skill to learn in order to maintain healthy relationships. (CH09-GR.K-S.4-GLE.1-IQ.2,3)	What are examples of showing self-respect and respect for others?	Why is it important to respect yourself?

**Curriculum Development Overview**  
**Unit Planning for Kindergarten Comprehensive Health**

<b>Critical Content:</b> My students will Know...	<b>Key Skills:</b> My students will be able to (Do)...
<ul style="list-style-type: none"> <li>• Characteristics of trusted adults (CH09-GR.K-S.4-GLE.1-EO.b)</li> <li>• Respect for self and others (CH09-GR.K-S.4-GLE.1-IQ.1,2,3)</li> <li>• Appropriate and inappropriate touches (CH09-GR.K-S.4-GLE.1-EO.a,d)</li> <li>• Verbal and non-verbal communication skills (CH09-GR.K-S.4-GLE.3-EO.a;RA.1;N.1)</li> <li>• 911 and other emergency numbers (CH09-GR.K-S.4-GLE.3-EO.b)</li> <li>• Dangers of weapons (CH09-GR.K-S.4-GLE.3-EO.c;IQ.2)</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the characteristics of trusted adults (CH09-GR.K-S.4-GLE.1-EO.b)</li> <li>• Communicate aspects of respect for self and others (CH09-GR.K-S.4-GLE.1-IQ.1,2,3)</li> <li>• Identify appropriate and inappropriate touches (CH09-GR.K-S.4-GLE.1-EO.a,d)</li> <li>• Demonstrate verbal and non-verbal communication skills (CH09-GR.K-S.4-GLE.3-EO.a;RA.1;N.1)</li> <li>• Recognize 911 and other emergency numbers (CH09-GR.K-S.4-GLE.3-EO.b)</li> <li>• Explain the dangers of weapons (CH09-GR.K-S.4-GLE.3-EO.c;IQ.2)</li> </ul>

<b>Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.</b> <b>EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: “Mark Twain exposes the hypocrisy of slavery through the use of satire.”</b>	
<b>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</b>	<i>I will be able to show respect for self and others and communicate about unsafe situations to trusted adults.</i>
<b>Academic Vocabulary:</b>	Communication, Respect, Boundaries, Danger, Strategies, Trust
<b>Technical Vocabulary:</b>	911, Skills, Emergency

**Curriculum Development Overview**  
**Unit Planning for Kindergarten Comprehensive Health**

<b>Unit Title</b>	Healthy Behaviors		<b>Length of Unit</b>	At teacher's discretion
<b>Focusing Lens(es)</b>	Habits	<b>Standards and Grade Level Expectations Addressed in this Unit</b>	CH09-GR.K-S.2-GLE.1, CH09-GR.K-S.2-GLE.2	
<b>Inquiry Questions (Engaging-Debatable):</b>	<ul style="list-style-type: none"> <li>• What kind of habits do you have to have for care of your teeth to help make them strong and healthy? (CH09-GR.K-S.2-GLE.1-EO.b,d;IQ.4)</li> <li>• What would happen to your body if you only ate foods high in sugar such as cookies and candy? (CH09-GR.K-S.2-GLE.1-EO.d;IQ.4)</li> <li>• How would you feel if all of your teeth fell out? (CH09-GR.K-S.2-GLE.1-EO.b;IQ.3)and (CH09-GR.K-S.2-GLE.2-EO.d,e;IQ.2)</li> <li>• What would happen if nobody ever washed their hands? (CH09-GR.K-S.2-GLE.2-EO.b,c;IQ.3)</li> </ul>			
<b>Unit Strands</b>	Physical and Personal Wellness			
<b>Concepts</b>	Decision-making, Positive Effects, Category, Relationships, Influence, Balance, Impacts, Behaviors, Habits, Skills			

<b>Generalizations</b> My students will Understand that...	<b>Guiding Questions</b>	
	<b>Factual</b>	<b>Conceptual</b>
Families, peers, and communities influence decisions and habits for eating healthy foods (CH09-GR.K-S.2-GLE.1-EO.a,b,c,d;IQ.1,2,3,4;RA.3)	Who helps you decide what foods to eat? (CH09-GR.K-S.2-GLE.1-EO.a,b,c,d;IQ.1,2,3,4;RA.3)	How does media and advertising influence your decisions about what to eat?
Eating foods from a variety of food groups has positive effects on one's body and enables it to function efficiently (CH09-GR.K-S.2-GLE.1-EO.a,d;IQ.1,4;N.1)	Why is it important to eat different types of foods? (CH09-GR.K-S.2-GLE.1-EO.a,d;IQ.1,4;N.1)	Why would the body not work as well if a person only ate food out of one food group?
Foods categorized into groups guide decision--making and provide for a balanced diet. (CH09-GR.K-S.2-GLE.1-EO.a,d;IQ.1,4;N.1)	What food group does candy fit into? (CH09-GR.K-S.2-GLE.1-EO.a,d;IQ.1,4;N.1) How do healthy foods help your body? (CH09-GR.K-S.2-GLE.1-EO.d;IQ.1)	Why would it be a good idea to think about what category a food fits into before you eat it?
Food positively (or negatively) impacts feelings, energy levels and behaviors. (CH09-GR.K-S.2-GLE.1-EO.c,d;IQ.1,2;RA.1;N.1)	How does food fuel our bodies? (CH09-GR.K-S.2-GLE.1-EO.c;IQ.1) Why is it important to eat breakfast? (CH09-GR.K-S.2-GLE.1-EO.c,d;IQ.1,2;RA.1;N.1)	How is food for your body similar to water for a flower? What happens to your body if you do not eat?
Proper hygiene for the teeth and body improve and enhance a person's overall health. (CH09-GR.K-S.2-GLE.2-EO.a,b,c,d,e;IQ.1,2;RA.2)	What are the steps for proper hand washing?	Why is it important to take care of your teeth?



**Curriculum Development Overview**  
**Unit Planning for Kindergarten Comprehensive Health**

<b>Critical Content:</b> <b>My students will Know...</b>	<b>Key Skills:</b> <b>My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>• The major food groups (CH09-GR.K-S.2-GLE.1-EO.a) Example – Meats &amp; Protein, Fruits &amp; Vegetables, Grains and Dairy</li> <li>• Healthy foods and beverages for teeth (CH09-GR.K-S.2-GLE.1-EO.b;IQ.1,3;RA.2) Example – Milk</li> <li>• Healthy foods and beverages for bones (CH09-GR.K-S.2-GLE.1-EO.b;IQ.1,3)</li> <li>• Healthy foods and nutrients for the body’s energy (CH09-GR.K-S.2-GLE.1-EO.c-IQ.1,2;RA.1;N.1)</li> <li>• The positive effects of healthy foods and beverages (CH09-GR.K-S.2-GLE.1-EO.d;IQ.1,4;RA.3;N.1)</li> </ul>	<ul style="list-style-type: none"> <li>• Verbally identify the food groups (CH09-GR.K-S.2-GLE.1-EO.a)</li> <li>• Demonstrate decision making skills by choosing healthy foods and beverages for bones and teeth (CH09-GR.K-S.2-GLE.1-EO.b;IQ1,3;RA.2)</li> <li>• Identify healthy foods that provide energy (CH09-GR.K-S.2-GLE. 1-EO.c;IQ.1,2;RA.1;N.1)</li> <li>• Explain how healthy foods and beverages make them feel (CH09-GR.K-S.2-GLE.1-EO.d;IQ.1,4;RA.3;N.1)</li> </ul>

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<b>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</b>	<i>I will be able to explain how eating different foods will affect my body, teeth and energy level.</i>
<b>Academic Vocabulary:</b>	Recognize, Fuel, Energy, Identify, Relationships, Benefit, Balance, Impacts, Behavior, Skills, Vegetables, Fruits
<b>Technical Vocabulary:</b>	Health, Nutrition, Nutrients, Fat, Protein, Carbohydrates