

PreK-2<sup>nd</sup> Grade  
Personal Health Education Curriculum  
Scope and Sequence, Instructional Map, Resources





In 2014, the Shelby County Schools Board of Education adopted a set of ambitious, yet attainable goals for school and student performance. The District is committed to these goals, as further described in our strategic plan, Destination 2025.

**By 2025,**

- **80% of our students will graduate from high school college or career ready**
- **90% of students will graduate on time**
- **100% of our students who graduate college or career ready will enroll in a post-secondary opportunity.**

In order to achieve these ambitious goals, we must collectively work to provide our students with high-quality, College and Career Ready standards-aligned instruction. Acknowledging the need to develop competence in literacy and language as the foundations for all learning, Shelby County Schools developed the Comprehensive Literacy Improvement Plan (CLIP) and the SCS Curriculum Maps for Arts Education.

Designed with the teacher in mind, the Health, Physical Education and Lifetime Wellness (HPELW) curriculum maps focus on teaching and learning in the domains of Perform, Create, Respond, and Connect. This map presents a framework for organizing instruction around the TN State Standards so that every student meets or exceeds requirements for college and career readiness. The standards define what to teach at specific grade levels, and the SCS HPELW Education curriculum maps provide guidelines and research-based approaches for implementing instruction to ensure students achieve their highest potentials.

The SCS HPELW Education curriculum maps are designed to create physically literate students by engaging them both individually and collaboratively in creative practices of applying, creating, communicating, collaborating and reflecting. To achieve these goals the curriculum maps were developed by expert arts teachers to reflect the conceptual framework of the four artistic processes: present, create, respond, and connect.

## **How to Use the HPELW Education Curriculum Maps**

The SCS HPELW Education curriculum maps are designed to help teachers make effective decisions about what content to teach and how to teach it so that, ultimately, our students can reach Destination 2025. Across all HPELW disciplines, this is generally reflected in the following quarterly framework:

Course description- This reflects the primary goals of the students to master basic skills and concepts that build upon previous knowledge which occurs as a result of physical activity.

State Standards: Students will be introduced to the following areas : movement, movement concepts, physical activity, fitness and personal/social responsibilities.

Essential Learnings: This section focuses on student outcomes and expectations

Effective Components of HPELW: This section provides State and Local laws,

Assessments: The educator will provide students with content, skill topics, SPIs and suggested timelines, with the appropriate assessment strategy; pre and post skill assessment, teacher observation, product and performance, self analysis, oral and or cognitive quizzes, fitness gram, pacer, student-lead peer modeling, peer observation and portfolio student growth measures.

Physical Education Vocabulary Terms: Educators are provided grade appropriate and content specific terminology used within a HPELW classroom

Essential Guiding Questions: Generally phrased similar to "I Can" statements, this portion identifies the specific performance indicators that are expected for students at a given time within the quarters/semester.

Tennessee-Shelby County Content Standards per grade band.

HPELW Quarterly Pacing Guides: SPIs, suggested timelines content skill, topic and task.

Sample Games and Activities with Literacy connections

Resources And Interdisciplinary Connections- In this column, teachers will find rich bodies of instructional resources/materials/links to help students efficiently and effectively learn the content. Additionally, there are significant resources to engage alignment with the Comprehensive Literacy Improvement Plan (CLIP) and HPELW activities are designed to strengthen authentic development of communication, listening, research, collaboration and content reading literacy in HPELW in supporting the District' goals for improving student literacy.

Throughout this curriculum map, you will see high-quality activities, strategies and resources to support in ensure that students are able to reach the demands of the standards in the classroom. In addition to the resources embedded in the map, there are some high-leverage (technology, online)resources available for teacher use.

## National Standards for K-12 Physical Education

The goal of physical education is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity.

To pursue a lifetime of healthful physical activity, a ***physically literate individual\****:

- Has learned the skills necessary to participate in a variety of physical activities.
- Knows the implications and the benefits of involvement in various types of physical activities.
- Participates regularly in physical activity.
- Is physically fit.
- Values physical activity and its contributions to a healthful lifestyle.

**Standard 1.** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

**Standard 2.** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

**Standard 3.** The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

**Standard 4.** The physically literate individual exhibits responsible personal and social behavior that respects self and others.

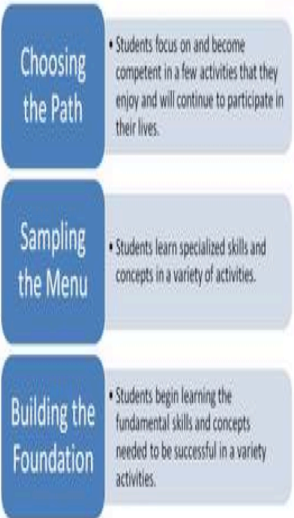
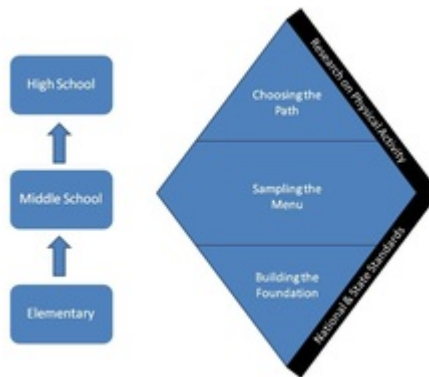
**Standard 5.** The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

\* Adapted from NASPE. (2004). *Moving into the future: National standards for physical education* (2nd ed.). Reston, VA: Author, and Mandigo, J., Francis, N., Lodewyk, K., & Lopez, R. (2012). Physical literacy for physical educators. *Physical Education and Health Journal*, 75 (3), 27 - 30.

## Diamond Conceptual Framework: A K-12 Road Map for Physical Education

The diamond shape helps illustrate the progression of skills and concepts taught in physical education, which are guided by national and state standards and research on physical activity and physical education.

Students should first learn the fundamental skills needed to be successful in physical activities, just as they would need to learn to read before tackling Mark Twain. Next they should experience a variety of activities with the goal of finding a few they enjoy. We wouldn't want them to go through life thinking the only way to stay healthy and fit is by running, playing basketball, and/or lifting weights. Lastly, we want them to become proficient in a few chosen activities with the hope that they will continue to participate in them throughout their lives.



## PreK-K Curriculum

### Purpose

The purpose of this course is to provide students with the opportunity to gain knowledge and skills necessary to make healthy choices with the overall goal of improving quality of life. Students will recognize personal, family, and community health/safety issues, as well as ways to prevent communicable diseases and injuries. Students will recognize overall physical health including body parts inside and outside the body. Students will identify trusted school and community members to communicate health needs, access health information, and seek a safe environment. Students will recognize healthy practices and behaviors to improve personal, family, and community health.

### Assessments

Trace/Draw  
Role Play  
Puppet Shows  
Oral  
Recite  
List

### Instructional Practices

- MENTAL & EMOTIONAL HEALTH
- SAFETY & FIRST AID
- PERSONAL HEALTH
- GROWTH & DEVELOPMENT
- NUTRITION
- CONSUMER HEALTH
- COMMUNITY & ENVIRONMENTAL HEALTH
- PERSONAL HEALTH
- FAMILY LIFE

### Instructional Practice Standards

Standards: 2, 3, 5, 10

Standard: 14

Standard: 7

Standard: 6

Standard: 10, 12

Standard: 9

Standard: 10, 13

## Essential Learnings

Express emotions/feelings in appropriate ways.

Define actions and consequences.

Explain the need for safety rules.

Demonstrate stop, drop and roll.

Explain how a seat belt provides safety when riding in a car

Give consequences of not using proper personal hygiene habits.

Explain how germs (pathogens) are spread.

Describe why daily physical activity is important and give at least 3 types of daily physical activities.

Recognize warning labels and signs on hazardous products and places.

Recognize advertisements for health products.

Recognize healthy ways to express needs, wants, and feelings.

Demonstrate listening skills to enhance health.

Identify the appropriate responses to unwanted and threatening situations.

State ways to tell a trusted adult if threatened or harmed.

Name situations when a health-related decision can be made individually or when assistance is needed.

Recognize healthy options to health-related issues or problems.

Recognize the consequences of not following rules/practices when making healthy and safe decisions.

Recognize healthy behaviors.

Recognize the physical dimension of health.

Recognize ways to prevent common communicable diseases.

Recognize there are body parts inside and outside of the body.

Name healthy behaviors that family members should practice.

Identify members of the school and community that support personal health practices and behaviors.

Describe, sort and re-sort objects using a variety of attributes such as shape, size, and position.

Recognize injuries

Match the five senses with the correct organ.

List the major organs of the digestive system.

Sort foods into the proper food groups.

Recognize the importance of breakfast.

Identify the family structure.

Define friend.

List and locate the basic body parts

Identify the locations of the heart, eye, ear, brain and lungs

Demonstrate proper hand-washing.

Identify the poison symbol.

## Essential Questions

- What makes you different from the other boys and girls in your class?
- What can you do if someone is being mean to you?
- Why do we need safety rules?
- What should you do if a fire starts in your house?
- How do firefighters help keep us safe?
- Why do we need to wash our hands?
- What physical activities do you do every day?
- How can your ears help you when you may be in danger?
- What is digestion and what happens to food once you swallow it?
- Where does our food come from?
- What is the difference between a cough drop and a peppermint candy?
- Why do we have teeth?
- Why should we go to the dentist twice a year?
- What can happen if someone does not brush their teeth every day?
- What does it mean to recycle?
- What are some items that can be recycled?
- In what ways does a baby change as it gets older?
- How are babies different from children?
- What jobs or chores do you have that help your family?
- What makes someone a good friend?
- How can you become a good friend?
- How would your family change if your parents had a new baby?
- How would you feel if you had to move from Memphis to another town?
- What can you do to keep yourself safe when riding in a car?
- When you are scared, threatened, or abused, who should you tell?
- How can we catch a disease from another person?
- What signs tell us that we have a cold?
- What should you do when you sneeze?
- What makes a drug helpful or harmful?
- Why are cigarettes bad for you?



## Pacing Guide

### First Quarter – Mental Health, Safety and First Aid

- Identify characteristics that make each individual different
- Describe how to handle problems that may arise in relationships.
- Identify various safety signs and rules
- Practice and demonstrate self-protection skills associated with fire and weather emergencies.

### Second Quarter – Personal health

- Identify the importance of proper personal care, hygiene, physical activities.
- Explore growth and development
- Identify the five senses and how they contribute to personal safety
- Identify the major organs and their functions.
- Describe digestion
- Investigate Nutrition and the various segments of the Food Guide Plate
- Identify the difference between foods and drugs.

### Third Quarter – Consumer Health , Personal Health , Community and Environmental Health and Family Life

- Identify people in the community who are health care workers
- Explain why regular check-ups are important.
- Demonstrate how to care for your teeth.
- Identify the importance of recycling
- Describe and identify appropriate items for recycling.
- Describe changes which occur from birth to childhood
- Explain how babies are different from children.
- Describe different types of families,

### Fourth Quarter – Mental and Emotional Health, Safety, Disease Prevention and Control, Substance Use and Abuse

- Discusses ways to cope with changes that occur in families.
- Identify safety signs and rules
- Identify who to tell when one feels threatened, scared, or abused.
- Describe common communicable diseases and how they can be prevented.
- Describe how to prevent spreading colds and flu
- Explains the difference between helpful and harmful drugs
- Identify harmful effects of drugs.

**FIRST QUARTER****MENTAL & EMOTIONAL HEALTH**

- A. Feelings and Emotions
  - 1. Personal traits
  - 2. Special qualities of self and others
  - 3. Acceptable and unacceptable behaviors
  - 4. Wants and needs
  - 5. Appropriate expressions
- B. Interpersonal Skills
  - 1. Attitudes and behaviors
  - 2. Problem solving
  - 3. Conflict resolution

**II. SAFETY & FIRST AID**

- A. Personal Safety
  - 1. Need for rules
  - 2. Safety signs and rules
  - 3. Self-protection skills
  - 4. Personal information
  - 5. Requesting assistance – 911
- B. First Aid
  - 1. Cuts and scrapes

**Second Quarter****I. PERSONAL HEALTH**

- A. Personal Care and Hygiene
  - 1. Importance of personal care and hygiene
  - 2. Poor personal hygiene
  - 3. Hand-washing techniques
  - 4. Spread of germs
  - 5. Reporting spills of body fluids
  - 6. Importance of physical activities

**II. GROWTH & DEVELOPMENT**

- A. Senses
  - 1. Five senses
  - 2. Organs
  - 3. Functions
  - 4. Senses and personal safety
- B. Digestive System
  - 1. Major organs
  - 2. Functions

**III. NUTRITION**

- A. Food Guide Plate
  - 1. Food groups
  - 2. Servings
  - 3. Variety of foods
  - 4. "5-A-Day"
  - 5. Senses
  - 6. Healthy and unhealthy foods
  - 7. Food sources
  - 8. Food as fuel
  - 9. Breakfast
  - 10. Ethnic and cultural differences
  - 11. Foods and drugs

**THIRD QUARTER****I. CONSUMER HEALTH**

- A. Health Care Workers
  - 1. Roles in the community
  - 2. Check-ups
  - 3. Non-profit organizations

**III. COMMUNITY & ENVIRONMENTAL HEALTH**

- A. Recycling and Conservation
  - 1. Importance of recycling and conservation
  - 2. Appropriate items for recycling

**II. PERSONAL HEALTH**

- A. Teeth
  - 1. Types of teeth and their purposes
  - 2. Care of teeth
  - 3. Brushing techniques
- B. Washing Hands
  - 1. Washing hands and its purpose
  - 2. Length of time for washing hands
  - 3. Washing technique

**IV. FAMILY LIFE**

- A. Family and Friends
  - 1. Importance of family
  - 2. Roles and responsibilities
  - 3. Healthy family life
  - 4. Individual choices
  - 5. Importance of friendships
- B. Growth and Changes
  - 1. Birth to early childhood
  - 2. Babies are different from children

**V. GROWTH & DEVELOPMENT**

- A. Body Parts
  - 1. Major body parts
  - 2. Major organs and their location

**FOURTH QUARTER****I. MENTAL & EMOTIONAL HEALTH**

- A. Emotional Changes
  - 1. Personal life changes
- B. Moving
  - 1. Making new friends
  - 2. Leaving old friends

**II. SAFETY**

- A. Signs & Rules
  - 1. Sign and rule identification
  - 2. Good, bad, and confusing touches
  - 3. Seeking help when scared, threatened, or abused
  - 4. Rules involving strangers
  - 5. Abuse and neglect

**III. DISEASE PREVENTION & CONTROL**

- A. Wellness vs. Illness
  - 1. Differences
  - 2. Spread of disease
  - 3. Techniques to stay healthy
  - 4. Immunizations
  - 5. Symptoms of communicable diseases
  - 6. Head lice

**III. SUBSTANCE USE & ABUSE**

- A. Medicines and Drugs
  - 1. Helpful and harmful drugs
  - 2. Prescription and over-the-counter drugs
  - 3. Poisons
  - 4. Reporting poisoning
  - 5. Inappropriate use of drugs and medicine
  - 6. Effects of tobacco products, alcohol, and other drugs
  - 7. Saying no
  - 8. Proper administration of medicines

**Essential Vocabulary:**

- Breakfast
- Dinner
- Energy
- Lunch
- Food groups
- Food guide Plate
- Responsibility
- Germs
- Spoil
- Storage
- Cool down
- Stretching
- Warm up
- Work out
- Posture
- Shoulders
- Spine
- Straight
- Sleep
- Communicate
- 911
- Smell
- Taste
- Touch
- Care
- Helpful
- Kind
- Nailbrush
- Skin
- Soap
- Sunscreen
- Brush
- Comb
- Head lice
- Shampoo
- Check ups
- Dentist
- Doctor
- Hygienist
- Nurse
- Stress
- Bite
- Brush
- Chew
- Floss
- Gums
- Health goal

**Essential Vocabulary**

- Mental health
- First aid
- Relationship
- Rules
- Safety
- Signs
- Self-protection
- Characteristics
- Hygiene
- Development
- Growth
- Physical activity
- Food
- Drug
- Dander
- Senses
- Safety
- Organs
- Community
- Health care
- Check-up
- Wash
- Recycle,
- Changes
- Different
- Chores
- Friend,
- Appropriate
- Family member
- Threatened
- Scared
- Abuse
- Communicable
- Prevent
- Spread
- Harmful
- Drugs
- Effect
- Safe
- Teeth
- Mouth guard
- Toothpaste
-

1 <sup>st</sup> Quarter	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter
<p><b>MENTAL &amp; EMOTIONAL HEALTH</b></p> <ul style="list-style-type: none"> <li>Feelings &amp; Emotions</li> <li>Expressions</li> <li>Self-Esteem</li> <li>Special Qualities</li> <li>Interpersonal Skills</li> <li>Problem Solving</li> <li>Conflict Resolution</li> </ul>	<p><b>GROWTH &amp; DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>Body Parts</li> <li>Body Structure</li> <li>Major Body Organs</li> </ul>	<p><b>DISEASE PREVENTION &amp; CONTROL</b></p> <ul style="list-style-type: none"> <li>Wellness vs. Illness</li> <li>Pathogens</li> <li>Chronic Diseases</li> </ul>	<p><b>GROWTH &amp; DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>Five Senses</li> <li>Body Systems</li> <li>Skeletal System</li> <li>Nervous System</li> </ul>
<p><b>SAFETY &amp; FIRST AID</b></p> <ul style="list-style-type: none"> <li>Safety Signs &amp; Rules</li> <li>Personal Information</li> <li>Requesting Assistance</li> <li>First Aid</li> </ul>	<p><b>PERSONAL HEALTH</b></p> <ul style="list-style-type: none"> <li>Personal Care &amp; Hygiene</li> <li>Hand-washing</li> <li>Regular Check-ups</li> <li>Physical Fitness</li> </ul>	<p><b>NUTRITION</b></p> <ul style="list-style-type: none"> <li>Food Guide Pyramid</li> <li>Food Groups</li> <li>Servings</li> <li>Food Sources</li> <li>Healthy Snacks &amp; Meals</li> </ul>	<p><b>PERSONAL HEALTH</b></p> <ul style="list-style-type: none"> <li>Factors that Influence Health</li> <li>Cultural Influences</li> <li>Media Influences</li> </ul> <p style="text-align: right;">pp. 70-86</p>
<p><b>FAMILY LIFE &amp; HEALTH</b></p>	<p><b>SAFETY</b></p>	<p><b>COMMUNITY &amp; ENVIRONMENTAL HEALTH</b></p>	<p><b>FAMILY LIFE &amp; HEALTH</b></p>
<ul style="list-style-type: none"> <li>Family &amp; Friends</li> <li>Differences in Families</li> <li>Changes in Families</li> <li>Making &amp; Keeping Friends</li> </ul>	<ul style="list-style-type: none"> <li><b>Personal Safety</b></li> <li><b>Good, Bad, &amp; Confusing Touches</b></li> <li><b>Seeking Help</b></li> <li><b>Rules for Staying Safe</b></li> <li><b>Substance Abuse</b></li> <li><b>Medicines &amp; Drugs</b></li> <li><b>Poisons</b></li> <li><b>How to Say “No”</b></li> <li><b>Types of Drugs &amp; Their Effects</b></li> <li><b>Misuse</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Recycling</b></li> <li><b>Conservation</b></li> <li><b>Pollution</b></li> </ul> <p><b>CONSUMER HEALTH</b></p> <ul style="list-style-type: none"> <li><b>Workers</b></li> <li><b>Instruments</b></li> </ul>	<ul style="list-style-type: none"> <li>Growth &amp; Changes Birth to Adult</li> </ul>

## Grade 1-2 Health Curriculum

### Purpose

The purpose of this course is to provide students with the opportunity to gain knowledge and skills necessary to make healthy choices with the overall goal of improving quality of life. Students will recognize personal, family, and community health/safety issues, as well as ways to prevent communicable diseases and injuries. Students will recognize overall physical health including body parts inside and outside the body. Students will

### Instructional Practices

- MENTAL & EMOTIONAL HEALTH
- SAFETY & FIRST AID
- PERSONAL HEALTH
- GROWTH & DEVELOPMENT
- NUTRITION
- CONSUMER HEALTH
- COMMUNITY & ENVIRONMENTAL HEALTH
- PERSONAL HEALTH
- FAMILY LIFE

### Assessments

Trace/Draw  
Role Play  
Puppet Shows  
Oral  
Recite  
List

### Instructional Practice Standards

Standards: 2, 3, 5, 10

Standard: 14

Standard: 7

Standard: 6

Standard: 10, 12

Standard: 9

Standard: 10, 13

## ○ Essential Learnings

- Express emotions/feelings in appropriate ways.
- Define actions and consequences.
- Explain the need for safety rules.
- Demonstrate stop, drop and roll.
- Explain how a seat belt provides safety when riding in a car
- Give consequences of not using proper personal hygiene habits.
- Explain how germs (pathogens) are spread.
- Describe why daily physical activity is important and give at least 3 types of daily physical activities.
- Recognize warning labels and signs on hazardous products and places.
- Recognize advertisements for health products.
- Recognize healthy ways to express needs, wants, and feelings.
- Demonstrate listening skills to enhance health.
- Identify the appropriate responses to unwanted and threatening situations.
- State ways to tell a trusted adult if threatened or harmed.
- Name situations when a health-related decision can be made individually or when assistance is needed.
- Recognize healthy options to health-related issues or problems.
- Recognize the consequences of not following rules/practices when making healthy and safe decisions.
- Recognize healthy behaviors.
- Recognize the physical dimension of health.
- Recognize ways to prevent common communicable diseases.
- Recognize there are body parts inside and outside of the body.
- Name healthy behaviors that family members should practice.
- Describe, sort and re-sort objects using a variety of attributes such as shape, size, and position.
- Recognize injuries
- Match the five senses with the correct organ.
- List the major organs of the digestive system.
- Sort foods into the proper food groups.
- Recognize the importance of breakfast.
- Identify the family structure.
- Define friend.
- List and locate the basic body parts
- Identify the locations of the heart, eye, ear, brain and lungs
- Identify members of the school and community that support personal health practices and behaviors.

**Health Curriculum Grades 1-2**

<b>1<sup>st</sup> Quarter</b>	<b>2<sup>nd</sup> Quarter</b>	<b>3<sup>rd</sup> Quarter</b>	<b>4<sup>th</sup> Quarter</b>
<b>Physical Health &amp; Wellness</b> <ul style="list-style-type: none"> <li>• Physical Activity</li> <li>• Hygiene</li> <li>• Nutrition</li> <li>• Sleep</li> <li>• Dental Health</li> <li>• Disease Prevention</li> </ul>	<b>Family Life &amp; Health</b> <ul style="list-style-type: none"> <li>• Family &amp; Friends</li> <li>• Good, Bad, &amp; Confusing Touches</li> <li>• Causes of Violence Rules for Staying Safe</li> <li>• Types of Violence</li> <li>• Bullying &amp; Harassment</li> <li>• Violence Prevention</li> </ul>	<b>Disease Prevention &amp; Disease Control</b> <ul style="list-style-type: none"> <li>• Wellness vs. Illness</li> <li>• Pathogens</li> <li>• Chronic Diseases</li> </ul>	<b>Substance Use, Abuse</b> <ul style="list-style-type: none"> <li>• Drugs &amp; Medicines</li> </ul>
<b>Mental Health/Emotional Wellness</b> <ul style="list-style-type: none"> <li>• Communication Skills</li> <li>• Understanding Feelings &amp; Managing Emotions</li> <li>• Stress Management &amp; Coping Skills (2)</li> <li>• Relationships &amp; Being Connected</li> <li>• Self-Esteem &amp; Peer Pressure</li> <li>•</li> </ul>	<b>Personal Health</b> <ul style="list-style-type: none"> <li>• Personal Care &amp; Hygiene</li> <li>• Hand-washing</li> <li>• Regular Check-ups</li> <li>• Physical Fitness</li> </ul>	<b>Nutrition</b> <ul style="list-style-type: none"> <li>• Food Guide Plate</li> <li>• Food Groups</li> <li>• Servings</li> <li>• Food Sources</li> <li>• Healthy Snacks &amp; Meals</li> </ul>	<b>Safety &amp; Injury Prevention</b> <ul style="list-style-type: none"> <li>• Personal Safety &amp; Awareness of Surroundings</li> <li>• Fire Safety &amp; Calling 911</li> <li>• Home Safety</li> <li>• Bicycle &amp; Pedestrian Safety (2)</li> <li>• Recreation &amp; Play Safety</li> </ul>



### SAFETY

**Acceptable/Unacceptable Touch** touch that feels “safe” or “comfortable” to the child vs. touch that feels “unsafe” or “uncomfortable”

**Body Autonomy** a sense of independence and self-control with respect to one’s body; the idea that “my body belongs to me”

**Bullying** to treat abusively; to affect by means of force or coercion

**Drug** a substance other than food intended to affect the structure or function of the body

**Emotional wellness** the quality or state of being comfortable with one’s emotions

**Feelings** an emotional state or reaction; the overall quality of one's awareness especially as measured along a pleasantness-unpleasantness continuum

**Friendship** the state of being friends

**Health** the general condition of the body; the condition of being sound in body, mind, or spirit

**Hygiene** conditions or practices (as of cleanliness) conducive to health

**Medicine** a substance or preparation used in treating disease **b**: something that affects well-being; drugs that have beneficial uses

**Mental Health** the ability to deal effectively with the psychological challenges of life (taking responsibility for emotions/feelings, feeling good about self and others, having a positive, realistic outlook on life)

**Pedestrian Safety** the ability to safely navigate sidewalks, paths, and roadways

**Personal Safety** the condition of being protected against physical, social, spiritual, financial, political, emotional, occupational, psychological, educational or other types of harm

**Stranger Safety** the ability of children to maintain personal safety in situations where unfamiliar adults are or may be present

**Values** personally held beliefs in the worth of an idea, object, or action

**Wellness** the quality or state of being in good health especially as an actively sought goal

### PREK-2 PACING GUIDES

Physical Health & Wellness 3-5 weeks	Mental Health/Emotional Wellness 4-7 weeks
Violence Awareness 7-10 weeks	Injury Prevention & Safety 4-7 weeks
Physical Health & Wellness 3-5 weeks	Mental Health/Emotional Wellness 4-7 weeks
Violence Awareness 7-10 weeks	Injury Prevention & Safety 4-7 weeks

**CLIP Connection Activities**

**Bean Bag Challenges** use them for party contests, skill building, fitness challenges, number counting exercises, and social partner activities that enhance communication skills.

**Pre-Kindergarten Literacy Centers**

**Literacy Center One - Cruising Around the Food Pyramid**

Aa	Bb	Cc	Dd	Ee	Ff	Gg	Hh	Ii
Zz								Jj
Yy								Kk
Xx								Ll
Ww								Mm
Vv								Nn

Name				
a	b	c	d	e
f	g	h	i	j
k	l	m	n	o
p	q	r	s	t
u	v	w	x	y
z				

Playing partners take turns rolling a die and moving their game players around the food pyramid according to the amount displayed. They must match the letter they landed on with the found on the letter chart.

**Literacy Center Two - Initial Sound Food Game**

Playing partners take turns drawing a food picture card. They must determine the initial sound heard and either print or mark the corresponding letter on the blackline masters provided.

a	b	c	e
f	g	h	j
k	l	m	n
p	r	s	t
z	w		

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a	b	c	e
f	g	h	j
k	l	m	n
p	r	s	t
z	w		

**Literacy Three - Roll A Rhyme Food Game**

Playing partners take turns rolling a die and moving their game players around the rhyming board. Each player must determine what picture matches with the one they landed on to that found on their rhyming chart.

Each player must determine what picture matches with the one they landed on to that found on their rhyming chart.

<b>Roll A Rhyme Food Game</b>			


JOURNEY'S LITERACY							
Unit/ Lesson	Vocabulary	Comprehension	Phonological/ Phonemic Awareness	Phonics/ Word Work	Fluency	Grammar/Writing	Other
1,1	Words for family	Main idea, Summarize	Rhyming words	Letters Kk, Ll, Mm, Nn, Oo	Read with expression	Narrative, Nouns for people	Topic: Family
1,2	Antonyms	Understanding characters, Infer/predict	Beginning sounds	Letters Pp, Qq, Rr, Ss, Tt	Pause for punctuation	Narrative, Nouns for places	Topic: School
1,3	Synonyms	Story structure, Monitor/clarify	Words in oral sentences	Letters Uu, Vv, Ww, Xx, Yy, Zz	Reading rate	Narrative, Nouns for animals and things	Topic: Pets
1,4	Words for jobs	Text and graphic features, Analyze/evaluate	Words in oral sentences	m /m/	Pause for punctuation	Narrative, Action verbs in present tense	Topic: Jobs Talk about jobs
1,5	Synonyms	Details, Question	Words in oral sentences	s /s/	Pause for punctuation	Narrative, Action verbs in present tense	Topic: Tools Research a tool
2,6	Context clues	Compare and contrast, Monitor/classify	Blend onset and rime	Short a Vowels and consonants	Pause for punctuation	Informative, Sensory words	Topic: Senses Discuss daily activities
2,7	Sensory words	Understanding characters, Analyze/evaluate	Blend/segment onset and rime	t/t/ Short and long a	Read with expression	Informative, Sensory words	Topic: Communication Have a conversation
2,8	Action words	Details, Visualize	Blend onset and rime	c/k/	Read with expression	Informative, Adjectives for color	Topic: Movement Research an Animal
2,9	Synonyms	Text and graphic features, Question	Blend phonemes	p/p/	Reading rate	Informative, Adjectives for numbers	Topic: Wheels Answer questions about vehicles
2,10	Shape words	Story structure, Summarize	Blend phonemes	review	Read with expression	Informative, Adjectives for size and shape	Topic: Shapes Talk about characters