# COURSE DESCRIPTION

**Course Title:** Health Kindergarten

**Course Number:** 08067

## Course Prerequisites: None

**Course Description:** Health K shall teach and support the exploration of concepts for healthy living, including general health, social behavior, responsible decision-making, healthy practices and hygiene, mental health and wellness, healthy eating and nutrition, PBIS, disease and illness prevention, safety and accident prevention, and anti-bullying strategies.

**Suggested Grade Level:** Kindergarten **Length of Course:** Once A Week

**Units of Credit:** None

## PDE Certification and Staffing Policies and Guidelines (CSPG) Required Teacher Certifications:

CSPG # 47 or #69

To find the CSPG information, go to [CSPG](https://www.education.pa.gov/Educators/Certification/Staffing%20Guidelines/Pages/default.aspx)

**Certification verified by the WCSD Human Resources Department:** ☒Yes ☐No

# WCSD STUDENT DATA SYSTEM INFORMATION

**Course Level:** Academic

**Mark Types:** Check all that apply.

☒F – Final Average ☒MP – Marking Period ☐EXM – Final Exam

**GPA Type**: ☒ GPAEL-GPA Elementary ☒ GPAML-GPA for Middle Level ☐ NHS-National Honor Society

☐ UGPA-Non-Weighted Grade Point Average ☐ GPA-Weighted Grade Point Average

**State Course Code**: 08070

To find the State Course Code, go to [State Course Code,](https://nces.ed.gov/forum/sced.asp) download the Excel file for *SCED*, click on SCED 6.0 tab, and choose the correct code that corresponds with the course.

# TEXTBOOKS AND SUPPLEMENTAL MATERIALS

**Board Approved Textbooks, Software, and Materials:**

|  |  |
| --- | --- |
| **Title:****Publisher:** | QuaverEd Health-PEn/a |
| **ISBN #:** | n/a |
| **Copyright Date:** | n/a |
| **WCSD Board Approval Date:** | n/a |
| **Supplemental Materials:** |  |
| **Curriculum Document** |  |
| **WCSD Board Approval: Date Finalized:** | 2/12/2025 |
| **Date Approved:** | 5/05/2025 |
|  **Implementation Year:** | 2025-2026 |

# SPECIAL EDUCATION, 504, and GIFTED REQUIREMENTS

The teacher shall make appropriate modifications to instruction and assessment based on a student’s Individual Education Plan (IEP), Chapter 15 Section 504 Plan (504), and/or Gifted Individual Education Plan (GIEP).

# SCOPE AND SEQUENCE OF CONTENT AND CONCEPTS

**Marking Period 1:**

1. General Health
2. Social Behavior
3. PBIS

 **Marking Period 2:**

* 1. Responsible Decision Making
	2. Healthy Practices and Hygiene

 **Marking Period 3:**

* + 1. Mental Health and Wellness
		2. Healthy Eating and Nutrition
		3. PBIS

 **Marking Period 4:**

* + - 1. Disease and Illness Prevention
			2. Safety and Accident Prevention
			3. Bullying

# Standards/Eligible Content and Skills

|  |  |  |
| --- | --- | --- |
| **Performance Indicator** | **PA Core Standard and/or Eligible****Content** | **Marking Period Taught** |
| Define the four areas of health and identify what factors contribute to holistic health. | 10.2.3.B | MP1 |
| Promote the students’ ability to listen actively and respondappropriately, based on their needs and the needs and concerns ofothers. | 10.3.3.C | MP1 |
| Promote the students’ ability to recognize problems as wellas learn ways to effectively solve them. | 10.3.3.C | MP2 |
| Strengthen students’ understanding of and ability to perform hygienehabits for personal health. | 10.2.3.A | MP2 |
| Define emotion and learn how to communicate their feelings using words for different emotions. | 10.3.3.C | MP3 |
| Understand how food correlates to personal health and body function. | 10.1.3.C | MP3 |
| Understand what happens at a checkup so students feel comfortable during the experience. | 10.2.3.A | MP4 |
| Understand the importance of wearing protective equipment such as helmets and seat belts. | 10.3.3.A | MP4 |

**ASSESSMENTS**

**PDE Academic Standards, Assessment Anchors, and Eligible Content: The** teacher must be knowledgeable of the PDE Academic Standards, Assessment Anchors, and Eligible Content and incorporate them regularly into planned instruction.

**Formative Assessments:** The teacher will utilize a variety of assessment methods to conduct in-process evaluations of student learning.

**Effective formative assessments for this course include:** Class Participation, Teacher Observation

**Summative Assessments: The** teacher will utilize a variety of assessment methods to evaluate student learning at the end of an instructional task, lesson, and/or unit.

**Effective summative assessments for this course include:** Projects, Quizzes, Tests, and Written Assignments