

# Kindergarten Health Curriculum

1

Unit: Wellness		Time: September- October	Standards:
<b>Essential Questions</b> <ul style="list-style-type: none"><li>• Why is activity important?</li><li>• What does it mean to be well?</li><li>• How can I be well?</li><li>• How do my body parts work to help me be well?</li><li>• How are foods different from each other?</li><li>• Why should I eat healthy foods?</li><li>• Why are some foods better than others?</li></ul>	<b>Enduring Understandings</b> <ul style="list-style-type: none"><li>• I can explain that activity helps the body stay healthy.</li><li>• I can explain that being well includes having a healthy mind and body and having healthy relationships.</li><li>• I can practice healthy habits to take care of myself.</li><li>• I can identify body parts using medically correct words and explain how they work together to help me be well.</li><li>• I can name some different types of food and food groups.</li><li>• I can explain that foods such as fruits and vegetables can help me grow and be healthy.</li><li>• I can explain that some foods have more things in them that help my body and some have less or none at all.</li></ul>	<p>2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy.</p> <p>2.1.2.PGD. 2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).</p> <p>2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness.</p> <p>2.1.2.PGD.4: Use correct terminology to identify body parts and explain how body parts work together to support wellness.</p> <p>2.1.2.PGD.5: List medically accurate names for body parts, including the genitals</p> <p>2.2.2.N.1: Explore different types of foods and food groups.</p> <p>2.2.2.N.2: Explain why some foods are healthier to eat than others.</p> <p>2.2.2.N.3: Differentiate between healthy and unhealthy eating habits.</p>	
<b>Benchmark Assessment(s)</b> <p>Students will develop and demonstrate an awareness of healthy habits (regular physical activity, use clean tissues, wash hands, handle food hygienically) that support personal wellness.</p> <p>Students will demonstrate independence when applying emerging self-help skills (using utensils, choosing clothes, brushing teeth).</p> <p>Students will explain things they can do to be well physically (ex: wash hands, eat nutritious foods, be active), mentally/emotionally (mindfulness, ask for help), and relationally (be kind and respectful).</p> <p>Students will explain how different parts of the body work together to maintain wellness.</p> <p>Students will choose healthier options when presented pictures of healthy and unhealthy foods.</p>		<b>Other Assessments</b> <ul style="list-style-type: none"><li>✓ Formative (On-going): teacher observations, quizzes, student behaviors, discussions</li><li>✓ Summative (Culminating): projects, tests, presentations, performances</li></ul>	

# Kindergarten Health Curriculum

2

	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Smartboard/Tablet for websites:  <a href="http://www.kidshealth.org">www.kidshealth.org</a>  <a href="http://www.brainpopjr.com">www.brainpopjr.com</a>  <a href="http://www.discoveryed.com">www.discoveryed.com</a>  <a href="http://www.pebblego.com">www.pebblego.com</a>  <a href="http://www.scholastic.com">www.scholastic.com</a> </li> <li>• Variety of books on personal wellness</li> <li>• Chart of Food Pyramid</li> <li>• Plastic Food</li> <li>• Toothbrush/paste</li> <li>• Shoes for tying</li> </ul>
<b>SUGGESTED ACTIVITIES</b>	
<ul style="list-style-type: none"> <li>• Read health books (see appendices)</li> <li>• Watch videos (Discovery Ed, Kidshealth)</li> <li>• Draw a picture of themselves practicing a healthy habit</li> <li>• Make class book of healthy habits</li> <li>• Sing songs to teach children about healthy habits (e.g. sing ABCs while lathering with soap and water).</li> <li>• <a href="http://www.brainpopjr.com">www.brainpopjr.com</a></li> <li>• Use clay, large lego blocks, and yarn to practice flossing</li> <li>• “Egg-speriment” of soaking egg in soda, compare to clean egg, and brush soda egg with toothbrush and toothpaste.</li> <li>• Assemblies about health</li> <li>• Guest Speaker- Dentist</li> <li>• Use shoes with 2 colored laces to practice tying</li> <li>• Use utensils in a play kitchen/picnic play</li> <li>• Read stories about healthy foods</li> <li>• Make a T-Chart with labels HEALTHY and UNHEALTHY- Students cut pictures out from magazines and paste into correct side</li> </ul>	<p style="text-align: center;"><b>REINFORCEMENT</b></p> <ul style="list-style-type: none"> <li>• Preview vocabulary prior to lesson</li> <li>• Read books from suggested materials</li> <li>• Sort plastic foods into two groups</li> </ul> <p style="text-align: center;"><b>ENRICHMENT</b></p> <ul style="list-style-type: none"> <li>• Bring in a food item from home and look at ingredients to discuss which ones are healthy or not healthy.</li> <li>• Create a grocery list of healthy foods</li> </ul>
<p><b><u>Cross-Curricular Connections</u></b></p> <p><b>21<sup>st</sup> Century Skills.</b> CRP3. Attend to personal health and financial well-being.</p> <p><b>CR/LL/KS:</b></p> <p>9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem</p> <p>9.4.2.CI.1: Demonstrate openness to new ideas and perspectives</p> <p>9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals</p> <p><b>SEL Self Awareness-</b> Recognize the importance of self-confidence in handling daily tasks and challenges. (Confidence in washing hands when needed, or choosing healthy food without adult support.)</p> <p><b>Language Arts</b> SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.</p>	

Unit: Personal Safety	Time: November	Standards:
<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• What can I do to stay healthy?</li> <li>• What can I do to stay safe?</li> <li>• How do I know if something is not safe?</li> <li>• What is personal space?</li> <li>• What is child abuse?</li> <li>• Who can I tell if something seems dangerous or uncomfortable?</li> </ul>	<p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• I can make choices that help keep me and the environment healthy.</li> <li>• I can make safe choices.</li> <li>• I can identify warning symbols.</li> <li>• I can explain that my body and the space right around me is mine and it's okay to tell someone "no" or tell an adult if someone is making me feel uncomfortable.</li> <li>• I can respect others by not going into their personal space without permission.</li> <li>• I can identify actions that could be abuse (emotional, physical, sexual).</li> <li>• I can ask family members, care-givers and school staff for help.</li> </ul>	<p>2.3.2.PS.1: Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.</p> <p>2.3.2.PS.2: Discuss healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicle, water, weather safety).</p> <p>2.3.2. PS.3: Recognize and demonstrate safety strategies to prevent injuries at home, school, in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention).</p> <p>2.3.2. PS.4: Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol).</p> <p>2.3.2.PS.5: Define bodily autonomy and personal boundaries.</p> <p>2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family.</p> <p>2.3.2.PS.7: Identify behaviors that would be considered child abuse (e.g., emotional, physical, sexual).</p> <p>2.3.2.PS.8: Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse).</p>

# Kindergarten Health Curriculum

4

## Benchmark Assessment(s)

Students will develop and demonstrate an awareness of healthy habits (use clean tissues, wash hands, handle food hygienically) that support health of self and environment.  
Students will explain safe choices when doing activities both inside and outside.  
Students will explain personal boundaries and demonstrate maintaining self-space and respecting other's space.  
Students will identify behaviors that could be emotional, physical, or sexual abuse.  
Students will give examples of adults they can talk to about situations that are uncomfortable (e.g., bullying, teasing, child sexual abuse).

## Other Assessments

- ✓ Formative (On-going): teacher observations, quizzes, student behaviors, discussions
- ✓ Summative (Culminating): projects, tests, presentations, performances

## Materials

- Smartboard/Tablet for websites:  
[www.kidshealth.org](http://www.kidshealth.org)  
[www.brainpopjr.com](http://www.brainpopjr.com)  
[www.discoveryed.com](http://www.discoveryed.com)  
[www.pebblego.com](http://www.pebblego.com)  
[www.scholastic.com](http://www.scholastic.com)
- Safety booklet
- Variety of books on Halloween Safety, Strangers

## SUGGESTED ACTIVITIES

- Read alouds
- Watch videos
- Draw a picture of themselves practicing a healthy habit
- Discuss ways to prevent injuries (seatbelts, safety seats, helmets, lifejackets)
- Make class book of safety rules
- [www.brainpopjr.com](http://www.brainpopjr.com)
- Make a T-Chart with labels SAFE and UNSAFE- Students cut provided and paste into correct side
- Role- play different scenarios
- Practice maintaining good self-space in different situations (in line, in classroom, when playing with a friend or in a group, etc.)
- Practice communicating personal boundaries
- CAP Program
- Class discussions
- Create a list of safe/trusted adults

## REINFORCEMENT

- Preview vocabulary prior to lesson
- Read books from suggested materials

## ENRICHMENT

- Bring in something from home used for safety (bike helmet, knee pads, life jacket, etc.)
- Move around holding a hula hoop to represent personal boundary "bubble"

## Cross-Curricular Connections

**21<sup>st</sup> Century Skills.** CRP3. Attend to personal health and financial well-being.  
CR/LL/KS:

9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals

**SEL Self Awareness-** Recognize the importance of self-confidence in handling daily tasks and challenges. (Confidence in washing hands when needed, or choosing healthy food without adult support.)

**Language Arts** SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

Unit: Alcohol, Tobacco, and other Drugs		Time: December- February	Standards:
<b>Essential Questions</b> <ul style="list-style-type: none"> <li>How are medicines helpful and harmful?</li> <li>Why are alcohol, tobacco, and other drugs bad for you?</li> <li>How can drugs be bad for you?</li> </ul>	<b>Enduring Understandings</b> <ul style="list-style-type: none"> <li>When medicines are used correctly, they can keep people healthy.</li> <li>Some drugs, such as tobacco, are harmful to my health and safety.</li> <li>When medicines are not used correctly, they can be harmful.</li> </ul>	2.3.2.ATD.1: Explain what medicines are, how they are used, and the importance of utilizing medications properly.	
		2.3.2.ATD.2: Identify ways in which drugs, including some medicines, can be harmful.	

# Kindergarten Health Curriculum

6

<ul style="list-style-type: none"> <li>Can people who have problems with alcohol or drugs get help?</li> </ul>	<ul style="list-style-type: none"> <li>Some people have a hard time controlling how they use alcohol, tobacco and other drugs.</li> <li>People who have problems with alcohol or drugs can get help.</li> </ul>	<p>2.3.2.ATD.3: Explain effects of tobacco use on personal hygiene, health, and safety.</p> <p>2.3.2.DSDT.1: Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.</p> <p>2.3.2.DSDT.2: Explain that individuals who abuse alcohol, tobacco, and other drugs can get help.</p>
<p><b>Benchmark Assessment(s)</b></p> <p>Students will explain what medicines are , how they can be helpful, when they can be harmful and who the trusted adults are who may administer them.</p> <p>Students will identify the harmful effects that alcohol, tobacco, and other drugs could have on personal hygiene, health, and safety.</p> <p>Students will understand that some people may have problems controlling drug use and that they can get help.</p>		<p><b>Other Assessments</b></p> <ul style="list-style-type: none"> <li>✓ Formative (On-going): teacher observations, quizzes, student behaviors, discussions</li> <li>✓ Summative (Culminating): projects, tests, presentations, performances</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Smartboard/Tablet for websites: <ul style="list-style-type: none"> <li><a href="http://www.kidshealth.org">www.kidshealth.org</a></li> <li><a href="http://www.brainpopjr.com">www.brainpopjr.com</a></li> <li><a href="http://www.discoveryed.com">www.discoveryed.com</a></li> <li><a href="http://www.pebblego.com">www.pebblego.com</a></li> <li><a href="http://www.scholastic.com">www.scholastic.com</a></li> </ul> </li> <li>Variety of medicine containers (name crossed out)</li> <li>Doctor kit</li> </ul>
<p><b>SUGGESTED ACTIVITIES</b></p>		
<ul style="list-style-type: none"> <li><a href="http://www.brainpopjr.com">www.brainpopjr.com</a></li> <li>Role-play scenarios with making good choices and discuss why</li> <li>Show pictures of people making good choices - whole class discuss</li> <li>Watch videos about making decisions</li> <li>Videos/DVDs on medicines</li> <li>Read stories about medicines</li> <li>Student-created poster/collage</li> <li><a href="http://www.kidshealth.org">www.kidshealth.org</a></li> <li>Videos/Dvds</li> </ul>		<p><b>REINFORCEMENT</b></p> <ul style="list-style-type: none"> <li>Preview vocabulary prior to lesson</li> <li>Read books from suggested materials</li> </ul>

# Kindergarten Health Curriculum

7

- Read books about alcohol, tobacco, and other harmful drugs.

## ENRICHMENT

- Invite guest speakers- nurse, doctor, pharmacist
- Students draw and write about making good choices.

## Cross-Curricular Connections

**21<sup>st</sup> Century Skills.** CRP3. Attend to personal health and financial well-being.

**CR/LL/KS:**

9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem

9.4.2.Cl.1: Demonstrate openness to new ideas and perspectives

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals

**SEL Relationship Skills-** Identify ways to resist inappropriate social pressure.

**Language Arts** SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

**Unit: Social and Sexual Health**

**Time: March- April**

**Standards:**

## **Essential Questions**

- How are people different from each other?
- Why are relationships important?
- What is a family?

## **Enduring Understandings**

- I can explain that people choose to express themselves in different ways.
- I can identify basic social needs of people.
- I can describe different kinds of families.

2.1.2.SSH.1: Discuss how individuals make their own choices about how to express themselves.

2.1.2.SSH.2: Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.

# Kindergarten Health Curriculum

8

- How should family members treat one another?
- How can I be a good friend?
- What causes problems between people?
- Who can help me if I have a problem with someone else?
- What is the difference between bullying and teasing?
- What is reproduction?
- How do parents (people or animals) take care of their young?

- I can explain how family members and friends keep each other safe mentally, emotionally and physically.
- I can explain healthy ways to show my friends how I feel about them.
- I can explain what causes some problems between people.
- I can explain the differences between bullying and teasing and why they are wrong.
- I can explain that reproduction occurs when people or animals more of their kind.
- I can explain that parents (people, animals, fish) provide food and protection for their young.

2.1.2.SSH.3: Describe different kinds of families locally, nationally and globally and note similarities in the ways in which they keep their children safe.

2.1.2.SSH.4: Determine the factors that contribute to healthy relationships within a family.

2.1.2.SSH.5: Identify basic social needs of all people.

2.1.2.SSH.6: Determine the factors that contribute to healthy relationships.

2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another.

2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer).

2.1.2.SSH.9: Define bullying and teasing and explain why they are wrong and harmful.

2.1.2.PP.1: Define reproduction.

2.1.2.PP.2: Explain the ways in which parents may care for their offspring (e.g., animals, people, fish)

## Benchmark Assessment(s)

Students will identify different ways individuals express themselves, including gender-expression.

Students will describe ways families around the world keep their children safe.

Students will explain why relationships are important and ways to have healthy interactions with others.

Students will understand that conflict occurs between people and age appropriate ways to resolve them.

Students will explain that reproduction occurs when people or animals make more of their kind.

Students will explain that parents provide food and protection for their offspring.

## Other Assessments

- ✓ Formative (On-going): teacher observations, quizzes, student behaviors, discussions
- ✓ Summative (Culminating): projects, tests, presentations, performances

## Materials

- Smartboard/Tablet for websites:  
[www.kidshealth.org](http://www.kidshealth.org)  
[www.brainpopjr.com](http://www.brainpopjr.com)  
[www.discovered.com](http://www.discovered.com)

	<a href="http://www.pebblego.com">www.pebblego.com</a> <a href="http://www.scholastic.com">www.scholastic.com</a> <a href="#">NJ State Bar Foundation Bullying, SEL and Anti-Bias resources</a> <ul style="list-style-type: none"> <li>• Pictures of families</li> <li>• Map/globe</li> <li>• Puppets</li> <li>• Variety of books on Families and multiculturalism</li> </ul>
--	---

## SUGGESTED ACTIVITIES

<ul style="list-style-type: none"> <li>• <a href="http://www.brainpopjr.com">www.brainpopjr.com</a></li> <li>• Read aloud books</li> <li>• Make a collage of people expressing themselves in different ways</li> <li>• Draw picture and label their family members</li> <li>• Brainstorm ways adult people and animals take care of their young</li> <li>• Make family mobile</li> <li>• Videos about families</li> <li>• Venn Diagram</li> <li>• T Charts</li> <li>• Read stories</li> <li>• DVD/ videos</li> <li>• Brainstorm ways to show kindness and respect</li> <li>• Make a “recipe for a friend”</li> <li>• Draw a picture of resolving an issue</li> <li>• Read Character Education stories</li> <li>• Use puppets to dramatize conflicts and resolutions</li> <li>• Make “thank you” cards for caring adults with specific things they do to provide care</li> </ul>	<b>REINFORCEMENT</b> <ul style="list-style-type: none"> <li>• Preview vocabulary prior to lesson</li> <li>• Read books from suggested materials</li> </ul>
	<b>ENRICHMENT</b> <ul style="list-style-type: none"> <li>• Students create family trees to tell the class about their heritage.</li> </ul>

### Cross-Curricular Connections

**21<sup>st</sup> Century Skills.** 9.2.4.A.2. Identify various life roles and civic and work-related activities in the school, home, and community.

#### **CR/LL/KS:**

9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem

9.4.2.Cl.1: Demonstrate openness to new ideas and perspectives

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals

**SEL Relationship Skills-** Establish and maintain healthy relationships.

**Language Arts** SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

Unit: Community and Emotional Health Health Skills	Time: May- June	Standards:
<b>Essential Questions</b> <ul style="list-style-type: none"> <li>• What is character?</li> <li>• What does it mean to be responsible?</li> <li>• How do I show I am responsible?</li> <li>• When might I feel strong emotions?</li> <li>• How can I manage strong emotions?</li> <li>• Who helps our community to stay safe?</li> <li>• What should I do if I need help?</li> <li>• How does climate change affect health?</li> </ul>	<b>Enduring Understandings</b> <ul style="list-style-type: none"> <li>• I can explain that character is shown by how people think, feel and act.</li> <li>• I can explain that being responsible means controlling myself and following directions.</li> <li>• I can show I am responsible by demonstrating self-control and managing emotions.</li> <li>• I can identify situations that might cause me to feel sad, angry, frustrated, scared or stressed.</li> </ul>	<p>2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others</p> <p>2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities.</p> <p>2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).</p> <p>2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors.</p> <p>2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared.</p>

# Kindergarten Health Curriculum

11

- I can explain ways to cope with strong emotions, including talking to a trusted adult.
- I can explain different community helpers that keep us safe.
- I can go to teachers, families, and community helpers to assist me.
- I can dial 911 for help.
- I can describe how climate change affects the health of individuals, plants and animals.

2.1.2.CHSS.6: Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals).

2.1.2.EH.5: Explain healthy ways of coping with stressful situations.

2.1.2.CHSS.1: Identify community professionals and school personnel who address health emergencies and provide reliable health information to us.

2.1.2.CHSS.2: Determine where to access home, school and community health professionals.

2.1.2.CHSS.3: Demonstrate how to dial and text 911 in case of an emergency.

2.1.2.CHSS.4: Describe how climate change affects the health of individuals, plants and animals.

## Benchmark Assessment(s)

Students will explain the meaning of character.

Students will explain ways to demonstrate responsibility.

Students will identify trusted community workers that help keep us safe.

Students will determine where and how to access home, school, and community health professionals (including dialing 911 in case of emergency).

Students will list emotions and ways to express them in healthful ways, including talking to trusted adults about them.

Students will explain how climate change affects the health of people, plants and animals.

## Other Assessments

- ✓ Formative (On-going): teacher observations, quizzes, student behaviors, discussions
- ✓ Summative (Culminating): projects, tests, presentations, performances

## Materials

- Smartboard/Tablet for websites:
  - [www.kidshealth.org](http://www.kidshealth.org)
  - [www.brainpopjr.com](http://www.brainpopjr.com)
  - [www.discovered.com](http://www.discovered.com)
  - [www.pebblego.com](http://www.pebblego.com)
  - [www.scholastic.com](http://www.scholastic.com)
- Variety of books on community helpers
- Play phones
- Puppets
- Community members dress up

## SUGGESTED ACTIVITIES

- Whole class discussions
- Role-play peer pressure
- DVDs/Videos
- Choose friend/family member and describe their character with details
- T chart- Good Character Traits and Poor Character Traits
- Self-characterization picture and label
- [www.brainpopjr.com](http://www.brainpopjr.com)
- Sing songs about community helpers
- Students choose a community helper and act it out for peers to guess
- Draw a picture and write about what they want to be when they grow up
- Students create environment in classroom for a specific community helper (e.g. create a firehouse for dramatic play)
- Interview a community helper
- Discuss ways to prevent injuries (seatbelts and child safety seats in motor vehicles and bus safety procedures)
- Explain and demonstrate simple first aid procedures (getting help and calling 911, knowing personal information such as address and phone number, and avoiding contact with others' bodily fluids).
- Use real phones to practice dialing 911 and with a buddy take turns being a dispatcher and someone calling for help.
- CAP programs
- Guest speaker- fireman, dispatcher, police officer
- Read stories
- Class discussions
- Conflict Resolution steps
- Role-play different scenarios
- Share stories with partners

### REINFORCEMENT

- Preview vocabulary prior to lesson
- Read books
- Role play community member jobs

### ENRICHMENT

- Students interview a community member and share with the class

### Cross-Curricular Connections

**21<sup>st</sup> Century Skills.** CRP3. Attend to personal health and financial well-being.

**CR/LL/KS:**

9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals

**SEL Responsible Decision-Making** Evaluate personal, ethical, safety and civic impact of decisions.

**Language Arts** SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.