

Health (K-2) Curriculum	
Course Title: Health Curriculum	
Philosophy	<a href="#">Quick Link</a>
K Health	<a href="#">Quick Link</a>
Grade 1 Health	<a href="#">Quick Link</a>
Grade 2 Health	<a href="#">Quick Link</a>
Comprehensive Health and Physical Education Practices	<a href="#">Quick Link</a>
Standards in Action: Climate Change	<a href="#">Quick Link</a>
Structure of the Health and Physical Education Standards	<a href="#">Quick Link</a>
New Jersey Legislative Statutes	<a href="#">Quick Link</a>

### **Philosophy**

The Florham Park Public School District has designed the following comprehensive Health Curriculum to reflect the needs of the students in the community. The Social Emotional Learning curriculum component includes the process through which students understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. Teaching the social emotional aspects of learning to students is an intricate part of this curriculum. As part of the Health component of this curriculum, the concepts that students will obtain from this curriculum will enable them to make healthy and responsible decisions in regards to their own health and safety as well as the health and safety of others, now and in the future. Students will develop a working knowledge of meaningful health concepts in the areas of: Personal Growth and Development, Nutrition, Diseases Prevention, Safety, Social and Emotional Health, Communication, Decision Making, Goal Setting, Character Development, Medicine, Alcohol, Tobacco and other Drugs, Relationships and Sexuality. This curriculum is a general guide for teachers focusing on the fundamental goals and objectives that have been identified in the area of Health education. Lessons will be developed based on the individual progress and ability of the students. Evaluation procedures are stated generally to encourage the individual expansion of the objectives depending on the teacher, level of instruction, and individual students. This health curriculum has been designed to prepare students in accordance with the New Jersey Core Curriculum Standards provided by the New Jersey Department of Education. This differentiated range of activities will allow teachers to accommodate the visual, auditory, tactile, and kinesthetic learners. The ultimate goal of the Health program is to provide students with a richer understanding of health, nutrition, hygiene, and safety.

### Grades K Scope and Sequence for Health

	Health	Number of Instructional Days (1 lesson per week)
September October November December	<b><u>Unit 1 - Wellness:</u></b> <i>In this unit, students will be taught about the physical, social, emotional, and intellectual dimensions of wellness, thus enabling them to make informed choices about their health now and in the future.</i>	Approximately 20 days
December January February March	<b><u>Unit 2 - Integrated Skills:</u></b> <i>In this unit, students will learn to foster responsible health behaviors through the enhancement of critical thinking, decision making, problem solving, and communication skills used in situations impacting personal, family, and community health. It will enable students to locate and evaluate health information and resources and to develop character, leadership, and advocacy skills so they can become more active participants in the promotion of wellness.</i>	Approximately 20 days
April May June	<b><u>Unit 3 - Medicines and Drugs</u></b> <i>In this unit, students will gain information on the responsible use of medicines as well as the effects of alcohol, tobacco, and other drugs. The appropriate use of medicines can prevent serious health problems, reduce absenteeism from work and school, and enhance the quality of life.</i>	Approximately 20 days

Health Unit 1: Wellness	Grade: K
<b>Unit Summary:</b> This unit aims to increase student knowledge about the physical, social, emotional, and intellectual dimensions of wellness, thus enabling them to make informed choices about their health now and in the future.	
<b>Unit Rationale:</b> This unit was designed to teach students how to take responsibility for one's own health and that it is an essential step towards developing and maintaining a healthy, active lifestyle.	
<b>NJ Student Learning Standards:</b> 2.1 Personal and Mental Health, 2.2 Physical Wellness, 2.3 Safety	
<b>Core Ideas:</b> <ul style="list-style-type: none"> <li>Individuals enjoy different activities and grow at different rates.</li> <li>Developing self-help skills and personal hygiene skills promotes healthy habits.</li> </ul>	

- Health-enhancing behaviors contribute to wellness.
- Developing the knowledge and skills necessary to make nutritious food choices promotes healthy habits.
- Choosing a balanced variety of nutritious foods contributes to wellness.
- Developing self-help skills and personal hygiene skills promotes healthy habits.
- Knowledge about diseases and disease prevention promotes health-enhancing behaviors.
- Developing an awareness of potential hazards in the environment impacts personal health and safety.
- Using personal safety strategies reduces the number of injuries to self and others.
- Many factors at home, school, and in the community impact social and emotional health

**Cumulative Progress Indicator:**

Personal Growth and Development:

- 2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy.
- 2.1.2.PGD. 2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).
- 2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness.

Nutrition:

- 2.2.2.N.1: Explore different types of foods and food groups.
- 2.2.2.N.2: Explain why some foods are healthier to eat than others.
- 2.2.2.N.3: Differentiate between healthy and unhealthy eating habits.

Disease and Health Conditions:

- 2.3.2.HCDM.1: Explain the consequences on a person’s health if he or she does not have adequate food and a clean environment.
- 2.3.2.HCDM.2: Demonstrate personal hygiene and the use of necessary and appropriate health-enhancing behaviors that can keep a person healthy (e.g., precautions to avoid illnesses, handle food hygienically, brush teeth, regular physical activity, adequate sleep, appropriate dress for various weather conditions).
- 2.3.2.HCDM.3: Explain strategies and develop skills to prevent the spread of communicable diseases and health conditions (e.g., Lyme disease, influenza, cardiovascular diseases).

Social and Emotional Health:

- 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.
- 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities.
- 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).
- 2.1.2.EH.4: Demonstrate strategies for managing one’s own emotions, thoughts and behaviors.
- 2.1.2.EH.5: Explain healthy ways of coping with stressful situations.
- 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.

Safety:

- 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).
- 2.3.2. PS.4: Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol).
- 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.6: Identify individuals who can assist with expressing one’s feelings (e.g., family members, teachers, counselors, medical 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.
- 2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared.

**Career Ready Practices:**

- Act as a responsible and contributing community member and employee.
- Demonstrate creativity and innovation.

Utilize critical thinking to make sense of problems and persevere in solving them Model integrity, ethical leadership and effective management. Use technology to enhance productivity, increase collaboration and communicate effectively. Work productively in teams while using cultural/global competence.	
Enduring Understandings/Goals	Essential Questions
Students will understand that... <ul style="list-style-type: none"> <li>You can prevent the spread of germs by washing your hands.</li> <li>The best way to get complete nutrition is by eating a variety of foods.</li> <li>You can take care of yourself by keeping yourself clean, and brushing your teeth</li> <li>You can keep yourself safe by following basic safety rules.</li> </ul>	<ul style="list-style-type: none"> <li>How do I prevent the spread of germs?</li> <li>What is the best way to get complete nutrition?</li> <li>What can I do to take care of myself?</li> <li>How can I keep myself safe?</li> </ul>
Lessons	Description
Lesson 1: Nutrition	<p><b>Goals/Objectives:</b>  <b>Students will learn to:</b></p> <ul style="list-style-type: none"> <li>Explain why some foods are healthier to eat than others.</li> <li>Sort foods according to food groups and food sources.</li> </ul> <p><b>Lesson Activities:</b></p> <ol style="list-style-type: none"> <li>Physical Education: Food Group Relay Game:          -Divide the students into teams. The goal of each team is to make a “plate” of a variety of healthy foods that a child would eat in a day. Emphasize the importance of food being fuel for the body. We need a variety of healthy foods to work and play everyday. Start by having teams stand on one end of the gym behind their team’s food plate. A large amount of food cards will be spread out on the floor or taped to the wall on the opposite end of the gym. Each team member takes a turn running to the opposite end of the gym and taking a food card to bring back to their team “plate.” Every team is a winner when their food serving “plate” is complete with the suggested amount of servings from each food group.</li> <li>Another way to play this game is to have a large food pyramid (paper poster or pocket chart) posted at one end of the gym and have teams fill it with the proper number of servings from each group with food picture cards.</li> <li>Make a class book modeled after the Be Happy Be Healthy book published by the United Health Foundation. Have each student draw and/or write something s/he can do to be healthy and happy. Bind the book and add it to your class library.</li> <li>Students practice math skills by using food picture cards to create patterns.</li> <li>Make a math connection with the food pyramid as an extension of the shared writing activity using tally marks to equal the number of suggested servings for each group. You can also practice symbols and equations with the same activity (1+1+1+1, etc...)</li> <li>Ask a nutritionist to visit your class and explain how s/he plans meals and discuss a career in this field.</li> <li>Trace around each child on a big sheet of paper or use an 8 1/2” x 11” sheet with a body traced on it. Have each child color his/her face. Cut out and glue pictures of food items from each food group onto their paper figure.</li> </ol> <p><b>Assessment of Task:</b></p> <ul style="list-style-type: none"> <li>Teacher Observation</li> <li>Student Participation</li> <li>Homework</li> </ul>

	<ul style="list-style-type: none"> <li>• Teacher created assessments</li> <li>• Class projects</li> </ul>
Lesson 2: Taking Care of Myself	<p><b>Goals/Objectives:</b></p> <p><b>Students will learn to:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate how to dress appropriately for the season</li> <li>• Learn about the right way to brush their teeth and why it is important to keep them clean</li> <li>• Learn the proper hand washing procedures</li> </ul> <p><b>Lesson Activities:</b></p> <ol style="list-style-type: none"> <li>1. Dressing for the season- make a doll and have the students dress it appropriately for the weather.</li> <li>2. Invite a child each day to record "today's" weather on a weather calendar. Discuss weather patterns of each season. Compare the current weather calendar with the calendar from a different season.</li> <li>3. Demonstrate writing a weather poem for the class, then invite each child to create their own weather poem. An adult prompts each child to respond to the Weather Poem Format and writes the words dictated by the child. Mount the child's poem on the back side of a sheet of construction paper, and place his/her illustration on the front side.</li> </ol> <p>Weather Poem Format</p> <p>Title (kind of weather)</p> <ol style="list-style-type: none"> <li>4. Describe what the weather looks and feels like, as well as and the kind of clothing worn.</li> </ol> <p>Describe a favorite activity for this kind of weather. For example:</p> <p>Sunny Day</p> <p>No clouds.</p> <p>The sun is hot.</p> <p>The road is hot.</p> <p>I am hot.</p> <p>I sweat.</p> <p>My bare feet run fast on the hot road.</p> <p>I put on my swimsuit.</p> <p>I run through the sprinklers.</p> <p>I lay down on a towel on the hot driveway.</p> <p>The heat feels good.</p> <ol style="list-style-type: none"> <li>5. Explain that if they brush their teeth the right way, their teeth will be healthy and happy. Let's learn a song to help us remember to do that.</li> </ol> <p>Healthy, Happy Teeth</p>

	<p>(sing to the tune of Old MacDonald)</p> <p>Brush your teeth and floss then too, For healthy, happy teeth. Drink and eat foods good for you, For healthy, happy teeth! With a brush, brush here, And a floss, floss there, Here a brush, there a floss Day and night a brush, floss! See your dentist twice a year For healthy, happy teeth!</p> <p>6. Ask the students to touch their nose if they practiced brushing their teeth the right way last night and remembered to floss. Review the “Healthy, Happy Teeth” song. Tell the children that today we are going to learn a new song to help us remember to brush our teeth everyday.</p> <p>“Do You Brush Them” song (sung to Are You Sleeping?) Do you brush them? Do you brush them? Everyday? Everyday? Yes, I try to brush them. Yes, I try to brush them. Everyday. Everyday.</p> <p>7. Discuss how not to spread germs, students make a “germ catcher” that reminds them to keep themselves healthy by washing their hands</p> <p><b>Assessment of Tasks:</b></p> <ul style="list-style-type: none"> <li>● Teacher Observation</li> <li>● Student Participation</li> <li>● Teacher created assessments</li> <li>● Worksheets</li> <li>● Journals, written or drawn</li> </ul>
Lesson 3: Safety	<p><b>Goals/Objectives:</b></p> <p><b>Students will learn to:</b></p>

- Recall or demonstrate safety rules for home, school, and play.

**Lesson Activities:**

Playground Safety-

1. Discuss playground safety and the use of the equipment.
2. Take a class tour of the playground, having students model and practice safe use of the equipment.
3. Allow students to play on the equipment, giving positive reinforcement for safe practice.
4. Return to the classroom, have students draw and write or dictate a story about playground safety.

Safety In the Community-

1. Discuss safety practices around the community.
2. Take a short walk around the school, naming safety practices used on the walk (watch for cars, people).
3. Name items in place for community members to practice safety (school signs, stop signs, yellow lines on road)

Fire Safety-

1. Discuss fire drill procedures at school.
2. Practice fire drill.
3. Practice stop, drop, and roll.
4. Practice stay low and go.
5. Follow - up with a visit to or a visit from the fire station.

Safety at Home-

1. Discuss some of the rules parents have at their house for safety.
2. Have the students cut house shape paper; or paper already cut In the shape of a house.
3. Have the students draw themselves practicing a safety habit at home.

Learning Centers-

Art Center: Make a Stop Light or Stop Sign --Following a pattern, students will cut 3 circles, 1 red, 1 yellow, 1 green, about 2 or 3 inches wide. Glue the 3 circles on black paper, 3 to 4 inches wide by 8 to 9 Inch tall. (half of a large piece of construction paper) The red should be at the top, yellow in the middle, and green at the bottom.

Writing Center: Safety Story --The student will draw a picture or download a coloring page from a website. The students will write or dictate a story about safety to go with their picture.

Dramatic Play Center: Fire Safety --Have equipment the students may use to role-play fire safety. Items that could be used are: raincoats, boots, piece of a hose, a paper axe, fire engine (a box around 4 chairs), a shirt with firefighter written on it, or a badge. Students may have one or two firefighters, while others role-play stop, drop, and roll; or get low and go.

Computer Center: WebQuest:

Click on pictures or words to hyperlink to safety games.

	<a href="http://education.wichita.edu/m3/tips/health/kdg/safety/webqstfrm.htm">http://education.wichita.edu/m3/tips/health/kdg/safety/webqstfrm.htm</a> <b>Assessment of Tasks:</b> <ul style="list-style-type: none"> <li>• Teacher Made Assessments</li> <li>• Student Participation</li> <li>• Student Projects</li> <li>• Homework</li> </ul>
<b>Skills (Students will be able to...)</b>	
<ul style="list-style-type: none"> <li>• Practice good hand washing</li> <li>• Learn about a variety of foods and the nutrition plate</li> <li>• Demonstrate good hygiene</li> <li>• Learn basic safety rules and safe environments</li> </ul>	

Evidence of Learning (Assessments)	Accommodations and Modifications
<b>Formative Assessments:</b> <ul style="list-style-type: none"> <li>• <i>Class discussion</i></li> <li>• <i>Closure activity</i></li> </ul> <b>Summative Assessments:</b> <ul style="list-style-type: none"> <li>• End of Unit Culminating Discussion/Activity</li> <li>• Wellness Activity Book</li> </ul> <b>Benchmark Assessments:</b> <ul style="list-style-type: none"> <li>• Pre/Post Tests</li> </ul> <b>Alternative Assessments:</b> <ul style="list-style-type: none"> <li>• Portfolios</li> </ul>	<b>Special Education</b> <ul style="list-style-type: none"> <li>• <a href="#">Curricular Modifications and Guidance for Students Educated in Special Class Settings</a></li> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul> <b>Differentiation:</b> <ul style="list-style-type: none"> <li>• <i>Preview content and concepts</i></li> <li>• <i>Behavior management plan</i></li> <li>• <i>Highlight text</i></li> <li>• <i>Small group setting</i></li> </ul> <b>High-Prep Differentiation:</b> <ul style="list-style-type: none"> <li>• <i>Alternative formative and summative assessments</i></li> <li>• <i>Guided Reading</i></li> <li>• <i>Personal agendas</i></li> <li>• <i>Project-based learning</i></li> <li>• <i>Problem-based learning</i></li> <li>• <i>Stations/centers</i></li> <li>• <i>Tiered activities/assignments</i></li> <li>• <i>Varying organizers for instructions</i></li> </ul> <b>Low-Prep Differentiation:</b> <ul style="list-style-type: none"> <li>• <i>Clubbing activities</i></li> </ul>

	<ul style="list-style-type: none"> <li>• <i>Exploration by interest</i></li> <li>• <i>Flexible groupings</i></li> </ul>
	<b>English Language Learners</b>
	<ul style="list-style-type: none"> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> <li>• <a href="#">Unit 1: Curriculum for ELL</a></li> <li>• <a href="#"><i>Subgroup Accommodations and Modifications</i></a></li> </ul>
	<b>Students at Risk for Failure</b>
	<ul style="list-style-type: none"> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> <li>• <a href="#"><i>Subgroup Accommodations and Modifications</i></a></li> </ul>
	<b>Gifted and Talented</b>
	<ul style="list-style-type: none"> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> <li>• <a href="#"><i>Subgroup Accommodations and Modifications</i></a></li> </ul>
	<b>Students with 504 Plans</b>
	<ul style="list-style-type: none"> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> <li>• <a href="#"><i>Subgroup Accommodations and Modifications</i></a></li> </ul>
<b>Core Instructional and Supplemental Materials Professional Resources:</b>	<b>Core Instructional, Supplemental, Instructional, and Intervention Resources</b>
<b>Core Professional Resources:</b>	<b>Core Instructional Resources:</b>

<ul style="list-style-type: none"> <li>• <a href="http://www.glogerm.com/">http://www.glogerm.com/</a></li> <li>• <a href="http://education.wichita.edu/m3/tips/health/kdg/safety/lessonKs.htm">http://education.wichita.edu/m3/tips/health/kdg/safety/lessonKs.htm</a></li> <li>• <a href="http://www.uen.org/Lessonplan/LPview.cgi?core=1209">http://www.uen.org/Lessonplan/LPview.cgi?core=1209</a></li> <li>• <a href="http://www.choosemyplate.gov/preschoolers/HealthyEatingForPreschoolers-MiniPoster.pdf">http://www.choosemyplate.gov/preschoolers/HealthyEatingForPreschoolers-MiniPoster.pdf</a></li> <li>• <a href="https://www.aacpp.com/pdf/parents/English/Be-Happy-be-healthy.pdf">https://www.aacpp.com/pdf/parents/English/Be-Happy-be-healthy.pdf</a></li> </ul> <p><b>Supplemental Professional Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.unitedhealthfoundation.org/Main/Default.aspx">http://www.unitedhealthfoundation.org/Main/Default.aspx</a></li> </ul>	<p>Books:</p> <ul style="list-style-type: none"> <li>• I Know How We Fight Germs (Sam’s Science), by Kate Rowan and Katharine McEwen- Level O</li> <li>• Germs Make Me Sick!, by Melvin Berger- Level O</li> <li>• Germs! Germs! Germs!, by Bobbi Katz- Level L</li> <li>• Gregory,the Terrible Eater, by Mitchell Sharmat- Level L</li> </ul> <p><b>Supplemental Resources:</b></p> <ul style="list-style-type: none"> <li>• Fountas and Pinnell Interactive Read Aloud Kits (IRA)</li> <li>• OT/PT/Speech consults and provided supports</li> </ul> <p>Books:</p> <ul style="list-style-type: none"> <li>• Fruit, by C. Klingel and R. B. Noyed- Grades PreK-3</li> <li>• Meat, by C. Klingel and R. B. Noyed- Grades PreK-3</li> <li>• Milk and Cheese, by C. Klingel and R. B. Noyed- Grades PreK-3</li> <li>• Vegetables, by C. Klingel and R. B. Noyed- Grades PreK-3</li> <li>• The Edible Pyramid, by Loreen Leedy- Grades PreK-3</li> </ul> <p>Video:</p> <ul style="list-style-type: none"> <li>• Slim Goodbody’s Invaders: Disease Prevention, by John Burstein (available from <a href="http://www.slimgoodbody.com/catalog/invaders-disease-prevention-childrens-p-199.html">http://www.slimgoodbody.com/catalog/invaders-disease-prevention-childrens-p-199.html</a>)</li> </ul> <p><b>Intervention Resources:</b></p> <ul style="list-style-type: none"> <li>• Leveled Literacy Intervention Texts</li> </ul>
Interdisciplinary Connections	Integration of Technology through NJSLs
<ul style="list-style-type: none"> <li>• <b>Science:</b> relate to body systems, illnesses, germs, hygiene</li> <li>• <b>English Language Arts:</b> read alouds, comprehension skills</li> <li>• <b>Social Studies:</b> real life situations, functioning in the community, being a healthy member of the community</li> <li>• <b>Music:</b> teach skills using song</li> </ul> <p><b>Math</b>  <b>K.G.A.1</b> Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above</i>, <i>below</i>, <i>beside</i>, <i>in front of</i>, <i>behind</i>, and <i>next to</i>.  Math Practice  Make sense of problems and persevere in solving them.  <b>ELA</b></p>	<ul style="list-style-type: none"> <li>• Listen to books on CDs, tapes, videos or podcasts if available.</li> <li>• Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page)</li> <li>• Use document camera or overhead projector for shared reading of texts.</li> <li>• BrainPop Videos</li> <li>• Flocabulary Videos</li> <li>• Science A-Z online books and materials</li> <li>• Computer</li> <li>• Interactive Board</li> </ul>

<p>RF.K.4 Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.  A. Read emergent-readers with purpose and understanding.  B. Read grade level text for purpose and understanding.</p> <p>SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p><b>Standard 8 Computer Science</b>  8.1.2.DA.3: Identify and describe patterns in data visualizations.</p> <p><b>Standard 9 Career Readiness, Life Literacy, and Key Skills</b>  9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.</p>	
Integration of 21st Century Themes	Media Literacy Integration
<ul style="list-style-type: none"> <li>• Health Literacy</li> <li>• Global Awareness</li> <li>• Civic Literacy</li> <li>• Creativity and Innovation</li> <li>• Critical Thinking and Problem Solving</li> <li>• Communication and Collaboration</li> <li>• Information Literacy</li> <li>• Life and Career Skills</li> <li>• Global and Environmental Awareness</li> <li>• Problem Solving Skills</li> <li>• Initiative and Self Direction</li> </ul> <p>*Additional information on the 21st Century Skills and Themes can be found by visiting the following link: <a href="#">21st Century Skills for College and Careers</a></p>	<ul style="list-style-type: none"> <li>• Ask students to look for specific things when they view videos or read print material, and then ask questions about those items as related to health and wellness.</li> <li>• Build on the intuitive knowledge students have gained from media about the story and character in read alouds that relate to health and wellness</li> <li>• Clarify the distinction between fiction and nonfiction in different types of media reporting on the topics of health and wellness</li> <li>• Use print materials to practice reading and comprehension skills on the topics of health and wellness</li> </ul>
Career Education	Global Perspectives
<p>9.2 Career Awareness, Exploration, and Preparation</p> <ul style="list-style-type: none"> <li>• Trip to a local supermarket</li> <li>• Invite a nutritionist to come speak</li> <li>• Trip to doctor, dentist, eye doctor</li> </ul>	<ul style="list-style-type: none"> <li>• Eyecare Month - January</li> <li>• National Staying Healthy Month- January</li> <li>• Week of Respect- March</li> <li>• Red Ribbon Week- October</li> <li>• Kindness Month - February</li> <li>• Pennies for Patients Drive - February</li> <li>• American Heart Month- February</li> <li>• Jump Rope for Heart Fundraiser- April</li> <li>• American Red Cross Month -March</li> <li>• Dentist Day- March</li> <li>• Autism Awareness Month- April</li> <li>• Healthy Kids Day - April</li> </ul>

Health Unit 2: Integrated Skills	Grade: K
<p><b>Unit Summary:</b> This unit seeks to foster responsible health behaviors through the enhancement of critical thinking, decision making, problem solving, and communication skills used in situations impacting personal, family, and community health. It enables students to locate and evaluate health information and resources and to develop character, leadership, and advocacy skills so they can become more active participants in the promotion of wellness.</p> <p><b>Unit Rationale:</b> The use of critical thinking, decision making, problem solving, leadership and communication skills are essential to making informed personal, family and community health decisions.</p>	
<b>NJ Student Learning Standards:</b>	
<p>2.1 Physical Wellness, 2.3 Safety</p> <p><b>Core Ideas:</b></p> <ul style="list-style-type: none"><li>• Every individual has unique skills and qualities, which can include the activities they enjoy such as how they may dress, their mannerisms, things they like to do.</li><li>• There are different ways that individuals handle stress, and some are healthier than others.</li><li>• The environment can impact personal health and safety in different ways.</li><li>• Many factors influence how we think about ourselves and others.</li><li>• People in the community work to keep us safe.</li></ul> <p><b>Cumulative Progress Indicator:</b></p> <p>Interpersonal Communication:</p> <p>2.1.2.SSH.1: Discuss how individuals make their own choices about how to express themselves.</p> <p>2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors.</p> <p>Decision Making and Goal Setting:</p> <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>2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities</p> <p>Health Service and Information:</p> <p>2.1.2.CHSS.2: Determine where to access home, school and community health professionals.</p> <p><b>Career Ready Practices:</b></p> <p>Act as a responsible and contributing community member and employee.</p> <p>Demonstrate creativity and innovation.</p> <p>Utilize critical thinking to make sense of problems and persevere in solving them</p> <p>Model integrity, ethical leadership and effective management.</p> <p>Use technology to enhance productivity, increase collaboration and communicate effectively.</p> <p>Work productively in teams while using cultural/global competence.</p>	

Enduring Understandings/Goals	Essential Questions
<ul style="list-style-type: none"> <li>Students will understand that...</li> <li>You can make a friend by introducing yourself and asking if they'd like to play?</li> <li>You can be a good listener by looking at the person and not talking while they are talking.</li> <li>When you need help you can tell an adult you trust</li> <li>It is important to stay healthy so you can participate in all the activities you want, and so that you can live a good, long life.</li> </ul>	<ul style="list-style-type: none"> <li>How can I make a friend?</li> <li>How can I be a good listener?</li> <li>Who can I tell when I need help?</li> <li>Why is it important to stay healthy?</li> </ul>
Lessons	Description
Lesson 1: Friendship	<p><b>Goals/Objectives:</b></p> <p><b>Students will learn to...</b></p> <ul style="list-style-type: none"> <li>Identify what it means to be a good friend</li> <li>Discuss ways to use hands appropriately</li> </ul> <p><b>Lesson Activities:</b></p> <p>1. Sing "Twinkle Friends"</p> <p>Twinkle, twinkle little star (Children face partner and gently touch and wiggle fingertips)</p> <p>What a special friend you are.</p> <p>From your head to your toes. (Touch head then toes) We are special friends you know. (Hold hands and circle around.)</p> <p>Twinkle, twinkle little star. (Children touch fingertips)</p> <p>What a special friend you are. (Give partner a hug)</p> <p>Now go find another friend, (Change partners)</p> <p>And we'll twinkle once again.</p> <p>(Repeat verse)</p> <p>Other transitions between verses:</p> <p>Now, take a little hike</p> <p>Find another friend you like.</p> <p>Now we'll sing one more time.</p> <p>Won't you be a friend of mine?</p> <p>Have class hold hands and form a circle.</p> <p>2. Explain this is our Friendship Circle. We are all an important part of the circle. We are all friends. It is fun to be in a circle with friends and use our hands to communicate love and friendship. Shake hands with the people next to you. Continue with positive circle activities such as the following:</p>

	<p>Clap your hands. We are all special friends. We can applaud each other when we like something we do. Good job!</p> <p>Shake the hands of your friends next to you</p> <p>Give them a "High 5". How about a "High 10" using both hands</p> <p>Wave to the friends across from you. Waving is saying with your hands, "hi," or "good bye," or "it's nice to see you."</p> <p>3. Everyone stands up and holds hands, forming one big circle. Let's walk (sideway-slide position) around our friendship circle. Keep holding hands. Start slow. Gradually speed up until class is sliding sideways around the circle. (Let go of hands to give more freedom of movement while sliding) Slow down to a walk. Stop and change direction. Repeat.</p> <p>Let go of each other's hands. Now hold your own hands by placing palms together and lacing your fingers through. Wiggle your fingers. This is a good thing to do when you need to keep your hands to yourself during story or instruction time. It helps keep your fingers to yourself when they want to wiggle and touch others.</p> <p><b>Assessment of Tasks:</b></p> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Student participation</li> <li>• Student projects</li> <li>• Writing/drawing assignments</li> </ul>
Lesson 2: Staying Healthy	<p><b>Goals/Objectives:</b></p> <p><b>Students will learn to...</b></p> <ul style="list-style-type: none"> <li>• Observe and describe the basic components of weather and understand how a healthy diet and exercise can increase the likelihood of physical and mental wellness year round.</li> </ul> <p><b>Lesson Activities:</b></p> <ol style="list-style-type: none"> <li>1. Read a variety of books about the seasons or weather. (see resources)</li> <li>2. Make a chart of physical activities appropriate for different weather conditions found in each season.</li> <li>3. Generate a list of favorite seasonal foods or comfort foods triggered by weather conditions and discuss good nutrition year round.</li> </ol> <p><b>Assessment of Tasks:</b></p> <ul style="list-style-type: none"> <li>• Student Projects</li> <li>• Teacher Observation</li> <li>• Student Participation</li> </ul>
Lesson 3: Who Can I Tell?	<p><b>Goals/Objectives:</b></p> <p><b>Students will learn to...</b></p> <ul style="list-style-type: none"> <li>• Distinguish between good and bad strangers.</li> <li>• Define acceptable interactions between each type of stranger.</li> </ul> <p><b>Lesson Activities:</b></p> <ol style="list-style-type: none"> <li>1. Students will learn to respond to potentially exploitative situations by saying "No" assertively. This lesson offers the opportunity to</li> </ol>

	<p>practice assertive behavior. Role playing (acting) out a role in an imaginary situation is an excellent technique for practicing these skills. Children not involved in the “role play” may offer advice and encouragement. 2. The rules of role playing include concentrating on the part, trying to not become distracted, being a serious observer, and having a good time while learning.</p> <p>The role play activity should be used to practice the following assertiveness skills:</p> <ul style="list-style-type: none"> <li>• The word “NO” – use the word “NO” rather than weaker phrases such as, “Well, I’m not sure...I don’t know.”</li> <li>• Body language- Shake the head, say “NO” firmly and loudly, hold the head high, keep the shoulders back and look the other person in the eye.</li> <li>• Avoid reasons- Excuses may allow others to argue, persist or manipulate the student.</li> <li>• Repetition- The word “NO” must often be repeated before the other person accepts the answer.</li> </ul> <p>2. This lesson will be used to explain the difference between appropriate and inappropriate touching. Very few children are taught straightforward lessons about touch. Furthermore, society reinforces many double messages about touch. It is difficult for children to reconcile these confusing messages. Confusing messages about touch can be countered by honest discussion of the feelings that touch engenders. Children have a right to clarify confusing feelings and to exercise some control over the way their bodies are touched. Children often receive the message that they don’t have the right to talk about or control the touches they give and receive.</p> <ul style="list-style-type: none"> <li>• <b>Safe Touch-</b> A “safe touch” is a touch that makes you and the other person feel happy. Good or nurturing touch refers to positive expressions of warmth, caring, and physical communication. Most often the receiver of this touch feels as if someone has given them something, rather than taking something from him/her. Positive touch manifests itself in many forms. Children are asked to give their own examples of “good” touch.</li> </ul> <p>3. To start students thinking they are given examples such as petting animals, playing tag games, kissing, holding hands and cuddling. They are asked if anything is wrong with this type of touch.</p> <p><b>Confusing touch</b>—A “confusing touch” is a touch that makes the individual feel funny or uneasy. Touch is confusing when:</p> <ul style="list-style-type: none"> <li>• The receiver does not understand or misinterprets the intent of the giver.</li> <li>• Mixed messages are perceived between the verbal and physical communication.</li> <li>• The receiver is unfamiliar with this type of touch.</li> <li>• The touch conflicts with the attitudes or values of the giver and/or receiver.</li> </ul> <p>There may be nothing wrong with a confusing touch (i.e.-a relative pinching their cheek).</p> <p><b>Assessment of Tasks:</b></p> <ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Student Participation</li> <li>• Teacher Created Assessments</li> <li>• Student Projects</li> </ul>
<b>Skills (Students will be able to...)</b>	

- Develop social skills and ethical responsibility.
- Demonstrate responsible emotional and cognitive behaviors

Evidence of Learning (Assessments)	Accommodations and Modifications
<div data-bbox="111 467 1031 532"><b>Formative Assessments:</b></div> <ul data-bbox="163 548 336 600" style="list-style-type: none"> <li>• <i>Class discussion</i></li> <li>• <i>Closure activity</i></li> </ul> <div data-bbox="111 618 1031 683"><b>Summative Assessments:</b></div> <ul data-bbox="163 699 583 751" style="list-style-type: none"> <li>• End of Unit Culminating Discussion/Activity</li> <li>• Wellness Activity Book</li> </ul> <div data-bbox="111 768 1031 833"><b>Benchmark Assessments:</b></div> <ul data-bbox="163 849 325 868" style="list-style-type: none"> <li>• Pre/Post Tests</li> </ul> <div data-bbox="111 886 1031 951"><b>Alternative Assessments:</b></div> <ul data-bbox="163 967 289 987" style="list-style-type: none"> <li>• Portfolios</li> </ul>	<div data-bbox="1073 467 1890 532"><b>Special Education</b></div> <ul data-bbox="1125 548 1873 652" style="list-style-type: none"> <li>• <a href="#">Curricular Modifications and Guidance for Students Educated in Special Class Settings</a></li> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul> <div data-bbox="1073 654 1220 680"><b>Differentiation:</b></div> <ul data-bbox="1125 682 1394 786" style="list-style-type: none"> <li>• <i>Preview content and concepts</i></li> <li>• <i>Behavior management plan</i></li> <li>• <i>Highlight text</i></li> <li>• <i>Small group setting</i></li> </ul> <div data-bbox="1073 787 1318 813"><b>High-Prep Differentiation:</b></div> <ul data-bbox="1125 815 1566 1016" style="list-style-type: none"> <li>• <i>Alternative formative and summative assessments</i></li> <li>• <i>Guided Reading</i></li> <li>• <i>Personal agendas</i></li> <li>• <i>Project-based learning</i></li> <li>• <i>Problem-based learning</i></li> <li>• <i>Stations/centers</i></li> <li>• <i>Tiered activities/assignments</i></li> <li>• <i>Varying organizers for instructions</i></li> </ul> <div data-bbox="1073 1018 1310 1044"><b>Low-Prep Differentiation:</b></div> <ul data-bbox="1125 1045 1348 1120" style="list-style-type: none"> <li>• <i>Clubbing activities</i></li> <li>• <i>Exploration by interest</i></li> <li>• <i>Flexible groupings</i></li> </ul> <div data-bbox="1073 1138 1890 1203"><b>English Language Learners</b></div> <ul data-bbox="1125 1219 1852 1323" style="list-style-type: none"> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> <li>• <a href="#">Unit 1: Curriculum for ELL</a></li> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> </ul> <div data-bbox="1073 1341 1890 1403"><b>Students at Risk for Failure</b></div>

	<ul style="list-style-type: none"> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> <li>• <a href="#"><i>Subgroup Accommodations and Modifications</i></a></li> </ul> <p><b>Gifted and Talented</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> <li>• <a href="#"><i>Subgroup Accommodations and Modifications</i></a></li> </ul> <p><b>Students with 504 Plans</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> <li>• <a href="#"><i>Subgroup Accommodations and Modifications</i></a></li> </ul>
<p><b>Core Instructional and Supplemental Materials Professional Resources:</b></p>	<p><b>Core Instructional, Supplemental, Instructional, and Intervention Resources</b></p>
<p><b>Core Professional Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.unitedhealthfoundation.org/Main/Default.aspx">http://www.unitedhealthfoundation.org/Main/Default.aspx</a></li> <li>• <a href="http://www.glogerm.com/">http://www.glogerm.com/</a></li> <li>• <a href="http://education.wichita.edu/m3/tips/health/kdg/safety/lessonKs.htm">http://education.wichita.edu/m3/tips/health/kdg/safety/lessonKs.htm</a></li> <li>• <a href="http://www.uen.org/Lessonplan/1.Pview.cgi?core=1209">http://www.uen.org/Lessonplan/1.Pview.cgi?core=1209</a></li> <li>• <a href="http://www.choosemyplate.gov/preschoolers/HealthyEatingForPreschoolers-MiniPoster.pdf">http://www.choosemyplate.gov/preschoolers/HealthyEatingForPreschoolers-MiniPoster.pdf</a></li> <li>• <a href="https://www.aacpp.com/pdf/parents/English/Be-Happy-be-healthy.pdf">https://www.aacpp.com/pdf/parents/English/Be-Happy-be-healthy.pdf</a></li> <li>• <a href="http://www.choosemyplate.gov/preschoolers/HealthyEatingForPreschoolers-MiniPoster.pdf">http://www.choosemyplate.gov/preschoolers/HealthyEatingForPreschoolers-MiniPoster.pdf</a></li> <li>• <a href="https://www.aacpp.com/pdf/parents/English/Be-Happy-be-healthy.pdf">https://www.aacpp.com/pdf/parents/English/Be-Happy-be-healthy.pdf</a></li> <li>• How Children Build Friendships, by Carla Poole, Susan Miller, Ellen Booth; Early Childhood Today, 10701214, Oct. 2003, Vol. 18, Issue</li> <li>• 26 Big Things Small Hands Can Do by Coleen Paratore</li> </ul> <p><b>Supplemental Professional Resources:</b></p>	<p><b>Core Instructional Resources:</b></p> <p>Books:</p> <ul style="list-style-type: none"> <li>• I Need A Friend, Sherry Kafka, big book - Level L</li> <li>• Hands Are Not For Hitting, Martine Agassi- Level I</li> <li>• We Can Get Along, A Child's Book of Choices, Lauren Murphy Payne - Level K</li> <li>• When Summer Comes by Robert Maass- Level H</li> <li>• When Autumn Comes by Robert Maass-Level</li> <li>• When Winter Comes by Robert Maass- Level I</li> <li>• The Reasons For Seasons by Gail Gibbons- Level M</li> <li>• Lionel in the Fall by Stephen Krensky- Level J</li> </ul> <p><b>Supplemental Resources:</b></p> <ul style="list-style-type: none"> <li>• Fountas and Pinnell Interactive Read Aloud Kits (IRA)</li> </ul>

<ul style="list-style-type: none"> <li>• <a href="http://www.unitedhealthfoundation.org/Main/Default.aspx">http://www.unitedhealthfoundation.org/Main/Default.aspx</a></li> <li>• <a href="http://www.uen.org/Lessonplan/TPview.cgi?core=1209">http://www.uen.org/Lessonplan/TPview.cgi?core=1209</a></li> <li>• <a href="http://education.wichita.edu/m3/tips/health/kdg/safety/webqstfrm.htm">http://education.wichita.edu/m3/tips/health/kdg/safety/webqstfrm.htm</a></li> </ul>	<ul style="list-style-type: none"> <li>• OT/PT/Speech consults and provided supports</li> </ul> <p>Books:</p> <ul style="list-style-type: none"> <li>• My Friend and I, Lisa Jahn-Clough - Grade K-2</li> <li>• A Leader's Guide to We Can Get Along, A Child's Book of Choices, Lauren Murphy Payne</li> <li>• Alicia's Best Friend, Lisa Jahn</li> <li>• The 14 Forest Mice and the Winter Sledding Day by Kazuo Iwamura</li> <li>• The 14 Forest Mice and the Summer Laundry Day by Kazuo Iwamura</li> <li>• The 14 Forest Mice and the Harvest Moon Watch by Kazuo Iwamura</li> <li>• The 14 Forest Mice and the Spring Meadow Picnic by Kazuo Iwamura</li> <li>• When Spring Comes by Robert Maass - Grades K-3</li> <li>• Summer by Ron Hirschi- Grade K-2</li> <li>• Winter by Ron Hirschi- Grade K-2</li> <li>• Spring by Ron Hirschi- Grade K-2</li> <li>• Fall by Ron Hirschi- Grade K-2</li> <li>• A Child's Book of Seasons by Satomi Ichikawa</li> <li>• My World: Seasons by Tommy Schlepp</li> <li>• Seasons by John Burningham</li> </ul> <p><b>Intervention Resources:</b></p> <ul style="list-style-type: none"> <li>• Leveled Literacy Intervention Texts</li> </ul>
Interdisciplinary Connections	Integration of Technology through NJSLs
<ul style="list-style-type: none"> <li>• <b>Science:</b> relate to body systems, illnesses, germs, hygiene</li> <li>• <b>English Language Arts:</b> read alouds, comprehension skills</li> <li>• <b>Social Studies:</b> real life situations, functioning in the community, being a healthy member of the community</li> <li>• <b>Music:</b> teach skills through song</li> </ul> <p><b>Math</b>  <b>K.G.A.1</b> Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above</i>, <i>below</i>, <i>beside</i>, <i>in front of</i>, <i>behind</i>, and <i>next to</i>.  Math Practice  Make sense of problems and persevere in solving them.  <b>ELA</b>  R.F.K.4 Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.  A. Read emergent-readers with purpose and understanding.  B. Read grade level text for purpose and understanding.  SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<ul style="list-style-type: none"> <li>• Listen to books on CDs, tapes, videos or podcasts if available.</li> <li>• Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page)</li> <li>• Use document camera or overhead projector for shared reading of texts.</li> <li>• BrainPop Videos</li> <li>• Flocabulary Videos</li> <li>• Science A-Z online books and materials</li> <li>• Computer</li> <li>• Interactive Board</li> </ul>

<p><b>Standard 8 Computer Science</b> 8.1.2.DA.3: Identify and describe patterns in data visualizations.</p> <p><b>Standard 9 Career Readiness, Life Literacy, and Key Skills</b> 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.</p>	
Integration of 21st Century Themes	Media Literacy Integration
<ul style="list-style-type: none"> <li>• Health Literacy</li> <li>• Global Awareness</li> <li>• Civic Literacy</li> <li>• Creativity and Innovation</li> <li>• Critical Thinking and Problem Solving</li> <li>• Communication and Collaboration</li> <li>• Information Literacy</li> <li>• Life and Career Skills</li> <li>• Global and Environmental Awareness</li> <li>• Problem Solving Skills</li> <li>• Initiative and Self Direction</li> </ul> <p>*Additional information on the 21st Century Skills and Themes can be found by visiting the following link: <a href="#">21st Century Skills for College and Careers</a></p>	<ul style="list-style-type: none"> <li>• Ask students to look for specific things when they view videos or read print material, and then ask questions about those items as related to health and wellness.</li> <li>• Build on the intuitive knowledge students have gained from media about the story and character in read alouds that relate to health and wellness</li> <li>• Clarify the distinction between fiction and nonfiction in different types of media reporting on the topics of health and wellness</li> <li>• Use print materials to practice reading and comprehension skills on the topics of health and wellness</li> </ul>
Career Education	Global Perspectives
<p>9.2 Career Awareness, Exploration, and Preparation</p> <ul style="list-style-type: none"> <li>• Trip to a local supermarket</li> <li>• Invite a nutritionist to come speak</li> <li>• Trip to doctor or dentist</li> </ul>	<ul style="list-style-type: none"> <li>• Eyecare Month - January</li> <li>• National Staying Healthy Month- January</li> <li>• Week of Respect- March</li> <li>• Red Ribbon Week- October</li> <li>• Kindness Month - February</li> <li>• Pennies for Patients Drive - February</li> <li>• American Heart Month- February</li> <li>• Jump Rope for Heart Fundraiser- April</li> <li>• American Red Cross Month -March</li> <li>• Dentist Day- March</li> <li>• Autism Awareness Month- April</li> <li>• Healthy Kids Day - April</li> </ul>

<p><b>Unit Summary:</b> This unit aims to provide students with information on the responsible use of medicines as well as the effects of alcohol, tobacco, and other drugs. The appropriate use of medicines can prevent serious health problems, reduce absenteeism from work and school, and enhance the quality of life.</p> <p><b>Unit Rationale:</b> This unit was designed to give students knowledge about drugs and medicines in order to make informed decisions related to personal wellness and the wellness of others.</p>	
<p><b>NJ Student Learning Standards:</b></p> <p>2.3 Safety</p> <p><b>Core Ideas:</b></p> <ul style="list-style-type: none"> <li>The use of alcohol, tobacco, and other drugs in unsafe ways is harmful to one's health.</li> </ul> <p><b>Cumulative Progress Indicators:</b> Medicines: 2.3.2.ATD.1: Explain what medicines are, how they are used, and the importance of utilizing medications properly. Alcohol, Tobacco, &amp; Other Drugs: 2.3.2.ATD.2: Identify ways in which drugs, including some medicines, can be harmful. 2.3.2.ATD.3: Explain effects of tobacco use on personal hygiene, health, and safety.</p> <p><b>Career Ready Practices:</b> Act as a responsible and contributing community member and employee. Demonstrate creativity and innovation. Utilize critical thinking to make sense of problems and persevere in solving them Model integrity, ethical leadership and effective management. Use technology to enhance productivity, increase collaboration and communicate effectively. Work productively in teams while using cultural/global competence.</p>	
Enduring Understandings/Goals	Essential Questions
<p>Students will understand that...</p> <ul style="list-style-type: none"> <li>To be safe around medicine you may only take medicine when an adult is around and follow the directions.</li> <li>You can get help from a doctor or from an adult you trust when you are sick</li> <li>Poisons are substances that can harm you when touched or ingested.</li> </ul>	<ul style="list-style-type: none"> <li>How can I be safe around medicine?</li> <li>Who and what can help me when I am sick?</li> <li>What are poisons?</li> </ul>
Lessons	Description
Lesson 1: Medicines	<p><b>Goals/Objectives:</b> <b>Students will learn to:</b></p> <ul style="list-style-type: none"> <li>Demonstrate how to recognize and be careful with medicines.</li> </ul> <p><b>Lesson Activities:</b> 1. Tape or glue the following items to a piece of poster board: -Different types of colorful candies (Skittles, M&amp;Ms, Sweet Tarts) -Different shaped breath mints (Tic-Tacs, Lifesavers, Certs, Velamints)</p>

	<p>-Red Hot candies</p> <p>-Sudafed (regular – looks very similar to Red Hot candy)</p> <p>-Vitamins (both children’s and adult)</p> <p>-Antacids (Tums or Rolaids)</p> <p>-A variety of Over The Counter pain relievers (aspirin, Tylenol, Advil)</p> <p>-If a prescription medicine is available</p> <p>2. Distribute cards that say Yes with a smile and No with an X on it.</p> <p>3. As the teacher points to each item on the poster board the student should decide if the item is a medicine or something safe to eat. If the item is safe to eat, the students should raise the smiley face card and if the item is a medicine or unsafe then they should raise the ‘X’ card.</p> <p>4. Ask the students to explain how they made their decisions. Explain that it can be difficult to distinguish medicine from candy and that if there is ever a question, they should not eat the item. Have students brainstorm reasons why people take medicines. (Examples might include chronic conditions such as diabetes and asthma and incidents of illness such as a cold, the flu, or headache, broken bone.)</p> <p>5. Explain to students that there are different types of medicine that people take. For instance, if you have a cold you can purchase a medicine off the shelf at a local drug store to make you feel better. However there are other illnesses or conditions that require medicine that only a doctor can prescribe. There are some medicines that we take to prevent illness or help us stay healthy such as vitamins. These medicines are purchased from a pharmacy, grocery store, or drug store. It is important to note that regardless of the type of medicine or the reason for taking medicine, all medicines have directions that should be followed.</p> <p>6. For example, some medicines need to be taken with food others should be taken at a certain time of the day. Parents and doctors will explain the directions for taking medicines. It is important to always follow directions when taking medicines and never take someone else’s medicine or use someone else’s directions when taking your own medicine.</p> <p>7. Explain to the class, some people take medicine when they are not sick and this is dangerous for their health. Describe words that people use for medicines (drugs, pills, prescriptions). Most drugs are designed to help people; however there are some drugs that are not intended to help people when they are sick. These drugs are illegal and should never be purchased or taken.</p> <p>8. Remind students that it is important to tell a trusted adult if they ever see or hear about these drugs.</p> <p>9. Give the students several scenarios and have them practice following rules for medicine.</p> <p><b>Assessment of Tasks:</b></p> <ul style="list-style-type: none"> <li>• Teacher Created Assessments</li> <li>• Student Participation</li> <li>• Student projects</li> </ul>
Lesson 2: Poisons	<p><b>Goals/Objectives:</b></p> <p><b>Students will learn to:</b></p> <ul style="list-style-type: none"> <li>• Learn to ask before consuming anything</li> </ul>

	<ul style="list-style-type: none"> <li>● Identify that some poisons look the same as safe liquids</li> <li>● Determine where poisons might be located.</li> </ul> <p><b>Lesson Activities:</b></p> <ol style="list-style-type: none"> <li>1. Make a display of Poison Look-alikes (poisons that look like good things to eat or drink). Use any clear containers with a glued lid. Examples: Clear liquids in 3 containers: Vodka or rubbing alcohol, vinegar, water. Blue liquids in 3 containers: Powerade, Windex, Blue mouthwash. Yellow liquids: Pine Sol, apple juice. (You'll need a fresh apple juice every time you display it, because it ferments and gets cloudy.)</li> <li>2. DO not leave items where children could grab them! Encourage children to guess which product is safe to eat or drink. Emphasize that in real life, it is safer NOT to guess, but to "Ask an Adult before Tasting."</li> <li>3. Read this story: Henry Learns About Poison Look-alikes One Saturday afternoon, Henry was playing kickball in his backyard with his friends. It was very hot outside. The kids decided to take a break and get something to drink. Henry and his friends were very thirsty. Henry went into his house to ask his Mom if she would fix them some lemonade. Henry's mom was busy. She was cleaning the kitchen floor. Just as Henry began to ask for the drinks, the phone rang. "Henry," his Mom said, "you and your friends are going to have to wait a few minutes." "But, it's so hot!" cried Henry, "I just can't wait another minute!" While Henry's Mom was answering the phone, Henry saw the bottle of pretty yellow cleaner his Mom was using to clean the floor. It didn't look like a cleaner to Henry. He thought it looked like it would be yummy to drink. Henry took the bottle outside to share with his friends. Just as Henry began to drink the pretty yellow liquid, Henry's friends yelled "Stop! Henry, don't drink that!"</li> <li>4. Ask the following questions: -Why do you think Henry's friends tried to stop him from drinking the yellow liquid? -What do you think was in the bottle? -What should Henry's friends tell him?</li> </ol> <p><b>Assessment of Tasks:</b></p> <ul style="list-style-type: none"> <li>● Teacher Created Assessments</li> <li>● Student Participation</li> <li>● Worksheets</li> </ul>
Lesson 3: Who Can I Trust?	<p><b>Goals/Objectives:</b></p> <p><b>Students will learn to:</b></p> <ul style="list-style-type: none"> <li>● Identify doctors and nurses</li> <li>● List several things that doctors and nurses do</li> <li>● Recognize that doctors and nurses help you and can be trusted</li> </ul> <p><b>Lesson Activities:</b></p> <ol style="list-style-type: none"> <li>1. Read the following selection and ask the children to guess who the person is:</li> </ol>

	<p>-When you are sick or hurt, this person is there to help. This person examines you to find out what is wrong and make you feel better. You don't just go to this person when you're sick. You can also go for check-ups so that you don't get sick. If you get sick or hurt at school, you can see this person.</p> <p>2. Discuss that the only people who should give medicines are doctors, nurses and adults in your family. They are people who can be trusted not to harm you in any way.</p> <p>3. You can also have this discussion around Halloween time when you trick-or-treat to only eat the candy that your parents tell you, you can eat, and have them examine it first.</p> <p>4. This lesson can be extended into other community helpers such as firemen and police officers.</p> <p><b>Assessment of Tasks:</b></p> <ul style="list-style-type: none"> <li>• Student Participation</li> <li>• Teacher Created Assessments</li> <li>• Student Projects "Who can I trust poster"</li> </ul>
<b>Skills (Students will be able to...)</b>	
<ul style="list-style-type: none"> <li>• Demonstrate how to recognize and be careful with medicines</li> <li>• Identify substances that can be poisonous</li> <li>• Learn the rules for medicines</li> <li>• Identify people who can give medicine</li> </ul>	

Evidence of Learning (Assessments)	Accommodations and Modifications
<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>• <i>Class discussion</i></li> <li>• <i>Closure activity</i></li> </ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>• End of Unit Culminating Discussion/Activity</li> <li>• Wellness Activity Book</li> </ul> <p><b>Benchmark Assessments:</b></p> <ul style="list-style-type: none"> <li>• Pre/Post Tests</li> </ul>	<p><b>Special Education</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Curricular Modifications and Guidance for Students Educated in Special Class Settings</a></li> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul> <p><b>Differentiation:</b></p> <ul style="list-style-type: none"> <li>• <i>Preview content and concepts</i></li> <li>• <i>Behavior management plan</i></li> <li>• <i>Highlight text</i></li> <li>• <i>Small group setting</i></li> </ul> <p><b>High-Prep Differentiation:</b></p> <ul style="list-style-type: none"> <li>• <i>Alternative formative and summative assessments</i></li> <li>• <i>Guided Reading</i></li> </ul>

<div data-bbox="105 248 1035 316"> <b>Alternative Assessments:</b> </div> <div data-bbox="105 316 1035 373"> <ul style="list-style-type: none"> <li>Portfolios</li> </ul> </div>	<div data-bbox="1060 248 1892 540"> <ul style="list-style-type: none"> <li><i>Personal agendas</i></li> <li><i>Project-based learning</i></li> <li><i>Problem-based learning</i></li> <li><i>Stations/centers</i></li> <li><i>Tiered activities/assignments</i></li> <li><i>Varying organizers for instructions</i></li> </ul> <p><b>Low-Prep Differentiation:</b></p> <ul style="list-style-type: none"> <li><i>Clubbing activities</i></li> <li><i>Exploration by interest</i></li> <li><i>Flexible groupings</i></li> </ul> </div> <div data-bbox="1060 540 1892 605"> <b>English Language Learners</b> </div> <div data-bbox="1060 605 1892 743"> <ul style="list-style-type: none"> <li><a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> <li><a href="#">Unit 1: Curriculum for ELL</a></li> <li><a href="#">Subgroup Accommodations and Modifications</a></li> </ul> </div> <div data-bbox="1060 743 1892 808"> <b>Students at Risk for Failure</b> </div> <div data-bbox="1060 808 1892 914"> <ul style="list-style-type: none"> <li><a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> <li><a href="#">Subgroup Accommodations and Modifications</a></li> </ul> </div> <div data-bbox="1060 914 1892 979"> <b>Gifted and Talented</b> </div> <div data-bbox="1060 979 1892 1092"> <ul style="list-style-type: none"> <li><a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> <li><a href="#">Subgroup Accommodations and Modifications</a></li> </ul> </div> <div data-bbox="1060 1092 1892 1157"> <b>Students with 504 Plans</b> </div> <div data-bbox="1060 1157 1892 1271"> <ul style="list-style-type: none"> <li><a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> <li><a href="#">Subgroup Accommodations and Modifications</a></li> </ul> </div>
<div data-bbox="105 1328 1035 1416"> <p><b>Core Instructional and Supplemental Materials Professional Resources:</b></p> </div>	<div data-bbox="1060 1328 1892 1416"> <p><b>Core Instructional, Supplemental, Instructional, and Intervention Resources</b></p> </div>

<p><b>Core Professional Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://kidshealth.org/classroom/prekto2/problems/drugs/drugs.pdf">http://kidshealth.org/classroom/prekto2/problems/drugs/drugs.pdf</a></li> <li>• <a href="http://www.aapcc.org/dnn/PoisoningPrevention/Children.aspx">http://www.aapcc.org/dnn/PoisoningPrevention/Children.aspx</a></li> <li>• <a href="http://www.brighthub.com/education/k-12/articles/6066.aspx#ixzz1UHhojM15">http://www.brighthub.com/education/k-12/articles/6066.aspx#ixzz1UHhojM15</a></li> </ul> <p><b>Supplemental Professional Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://kidshealth.org/kid/feel_better/things/kidmedic.html">http://kidshealth.org/kid/feel_better/things/kidmedic.html</a></li> </ul>	<p><b>Core Instructional Resources:</b></p> <p>Books:</p> <ul style="list-style-type: none"> <li>• Doctor Tools by Inez Sydnor - Level F</li> <li>• Hello Doctor - Level C</li> <li>• Let's Meet A Doctor - Level J</li> <li>• Let's Get a Check Up - Level L</li> </ul> <p><b>Supplemental Resources:</b></p> <ul style="list-style-type: none"> <li>• Fountas and Pinnell Interactive Read Aloud Kits (IRA)</li> <li>• OT/PT/Speech consults and provided supports</li> </ul> <p>Books:</p> <ul style="list-style-type: none"> <li>• Ness the Nurse by Nick Sharratt</li> <li>• My Daddy is a Nurse by Mark Wandro</li> <li>• Nurse Nancy (Little Golden Books) by Kathryn Jackson and Corinne Malvern</li> <li>• I Want to Be a Nurse by Dan Liebman</li> <li>• A Day in the Life of a Nurse by Connie Fluet</li> <li>• Corduroy Goes to the Doctor by Don Freeman and Lisa McCue</li> <li>• Doctor Maisy by Lucy Cousins</li> <li>• My friend the Doctor by Joanna Cole and Maxie Chambliss</li> <li>• I Want to Be a Doctor by Dan Liebman</li> <li>• What to Expect When You Go to the Doctor by Heidi Murkoff and Heidi E. Murkoff</li> </ul> <p><b>Intervention Resources:</b></p> <ul style="list-style-type: none"> <li>• Leveled Literacy Intervention Texts</li> </ul>
Interdisciplinary Connections	Integration of Technology through NJSLs
<ul style="list-style-type: none"> <li>• <b>Science:</b> relate to body systems, illnesses, germs, hygiene</li> <li>• <b>English Language Arts:</b> read alouds, comprehension skills</li> <li>• <b>Social Studies:</b> real life situations, functioning in the community, being a healthy member of the community</li> </ul> <p>Math</p>	<ul style="list-style-type: none"> <li>• Listen to books on CDs, tapes, videos or podcasts if available.</li> <li>• Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page)</li> <li>• Use document camera or overhead projector for shared reading of texts.</li> <li>• BrainPop Videos</li> </ul>

<p><b>K.G.A.1</b> Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above</i>, <i>below</i>, <i>beside</i>, <i>in front of</i>, <i>behind</i>, and <i>next to</i>.</p> <p>Math Practice</p> <p>Make sense of problems and persevere in solving them.</p> <p><b>ELA</b></p> <p>RF.K.4 Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.</p> <p>A. Read emergent-readers with purpose and understanding.</p> <p>B. Read grade level text for purpose and understanding.</p> <p>SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p><b>Standard 8 Computer Science</b></p> <p>8.1.2.DA.3: Identify and describe patterns in data visualizations.</p> <p><b>Standard 9 Career Readiness, Life Literacy, and Key Skills</b></p> <p>9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.</p>	<ul style="list-style-type: none"> <li>• Flocabulary Videos</li> <li>• Science A-Z online books and materials</li> <li>• Computer</li> <li>• Interactive Board</li> </ul>
Integration of 21st Century Themes	Media Literacy Integration
<ul style="list-style-type: none"> <li>• Health Literacy</li> <li>• Global Awareness</li> <li>• Civic Literacy</li> <li>• Creativity and Innovation</li> <li>• Critical Thinking and Problem Solving</li> <li>• Communication and Collaboration</li> <li>• Information Literacy</li> <li>• Life and Career Skills</li> <li>• Problem Solving Skills</li> <li>• Initiative and Self Direction</li> </ul> <p>*Additional information on the 21st Century Skills and Themes can be found by visiting the following link: <a href="#">21st Century Skills for College and Careers</a></p>	<ul style="list-style-type: none"> <li>• Ask students to look for specific things when they view videos or read print material, and then ask questions about those items as related to health and wellness.</li> <li>• Build on the intuitive knowledge students have gained from media about the story and character in read alouds that relate to health and wellness</li> <li>• Clarify the distinction between fiction and nonfiction in different types of media reporting on the topics of health and wellness</li> <li>• Use print materials to practice reading and comprehension skills on the topics of health and wellness</li> </ul>
Career Education	Global Perspectives
<p>9.2 Career Awareness, Exploration, and Preparation</p> <ul style="list-style-type: none"> <li>• Trip to a local supermarket</li> <li>• Invite a nutritionist to come speak</li> <li>• Trip to doctor or dentist</li> </ul>	<ul style="list-style-type: none"> <li>• Eyecare Month - January</li> <li>• National Staying Healthy Month- January</li> <li>• Week of Respect- March</li> <li>• Red Ribbon Week- October</li> <li>• Kindness Month - February</li> <li>• Pennies for Patients Drive - February</li> <li>• American Heart Month- February</li> <li>• Jump Rope for Heart Fundraiser- April</li> <li>• American Red Cross Month -March</li> <li>• Dentist Day- March</li> </ul>

- Autism Awareness Month- April
- Healthy Kids Day - April

### Grades 1 Scope and Sequence for Health

	Health	Number of Instructional Days (1 lesson per week)
September October November December	<b><u>Unit 1 - Wellness:</u></b> <i>In this unit, students will be taught about the physical, social, emotional, and intellectual dimensions of wellness, thus enabling them to make informed choices about their health now and in the future.</i>	Approximately 15 days
December January February March	<b><u>Unit 2 - Integrated Skills:</u></b> <i>In this unit, students will learn to foster responsible health behaviors through the enhancement of critical thinking, decision making, problem solving, and communication skills used in situations impacting personal, family, and community health. It will enable students to locate and evaluate health information and resources and to develop character, leadership, and advocacy skills so they can become more active participants in the promotion of wellness.</i>	Approximately 15 days
April May June	<b><u>Unit 3 - Medicines and Drugs</u></b> <i>In this unit, students will gain information on the responsible use of medicines as well as the effects of alcohol, tobacco, and other drugs. The appropriate use of medicines can prevent serious health problems, reduce absenteeism from work and school, and enhance the quality of life.</i>	Approximately 15 days

Health Unit 1: Wellness	Grade: 1
<b>Unit Summary:</b> This unit enables students to make informed choices about physical, social, emotional, and intellectual dimensions of wellness now and in the future. Wellness includes the following: personal health, growth and development, nutrition, diseases, health conditions, and safety. It can be defined as a way of life that emphasizes the promotion of healthy measures such as: healthy eating, learning to manage stress, reducing one's risk of contracting diseases, and preventing and treating simple injuries. Taking responsibility for one's health is an essential step towards developing and maintaining a healthy lifestyle.	

**Unit Rationale:** This unit was designed in order to increase awareness in healthy eating, teach students to manage stress, reducing one's risk of contracting diseases, as well as preventing and treating simple injuries. Students must understand the importance of wellness. In turn, students will learn to make appropriate choices that lead to a healthier lifestyle.

## **NJ Student Learning Standards:**

### **2.1 Personal and Mental Health, 2.2 Physical Wellness, 2.3 Safety**

#### **Core Ideas :**

- Personal hygiene and self-help skills promote healthy habits.
- Nutritious food choices promote wellness and are the basis for healthy eating habits.
- People need food, water, air, waste removal, and a particular range of temperatures in their environment to stay healthy.
- Many factors influence how we think about ourselves and others.
- There are different ways that individuals handle stress, and some are healthier than others.
- Communication is the basis for strengthening relationships and resolving conflict between people.
- Conflicts between people occur, and there are effective ways to resolve them.
- People in the community work to keep us safe.

#### **Performance Expectations:**

Personal Growth and Development:

2.1.2.PGD. 2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).

Nutrition:

2.2.2.N.1: Explore different types of foods and food groups.

2.2.2.N.3: Differentiate between healthy and unhealthy eating habits.

Diseases and Health Conditions:

2.3.2.HCDM.2: Demonstrate personal hygiene and the use of necessary and appropriate health-enhancing behaviors that can keep a person healthy (e.g., precautions to avoid illnesses, handle food hygienically, brush teeth, regular physical activity, adequate sleep, appropriate dress for various weather conditions).

Social and Emotional Health:

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.

2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities.

2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).

2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors.

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

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.

Safety:

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).

2.3.2. PS.4: Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol).

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

#### **Technology Standards:**

**8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

#### **Career Ready Practices:**

Act as a responsible and contributing community member and employee.

Demonstrate creativity and innovation.

Utilize critical thinking to make sense of problems and persevere in solving them  
 Model integrity, ethical leadership and effective management.  
 Use technology to enhance productivity, increase collaboration and communicate effectively.  
 Work productively in teams while using cultural/global competence.

Enduring Understandings/Goals		Essential Questions	
<p>Students will understand that...</p> <ul style="list-style-type: none"><li>• The five senses are seeing, hearing, smell, taste and touch.</li><li>• The senses are important because they help you find out about the world. They help you enjoy and learn things.</li><li>• The food groups include bread and grain, vegetables and fruit, dairy, meat and poultry, fats and sweets</li><li>• You need food to give you energy.</li><li>• In order to make the right choice about food, you need to think before you choose, imagine what could happen with each choice, make the best choice and think about what happened.</li><li>• Staying clean helps keep you healthy and is a way to kill germs that make you ill.</li><li>• You can protect your teeth by brushing, flossing, and visiting the dentist.</li><li>• Illness is spread when germs are spread by sneezing, coughing, touching your mouth, eyes and nose, and not washing your hands.</li><li>• You can stay safe at home by doing things like staying away from stoves and electric heaters, electric plugs, and know 911. You can stay safe at school by following the rules in class and on the playground. You can stay safe on the bus by staying in your seat and wearing your seatbelt.</li><li>• Refusal Skills are ways to say no. Children can say no by explaining why it is not safe, suggesting something else to do, or walking away.</li><li>• Plants, animals and people are all living things, they have basic needs like food and water. Non-living things are not alive like rocks, air and water, they do not need food.</li><li>• Family members show love for one another. Family members show kindness toward each other.</li></ul>		<ul style="list-style-type: none"><li>• What are the five senses?</li><li>• Why are senses important?</li><li>• What are the food groups?</li><li>• Why do you need food?</li><li>• How can you choose foods that will give you the energy you need?</li><li>• Why should you keep clean?</li><li>• How do you protect your teeth?</li><li>• How is illness spread?</li><li>• How do you prevent injuries at home, at school, and on the bus?</li><li>• How can refusal skills help you maintain personal safety?</li><li>• How do living things differ from nonliving things?</li><li>• What is the role of family in physical, emotional and intellectual health?</li></ul>	
Lessons		Description	
Lesson 1: Wellness Growth and Senses		<p><b>Goals/Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"><li>• Identify each of the five senses</li><li>• Explain why the five senses are important</li><li>• Identify living things</li><li>• Identify non-living things</li></ul>	

	<ul style="list-style-type: none"> <li>● Recognize that living things grow</li> <li>● Describe ways in which people grow</li> </ul> <p><b>Lesson Activities:</b></p> <ol style="list-style-type: none"> <li>1. Opening activity- use a noisemaker or whistle, ask the children to identify the sound. Discuss what body part is used to know what the sound is.</li> <li>2. Write the word senses on the board, explain that senses are how we get information about the world.</li> <li>3. Use pages 36-39 in Your Health book as a guide.</li> <li>4. Opening activity- Use a slinky to demonstrate movement- help the children understand what alive is.</li> <li>5. Make two groups of things living and nonliving- or use pictures to have children identify living and nonliving things</li> <li>6. Use pages 34-35 in Your Health as a reference</li> <li>7. Show pictures of people from birth to older- ask what the difference is, explain what growth is.</li> </ol> <p><b>Assessment of Tasks:</b></p> <ul style="list-style-type: none"> <li>● Graphic organizer-you, you are living, you have senses, you are growing</li> <li>● 5 senses poster-some things I see, hear, smell, taste, and touch. Use cutouts from magazines and online pictures</li> <li>● Multiple choice activity book page 13</li> <li>● Draw pictures of how you are growing, and new things you can do</li> </ul>
Lesson 2: Healthy Eating	<p><b>Goals/Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>● Examine the role of food choices in staying healthy</li> <li>● Use the Food Guide Pyramid to understand the importance of choosing healthful foods in appropriate amounts</li> <li>● List three ways your body uses food</li> <li>● Define energy and give examples of the way the body uses energy</li> <li>● Identify three basic meals and explain the importance of eating breakfast at the start of the day</li> <li>● Explain what it means to be ill</li> <li>● Develop awareness of signs of illness</li> <li>● Identify germs as a cause of disease</li> <li>● List ways to limit the spread of germs</li> <li>● Identify ways to stay healthy</li> <li>● Recognize the importance of caring for teeth</li> <li>● Identify what a dentist and dental hygienist does.</li> </ul> <p><b>Lesson Activities:</b></p> <ol style="list-style-type: none"> <li>1. Use some empty breakfast containers and ask the children if they had \$1.00 or \$0.50 which choice would they make. Discuss the reasons they will make these choices. Discuss the decision making process, and refer to pages 100 and 101 in Your Health textbook</li> </ol>

	<ol style="list-style-type: none"> <li>2. Discuss why people need to eat meals. Use a time clock to help the children figure out what meal to eat at what time. Discuss different types of foods you might eat for breakfast, lunch and dinner. Use pages 98 and 99 in <i>Your Health</i> as a reference. Make an example of a healthy plate.</li> <li>3. Use pages 92-93 with the food guide pyramid as a reference to discuss which foods are healthy and not healthy. To make it interactive-use post it notes and have each of the children draw a food on it, then place it where they think it goes on the food pyramid. Note that the food guide pyramid has changed- use <a href="http://www.choosemyplate.gov/kids/index.html">http://www.choosemyplate.gov/kids/index.html</a></li> <li>4. Use a moving toy and a nonmoving toy (toy without a battery) to discuss energy. Refer to pages 90-91 in <i>Your Health</i> textbook. Use picture clues with examples of children using energy and not using energy.</li> <li>5. Ask a volunteer to act out what they would do if they were ill. Have the students guess what that child is doing. Discuss pages 110-111. Ask the children to think about times when they have been ill.</li> <li>6. Ask the children what happens when you cough or sneeze? List examples of how to keep yourself healthy on the board. Read why do I need to was my hands? Or listen as a group and discuss as it reads: <a href="http://kidshealth.org/kid/talk/qa/wash_hands.html">http://kidshealth.org/kid/talk/qa/wash_hands.html</a></li> <li>7. Use pages 116-117 in <i>Your Health</i> book to discuss illnesses children might get. Discuss which parts of the body where you might find signs of illness. Read “Carly Catches a Cold” Activity Book Page 38 and number the parts in order.</li> <li>8. Hold up an umbrella and ask the kids what it does. Discuss that an umbrella protects us from rain. Talk about when you go to the doctor and get shots. Tell them the shots are to help protect from disease.</li> <li>9. Dental health can be discussed during dental health month in February. Chapter 3 in <i>Your Health</i> book-page 52 also addresses the topic. Make posters to support Dental Health Month.</li> </ol> <p><b>Assessment of Tasks:</b></p> <ul style="list-style-type: none"> <li>● Class discussions</li> <li>● Worksheets</li> <li>● Brainpop quizzes</li> <li>● Posters and projects</li> </ul>
Lesson 3: Staying Safe	<p><b>Goals/Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>● Recognize situations that might be dangerous</li> <li>● Identify personal and interpersonal behaviors in their everyday lives that might present a risk to their health or safety</li> <li>● Connect what they already know with what they are learning</li> <li>● Describe a decision-making process</li> <li>● Identify safety rules for crossing the street, riding in cars and buses, and using playground equipment</li> <li>● Demonstrate how to avoid danger from fires and strangers</li> <li>● Practice responding appropriately in emergencies</li> </ul> <p><b>Lesson Activities:</b></p>

	<ol style="list-style-type: none"> <li>1. Begin with introducing a topic: "an accident near the school" by reading a short passage such as the one below:            "It is 8:45 a.m. The school bus arrives in front of the school. Justine is in a hurry to tell her friend Mario about her afternoon at the circus yesterday. Just as she is getting off the bus, she sees Mario and races toward him, calling his name. She does not see the blue car coming! And the driver cannot stop in time..."</li> <li>2. Invite the students to imagine what happens just after this: what do people do and how do they feel? (They should not discuss their thoughts at this point.) Ask the students if they would like to do a drama which would involve them in role as Mario, Justine and other people who would be present in this situation. Discuss who these people might be (the driver of the blue car, other students in the school bus, the school bus driver, teachers arriving at the school when the accident occurred, parents accompanying their children to school). Divide the students into groups, according to the roles they have chosen</li> <li>3. Role play crossing the street by setting up a crosswalk in your classroom. Discuss pages 148-149 in Your Health book</li> <li>4. Act out driving in a family car by setting up chairs in the classroom to look like car seats. Discuss how the children get in the car, get out of the car and what happens inside, Use pages 150-151 to help with discussion.</li> <li>5. Use a phone or sheet with numbers on it to allow the children to practice dialing 911-discuss what an emergency situation is, Use oages 152-153 to assist in discussion.</li> <li>6. Fire Safety- Fire safety assembly discussed in October- Use pages 154-157 also to assist with fire safety.</li> <li>7. Bicycle Safety- Use assembly FPPD, Discussed in June, Discuss safety signs and safe ways to get to school.</li> </ol> <p><b>Assessment of Tasks:</b></p> <ul style="list-style-type: none"> <li>● Class Discussions</li> <li>● Worksheets</li> <li>● Role Plays</li> <li>● Chapter reviews</li> </ul>
<b>Skills (Students will be able to...)</b>	
<ul style="list-style-type: none"> <li>● Identify each of the five senses</li> <li>● Explain why the five senses are important</li> <li>● Identify the food groups</li> <li>● Explain why we need food</li> <li>● Differentiate between good food choices and bad food choices</li> <li>● Explain how to keep your body and teeth clean</li> <li>● List several causes of illness</li> <li>● Explain how illness can be prevented</li> <li>● Discuss rules of safety at home, in school and on the bus</li> <li>● Identify different ways to say no</li> <li>● Differentiate between living and nonliving things</li> <li>● Explain the different kinds of families</li> </ul>	

Evidence of Learning (Assessments)	Accommodations and Modifications
<div data-bbox="111 399 1031 464"><b>Formative Assessments:</b></div> <ul data-bbox="163 483 331 532" style="list-style-type: none"> <li>• <i>Class discussion</i></li> <li>• <i>Closure activity</i></li> </ul> <div data-bbox="111 553 1031 613"><b>Summative Assessments:</b></div> <ul data-bbox="163 630 583 678" style="list-style-type: none"> <li>• End of Unit Culminating Discussion/Activity</li> <li>• Wellness Activity Book</li> </ul> <div data-bbox="111 699 1031 760"><b>Benchmark Assessments:</b></div> <ul data-bbox="163 776 325 800" style="list-style-type: none"> <li>• Pre/Post Tests</li> </ul> <div data-bbox="111 821 1031 881"><b>Alternative Assessments:</b></div> <ul data-bbox="163 898 289 922" style="list-style-type: none"> <li>• Portfolios</li> </ul>	<div data-bbox="1073 399 1892 464"><b>Special Education</b></div> <ul data-bbox="1125 483 1871 589" style="list-style-type: none"> <li>• <a href="#">Curricular Modifications and Guidance for Students Educated in Special Class Settings</a></li> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul> <p data-bbox="1073 589 1220 613"><b><i>Differentiation:</i></b></p> <ul data-bbox="1125 613 1392 719" style="list-style-type: none"> <li>• <i>Preview content and concepts</i></li> <li>• <i>Behavior management plan</i></li> <li>• <i>Highlight text</i></li> <li>• <i>Small group setting</i></li> </ul> <p data-bbox="1073 719 1318 743"><b><i>High-Prep Differentiation:</i></b></p> <ul data-bbox="1125 743 1566 946" style="list-style-type: none"> <li>• <i>Alternative formative and summative assessments</i></li> <li>• <i>Guided Reading</i></li> <li>• <i>Personal agendas</i></li> <li>• <i>Project-based learning</i></li> <li>• <i>Problem-based learning</i></li> <li>• <i>Stations/centers</i></li> <li>• <i>Tiered activities/assignments</i></li> <li>• <i>Varying organizers for instructions</i></li> </ul> <p data-bbox="1073 946 1310 971"><b><i>Low-Prep Differentiation:</i></b></p> <ul data-bbox="1125 971 1350 1052" style="list-style-type: none"> <li>• <i>Clubbing activities</i></li> <li>• <i>Exploration by interest</i></li> <li>• <i>Flexible groupings</i></li> </ul> <div data-bbox="1073 1073 1892 1133"><b>English Language Learners</b></div> <ul data-bbox="1125 1149 1850 1255" style="list-style-type: none"> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> <li>• <a href="#">Unit 1: Curriculum for ELL</a></li> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> </ul> <div data-bbox="1073 1276 1892 1336"><b>Students at Risk for Failure</b></div>

	<ul style="list-style-type: none"> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> <li>• <a href="#"><i>Subgroup Accommodations and Modifications</i></a></li> </ul> <p><b>Gifted and Talented</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> <li>• <a href="#"><i>Subgroup Accommodations and Modifications</i></a></li> </ul> <p><b>Students with 504 Plans</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> <li>• <a href="#"><i>Subgroup Accommodations and Modifications</i></a></li> </ul>
<p><b>Core Instructional and Supplemental Materials Professional Resources:</b></p>	<p><b>Core Instructional, Supplemental, Instructional, and Intervention Resources</b></p>
<p><b>Core Professional Resources:</b></p> <ul style="list-style-type: none"> <li>• Textbook: Your Health (1999) Harcourt and Brace - Teacher Guide</li> <li>• Weekly Reader teacher guide</li> <li>• <a href="http://www.dole.com/SuperKids/Games/GamesDetail/tabid/784/Default.aspx#">http://www.dole.com/SuperKids/Games/GamesDetail/tabid/784/Default.aspx#</a></li> <li>• <a href="http://www.dairycouncilofca.org/Tools/MyPyramid/">http://www.dairycouncilofca.org/Tools/MyPyramid/</a></li> <li>• <a href="http://www.state.nj.us/education/aps/cccs/career/">http://www.state.nj.us/education/aps/cccs/career/</a></li> <li>• <a href="http://kidshealth.org/kid/talk/qa/wash_hands.html">http://kidshealth.org/kid/talk/qa/wash_hands.html</a></li> <li>• <a href="http://www.choosemyplate.gov/kids/index.html">http://www.choosemyplate.gov/kids/index.html</a></li> </ul> <p><b>Supplemental Professional Resources:</b></p> <ul style="list-style-type: none"> <li>• Education.com worksheets and printables</li> <li>• Brainpop Video- senses</li> </ul>	<p><b>Core Instructional Resources:</b></p> <ul style="list-style-type: none"> <li>• Weekly Reader student magazine</li> <li>• Textbook: Your Health (1999) Harcourt and Brace - Student Version</li> </ul> <p>Books:</p> <ul style="list-style-type: none"> <li>• Body Detectives - Level N</li> <li>• Let's Explore the Five Senses with City Dog and Country Dog - Level G</li> <li>• Discovering my World - The 5 Sense - Level G</li> <li>• The 5 Senses - Level I</li> <li>• The Magic School Bus Explores the Senses - Level P</li> </ul> <p><b>Supplemental Resources:</b></p> <ul style="list-style-type: none"> <li>• Fountas and Pinnell Interactive Read Aloud Kits (IRA)</li> <li>• OT/PT/Speech consults and provided supports</li> </ul>

<ul style="list-style-type: none"> <li>• <a href="http://www.dole.com/SuperKids/Games/GamesDetail/tabid/784/Default.aspx#">http://www.dole.com/SuperKids/Games/GamesDetail/tabid/784/Default.aspx#</a></li> <li>• <a href="http://www.dairyCouncilofca.org/Tools/MyPyramid/">http://www.dairyCouncilofca.org/Tools/MyPyramid/</a></li> </ul>	<p><b>Intervention Resources:</b></p> <ul style="list-style-type: none"> <li>• Leveled Literacy Intervention Texts</li> </ul>
<p style="text-align: center;"><b>Interdisciplinary Connections</b></p> <ul style="list-style-type: none"> <li>• <b>Science:</b> relate to body systems, illnesses, germs, hygiene</li> <li>• <b>English Language Arts:</b> read alouds, comprehension skills</li> <li>• <b>Social Studies:</b> real life situations, functioning in the community, being a healthy member of the community</li> </ul> <p><b>Math</b>  <b>1.OA.A.1</b> Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.  Math Practice  Make sense of problems and persevere in solving them.</p> <p><b>ELA</b></p> <p>RF.1.4 Read with sufficient accuracy and fluency to support comprehension.  RF.1.4a Read grade-level text with purpose and understanding.  RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression.  SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.  SL.1.6 Produce complete sentences when appropriate to task and situation.</p> <p><b>Standard 8 Computer Science</b>  8.1.2.DA.3: Identify and describe patterns in data visualizations.  <b>Standard 9 Career Readiness, Life Literacy, and Key Skills</b>  9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.</p>	<p style="text-align: center;"><b>Integration of Technology through NJSLs</b></p> <ul style="list-style-type: none"> <li>• Listen to books on CDs, tapes, videos or podcasts if available.</li> <li>• Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page)</li> <li>• Use document camera or overhead projector for shared reading of texts.</li> <li>• BrainPop Videos</li> <li>• Flocabulary Videos</li> <li>• Science A-Z online books and materials</li> <li>• Computer</li> <li>• Interactive Board</li> <li>• <a href="http://www.safekids.com">www.safekids.com</a></li> <li>• <a href="http://www.bhsi.org">www.bhsi.org</a></li> </ul>
<p style="text-align: center;"><b>Integration of 21st Century Themes</b></p> <ul style="list-style-type: none"> <li>• Health Literacy</li> <li>• Global Awareness</li> <li>• Civic Literacy</li> <li>• Creativity and Innovation</li> <li>• Critical Thinking and Problem Solving</li> <li>• Communication and Collaboration</li> <li>• Information Literacy</li> <li>• Life and Career Skills</li> </ul>	<p style="text-align: center;"><b>Media Literacy Integration</b></p> <ul style="list-style-type: none"> <li>• Ask students to look for specific things when they view videos or read print material, and then ask questions about those items as related to health and wellness.</li> <li>• Build on the intuitive knowledge students have gained from media about the story and character in read alouds that relate to health and wellness</li> <li>• Clarify the distinction between fiction and nonfiction in different types of media reporting on the topics of health and wellness</li> <li>• Use print materials to practice reading and comprehension skills on the topics of health and wellness</li> </ul>

<ul style="list-style-type: none"> <li>• Global and Environmental Awareness</li> <li>• Problem Solving Skills</li> <li>• Initiative and Self Direction</li> </ul> <p>*Additional information on the 21st Century Skills and Themes can be found by visiting the following link: <a href="#">21st Century Skills for College and Careers</a></p>	
Career Education	Global Perspectives
<p>9.2 Career Awareness, Exploration, and Preparation</p> <ul style="list-style-type: none"> <li>• Trip to a local supermarket</li> <li>• Invite a nutritionist to come speak</li> <li>• Trip to doctor or dentist</li> </ul>	<ul style="list-style-type: none"> <li>• Eyecare Month - January</li> <li>• National Staying Healthy Month- January</li> <li>• Week of Respect- March</li> <li>• Red Ribbon Week- October</li> <li>• Kindness Month - February</li> <li>• Pennies for Patients Drive - February</li> <li>• American Heart Month- February</li> <li>• Jump Rope for Heart Fundraiser- April</li> <li>• American Red Cross Month -March</li> <li>• Dentist Day- March</li> <li>• Autism Awareness Month- April</li> <li>• Healthy Kids Day - April</li> </ul>

Health Unit 2: Integrated Skills	Grade: 1
<p><b>Unit Summary:</b> Critical thinking, decision making, problem solving, and communication skills are necessary in seeking responsible healthy behaviors. This unit enables students to locate and evaluate health information and resources. It enables students to develop character leadership and advocacy skills so they can become more active participants in the promotion of wellness. Integrated skills include; communication, decision making, planning and goal setting, character development, leadership advocacy and service, health services and careers.</p> <p><b>Unit Rationale:</b> This unit is designed to allow students to increase awareness and resistance of destructive behaviors and seek out positive opportunities for growth and learning in regards to their own personal health and wellness as well as the health and wellness of others. The skills learned in this unit are applicable to all areas of life.</p>	
<b>NJ Student Learning Standards:</b>	
<p><b>2.1 Personal and Mental Health, 2.3 Safety</b></p> <p><b>Core Ideas:</b></p> <ul style="list-style-type: none"> <li>• People in the community work to keep us safe.</li> <li>• Every individual has unique skills and qualities, which can include the activities they enjoy such as how they may dress, their mannerisms, things they like to do.</li> <li>• There are different ways that individuals handle stress, and some are healthier than others.</li> <li>• The environment can impact personal health and safety in different ways.</li> <li>• Many factors influence how we think about ourselves and others.</li> </ul>	

- People have relationships with others in the local community and beyond.
- Many factors influence how we think about ourselves and others.

**Performance Expectations**

Interpersonal Communication:

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

2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors.

Decision Making & Goal Setting:

2.3.2.PS.1: Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.

2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities

Character Development:

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.

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

Advocacy and Service:

2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).

Health Services and Information:

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

**Technology Standards:**

**8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

**Career Ready Practices:**

Act as a responsible and contributing community member and employee.

Demonstrate creativity and innovation.

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

Model integrity, ethical leadership and effective management.

Use technology to enhance productivity, increase collaboration and communicate effectively.

Work productively in teams while using cultural/global competence.

Enduring Understandings/Goals	Essential Questions
<p>Students will understand that...</p> <ul style="list-style-type: none"> <li>• People are unique because no one else is like them. No one looks or acts just like you.</li> <li>• Feelings are what you feel inside. Examples: happy, sad, afraid or excited.</li> <li>• Treating others nicely is called respect. Helping others and being kind shows respect. Being friendly means being kind to other people, you can talk or play with others as a way of being friendly.</li> <li>• Examples of workers that help the community: doctors, nurses, police, firemen, garbage men, EMT.</li> <li>• Community health workers keep the people of the community healthy and safe.</li> <li>• Some ways to improve community health are to recycle, and clean up garbage</li> <li>• The steps for communicating are: Decide whom to talk to, say what you need to say, listen, and get information.</li> </ul>	<ul style="list-style-type: none"> <li>• What are the factors that make each person unique?</li> <li>• What are some common feelings and their expressions?</li> <li>• How do you show respect and friendliness?</li> <li>• Who are the workers that keep the community healthy and safe?</li> <li>• What are some contributions of community health workers?</li> <li>• What are some ways to improve community health?</li> <li>• What are the steps for communication?</li> <li>• When are some times when you might feel stress and how can you manage it?</li> </ul>

<ul style="list-style-type: none"> <li>Sometimes you might feel stressed if your normal routine changes, or if you have a big project. You might manage the stress by exercising or doing something to take your mind off of what is bothering you.</li> </ul>	
Lessons	Description
Lesson 1: Developing Good Character and Leadership	<p><b>Goals/Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Recognize what it means to be unique</li> <li>Identify ways people are special</li> <li>Recognize that all people have feelings</li> <li>Identify ways to show feelings</li> <li>Recognize the importance of showing respect toward others</li> <li>Discuss ways to show respect in speech, touch and actions</li> </ul> <p><b>Lesson Activities:</b></p> <ol style="list-style-type: none"> <li>1. Use a graphic organizer-Me and my feelings with boxes, I am special, I have feelings, I show respect, and I am a friend. Complete as a class</li> <li>2. Trace outlines of students, teacher asks each student to write positive things, or teacher may write positive things about each student, have the children compare the similarities and differences- use pages 16-17 in Your Health as a reference.</li> <li>3. Show 4 different emotions with cards or faces discuss what each face is saying. Give children some scenarios and ask how they would feel. 1e) it's your birthday, your brother or sister broke your toy, you moved to a new school. Discuss why you think different people have different feelings. Pages 18-19 in Your Health</li> <li>4. Use music that might portray different feelings and have the children draw pictures of what they think about when they hear it. (art and music connection)</li> <li>5. Role play scenarios of sharing, different things that would happen on the playground (tag-getting out, who gets to swing) Give an example of fighting, and an example of showing respect. Discuss what respect is, and brainstorm with children respectful behavior.</li> <li>6. Review good touch and bad touch, show examples of pictures where children are holding hands, hugging, or helping each other. Show other pictures of pinching, pushing or hitting and ask how the children's faces look.</li> </ol> <p><b>Assessment of Tasks:</b></p> <ul style="list-style-type: none"> <li>Individual graphic organizers</li> <li>Outline can be completed with help at home or in school</li> <li>Worksheet on emotions</li> <li>Activity book page 10-respecting others</li> </ul>
Lesson 2: Community and Responsibility	<p><b>Goals/Objectives:</b></p>

	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>● Identify workers who keep the community healthy and safe</li> <li>● Discuss the contributions of community health workers</li> <li>● Describe efforts to improve community health by reducing and recycling</li> <li>● Explain the meaning of community</li> <li>● Recognize that garbage poses a health risk to community</li> <li>● Identify the role of sanitation workers in maintaining public health</li> <li>● Define environment and litter</li> <li>● Dispose of trash and avoid litter</li> </ul> <p><b>Lesson Activities:</b></p> <ol style="list-style-type: none"> <li>1. Explain what a community is. Ask students what the name of their community is. Ask students if they think that the only community is Florham Park, or can they think of other communities. Post signs around the room saying police officer, fire fighter, doctor, nurse, paramedic, health department, trash collectors. Give scenarios to the children and have them go to the sign that they think would do that scenario. Example: There is a fire in the neighborhood, who would help? The children would go to the firefighter sign. Complete activity book page 54 match the helpers. Lessons can be found on page 168 and 169 in Your Health book.</li> <li>2. Ask the children what they think might happen if people never cleaned up their garbage. Discuss what an environment is and ask the children who help to keep their neighborhood clean. Take the children on a walk around the school and have the children point out where there is garbage. When you return to the classroom have the children draw the places where they saw garbage. Discuss ways to prevent trash problems. Use pages 174-177 in Your Health to aid in discussion.</li> <li>3. Have children collect materials that you can use to make something in the classroom out of trash and recyclables. Create posters for the school that show students throwing trash away. Complete activity book page 58, making decisions about trash after reading pages 178 and 179 in Your Health Book.</li> </ol> <p><b>Assessment of Tasks:</b></p> <ul style="list-style-type: none"> <li>● Posters</li> <li>● Class discussion</li> <li>● Activity book pages</li> <li>● Worksheets</li> </ul>
Lesson 3: Communication and Stress	<p><b>Goals/Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>● Students will identify ways to stay healthy.</li> <li>● Will identify steps for communicating</li> <li>● Apply communications skills in times of illness</li> </ul>

	<ul style="list-style-type: none"> <li>● Explain what it means to be ill</li> <li>● Develop awareness of signs of illness</li> <li>● Identify exercise as a way to manage stress</li> <li>● Apply stress management skills</li> <li>● List 4 things sleep does for your body</li> </ul> <p><b>Lesson Activities:</b></p> <ol style="list-style-type: none"> <li>1. As an introduction, the children fill in a graphic organizer as a class about illness, ask them signs of illness, signs of allergies, causes of allergies, and ways to stay well. The children can add to this organizer as you move through the chapter. Use pages 110-121 as a guide. Play charades and have the children guess an illness, example hold you head for a headache, and stomach for a stomach ache.</li> <li>2. Explain to the children that when you are ill you do not feel healthy. Have the children give examples of times they have not felt healthy. Collect pictures from magazines or online about different illnesses, have the children describe how each person might be feeling. Ask the children how their body might change as they feel ill.</li> <li>3. Discuss the word communication, explain that when you communicate, you tell someone how you feel, and the other person is able to understand you. Go through some situations where you might need to communicate with a friend, teacher, parent, or stranger. Read pages 112 and 113.</li> <li>4. Write stress on the board, review with children what stress is and what may cause it, Ask the children to imagine a stressful situation like taking a big test or going away from home. Read pages 80 and 81 in Your Health book, Complete the manage stress activity book page 27.</li> <li>5. Ask the children how they feel when they are told to go to bed. Help the children understand that most of the time though they want to stay up later, the amount of time they spend sleeping will affect how they feel the next day. Create a poster of things that will help you stay healthy, be sure the children add sleep as one of them. Read page 84. Have the children keep a log of the times they go to bed and get up in the morning (cross curricular math activity).</li> </ol> <p><b>Assessment of Tasks:</b></p> <ul style="list-style-type: none"> <li>● Create a book of ideas for staying healthy and fighting germs.</li> <li>● Complete Activity book -page 36</li> <li>● Activity book page 27</li> <li>● Bed time and rise log</li> </ul>
<p><b>Skills (Students will be able to...)</b></p> <ul style="list-style-type: none"> <li>● Discuss uniqueness, and identify what makes them unique</li> <li>● Recognize what feelings are</li> <li>● Identify ways to show feelings</li> <li>● Recognize the importance of respect and getting along with others</li> <li>● Discuss ways to show respect in speech, touch and actions</li> <li>● Identify community workers/helpers</li> <li>● Explain the meaning of community</li> </ul>	

- Recognize that garbage poses a health risk to a community
- Identify responsible ways to dispose of trash and avoid litter
- Define the steps to communication
- Recognize stressful situations
- Apply communication skills in times of need

Evidence of Learning (Assessments)	Accommodations and Modifications
<div data-bbox="113 565 1033 630"><b>Formative Assessments:</b></div> <ul data-bbox="163 646 336 698" style="list-style-type: none"> <li>• <i>Class discussion</i></li> <li>• <i>Closure activity</i></li> </ul> <div data-bbox="113 714 1033 776"><b>Summative Assessments:</b></div> <ul data-bbox="163 792 583 844" style="list-style-type: none"> <li>• End of Unit Culminating Discussion/Activity</li> <li>• Wellness Activity Book</li> </ul> <div data-bbox="113 860 1033 922"><b>Benchmark Assessments:</b></div> <ul data-bbox="163 938 327 964" style="list-style-type: none"> <li>• Pre/Post Tests</li> </ul> <div data-bbox="113 980 1033 1042"><b>Alternative Assessments:</b></div> <ul data-bbox="163 1058 289 1084" style="list-style-type: none"> <li>• Portfolios</li> </ul>	<div data-bbox="1075 565 1890 630"><b>Special Education</b></div> <ul data-bbox="1125 646 1873 747" style="list-style-type: none"> <li>• <a href="#">Curricular Modifications and Guidance for Students Educated in Special Class Settings</a></li> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul> <p data-bbox="1075 747 1222 773"><b><i>Differentiation:</i></b></p> <ul data-bbox="1125 776 1394 876" style="list-style-type: none"> <li>• <i>Preview content and concepts</i></li> <li>• <i>Behavior management plan</i></li> <li>• <i>Highlight text</i></li> <li>• <i>Small group setting</i></li> </ul> <p data-bbox="1075 876 1318 902"><b><i>High-Prep Differentiation:</i></b></p> <ul data-bbox="1125 906 1566 1110" style="list-style-type: none"> <li>• <i>Alternative formative and summative assessments</i></li> <li>• <i>Guided Reading</i></li> <li>• <i>Personal agendas</i></li> <li>• <i>Project-based learning</i></li> <li>• <i>Problem-based learning</i></li> <li>• <i>Stations/centers</i></li> <li>• <i>Tiered activities/assignments</i></li> <li>• <i>Varying organizers for instructions</i></li> </ul> <p data-bbox="1075 1110 1310 1136"><b><i>Low-Prep Differentiation:</i></b></p> <ul data-bbox="1125 1140 1348 1214" style="list-style-type: none"> <li>• <i>Clubbing activities</i></li> <li>• <i>Exploration by interest</i></li> <li>• <i>Flexible groupings</i></li> </ul> <div data-bbox="1075 1230 1890 1295"><b>English Language Learners</b></div> <ul data-bbox="1125 1312 1852 1386" style="list-style-type: none"> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> <li>• <a href="#">Unit 1: Curriculum for ELL</a></li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#"><i>Subgroup Accommodations and Modifications</i></a></li> </ul> <p><b>Students at Risk for Failure</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><i>Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</i></a></li> <li>• <a href="#"><i>Subgroup Accommodations and Modifications</i></a></li> </ul> <p><b>Gifted and Talented</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><i>Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</i></a></li> <li>• <a href="#"><i>Subgroup Accommodations and Modifications</i></a></li> </ul> <p><b>Students with 504 Plans</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><i>Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</i></a></li> <li>• <a href="#"><i>Subgroup Accommodations and Modifications</i></a></li> </ul>
<p><b>Core Instructional and Supplemental Materials Professional Resources:</b></p>	<p><b>Core Instructional, Supplemental, Instructional, and Intervention Resources</b></p>
<p><b>Core Professional Resources:</b></p> <ul style="list-style-type: none"> <li>• Textbook: Your Health (1999) Harcourt and Brace - Teacher Guide</li> <li>• Weekly Readers Teacher Edition</li> <li>• <a href="http://www.dole.com/SuperKids/Games/GamesDetail/tabid/784/Default.aspx#">http://www.dole.com/SuperKids/Games/GamesDetail/tabid/784/Default.aspx#</a></li> <li>• <a href="http://www.dairycouncilofca.org/Tools/MyPyramid/">http://www.dairycouncilofca.org/Tools/MyPyramid/</a></li> <li>• <a href="http://www.state.nj.us/education/aps/cccs/career/">http://www.state.nj.us/education/aps/cccs/career/</a></li> </ul> <p><b>Supplemental Professional Resources:</b></p>	<p><b>Core Instructional Resources:</b></p> <ul style="list-style-type: none"> <li>• Weekly Readers -student versions</li> <li>• Textbook: Your Health (1999) Harcourt and Brace - Student Version</li> </ul> <p><b>Supplemental Resources:</b></p> <ul style="list-style-type: none"> <li>• Fountas and Pinnell Interactive Read Aloud Kits (IRA)</li> <li>• OT/PT/Speech consults and provided supports</li> </ul>

<ul style="list-style-type: none"> <li>• <a href="http://www.nchealthyschools.org/lessonplans/1/">http://www.nchealthyschools.org/lessonplans/1/</a></li> <li>• <a href="http://www.teachervision.fen.com/mental-health/printable/44813.html">http://www.teachervision.fen.com/mental-health/printable/44813.html</a></li> <li>• <a href="http://ideas.wisconsin.edu/ideas_resource.cfm?rid=18758&amp;grade=1&amp;glid=19&amp;startrow=1&amp;sid=42&amp;rtype=1%2C46%2C87">http://ideas.wisconsin.edu/ideas_resource.cfm?rid=18758&amp;grade=1&amp;glid=19&amp;startrow=1&amp;sid=42&amp;rtype=1%2C46%2C87</a></li> <li>• <a href="http://www.learningtogive.org/lessons/unit156/lesson4.html">http://www.learningtogive.org/lessons/unit156/lesson4.html</a></li> <li>• <a href="http://www.teachervision.fen.com/community-helpers/printable/29309.html">http://www.teachervision.fen.com/community-helpers/printable/29309.html</a></li> <li>• <a href="http://edhelper.com/community_helpers.htm">http://edhelper.com/community_helpers.htm</a></li> <li>• <a href="http://tabstart.com/directory/education/feelings-and-emotions-worksheet-1367">http://tabstart.com/directory/education/feelings-and-emotions-worksheet-1367</a></li> </ul>	<p><b>Intervention Resources:</b></p> <ul style="list-style-type: none"> <li>• Leveled Literacy Intervention Texts</li> </ul>
<p><b>Interdisciplinary Connections</b></p>	<p><b>Integration of Technology through NJSLs</b></p>
<ul style="list-style-type: none"> <li>• <b>Science:</b> relate to body systems, illnesses, germs, hygiene</li> <li>• <b>English Language Arts:</b> read alouds, comprehension skills</li> <li>• <b>Social Studies:</b> real life situations, functioning in the community, being a healthy member of the community</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to books on CDs, tapes, videos or podcasts if available.</li> <li>• Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page)</li> <li>• Use document camera or overhead projector for shared reading of texts.</li> <li>• BrainPop Videos</li> <li>• Flocabulary Videos</li> <li>• Science A-Z online books and materials</li> <li>• Computer</li> <li>• Interactive Board</li> <li>• <a href="http://www.safekids.com">www.safekids.com</a></li> <li>• <a href="http://www.bhsi.org">www.bhsi.org</a></li> </ul>
<p><b>Integration of 21st Century Themes</b></p>	<p><b>Media Literacy Integration</b></p>
<ul style="list-style-type: none"> <li>• Health Literacy</li> <li>• Global Awareness</li> <li>• Civic Literacy</li> <li>• Creativity and Innovation</li> <li>• Critical Thinking and Problem Solving</li> <li>• Communication and Collaboration</li> <li>• Information Literacy</li> <li>• Life and Career Skills</li> <li>• Global and Environmental Awareness</li> <li>• Problem Solving Skills</li> <li>• Initiative and Self Direction</li> </ul> <p>*Additional information on the 21st Century Skills and Themes can be found by visiting the following link: <a href="#">21st Century Skills for College and Careers</a></p>	<ul style="list-style-type: none"> <li>• Ask students to look for specific things when they view videos or read print material, and then ask questions about those items as related to health and wellness.</li> <li>• Build on the intuitive knowledge students have gained from media about the story and character in read alouds that relate to health and wellness</li> <li>• Clarify the distinction between fiction and nonfiction in different types of media reporting on the topics of health and wellness</li> <li>• Use print materials to practice reading and comprehension skills on the topics of health and wellness</li> </ul>
<p><b>Career Education</b></p>	<p><b>Global Perspectives</b></p>

<p>9.2 Career Awareness, Exploration, and Preparation</p> <ul style="list-style-type: none"> <li>• Trip to a local supermarket</li> <li>• Invite a nutritionist to come speak</li> <li>• Trip to doctor or dentist</li> </ul>	<ul style="list-style-type: none"> <li>• Eyecare Month - January</li> <li>• National Staying Healthy Month- January</li> <li>• Week of Respect- March</li> <li>• Red Ribbon Week- October</li> <li>• Kindness Month - February</li> <li>• Pennies for Patients Drive - February</li> <li>• American Heart Month- February</li> <li>• Jump Rope for Heart Fundraiser- April</li> <li>• American Red Cross Month -March</li> <li>• Dentist Day- March</li> <li>• Autism Awareness Month- April</li> <li>• Healthy Kids Day - April</li> </ul>
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Health Unit 3: Drugs and Medicine	Grade: 1
<p><b>Unit Summary:</b> This unit examines the safe use of medicines. It also discusses drugs as a substance that alters the way the body works. It talks about common drugs such as caffeine, alcohol, tobacco and outlines their harmful effects. An intrical part of this unit is teaching students strategies to say “no”.</p> <p><b>Unit Rationale:</b> The appropriate use of medicines can prevent serious health problems, reduce absenteeism from work and school, and enhance the quality of life. Conversely, the misuse or abuse of substances such as alcohol, tobacco, and other drugs can impair judgment and lead to illness and injury. Helping students to acknowledge the internal and external pressures that influence them to use substances enables and empowers them to make choices that support a healthy and active lifestyle.</p>	
<p><b>NJ Student Learning Standards:</b></p> <p>2.3 Safety:</p> <p><b>Core Ideas:</b></p> <ul style="list-style-type: none"> <li>• The use of alcohol, tobacco, and other drugs in unsafe ways is harmful to one’s health.</li> </ul> <p><b>Performance Expectations:</b></p> <p>Medicines:</p> <p>2.3.2.ATD.1: Explain what medicines are, how they are used, and the importance of utilizing medications properly.</p> <p>Alcohol, Tobacco, and Other Drugs:</p> <p>2.3.2.ATD.2: Identify ways in which drugs, including some medicines, can be harmful.</p> <p><b>Technology Standards:</b></p> <p>8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p> <p><b>Career Ready Practices:</b></p> <ul style="list-style-type: none"> <li>• Act as a responsible and contributing community member and employee.</li> <li>• Demonstrate creativity and innovation.</li> <li>• Utilize critical thinking to make sense of problems and persevere in solving them</li> <li>• Model integrity, ethical leadership and effective management.</li> </ul>	

<ul style="list-style-type: none"> <li>• Use technology to enhance productivity, increase collaboration and communicate effectively.</li> <li>• Work productively in teams while using cultural/global competence.</li> </ul>	
Enduring Understandings/Goals	Essential Questions
<p>Students will understand that...</p> <ul style="list-style-type: none"> <li>• Medicines are used to help people feel better. They help people who are ill or prevent people from getting ill.</li> <li>• Doctors and nurses can give medicines, parents and other adult family members can give medicines. Families follow the rules for using medicines safely.</li> <li>• Caffeine makes the heart beat fast, and can keep you from falling asleep.</li> <li>• Tobacco speeds the body up, it also makes the heart beat faster, it can cause lung disease and cancer.</li> <li>• Alcohol slows down parts of the body, it may stop a person's heart or breathing</li> <li>• You can refuse drugs. Stay away from bottles, cans, and glasses that hold tobacco and alcohol.</li> </ul>	<ul style="list-style-type: none"> <li>• What are medicines used for?</li> <li>• How can people use medicines safely?</li> <li>• What are common drugs?</li> <li>• What does caffeine do to the body?</li> <li>• What does tobacco do to the body?</li> <li>• What does alcohol do to the body?</li> <li>• How can I stay away from drugs?</li> </ul>
Lessons	Description
Lesson 1: Medicine	<p><b>Goals/Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Identify rules for the safe use of medicines</li> <li>• Identify people who can help children take medicines</li> </ul> <p><b>Lesson Activities:</b></p> <ol style="list-style-type: none"> <li>1. Have the children act out the scenarios in the teacher's guide on page 128. Ask the children what happens next in each of the scenes. Ask the children to name different kinds of medicines they have seen in the store. Read pages 128-129. Discuss the rules for using medicines. Tell the children that some medicines may look or taste like candy, but they should not take them unless an adult is present.</li> <li>2. Children can make stick puppets, one adult and one child to help them role play a situation when an adult might give a child a medicine.</li> </ol> <p><b>Assessment of Tasks:</b></p> <ul style="list-style-type: none"> <li>• Children can draw a picture to remind them about the medicine rules.</li> <li>• Complete activity book page 43</li> </ul>
Lesson 2: Alcohol, Tobacco and Other Drugs	<p><b>Goals/Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Recognize that some drugs are legal for adults but are unsafe for children and unhealthful for everyone</li> <li>• Explain the harmful effects of caffeine, tobacco and alcohol</li> </ul> <p><b>Lesson Activities:</b></p>

	<p>1. Play the game drug or not drug by using pictures to classify different common products that children might see. The children can put the pictures on the board in two separate categories. Discuss caffeine, tobacco, and alcohol. Discuss what legal means, have children come up with a definition for the word. Talk about things that adults can do, and things that children can do. Compare healthy and unhealthy activities.</p> <p>2. Discuss times when the children's heart might beat fast. Talk about caffeine, and the foods it is found in. Read pages 134-135 in Your Health.</p> <p>3. Write the word habit on the board. Ask the students what are good habits. Tell the students that it is hard to change habits, and that it is easier to not start a bad habit. Read pages 136 and 137 in Your Health. Discuss that tobacco use is a habit that hurts people.</p> <p>4. Ask students if they have ever been dizzy, forgotten things, or felt sick to their stomachs. Explain to them that sometimes when people drink too much they feel those feelings. Explain that some alcohol is used for good. It kills germs and is used in some mouthwashes, and cough medicine.</p> <p><b>Assessment of Task:</b></p> <ul style="list-style-type: none"> <li>● Complete activity book page 45.</li> <li>● Complete activity book page 44</li> <li>● Make a poster and draw arrows to the parts of the body alcohol effects.</li> </ul>
Lesson 3: Saying No and Staying Away	<p><b>Goals/Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>● Explain what it means to refuse</li> <li>● Demonstrate techniques for refusing and avoiding drugs.</li> <li>● Identify skills for refusal</li> <li>● Apply refusal skills to say no to unsafe use of medicines and use of drugs</li> </ul> <p><b>Lesson Activities:</b></p> <p>1. Write the word refuse on the board, refuse means to say no or turn something down. Teach the children the song on page 140 in the teacher's guide. Read pages 140-141 Create scenarios and use role playing to help children learn to say no.</p> <p>2. Brainstorm situations you might need to refuse something. Read pages 142-143 and discuss possible outcomes if Tanya had taken Nancy's medicine.</p> <p>3. Split the children up into small groups and give them each a scenario to act out (scenarios can be found on page 143 in the teacher's guide) practice the steps for saying no. Complete the chapter 7 review orally or in small groups.</p> <p><b>Assessment of Task:</b></p> <ul style="list-style-type: none"> <li>● Assessment guide pages 42-44</li> <li>● Activity book page 46</li> <li>● Activity book page 47</li> <li>● Chapter 7 review</li> </ul>

Skills (Students will be able to...)
<ul style="list-style-type: none"> <li>• Learn what medicines are used for</li> <li>• Discuss safe use of medicines</li> <li>• Identify common drugs</li> <li>• Explain what caffeine does to the body</li> <li>• Explain what tobacco does to the body</li> <li>• Explain what alcohol does to the body</li> <li>• Identify ways to stay away from drugs</li> </ul>

Evidence of Learning (Assessments)	Accommodations and Modifications											
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<p><b>Core Instructional and Supplemental Materials Professional Resources:</b></p>	<p><b>Core Instructional, Supplemental, Instructional, and Intervention Resources</b></p>
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<ul style="list-style-type: none"> <li>• <a href="http://edhelper.com/community_helpers.htm">http://edhelper.com/community_helpers.htm</a></li> <li>• <a href="http://tabstart.com/directory/education/feelings-and-emotions-worksheet-1367">http://tabstart.com/directory/education/feelings-and-emotions-worksheet-1367</a></li> </ul> <p><b>Supplemental Professional Resources:</b></p> <ul style="list-style-type: none"> <li>• Education.com worksheets and printables</li> <li>• Brainpop Videos</li> </ul>	<ul style="list-style-type: none"> <li>• Fountas and Pinnell Interactive Read Aloud Kits (IRA)</li> <li>• OT/PT/Speech consults and provided supports</li> </ul> <p><b>Intervention Resources:</b></p> <ul style="list-style-type: none"> <li>• Leveled Literacy Intervention Texts</li> </ul>
Interdisciplinary Connections	Integration of Technology through NJSLS
<ul style="list-style-type: none"> <li>• <b>Science:</b> relate to body systems, illnesses, germs, hygiene</li> <li>• <b>English Language Arts:</b> read alouds, comprehension skills</li> <li>• <b>Social Studies:</b> real life situations, functioning in the community, being a healthy member of the community</li> </ul> <p><b>Math</b>  <b>1.OA.A.1</b> Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.  Math Practice  Make sense of problems and persevere in solving them.  <b>ELA</b>    RF.1.4 Read with sufficient accuracy and fluency to support comprehension.  RF.1.4a Read grade-level text with purpose and understanding.  RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression.  SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.  SL.1.6 Produce complete sentences when appropriate to task and situation.    <b>Standard 8 Computer Science</b>  8.1.2.DA.3: Identify and describe patterns in data visualizations.  <b>Standard 9 Career Readiness, Life Literacy, and Key Skills</b>  9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.</p>	<ul style="list-style-type: none"> <li>• Listen to books on CDs, tapes, videos or podcasts if available.</li> <li>• Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page)</li> <li>• Use document camera or overhead projector for shared reading of texts.</li> <li>• BrainPop Videos</li> <li>• Flocabulary Videos</li> <li>• Science A-Z online books and materials</li> <li>• Computer</li> <li>• Interactive Board</li> <li>• <a href="http://www.safekids.com">www.safekids.com</a></li> <li>• <a href="http://www.bhsi.org">www.bhsi.org</a></li> </ul>
Integration of 21st Century Themes	Media Literacy Integration
<ul style="list-style-type: none"> <li>• Health Literacy</li> <li>• Global Awareness</li> <li>• Civic Literacy</li> <li>• Creativity and Innovation</li> </ul>	<ul style="list-style-type: none"> <li>• Ask students to look for specific things when they view videos or read print material, and then ask questions about those items as related to health and wellness.</li> <li>• Build on the intuitive knowledge students have gained from media about the story and character in read alouds that relate to health and wellness</li> </ul>

<ul style="list-style-type: none"> <li>• Critical Thinking and Problem Solving</li> <li>• Communication and Collaboration</li> <li>• Information Literacy</li> <li>• Life and Career Skills</li> <li>• Global and Environmental Awareness</li> <li>• Problem Solving Skills</li> <li>• Initiative and Self Direction</li> </ul> <p>*Additional information on the 21st Century Skills and Themes can be found by visiting the following link: <a href="#">21st Century Skills for College and Careers</a></p>	<ul style="list-style-type: none"> <li>• Clarify the distinction between fiction and nonfiction in different types of media reporting on the topics of health and wellness</li> <li>• Use print materials to practice reading and comprehension skills on the topics of health and wellness</li> </ul>
<b>Career Education</b>	<b>Global Perspectives</b>
<p>9.2 Career Awareness, Exploration, and Preparation</p> <ul style="list-style-type: none"> <li>• Trip to a local supermarket</li> <li>• Invite a nutritionist to come speak</li> <li>• Trip to doctor or dentist</li> </ul>	<ul style="list-style-type: none"> <li>• Eyecare Month - January</li> <li>• National Staying Healthy Month- January</li> <li>• Week of Respect- March</li> <li>• Red Ribbon Week- October</li> <li>• Kindness Month - February</li> <li>• Pennies for Patients Drive - February</li> <li>• American Heart Month- February</li> <li>• Jump Rope for Heart Fundraiser- April</li> <li>• American Red Cross Month -March</li> <li>• Dentist Day- March</li> <li>• Autism Awareness Month- April</li> <li>• Healthy Kids Day - April</li> </ul>

## Grades 2 Scope and Sequence for Health

	Health	Number of Instructional Days (1 lesson per week)
September October November December	<p><b><u>Unit 1 - Wellness:</u></b>  <i>In this unit, students will be taught about the physical, social, emotional, and intellectual dimensions of wellness, thus enabling them to make informed choices about their health now and in the future.</i></p>	Approximately 15 days
December January February	<p><b><u>Unit 2 - Integrated Skills:</u></b>  <i>In this unit, students will learn to foster responsible health behaviors through the enhancement of critical thinking, decision making, problem solving, and communication skills used in situations impacting personal, family, and community health. It will enable students to locate and evaluate health information and resources and to develop character, leadership, and advocacy skills so they can become more active participants in the promotion of wellness.</i></p>	Approximately 15 days
February March April	<p><b><u>Unit 3 - Medicines and Drugs</u></b>  <i>In this unit, students will gain information on the responsible use of medicines as well as the effects of alcohol, tobacco, and other drugs. The appropriate use of medicines can prevent serious health problems, reduce absenteeism from work and school, and enhance the quality of life.</i></p>	Approximately 15 days
April May June	<p><b><u>Unit 4 - Human Relationships and Sexuality</u></b>  <i>In this unit, students will gain the understanding of the physical, emotional and social aspects of human relationships and sexuality and how they support a healthy, active lifestyle. Students will learn how to develop and maintain healthy relationships with friends and family members.</i></p>	Approximately 15 days

Health Unit 1: Wellness	Grade: 2
<p><b>Unit Summary:</b> Studying personal health enables children to make informed choices about their health now and in the future. Concepts taught such as brushing teeth, washing hands, and what kind of attire to wear for each season will be used throughout life, and allow for the development of healthy relationships and lifestyles.</p> <p><b>Unit Rationale:</b> This unit is designed to increase awareness in healthy eating, learning to manage stress, reducing one's risk of contracting diseases, and preventing and treating simple injuries. Students will learn to understand the importance of wellness and that it is easier to make important choices to lead to a healthier lifestyle.</p>	
<b>NJ Student Learning Standards:</b>	
<p><b>2.1 Personal and Mental Health, 2.2 Physical Wellness, 2.3 Safety</b></p> <p><b>Core Ideas:</b></p> <ul style="list-style-type: none"> <li>• Nutritious food choices promote wellness and are the basis for healthy eating habits.</li> <li>• People need food, water, air, waste removal, and a particular range of temperatures in their environment to stay healthy.</li> <li>• Individuals face a variety of situations that may result in different type of feelings and learning how to talk about their feelings is important.</li> <li>• Potential hazards exist in personal space, in the school, in the community, and globally.</li> <li>• Any time children feel uncomfortable or in an unsafe situation, they should reach out to a trusted adult for help.</li> <li>• Many factors influence how we think about ourselves and others.</li> <li>• There are different ways that individuals handle stress, and some are healthier than others.</li> <li>• Communication is the basis for strengthening relationships and resolving conflict between people.</li> <li>• Conflicts between people occur, and there are effective ways to resolve them.</li> </ul> <p><b>Performance Expectations:</b></p> <p>Nutrition:</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> <p>Disease and Health Conditions:</p> <p>2.3.2.HCDM.1: Explain the consequences on a person's health if he or she does not have adequate food and a clean environment.</p> <p>2.3.2.HCDM.3: Explain strategies and develop skills to prevent the spread of communicable diseases and health conditions (e.g., Lyme disease, influenza, cardiovascular diseases).</p> <p>2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared.</p> <p>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.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> <p>Social and Emotional Health:</p> <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.EH.5: Explain healthy ways of coping with stressful situations.</p> <p>2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another.</p> <p>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).</p> <p>2.1.2.SSH.9: Define bullying and teasing and explain why they are wrong and harmful.</p> <p><b>Technology Standards</b></p>	

**8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

**Career Ready Practices:**

Act as a responsible and contributing community member and employee.

Demonstrate creativity and innovation.

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

Model integrity, ethical leadership and effective management.

Use technology to enhance productivity, increase collaboration and communicate effectively.

Work productively in teams while using cultural/global competence.

Enduring Understandings/Goals	Essential Questions
<p>Students will understand that...</p> <ul style="list-style-type: none"> <li>• The foods I eat can affect my growth and development.</li> <li>• It is my responsibility to make healthy food choices.</li> <li>• It is important to keep clean to prevent the spread of germs</li> <li>• You can protect your skin by using sunscreen</li> <li>• You can protect your eyes by wearing special protection when playing sports and by being careful using sharp objects.</li> <li>• It is dangerous to put anything in your ears</li> <li>• Exercise helps you stay fit.</li> <li>• Sleep gives your body energy.</li> <li>• Illness can be prevented by washing your hands and staying home and away from your friends when you are sick</li> </ul>	<ul style="list-style-type: none"> <li>• Can children make their own healthy choices?</li> <li>• Why so I chose to eat what I do?</li> <li>• Why should I keep myself clean?</li> <li>• How should I care for my skin?</li> <li>• How should I care for my eyes?</li> <li>• How should I take care of my ears?</li> <li>• How can exercise keep me healthy?</li> <li>• How does sleep keep me healthy?</li> <li>• How do I stop myself from getting ill?</li> </ul>

Lessons	Description
Lesson 1: Caring For Myself	<p><b>Goals/Objectives:</b>  <b>Students will...</b></p> <ul style="list-style-type: none"> <li>• Recognize the importance of keeping clean and fighting germs</li> <li>• Describe ways to care for the skin, eyes, ears, and teeth</li> <li>• Identify the health benefits of regular, safe exercise and adequate sleep</li> </ul> <p><b>Lesson Activities:</b></p> <ol style="list-style-type: none"> <li>1. Lessons can be found on pages 68-85 in <i>Your Health Book</i></li> <li>2. Make a sleep graph</li> <li>3. Make a book of the ABC's of good health</li> <li>4. Make an I stay Healthy book</li> <li>5. Tooth care can be found on page 53 In <i>Your Health book</i></li> <li>6. Make a class tooth chart</li> </ol> <p><b>Assessment of Tasks:</b></p> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Student participation</li> </ul>

	<ul style="list-style-type: none"> <li>● Activity book pages</li> <li>● Student projects</li> <li>● Class discussions</li> </ul>
Lesson 2: Eating Right	<p><b>Goals/Objectives:</b>  <b>Students will...</b></p> <ul style="list-style-type: none"> <li>● Examine the roles of food and water in good nutrition</li> <li>● Use the food guide pyramid to understand the importance of choosing healthful foods in appropriate amounts</li> <li>● Identify practices for safe food handling</li> </ul> <p><b>Lesson Activities:</b></p> <ol style="list-style-type: none"> <li>1. Lessons can be found on pages 90- 102 in <i>Your Health</i> by Harcourt</li> <li>2. Create a drama about what happens to the food you eat</li> <li>3. Make a balanced plate using foods from each of the food groups</li> <li>4. Make a graph or chart showing what the average person eats in 1 year</li> <li>5. Create a menu of healthy foods for your family</li> </ol> <p><b>Assessment of Tasks:</b></p> <ul style="list-style-type: none"> <li>● Teacher observation</li> <li>● Student projects</li> <li>● Class discussion</li> <li>● Activity book pages</li> <li>● Homework</li> </ul>
Lesson 3: Staying Well	<p><b>Goals/Objectives:</b>  <b>Students will:</b></p> <ul style="list-style-type: none"> <li>● Recognize the signs of disease, asthma, and allergies</li> <li>● Identify ways to avoid the transmission of germs, and head lice</li> <li>● Analyze the importance of vaccines and daily health habits in preventing disease</li> <li>● Explain the effects of sleep on the body</li> </ul> <p><b>Lesson Activities:</b></p> <ol style="list-style-type: none"> <li>1. Lessons can be found on pages 106- 121 in <i>Your Health</i></li> <li>2. Make a board game of effective health habits</li> <li>3. Write a story using the prompt- two children in the 2<sup>nd</sup> grade have chicken pox, Jamie hasn't had them yet and she is scared.</li> <li>4. Create an ad about healthy habits- use magazine ads to help with this</li> <li>5. Make a chart showing how many times each child washes their hands.</li> <li>6. Sleep lesson can be found on pages 84-85 in <i>Your Health</i></li> </ol> <p><b>Assessment of Tasks:</b></p> <ul style="list-style-type: none"> <li>● Activity Book Pages</li> <li>● Teacher Observation</li> <li>● Class Projects</li> </ul>

	<ul style="list-style-type: none"> <li>Teacher Rubrics</li> </ul>
<b>Skills (Students will be able to...)</b>	
<ul style="list-style-type: none"> <li>Understand how to make healthy choices</li> <li>Practice good care for ears, eyes, and skin</li> <li>Recognize that sleep is essential in good health</li> </ul>	

Evidence of Learning (Assessments)	Accommodations and Modifications
<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li><i>Class discussion</i></li> <li><i>Closure activity</i></li> </ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>End of Unit Culminating Discussion/Activity</li> <li>Wellness Activity Book</li> </ul> <p><b>Benchmark Assessments:</b></p> <ul style="list-style-type: none"> <li>Pre/Post Tests</li> </ul> <p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>Portfolios</li> </ul>	<p><b>Special Education</b></p> <ul style="list-style-type: none"> <li><a href="#">Curricular Modifications and Guidance for Students Educated in Special Class Settings</a></li> <li><a href="#">Subgroup Accommodations and Modifications</a></li> <li><a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul> <p><b>Differentiation:</b></p> <ul style="list-style-type: none"> <li><i>Preview content and concepts</i></li> <li><i>Behavior management plan</i></li> <li><i>Highlight text</i></li> <li><i>Small group setting</i></li> </ul> <p><b>High-Prep Differentiation:</b></p> <ul style="list-style-type: none"> <li><i>Alternative formative and summative assessments</i></li> <li><i>Guided Reading</i></li> <li><i>Personal agendas</i></li> <li><i>Project-based learning</i></li> <li><i>Problem-based learning</i></li> <li><i>Stations/centers</i></li> <li><i>Tiered activities/assignments</i></li> <li><i>Varying organizers for instructions</i></li> </ul> <p><b>Low-Prep Differentiation:</b></p> <ul style="list-style-type: none"> <li><i>Clubbing activities</i></li> <li><i>Exploration by interest</i></li> <li><i>Flexible groupings</i></li> </ul> <p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li><a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> <li><a href="#">Unit 1: Curriculum for ELL</a></li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#"><i>Subgroup Accommodations and Modifications</i></a></li> </ul> <p><b>Students at Risk for Failure</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><i>Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</i></a></li> <li>• <a href="#"><i>Subgroup Accommodations and Modifications</i></a></li> </ul> <p><b>Gifted and Talented</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><i>Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</i></a></li> <li>• <a href="#"><i>Subgroup Accommodations and Modifications</i></a></li> </ul> <p><b>Students with 504 Plans</b></p> <ul style="list-style-type: none"> <li>• <a href="#"><i>Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</i></a></li> <li>• <a href="#"><i>Subgroup Accommodations and Modifications</i></a></li> </ul>
<p><b>Core Instructional and Supplemental Materials Professional Resources:</b></p>	<p><b>Core Instructional, Supplemental, Instructional, and Intervention Resources</b></p>
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<ul style="list-style-type: none"> <li>• <a href="http://tabstart.com/directory/education/feelings-and-emotions-worksheet-1367">http://tabstart.com/directory/education/feelings-and-emotions-worksheet-1367</a></li> <li>• <a href="http://www.choosemyplate.gov/">http://www.choosemyplate.gov/</a></li> <li>• <a href="http://www.cdc.org">http://www.cdc.org</a></li> </ul> <p><b>Supplemental Professional Resources:</b></p> <ul style="list-style-type: none"> <li>• Education.com worksheets and printables</li> <li>• Brainpop Videos</li> </ul>	<p><b>Intervention Resources:</b></p> <ul style="list-style-type: none"> <li>• Leveled Literacy Intervention Texts</li> </ul>
Interdisciplinary Connections	Integration of Technology through NJSLS
<ul style="list-style-type: none"> <li>• <b>Science:</b> relate to body systems, illnesses, germs, hygiene</li> <li>• <b>English Language Arts:</b> read alouds, comprehension skills</li> <li>• <b>Social Studies:</b> real life situations, functioning in the community, being a healthy member of the community</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to books on CDs, tapes, videos or podcasts if available.</li> <li>• Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page)</li> <li>• Use document camera or overhead projector for shared reading of texts.</li> <li>• BrainPop Videos</li> <li>• Flocabulary Videos</li> <li>• Science A-Z online books and materials</li> <li>• Computer</li> <li>• Interactive Board</li> <li>• <a href="http://www.safekids.com">www.safekids.com</a></li> <li>• <a href="http://www.bhsi.org">www.bhsi.org</a></li> </ul>
Integration of 21st Century Themes	Media Literacy Integration
<ul style="list-style-type: none"> <li>• Health Literacy</li> <li>• Global Awareness</li> <li>• Civic Literacy</li> <li>• Creativity and Innovation</li> <li>• Critical Thinking and Problem Solving</li> <li>• Communication and Collaboration</li> <li>• Information Literacy</li> <li>• Life and Career Skills</li> <li>• Global and Environmental Awareness</li> <li>• Problem Solving Skills</li> <li>• Initiative and Self Direction</li> </ul> <p>*Additional information on the 21st Century Skills and Themes can be found by visiting the following link: <a href="#">21st Century Skills for College and Careers</a></p>	<ul style="list-style-type: none"> <li>• Ask students to look for specific things when they view videos or read print material, and then ask questions about those items as related to health and wellness.</li> <li>• Build on the intuitive knowledge students have gained from media about the story and character in read alouds that relate to health and wellness</li> <li>• Clarify the distinction between fiction and nonfiction in different types of media reporting on the topics of health and wellness</li> <li>• Use print materials to practice reading and comprehension skills on the topics of health and wellness</li> </ul>

Career Education	Global Perspectives
9.2 Career Awareness, Exploration, and Preparation <ul style="list-style-type: none"> <li>• Trip to a local supermarket</li> <li>• Invite a nutritionist to come speak</li> <li>• Trip to doctor or dentist</li> </ul>	<ul style="list-style-type: none"> <li>• Eyecare Month - January</li> <li>• National Staying Healthy Month- January</li> <li>• Week of Respect- March</li> <li>• Red Ribbon Week- October</li> <li>• Kindness Month - February</li> <li>• Pennies for Patients Drive - February</li> <li>• American Heart Month- February</li> <li>• Jump Rope for Heart Fundraiser- April</li> <li>• American Red Cross Month -March</li> <li>• Dentist Day- March</li> <li>• Autism Awareness Month- April</li> <li>• Healthy Kids Day - April</li> </ul>

Health Unit 2: Integrated Skills	Grade: 2
<p><b>Unit Summary:</b> This unit seeks to foster responsible health behaviors through the enhancement of critical thinking, decision making, problem solving, and communication skills used in situations impacting personal, family, and community health. It enables students to locate and evaluate information in regards to health. It also enables students to have access to resources to aid them in developing character, leadership, and advocacy skills so they can become more active participants in the promotion of wellness.</p> <p><b>Unit Rationale:</b> This unit was designed to teach students competent skills that enable and empower them to resist destructive behaviors and seek out positive opportunities for growth and learning. These skills may be implemented cross-disciplinary and should be integrated into each Comprehensive Health and Physical Education Standard</p>	
NJ Student Learning Standards:	
<p><b>2.1 Personal and Mental Health, 2.3 Safety</b></p> <p><b>Core Ideas:</b></p> <ul style="list-style-type: none"> <li>• Every individual has unique skills and qualities, which can include the activities they enjoy such as how they may dress, their mannerisms, things they like to do.</li> <li>• There are different ways that individuals handle stress, and some are healthier than others.</li> <li>• Many factors influence how we think about ourselves and others.</li> <li>• The environment can impact personal health and safety in different ways.</li> <li>• Many factors influence how we think about ourselves and others.</li> <li>• People have relationships with others in the local community and beyond.</li> <li>• People in the community work to keep us safe.</li> </ul> <p><b>Performance Expectations:</b></p> <p>Interpersonal Communication:</p> <p>2.1.2.SSH.1: Discuss how individuals make their own choices about how to express themselves.</p> <p>2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors.</p>	

Decision-Making and Goal Setting:

2.3.2.PS.1: Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.

2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities

Character Development:

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.

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

Advocacy and Service:

2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).

Health Services and Information:

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

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

**Technology Standards:**

**8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

**Career Ready Practices:**

Act as a responsible and contributing community member and employee.

Demonstrate creativity and innovation.

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

Model integrity, ethical leadership and effective management.

Use technology to enhance productivity, increase collaboration and communicate effectively.

Work productively in teams while using cultural/global competence.

work productively in teams while using cultural/global competence.	
Enduring Understandings/Goals	
Students will understand that... <ul style="list-style-type: none"><li>• Your family helps you grow by taking care of you</li><li>• Your family teaches you how to love and respect others, how to help each other and communicate.</li><li>• Talking about how you feel can help you when you are worried or afraid</li><li>• When you make a mistake you can apologize</li><li>• Respecting others means you are thoughtful in what you say and do</li><li>• You can stay safe by learning basic safety rules</li></ul>	
Essential Questions	
<ul style="list-style-type: none"><li>• How can I get along with family members?</li><li>• What does my family teach me?</li><li>• What helps when I feel worried or afraid?</li><li>• What helps when I make a mistake?</li><li>• How can I respect others?</li><li>• How can I make a friend?</li><li>• How can I stay safe from fires, strangers, at school, in a car, biking, and around animals?</li></ul>	
Lessons	Description
Lesson 1: Family	<b>Goals/Objectives:</b> <b>Students will:</b> <ul style="list-style-type: none"><li>• Recognize that every family member is responsible for helping other family members</li><li>• Identify ways to help at home</li><li>• Identify ways to get along with family members</li><li>• Recognize ways of showing love for family members</li></ul>

	<ul style="list-style-type: none"> <li>● Recognize that each family has its own rules and customs</li> </ul> <p>Lesson Activities:</p> <ol style="list-style-type: none"> <li>1. Lessons can be found on pages 42-49 in <i>Your Health</i> book</li> <li>2. Use a globe or large world map to identify where each child's family is from</li> <li>3. Use context clues to develop vocabulary skills</li> <li>4. Discuss different types of families, and have the students draw a picture of their family</li> </ol> <p><b>Assessment of Tasks:</b></p> <ul style="list-style-type: none"> <li>● Student projects</li> <li>● Activity book pages 15, 16, 17</li> <li>● Teacher observation</li> <li>● Student participation</li> </ul>
Lesson 2: Safety	<p><b>Goals/Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>● Demonstrate awareness of how to avoid danger from strangers, fire and animals</li> <li>● Identify safety rules for using playground equipment. Riding in cars, riding bikes, and skating</li> <li>● Practice first aid for simple emergencies</li> </ul> <p><b>Lesson Activities:</b></p> <ol style="list-style-type: none"> <li>1. Practice fire drills and go over emergency route This can be done during fire prevention month</li> <li>2. Review bicycle safety rules, bicycle safety assembly by FPPD</li> <li>3. Use pages 146-165 in <i>Your Health</i> for lesson information</li> <li>4. Climate Change: <a href="#">Why does NASA care about Food?</a></li> </ol> <p><b>Assessment of Tasks:</b></p> <ul style="list-style-type: none"> <li>● Activity book pages 48, 49, 50, 51, 52, 53</li> <li>● Student projects</li> <li>● Class discussion</li> <li>● Teacher observation</li> <li>● Homework assignments</li> <li>● Classwork assignments</li> </ul>
Lesson 3: Friendship	<p><b>Goals/Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>● Consider factors that make each person unique</li> </ul>

	<ul style="list-style-type: none"> <li>• Describe common feelings and their expressions</li> <li>• Practice showing respect and being friendly</li> </ul> <p><b>Lesson Activities:</b></p> <ol style="list-style-type: none"> <li>1. Use pages 16- 19 for lessons about uniqueness and feelings</li> <li>2. Use pages 28-29 for lessons about friendship</li> <li>3. Make a feelings mask</li> <li>4. Discuss how different music makes you feel, play several types of songs</li> <li>5. Make greeting cards with different feelings for friends inthe class</li> </ol> <p><b>Assessment of Tasks:</b></p> <ul style="list-style-type: none"> <li>• Activity book pages 6-9,11</li> <li>• Teaching resources- page 31</li> <li>• Teacher observation</li> <li>• Student participation</li> <li>• Class discussion</li> </ul>
<b>Skills (Students will be able to...)</b>	
<ul style="list-style-type: none"> <li>• Understand how to get along with family and friends</li> <li>• Recognize what the family teaches them</li> <li>• Demonstrate respect for others</li> <li>• Learn safety rules</li> <li>• Understand how to make a friend</li> </ul>	

Evidence of Learning (Assessments)	Accommodations and Modifications
<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>• <i>Class discussion</i></li> <li>• <i>Closure activity</i></li> </ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>• End of Unit Culminating Discussion/Activity</li> </ul>	<p><b>Special Education</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Curricular Modifications and Guidance for Students Educated in Special Class Settings</a></li> <li>• <a href="#">Subgroup Accommodations and Modifications</a></li> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul> <p><b>Differentiation:</b></p> <ul style="list-style-type: none"> <li>• <i>Preview content and concepts</i></li> <li>• <i>Behavior management plan</i></li> </ul>

<ul style="list-style-type: none"> <li>Wellness Activity Book</li> </ul>	<ul style="list-style-type: none"> <li>Highlight text</li> <li>Small group setting</li> </ul>
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Core Instructional and Supplemental Materials Professional Resources:	Core Instructional, Supplemental, Instructional, and Intervention Resources
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**Unit Summary:** This unit aims to provide students with information on the responsible use of medicines as well as the effects of alcohol, tobacco, and other drugs. The appropriate use of medicines can prevent serious health problems, reduce absenteeism from work and school, and enhance the quality of life. Conversely, the misuse or abuse of substances such as alcohol, tobacco, and other drugs can impair judgment and lead to illness and injury.

**Unit Rationale:**

This unit was designed to teach students to acknowledge the internal and external pressures that influence them to use substances. It will also enable and empower them to make choices that support a healthy and active lifestyle.

**NJ Student Learning Standards:**

**2.3 Safety**

**Core Ideas:**

- The use of alcohol, tobacco, and other drugs in unsafe ways is harmful to one's health.
- Substance abuse is caused by a variety of factors.
- There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.

**Performance Expectations:**

Medicines:

2.3.2.ATD.1: Explain what medicines are, how they are used, and the importance of utilizing medications properly.

Alcohol, Tobacco, and Other Drugs:

2.3.2.ATD.2: Identify ways in which drugs, including some medicines, can be harmful.

2.3.2.ATD.3: Explain effects of tobacco use on personal hygiene, health, and safety.

Dependency/Addiction and Treatment:

2.3.2.DSDT.1: Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.

2.3.2.DSDT.2: Explain that individuals who abuse alcohol, tobacco, and other drugs can get help.

**Technology Standards:**

**8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

**Career Ready Practices:**

Act as a responsible and contributing community member and employee.

Demonstrate creativity and innovation.

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

Model integrity, ethical leadership and effective management.

Use technology to enhance productivity, increase collaboration and communicate effectively.

Work productively in teams while using cultural/global competence.

Enduring Understandings/Goals	Essential Questions
<p>Students will understand that...</p> <ul style="list-style-type: none"> <li>• Medicines are used to treat diseases and fight germs</li> <li>• You can use medicines safely by following the directions on the label</li> <li>• Drugs are substances that change the way the body works</li> <li>• Tobacco and alcohol alter the way the heart does its job</li> <li>• You can refuse drugs by practicing saying no</li> </ul>	<ul style="list-style-type: none"> <li>• What are medicines?</li> <li>• How can people use medicines safely?</li> <li>• What are drugs?</li> <li>• What is caffeine?</li> <li>• How can tobacco hurt the body?</li> <li>• How can alcohol hurt the body?</li> </ul>

	<ul style="list-style-type: none"> <li>How can I refuse drugs?</li> </ul>
Lessons	Description
Lesson 1: Medicines	<p><b>Goals/Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Explain what medicines are</li> <li>Explain how medicines can be used safely</li> <li>Recognize that children should never use medicines on their own</li> </ul> <p><b>Lesson Activities:</b></p> <ol style="list-style-type: none"> <li>Use lessons on page 126-129 in <i>Your Health</i></li> <li>Create use medicines safely posters</li> <li>Show different types of medicine bottles and ask the children when they use them, point out where the directions are on each bottle.</li> </ol> <p><b>Assessment of Tasks:</b></p> <ul style="list-style-type: none"> <li>Activity book page 42</li> <li>Teacher observation</li> <li>Student participation</li> <li>Homework assignments</li> <li>Classwork assignments</li> </ul>
Lesson 2: Drugs, Tobacco, Alcohol, Caffeine	<p><b>Goals/Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify drugs as substances that change how the body works</li> <li>Distinguish between medicines and other drugs</li> <li>Describe the effects of caffeine on the body</li> <li>Identify food and drinks that contain caffeine</li> <li>Recognize that tobacco products contain nicotine</li> <li>Describe how tobacco use and exposure to tobacco smoke harm the body</li> <li>Identify the harmful effects of alcohol on the body</li> <li>Recognize that drinking and driving is dangerous</li> <li>Recognize the need to practice refusal skills</li> </ul> <p><b>Lesson Activities:</b></p> <ol style="list-style-type: none"> <li>Lessons can be found on pages 130-137 in <i>Your Health</i> book</li> </ol>

	<p>2. Write letters to try to persuade the usage and refusal of drugs</p> <p>3. Create don't smoke bookmarks</p> <p>4. Lessons can also be conducted during Red Ribbon week- third week of October</p> <p><b>Assessment of Tasks:</b></p> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Student participation</li> <li>• Graded assignments</li> <li>• Activity book pages 43,44,45</li> <li>• Teaching resource book page 63</li> </ul>
Lesson 3: Refusal	<p><b>Goals/Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Recognize the need to practice refusing drugs</li> <li>• Name other strategies for avoiding drugs</li> <li>• Identify ways to make refusals</li> <li>• Use refusal skills to refuse tobacco and alcohol</li> </ul> <p><b>Lesson Activities:</b></p> <ol style="list-style-type: none"> <li>1. Lessons can be found on pages 138-141 in <i>Your Health</i></li> <li>2. Practice skits that show refusal skills</li> <li>3. Make posters to hang up during red ribbon week encouraging children to say no.</li> <li>4. Create puppets to help with skits</li> </ol> <p><b>Assessment of Tasks:</b></p> <ul style="list-style-type: none"> <li>• Activity book pages 46-47</li> <li>• Student projects</li> <li>• Teacher observation</li> <li>• Student participation</li> </ul>
<b>Skills (Students will be able to...)</b>	
<ul style="list-style-type: none"> <li>• Recognize medicines</li> <li>• Describe how to use medicines safely</li> <li>• Identify what a drug is</li> <li>• Describe what caffeine does to the body</li> <li>• Describe how alcohol and tobacco hurt the body</li> <li>• Practice refusal skills</li> </ul>	

Evidence of Learning (Assessments)	Accommodations and Modifications
<div>Formative Assessments:</div> <ul style="list-style-type: none"> <li>Class discussion</li> <li>Closure activity</li> </ul> <div>Summative Assessments:</div> <ul style="list-style-type: none"> <li>End of Unit Culminating Discussion/Activity</li> <li>Wellness Activity Book</li> </ul> <div>Benchmark Assessments:</div> <ul style="list-style-type: none"> <li>Pre/Post Tests</li> </ul> <div>Alternative Assessments:</div> <ul style="list-style-type: none"> <li>Portfolios</li> </ul>	<div>Special Education</div> <ul style="list-style-type: none"> <li><a href="#">Curricular Modifications and Guidance for Students Educated in Special Class Settings</a></li> <li><a href="#">Subgroup Accommodations and Modifications</a></li> <li><a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> </ul> <p><b>Differentiation:</b></p> <ul style="list-style-type: none"> <li>Preview content and concepts</li> <li>Behavior management plan</li> <li>Highlight text</li> <li>Small group setting</li> </ul> <p><b>High-Prep Differentiation:</b></p> <ul style="list-style-type: none"> <li>Alternative formative and summative assessments</li> <li>Guided Reading</li> <li>Personal agendas</li> <li>Project-based learning</li> <li>Problem-based learning</li> <li>Stations/centers</li> <li>Tiered activities/assignments</li> <li>Varying organizers for instructions</li> </ul> <p><b>Low-Prep Differentiation:</b></p> <ul style="list-style-type: none"> <li>Clipping activities</li> <li>Exploration by interest</li> <li>Flexible groupings</li> </ul> <div>English Language Learners</div> <ul style="list-style-type: none"> <li><a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> <li><a href="#">Unit 1: Curriculum for ELL</a></li> <li><a href="#">Subgroup Accommodations and Modifications</a></li> </ul> <div>Students at Risk for Failure</div>

	<ul style="list-style-type: none"> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> <li>• <a href="#"><i>Subgroup Accommodations and Modifications</i></a></li> </ul> <p><b>Gifted and Talented</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> <li>• <a href="#"><i>Subgroup Accommodations and Modifications</i></a></li> </ul> <p><b>Students with 504 Plans</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</a></li> <li>• <a href="#"><i>Subgroup Accommodations and Modifications</i></a></li> </ul>
<p><b>Core Instructional and Supplemental Materials Professional Resources:</b></p>	<p><b>Core Instructional, Supplemental, Instructional, and Intervention Resources</b></p>
<p><b>Core Professional Resources:</b></p> <ul style="list-style-type: none"> <li>• Textbook: Your Health (1999) Harcourt and Brace - Teacher Guide</li> <li>• Weekly Reader teacher guide</li> <li>• <a href="http://www.dole.com/SuperKids/Games/GamesDetail/tabid/784/Default.aspx#">http://www.dole.com/SuperKids/Games/GamesDetail/tabid/784/Default.aspx#</a></li> <li>• <a href="http://www.dairycouncilofca.org/Tools/MyPyramid/">http://www.dairycouncilofca.org/Tools/MyPyramid/</a></li> <li>• <a href="http://www.state.nj.us/education/aps/cccs/career/">http://www.state.nj.us/education/aps/cccs/career/</a></li> <li>• <a href="http://www.dare.com">www.dare.com</a></li> <li>• <a href="http://www.cdc.org">http://www.cdc.org</a></li> <li>• <a href="http://www.choosemyplate.gov/">http://www.choosemyplate.gov/</a></li> <li>• <a href="http://www.hbschool.com">www.hbschool.com</a> - password Gibbons</li> <li>• <a href="http://www.ece.gov.nt.ca/divisions/kindergarten.../Health%20K.../06Gr2_FL.pdf">www.ece.gov.nt.ca/divisions/kindergarten.../Health%20K.../06Gr2_FL.pdf</a></li> <li>• <a href="http://www.imdrugfree.com">http://www.imdrugfree.com</a></li> <li>• <a href="http://www.drugfree.org">www.drugfree.org</a></li> </ul>	<p><b>Core Instructional Resources:</b></p> <ul style="list-style-type: none"> <li>• Weekly Reader student magazine</li> <li>• Textbook: Your Health (1999) Harcourt and Brace - Student Edition</li> </ul> <p>Books:</p> <ul style="list-style-type: none"> <li>• The Rainbow Fish - Level M</li> </ul> <p><b>Supplemental Resources:</b></p> <ul style="list-style-type: none"> <li>• Fountas and Pinnell Interactive Read Aloud Kits (IRA)</li> <li>• OT/PT/Speech consults and provided supports</li> </ul> <p><b>Intervention Resources:</b></p>

<p><b>Supplemental Professional Resources:</b></p> <ul style="list-style-type: none"> <li>• Education.com worksheets and printables</li> <li>• Brainpop Video</li> <li>• <a href="http://www.kidshealth.org">www.kidshealth.org</a></li> <li>• <a href="http://www.teachervision.fen.com/community-helpers/printable/29309.html">http://www.teachervision.fen.com/community-helpers/printable/29309.html</a></li> <li>• <a href="http://edhelper.com/community_helpers.htm">http://edhelper.com/community_helpers.htm</a></li> <li>• <a href="http://tabstart.com/directory/education/feelings-and-emotions-worksheet-1367">http://tabstart.com/directory/education/feelings-and-emotions-worksheet-1367</a></li> </ul>	<ul style="list-style-type: none"> <li>• Leveled Literacy Intervention Texts</li> </ul>
<p><b>Interdisciplinary Connections</b></p>	<p><b>Integration of Technology through NJSLs</b></p>
<ul style="list-style-type: none"> <li>• <b>Science:</b> relate to body systems, illnesses, germs, hygiene</li> <li>• <b>English Language Arts:</b> read alouds, comprehension skills</li> <li>• <b>Social Studies:</b> real life situations, functioning in the community, being a healthy member of the community</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to books on CDs, tapes, videos or podcasts if available.</li> <li>• Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page)</li> <li>• Use document camera or overhead projector for shared reading of texts.</li> <li>• BrainPop Videos</li> <li>• Flocabulary Videos</li> <li>• Science A-Z online books and materials</li> <li>• Computer</li> <li>• Interactive Board</li> <li>• <a href="http://www.safekids.com">www.safekids.com</a></li> <li>• <a href="http://www.bhsi.org">www.bhsi.org</a></li> </ul>
<p><b>Integration of 21st Century Themes</b></p>	<p><b>Media Literacy Integration</b></p>
<ul style="list-style-type: none"> <li>• Health Literacy</li> <li>• Global Awareness</li> <li>• Civic Literacy</li> <li>• Creativity and Innovation</li> <li>• Critical Thinking and Problem Solving</li> <li>• Communication and Collaboration</li> <li>• Information Literacy</li> <li>• Life and Career Skills</li> <li>• Global and Environmental Awareness</li> <li>• Problem Solving Skills</li> <li>• Initiative and Self Direction</li> </ul> <p>*Additional information on the 21st Century Skills and Themes can be found by visiting the following link: <a href="#">21st Century Skills for College and Careers</a></p>	<ul style="list-style-type: none"> <li>• Ask students to look for specific things when they view videos or read print material, and then ask questions about those items as related to health and wellness.</li> <li>• Build on the intuitive knowledge students have gained from media about the story and character in read alouds that relate to health and wellness</li> <li>• Clarify the distinction between fiction and nonfiction in different types of media reporting on the topics of health and wellness</li> <li>• Use print materials to practice reading and comprehension skills on the topics of health and wellness</li> </ul>

Career Education	Global Perspectives
<p>9.2 Career Awareness, Exploration, and Preparation</p> <ul style="list-style-type: none"> <li>• Trip to a local supermarket</li> <li>• Invite a nutritionist to come speak</li> <li>• Trip to doctor or dentist</li> </ul>	<ul style="list-style-type: none"> <li>• Eyecare Month - January</li> <li>• National Staying Healthy Month- January</li> <li>• Week of Respect- March</li> <li>• Red Ribbon Week- October</li> <li>• Kindness Month - February</li> <li>• Pennies for Patients Drive - February</li> <li>• American Heart Month- February</li> <li>• Jump Rope for Heart Fundraiser- April</li> <li>• American Red Cross Month -March</li> <li>• Dentist Day- March</li> <li>• Autism Awareness Month- April</li> <li>• Healthy Kids Day - April</li> </ul>

Health Unit 4: Human Relationships and Sexuality	Grade: 2
<p><b>Unit Summary:</b> This unit seeks to provide students with an understanding of the physical, emotional and social aspects of human relationships and sexuality and how they support a healthy, active lifestyle. Students learn how to develop and maintain healthy relationships with friends and family.</p> <p><b>Unit Rationale:</b> This unit is designed to teach students to understand their bodies and how they grow. Students will also explore the body systems. It is important for students to learn the difference between strangers, acquaintances and trusted adults. This unit also teaches concepts of good and bad touch, and strategies for protecting yourself. It also helps students understand their own bodies and families.</p>	
<p><b>NJ Student Learning Standards:</b></p> <p>Standard 2.1 Personal and Mental Health Standard 2.3 Safety</p> <p><b>Core Ideas:</b></p> <ul style="list-style-type: none"> <li>• Personal hygiene and self-help skills promote healthy habits</li> <li>• Every individual has unique skills and qualities, which can include the activities they enjoy such as how they may dress, their mannerisms, things they like to do.</li> <li>• Families shape the way we think about our bodies, our health and our behaviors.</li> <li>• People have relationships with others in the local community and beyond.</li> <li>• Communication is the basis for strengthening relationships and resolving conflict between people.</li> <li>• Any time children feel uncomfortable or in an unsafe situation, they should reach out to a trusted adult for help.</li> </ul> <p><b>Performance Expectations:</b> Personal Growth and Development: 2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness.</p>	

2.1.2.PGD.4: Use correct terminology to identify body parts and explain how body parts work together to support wellness.

2.1.2.PGD.5: List medically accurate names for body parts, including the genitals.

Social and Sexual Health

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

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

Sexuality:

2.3.2.PS.5: Define bodily autonomy and personal boundaries.

2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family.

2.3.2.PS.7: Identify behaviors that would be considered child abuse (e.g., emotional, physical, sexual).

Pregnancy and Parenting:

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).

#### Technology Standards:

**8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

#### Career Ready Practices:

Act as a responsible and contributing community member and employee.

Demonstrate creativity and innovation.

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

Model integrity, ethical leadership and effective management.

Use technology to enhance productivity, increase collaboration and communicate effectively.

Work productively in teams while using cultural/global competence.

Enduring Understandings/Goals	Essential Questions
<p>Students will understand that...</p> <ul style="list-style-type: none"> <li>• The people in your life who are related to you and nurture and care for you are your family.</li> <li>• You can show respect by treating everyone the same way you would want to be treated</li> <li>• Everyone's body grows at a different rate.</li> <li>• It is important to know your body parts in the event you get hurt, you can tell someone the part of your body that hurts.</li> <li>• Your senses help you see, hear, feel and taste things.</li> <li>• Body systems are the organs, bones and tissues that help our body stay together and work.</li> <li>• I can make choices to keep myself safe.</li> <li>• I can share my concerns and fears with a trusted adult.</li> </ul>	<ul style="list-style-type: none"> <li>• What are body systems and what do they do?</li> <li>• How am I growing?</li> <li>• How can my senses help me grow?</li> <li>• How do I grow in other ways?</li> <li>• How does my family help me grow?</li> <li>• What is a family?</li> <li>• How can I show respect for others?</li> <li>• How fast does my body grow?</li> <li>• Why is it important to know my body parts?</li> <li>• How can my senses help me?</li> <li>• Who can I trust in my community?</li> <li>• What do I need to know to keep myself safe?</li> <li>• How can I be a friend?</li> </ul>

<ul style="list-style-type: none"> <li>• Being a friend means talking to and playing with someone. You can share with them and you are kind to each other.</li> <li>• There are many ways to show feelings. You can use your words to tell how you feel.</li> <li>• You can do many things with your family. You can talk or eat a meal, share or play games. You may also work together to get things done.</li> </ul>	<ul style="list-style-type: none"> <li>• How do I show affection?</li> <li>• What do families do together?</li> </ul>
Lessons	Description
Lesson 1: My Family	<p><b>Goals/Objectives:</b>  <b>Students will learn to...</b></p> <ul style="list-style-type: none"> <li>• Recognize how families have both similar and different characteristics.</li> </ul> <p><b>Lesson Activities:</b></p> <ol style="list-style-type: none"> <li>1. Discuss what a family is, tell the children that we each have different types of families. Some children might have both a mother and a father, some might have grandparents, some might be adopted. Be sensitive to the students who might come from recently divorced families, or families of parents who have passed away.</li> <li>2. Have the children make a book of “My Family” for the letter “F.” Each child draws a picture of his or her family on a piece of paper-book can be bound and sent home with a different child each day until all the children have seen it.</li> <li>3. Use colored straw pieces- blue and pink to make a family necklace or bracelet- pink straw pieces represent female members and blue straws represent male members.</li> <li>4. Create a family quilt to display in the classroom- use construction paper and have each of the students draw their family or activities their family does together, link together with yarn.</li> <li>5. Parents may send a family portrait to school with their child. Together the children will share and discuss contributions of family members. They will find cards that represent members of their own family and place them in an order—Oldest/Youngest, Biggest/Smallest, Tallest/Shortest, First, Second, Third, etc.</li> </ol> <p><b>Assessment of Tasks:</b></p> <ul style="list-style-type: none"> <li>• Student Projects</li> <li>• Student Participation</li> <li>• Teacher Observation</li> </ul>
Lesson 2: Growth and Respect	<p><b>Goals/Objectives:</b>  <b>Students will learn to...</b></p> <ul style="list-style-type: none"> <li>• Understand that each person is different</li> <li>• Identify how they have grown over the years.</li> </ul> <p><b>Lesson Activities:</b>          What is Respect?</p>

	<p>1. Place empty crayon boxes on the tables with only the black crayons left for students to draw with. Have students draw a colorful picture with only the black crayon. Discuss how our world would be if we only had a black crayon.</p> <p>How would our world be if we all looked alike</p> <p>2. Read “The Black Crayon”:</p> <p>“Oh no, they’re gone again!” cried the black crayon as he looked around the box.</p> <p>The crayon box was empty except for the black crayon. This happened a lot, and he didn’t like it, not one bit. In fact, it made him a little sad. He rolled out of the box and saw a girl holding the red crayon, the yellow crayon, and the green crayon. She was making the trunk of a tree with the brown crayon. “Why don’t you ever use me?” he asked her. She looked at him and said, “Because I don’t know what to draw with you.”</p> <p>The black crayon thought for a minute then said, “Oh, but there are so many things to draw with me. You could draw a zebra, a tiger, or even a spider.” “Why, that’s a great idea!” replied the girl. “I could draw a tiger hiding behind this tree getting ready to jump out at a zebra. You are right; I would not be able to draw a tiger or a zebra without you! Oh, I am so excited; this will be a wonderful picture.” The girl finished her tree and then drew a tiger with orange and black stripes hiding behind it. Next, she made a black and white zebra eating grass nearby. When the girl was finished she hung her beautiful picture up for everyone to see. She was so excited about her picture that she just had to tell the black crayon thank you for his wonderful idea. “I can see that you are very useful and an important color. I will remember to always take you out of the box with the other crayons when I draw,” said the girl to the black crayon. “Maybe tomorrow we could draw going on an insect hunt at the park,” exclaimed the black crayon.</p> <p>What is Growth?</p> <p>1. Ask the children to give responses to complete the sentence, “When I was little...” Write their responses on chart paper with their initials beside them.</p> <p>2. On another sheet of chart paper, record their responses to “Now I...” with the same procedures. Use a different color marker to give the children a visual cue that this is a different time period we are describing.</p> <p>3. Give the children a book with the patterned sentence printed on it. Children will draw a picture of their ideas, and then “write” their responses, either from the chart or on their own.</p> <p>4. You can even have the parents send in a wallet size baby picture and school picture to mount on each side of the page of the illustrator.</p> <p>5. Allow the children the opportunity to read their books to the class.</p> <p><b>Assessment of Tasks:</b></p> <ul style="list-style-type: none"> <li>• Student Projects</li> <li>• Teacher Created Assessments</li> <li>• Student Participation</li> <li>• Teacher Observation</li> </ul>
Lesson 3: My Body and Senses	<p><b>Goals/Objectives:</b></p> <p><b>Students will learn to...</b></p> <ul style="list-style-type: none"> <li>• Identify the body parts and senses</li> </ul>

	<p><b>Lesson Activities:</b></p> <ol style="list-style-type: none"> <li>1. Teach the following activities: <ul style="list-style-type: none"> <li>-Head, shoulders knees and toes, have students follow along.</li> <li>-Play simon says and use all body parts</li> <li>-Trace your body and label each of the parts</li> <li>-Have senses boxes around the room</li> <li>-Make popcorn with the students discuss what their sensory organs tell them about the popcorn: <ul style="list-style-type: none"> <li>kernel shape, size, color, texture</li> <li>sizzling and popping</li> <li>oil and corn burning</li> <li>plain buttered salty</li> <li>smooth rough and light</li> </ul> </li> </ul> </li> <li>2. On sentence strips draw pictures of eyes, ears, mouth, hands and nose</li> <li>3. Write: <ul style="list-style-type: none"> <li>I use my.... To....</li> </ul> </li> <li>4. Children will come up with a match of pictures to correct the words.</li> <li>5. Give situations, what sensory organ they would use and the use</li> </ol> <p>Example:</p> <p>A bell rings- use your ears-warns us of danger</p> <p>Dirty water-eyes-warns us of danger</p> <p>Plants flowers-nose, eyes-enjoy our world and learn about it</p> <p><b>Assessment of Tasks:</b></p> <ul style="list-style-type: none"> <li>● Student Participation</li> <li>● Worksheets</li> <li>● Student Projects</li> <li>● Teacher Observation</li> </ul>
Lesson 1: Stranger Danger-Trusted Adults	<p><b>Goals/Objectives:</b></p> <p><b>Students will...</b></p> <ul style="list-style-type: none"> <li>● Explain who a stranger is</li> <li>● Know what to do if they meet a stranger</li> <li>● Give examples of trusted adults</li> <li>● Demonstrate how to run and yell when pursued by a stranger</li> </ul>

	<ul style="list-style-type: none"> <li>• State the specific private parts of the body</li> <li>• Distinguish between good and bad touching</li> <li>• Demonstrate how and when to use No-Go-Tell and Check First strategies</li> </ul> <p><b>Lesson Activities:</b></p> <ol style="list-style-type: none"> <li>1. Show pictures of people who the students know and pictures of people they don't know, explain that the people they don't know are called strangers. Ask the students if they have ever encountered someone they didn't know, and what they did in that situation. Assign students the trust tree project, where they find pictures of adults they can trust and put them on a tree poster. Can also be used for family tree- in identifying family lessons.</li> <li>2. Role play students as strangers and children, show the students how to yell and get help when they encounter a stranger. Explain to them the difference between a stranger and someone who is safe.</li> <li>3. Explain to the students that there are parts of the body that are private, and that no one should touch or ask to see those parts. Explain to the students that if they feel uncomfortable in any way they should tell a trusted adult. Tell them that a bad touch is a touch that makes them feel uncomfortable or hurt.</li> <li>4. Give the students several scenarios when they would use no-go-tell: An older student asks them for lunch money, a man in a car driving by stops and asks you for help finding his puppy, a person in a crossing guard uniform not by a crosswalk offers you some candy etc. The check first strategy would be used if a neighbor asks you to come over and help with something, a friend's parent asks you to come swimming etc, you would have to ask your parent or guardian first.</li> </ol> <p><b>Assessment of Tasks:</b></p> <ul style="list-style-type: none"> <li>• Learning response logs</li> <li>• Exit ticket</li> </ul>
Lesson 2: Family	<p><b>Goals/Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Recognize what a family is.</li> <li>• Identify ways family members show love for other family members.</li> <li>• Identify skills for resolving conflicts</li> <li>• Apply conflict resolution skills to family situations</li> <li>• Name things families can do together.</li> </ul> <p><b>Lesson Activities:</b></p> <ol style="list-style-type: none"> <li>1. Have children make drawings of their families, ask the children to share their drawings. Use questions prompts in teacher's edition on page 42 to guide discussion on family. Define family, read pages 42 and 43 out loud. Explain that all families are different.</li> <li>2. Direct the students to pages 42 and 43 pictures, and ask the students how the family members are helping each other in the pictures. Have each child think of 3 ways to help someone in his or her family. Ask the children to record how they have helped.</li> </ol>

	<p>3. Tell the children that a conflict is an argument or disagreement. Ask them if there was ever a time when they had to resolve a conflict. Read pages 46 and 47 in Your Health book. Give children several scenarios that will help them practice conflict resolution. Children can use counting to practice managing their anger before they shout at or hurt someone.</p> <p>4. Pick an activity where the children need to work together. Explain to them that there are many times people need to work together. When they work together they help each other. Working together is one way families help each other. Ask the children what are some activities their families do together.</p> <p><b>Assessment of Task:</b></p> <ul style="list-style-type: none"> <li>• Helping Log-record of how the students have helped family members</li> <li>• Complete activity book page 16.</li> <li>• Students can draw pictures or make up a poem or rhyme about what their family does together.</li> </ul>
Lesson 3: Building Friendships	<p><b>Goals/Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Recognize the importance of respect in getting along with others.</li> <li>• Discuss ways to show respect in speech, touch and actions.</li> <li>• Recognize the value of having friends.</li> <li>• Identify ways to be a friend and to make new friends.</li> </ul> <p><b>Lesson Activities:</b></p> <p>1. Have four students in two pairs act out scenarios, one set of students is being polite and respectful and the other set is not getting along. Ask the class to identify which students are getting along and which are not. Read pages 26-27 ask the children what they think the word respect means. Complete activity book page 10. Make a class list of how to show respect for others. Have each student choose something from the list to practice when he/she goes home.</p> <p>2. Have the students draw themselves playing with one or more of their friends. Ask volunteers to tell stories about their drawings to the class. Read pages 28-29 discuss things that you do with your friends. Complete activity book page 11.</p> <p><b>Assessment of Tasks:</b></p> <ul style="list-style-type: none"> <li>• Respect poem, children will use the letters in respect to write an acrostic poem.</li> <li>• Students will draw a happy time they would like to share with friends in the future.</li> </ul>
Lesson 1: My Body	<p><b>Goals/Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Learn each body part and its specific function. The body parts will be: head, eyes, mouth, nose, ears, neck, shoulders, arms, elbow, chest, back, legs, knees, feet, ankles and toes</li> </ul> <p><b>Lesson Activities:</b></p> <p>1. Begin the activity by asking what are terms that students know for body parts? Put the terms on</p>

	<p>the board.</p> <p>2. Explain to students that “In this room, we are going to use the medical words for the parts of our body.” Replace the slang terms with the medical terms.</p> <p>3. Play ‘Simon Says’ to check for student’s understanding of the <b>names</b> of common (non-reproductive) body parts. On the same day or another day, play Simon Says to review the <b>function</b> of body parts. Example: touch the body part that you: smell with, eat with, hear with, your legs bend with, walk on, pump blood, bring in oxygen and get rid of carbon dioxide, mix up your food, etc.</p> <p>4. <b>OPTIONAL:</b> Use the overhead transparency to review the body parts. As a teacher, model placing a label next to a body part. (Example: Say, “This is the elbow. I am going to place the word elbow next to the elbow part.”) Ask students to point to a common body part. Have them say the name and hand them the label to place next to the part. Found in the health book or at <a href="http://www.discoveryeducation.org">http://www.discoveryeducation.org</a></p> <p>5. Discuss body systems and use pages 2- 13 in <i>Your Health</i> book</p> <p>6. Lessons on pages 34-35 in <i>Your Health</i> to discuss growth</p> <p><b>Assessment of Tasks:</b></p> <ul style="list-style-type: none"> <li>• Labeled diagram of body parts</li> <li>• Teacher observation</li> <li>• Student participation</li> <li>• Student projects</li> <li>• Homework assignments</li> <li>• Classwork assignments</li> <li>• Activity book pages</li> </ul>
Lesson 2: I am Cool	<p><b>Goals/Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Understand the influences of the media in defining society’s standards regarding who is successful and what is desirable</li> <li>• Understand the transience and superficiality of media images and messages regarding who and what is <i>cool</i></li> <li>• Understand how they themselves are influenced by these media images and messages</li> <li>• Name what makes them cool</li> </ul> <p><b>Lesson Activities:</b></p> <p>1. Ask kids what is the latest terminology for the word ‘cool’ as it might apply to things such as clothing or toys. Write their suggestions on the board. Next, ask students to identify what makes a person ‘cool.’ Is it external – the way they look, or the way they dress; or is it internal – the way they act? As a class, come up with a list of traits that define ‘cool,’ making sure to include personality traits like independence, strength of character, being a good friend, along with the more obvious external traits such as ‘wears the latest fashions’ or ‘looks good.’ Reinforce the idea that we tend to think of cool as an external thing, but the best kind of cool comes from inside.</p> <p>2. Ask students to think of their friends</p>

3. Without naming their friend, have students write a description of their coolest friend, explaining what makes them cool.
  4. Remind students that they are looking for 'internal' cool, not just how a person looks.
  5. Have students share what they have written with the rest of the class.
  6. Explain to students that there can be two different types of cool people – those who are cool because they are famous or fashionable, and those who are cool because of how they act.
  7. Say, “The truth is that very few people look like those you see in the media. In fact, some of the people we see in the media don't look anything like their media images in real life, because their photographs are touched up to make them look more attractive, or they are filmed using lots of make-up and special lighting. There are even software programs **that** can take a picture of someone and give him or her longer legs, or make them thinner! Yet despite knowing this, many of us are still influenced by images we see in magazines and on television. Statistically, the people that we see in the media represent only 5 percent of the population. That means that 95 percent of us are being told that we should look the same way as a very small percentage of people.”
  8. To make your point, get two boxes of Smarties and take out all of the blue Smarties.
    - a) Count out 95 regular Smarties and toss in 5 blue ones.
    - b) Explain that the 95 regular Smarties are regular people, and the 5 blue Smarties are the types of people who the media say we should be.
    - c) Ask students: What is wrong with this picture? Is it possible for the other colors to turn blue? (You might point out that the colors that are closer to blue, like purple, might be able to pass for blue, but what about the yellows, and reds? It is just as impossible for them to become blue as it is for many of us to conform to the standards of beauty and cool that we see in the media.)
    - d) How will the Smarties feel, not being able to live up to the image dictated by the media?
  9. How important is "coolness" to people trying to sell things? Companies who want to attract kids and teens will hire people to find out what is cool. They will watch kids and see who/what is cool. They also do things like use the Internet to have kids fill out surveys online. (They do this to grown ups too when they ask grown ups to sign up for grocery store cards. They watch what people buy to see what is popular and create coupons just for that person so they will buy more.)
  10. Distribute “What is Cool” worksheet to students and ask them to complete it. Once they have completed the questionnaires, review their answers and tally class results.
  11. Who do students consider to have the greatest influence on their perceptions of coolness? Have students share something that is cool about themselves.
- Assessment of Tasks:**
- Teacher observation
  - Student participation

	<ul style="list-style-type: none"> <li>• Student projects</li> <li>• Classwork assignments</li> </ul>
Lesson 3: My Senses	<p><b>Goals/Objectives:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Identify the five senses</li> <li>• Recognize the role of the senses in growth, learning, and safety</li> </ul> <p><b>Lesson Activities:</b></p> <ol style="list-style-type: none"> <li>1. Use pages 36-37 in <i>Your Health</i> book for lessons.</li> <li>2. Create senses boxes for the children to experience things with each of the senses</li> <li>3. Children can make warning signs to remind them to use their senses</li> <li>4. You are going to take a walk with your class. If the weather is good, you can go outside. Otherwise, you can walk around your school, going to places like the gym, the cafeteria, and the office. Pay very close attention to what you see, hear, and smell. (No tasting on this walk, though you might find some things you can touch!) What information do you get from your senses about these places?</li> <li>5. When you return to your classroom, draw a picture of one of the places you visited on the walk. Think of a way to show the sounds you heard. If your sense of smell noticed something, how can you show that?</li> <li>6. When you're finished, share your drawing with a classmate.</li> </ol> <p><b>Assessment of Tasks:</b></p> <ul style="list-style-type: none"> <li>• Activity book page 12</li> <li>• Senses posters</li> <li>• Class discussion</li> <li>• Teacher observation</li> </ul>
<b>Skills (Students will be able to...)</b>	
<ul style="list-style-type: none"> <li>• Recognize each body system and function</li> <li>• Identify signs of human growth</li> <li>• Recognize the five senses and their role in human growth</li> <li>• Identify people who they can trust</li> <li>• List ways to keep themselves safe</li> <li>• Define friendship</li> <li>• List ways to show affection</li> <li>• Identify activities families can do together</li> <li>• Be able to discuss how family and friends are important throughout life.</li> <li>• Identify that relationships require respect for each other.</li> <li>• Recognize that everyone's body grows at a different rate</li> <li>• Identify the parts of the body and the senses.</li> </ul>	

Evidence of Learning (Assessments)	Accommodations and Modifications
<div>Formative Assessments:</div> <ul style="list-style-type: none"> <li><i>Class discussion</i></li> <li><i>Closure activity</i></li> </ul> <div>Summative Assessments:</div> <ul style="list-style-type: none"> <li>End of Unit Culminating Discussion/Activity</li> <li>Wellness Activity Book</li> </ul> <div>Benchmark Assessments:</div> <ul style="list-style-type: none"> <li>Pre/Post Tests</li> </ul> <div>Alternative Assessments:</div> <ul style="list-style-type: none"> <li>Portfolios</li> </ul>	<div>Special Education</div> <ul style="list-style-type: none"> <li><u>Curricular Modifications and Guidance for Students Educated in Special Class Settings</u></li> <li><u>Subgroup Accommodations and Modifications</u></li> <li><u>Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</u></li> </ul> <div><b>Differentiation:</b></div> <ul style="list-style-type: none"> <li><i>Preview content and concepts</i></li> <li><i>Behavior management plan</i></li> <li><i>Highlight text</i></li> <li><i>Small group setting</i></li> </ul> <div><b>High-Prep Differentiation:</b></div> <ul style="list-style-type: none"> <li><i>Alternative formative and summative assessments</i></li> <li><i>Guided Reading</i></li> <li><i>Personal agendas</i></li> <li><i>Project-based learning</i></li> <li><i>Problem-based learning</i></li> <li><i>Stations/centers</i></li> <li><i>Tiered activities/assignments</i></li> <li><i>Varying organizers for instructions</i></li> </ul> <div><b>Low-Prep Differentiation:</b></div> <ul style="list-style-type: none"> <li><i>Clipping activities</i></li> <li><i>Exploration by interest</i></li> <li><i>Flexible groupings</i></li> </ul> <div>English Language Learners</div> <ul style="list-style-type: none"> <li><u>Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</u></li> <li><u>Unit 1: Curriculum for ELL</u></li> <li><u><b>Subgroup Accommodations and Modifications</b></u></li> </ul> <div>Students at Risk for Failure</div>

	<ul style="list-style-type: none"> <li>• <u>Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</u></li> <li>• <u><i>Subgroup Accommodations and Modifications</i></u></li> </ul> <p><b>Gifted and Talented</b></p> <ul style="list-style-type: none"> <li>• <u>Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</u></li> <li>• <u><i>Subgroup Accommodations and Modifications</i></u></li> </ul> <p><b>Students with 504 Plans</b></p> <ul style="list-style-type: none"> <li>• <u>Differentiation for All Students (Special Needs, ESL, Gifted Learners, &amp; Mainstream Learners)</u></li> <li>• <u><i>Subgroup Accommodations and Modifications</i></u></li> </ul>
<p><b>Core Instructional and Supplemental Materials Professional Resources:</b></p>	<p><b>Core Instructional, Supplemental, Instructional, and Intervention Resources</b></p>
<p><b>Core Professional Resources:</b></p> <ul style="list-style-type: none"> <li>• Textbook: Your Health (1999) Harcourt and Brace- Teacher Guide</li> <li>• Weekly Reader teacher guide</li> <li>• <a href="http://www.dole.com/SuperKids/Games/GamesDetail/tabid/784/Default.aspx#">http://www.dole.com/SuperKids/Games/GamesDetail/tabid/784/Default.aspx#</a></li> <li>• <a href="http://www.dairycouncilofca.org/Tools/MyPyramid/">http://www.dairycouncilofca.org/Tools/MyPyramid/</a></li> <li>• <a href="http://www.state.nj.us/education/aps/cccs/career/">http://www.state.nj.us/education/aps/cccs/career/</a></li> <li>• <a href="http://www.dare.com">www.dare.com</a></li> <li>• <a href="http://www.kidshealth.org">www.kidshealth.org</a></li> <li>• <a href="http://www.dare.com">www.dare.com</a></li> <li>• <a href="http://www.teachervision.fen.com/community-helpers/printable/29309.html">http://www.teachervision.fen.com/community-helpers/printable/29309.html</a></li> <li>• <a href="http://edhelper.com/community_helpers.htm">http://edhelper.com/community_helpers.htm</a></li> <li>• <a href="http://tabstart.com/directory/education/feelings-and-emotions-worksheet-1367">http://tabstart.com/directory/education/feelings-and-emotions-worksheet-1367</a></li> <li>• <a href="http://www.discoveryeducation.org">www.discoveryeducation.org</a></li> <li>• <a href="http://www.cdc.org">http://www.cdc.org</a></li> </ul>	<p><b>Core Instructional Resources:</b></p> <ul style="list-style-type: none"> <li>• Weekly Reader student magazine</li> <li>• Textbook: Your Health (1999) Harcourt and Brace - Student Edition</li> </ul> <p>Books:</p> <ul style="list-style-type: none"> <li>• The Rainbow Fish - Level M</li> </ul> <p><b>Supplemental Resources:</b></p> <ul style="list-style-type: none"> <li>• Fountas and Pinnell Interactive Read Aloud Kits (IRA)</li> <li>• OT/PT/Speech consults and provided supports</li> </ul> <p><b>Intervention Resources:</b></p>

<ul style="list-style-type: none"> <li>• <a href="http://www.choosemyplate.gov/">http://www.choosemyplate.gov/</a></li> <li>• <a href="http://www.hbschool.com">www.hbschool.com</a> - password Gibbons</li> <li>• <a href="http://www.ece.gov.nt.ca/divisions/kindergarten.../Health%20K.../06Gr2_FL.pdf">www.ece.gov.nt.ca/divisions/kindergarten.../Health%20K.../06Gr2_FL.pdf</a></li> <li>• <a href="http://www.imdrugfree.com">http://www.imdrugfree.com</a></li> <li>• <a href="http://www.drugfree.org">www.drugfree.org</a></li> <li>• <a href="http://cdconsults.com/refusalSkills.html">http://cdconsults.com/refusalSkills.html</a></li> <li>• <a href="http://www.ece.gov.nt.ca/divisions/kindergarten_g12/.../G2/04Gr2_GD">http://www.ece.gov.nt.ca/divisions/kindergarten_g12/.../G2/04Gr2_GD</a></li> <li>• <a href="http://www.sedl.org/scimath/pasopartners/senses/">http://www.sedl.org/scimath/pasopartners/senses/</a></li> </ul> <p><b>Supplemental Professional Resources:</b></p> <ul style="list-style-type: none"> <li>• Education.com worksheets and printables</li> <li>• Brainpop Videos</li> <li>• <a href="http://www.media-awareness.ca/eng/med/class/teamedia/cool.htm">http://www.media-awareness.ca/eng/med/class/teamedia/cool.htm</a></li> <li>• <a href="https://classroom.kidshealth.org/classroom/?WT.ac=ms_tab">https://classroom.kidshealth.org/classroom/?WT.ac=ms_tab</a></li> </ul>	<ul style="list-style-type: none"> <li>• Leveled Literacy Intervention Texts</li> </ul>
<p><b>Interdisciplinary Connections</b></p>	<p><b>Integration of Technology through NJSLs</b></p>
<ul style="list-style-type: none"> <li>• <b>Science:</b> relate to body systems, illnesses, germs, hygiene</li> <li>• <b>English Language Arts:</b> read alouds, comprehension skills</li> <li>• <b>Social Studies:</b> real life situations, functioning in the community, being a healthy member of the community</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to books on CDs, tapes, videos or podcasts if available.</li> <li>• Listen to books on websites (pbskids.org/lions/index.html, storylineonline.net, storyit.com, Elementary Connections Page)</li> <li>• Use document camera or overhead projector for shared reading of texts.</li> <li>• BrainPop Videos</li> <li>• Floccabulary Videos</li> <li>• Science A-Z online books and materials</li> <li>• Computer</li> <li>• Interactive Board</li> <li>• <a href="http://www.safekids.com">www.safekids.com</a></li> <li>• <a href="http://www.bhsi.org">www.bhsi.org</a></li> </ul>
<p><b>Integration of 21st Century Themes</b></p>	<p><b>Media Literacy Integration</b></p>
<ul style="list-style-type: none"> <li>• Health Literacy</li> <li>• Global Awareness</li> <li>• Civic Literacy</li> <li>• Creativity and Innovation</li> <li>• Critical Thinking and Problem Solving</li> <li>• Communication and Collaboration</li> <li>• Information Literacy</li> </ul>	<ul style="list-style-type: none"> <li>• Ask students to look for specific things when they view videos or read print material, and then ask questions about those items as related to health and wellness.</li> <li>• Build on the intuitive knowledge students have gained from media about the story and character in read alouds that relate to health and wellness</li> <li>• Clarify the distinction between fiction and nonfiction in different types of media reporting on the topics of health and wellness</li> </ul>

<ul style="list-style-type: none"> <li>• Life and Career Skills</li> <li>• Global and Environmental Awareness</li> <li>• Problem Solving Skills</li> <li>• Initiative and Self Direction</li> </ul> <p>*Additional information on the 21st Century Skills and Themes can be found by visiting the following link: <a href="#">21st Century Skills for College and Careers</a></p>	<ul style="list-style-type: none"> <li>• Use print materials to practice reading and comprehension skills on the topics of health and wellness</li> </ul>
<b>Career Education</b>	<b>Global Perspectives</b>
<p>9.2 Career Awareness, Exploration, and Preparation</p> <ul style="list-style-type: none"> <li>• Trip to a local supermarket</li> <li>• Invite a nutritionist to come speak</li> <li>• Trip to doctor or dentist</li> </ul>	<ul style="list-style-type: none"> <li>• Eyecare Month - January</li> <li>• National Staying Healthy Month- January</li> <li>• Week of Respect- March</li> <li>• Red Ribbon Week- October</li> <li>• Kindness Month - February</li> <li>• Pennies for Patients Drive - February</li> <li>• American Heart Month- February</li> <li>• Jump Rope for Heart Fundraiser- April</li> <li>• American Red Cross Month -March</li> <li>• Dentist Day- March</li> <li>• Autism Awareness Month- April</li> <li>• Healthy Kids Day - April</li> </ul>

### **Comprehensive Health and Physical Education Practices**

The ten Comprehensive Health and Physical Education practices describe the ways in which individuals in these field engage in their careers as well as reflect the actions and behaviors of active, informed, responsible individuals and contributing community members. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations.

<b>Practice</b>	<b>Description</b>	
Acting as responsible and contributing member of society	Individuals who possess health and physical literacy understand the obligations and responsibilities of being a member of a community. They demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and on their environment. They consider the short-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their families, teams, community, and school. They are reliable and consistent in going beyond the minimum expectation and in participating in community outreach that serves the greater good.	
Building and maintaining healthy relationships	Individuals who possess health and physical literacy establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others. They are aware of others' feelings and ideas. They respect differences and identify ways to resist inappropriate social pressure. Students demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways. They identify who, when and where, or how to seek help for oneself or others when needed.	
Communicating clearly and effectively (verbal and nonverbal)	Individuals who possess health and physical literacy communicate thoughts, ideas, emotions and action plans with clarity, using written, verbal and/or visual methods. They are excellent communicators who master movements, word choices, and use of effective tone and presentation skills to articulate ideas and movements. They are skilled at interacting with others as they are active listeners who speak clearly and with a purpose. They demonstrate and perform movements and skills with accuracy and balance. They consider the audience and prepare accordingly to ensure the desired outcome.	

Resolving conflict	Individuals who possess health and physical literacy acknowledge problems in school and in the community and develop skills to create strategies to resolve the issue. They are aware of the reason(s) of the conflict and quickly take positive action to address the problem. They thoughtfully probe the root cause of the conflict prior to introducing a resolution. They carefully consider the consequences both positive and negative to resolve the conflict. Once a resolution is agreed upon, they follow through to ensure the conflict is resolved, whether through their own actions or the actions of others and they take the necessary steps to eliminate the conflict from recurring.	
<b>Practice Description</b>		
Attending to personal health, emotional, social and physical well-being	Individuals who possess health, emotional, social and physical literacy understand the relationship between the body and the mind. They create and implement a personal self-care plan that promotes a healthy lifestyle. They recognize the importance of a healthy diet, regular exercise, and promote mental health activities that lead to healthier behaviors. They also take regular actions that contribute to their personal, emotional, and social well-being by regulating emotions, understanding personal self-care, and engaging in appropriate self-expression. Establishing outlets that are safe and take place in healthy environments allow for positive social interaction for self and others. They recognize that an active body promotes an active healthy mind that contributes to their overall health.	
Engaging in an active lifestyle	Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized fitness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle.	
Making decisions	Individuals who possess health and physical literacy make informed, responsible decisions in order to lead a lifestyle that promotes wellness. Students examine their options and consider their values, their own beliefs, and consequences, that will impact their decisions. They develop, implement, and model effective critical thinking skills in their decision- making process. They consider the impacts of the decisions to self and others and evaluate whether the results of their decision promote one's health or present a risk. They analyze if a decision can be made	

	individually or collaboratively.	
Managing-self	Individuals who possess health and physical literacy understand and practice strategies for managing one's own emotions, thoughts and behaviors. They recognize the skills needed to establish and achieve success in situations. They identify and apply skills, such as self-regulating, self-control, asking questions, and setting goals to persevere and overcome barriers. They research reliable sources to inform and engage in healthy behaviors. They reflect on personal experiences, and recognize their strengths, traits and limitations to avoid risky or dangerous behaviors and situations.	
Setting goals	Individuals who possess health and physical literacy are focused with a plan in mind and a task to complete. They set high but realistic standards, prioritize responsibilities, utilize time wisely and think short and long-term to achieve the intended results. Goal-setters are organized, self-directed, highly motivated, curious, and desirous of living healthy and productive lives.	
<b>Practice Description</b>		
Using technology tools responsibly	Individuals who possess health and physical literacy find and maximize the productive value of existing with new technology to accomplish personal and professional <b>tasks</b> . They are flexible and adaptive in acquiring and operating new technology. They are proficient with ubiquitous technology applications. They understand the laws, inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks as responsible users.	

## **Standards in Action: Climate Change**

The impact of climate change on human health is a significant threat to our way of life. The human induced climate change is increasing nationwide. Rising greenhouse gas, increasing temperature changes, the changes of intensity of extreme weather events and the rising sea levels are endangering our food supplies, the quality of the air we breathe, and increasing diseases through our water, and through transmitted vector diseases from mosquitoes and ticks. No one is exempt, some people will be exposed by threats sooner and others are exposed to these threats not previously experienced in their region or location. This is also true to our health and physical education students who are thrust into this complex issue in where they live. Through comprehensive health and physical education, students have opportunities in class and through design thinking programs to foster the skills associated with complex, creative problem solving and promote a work culture to build capacity for economic and social change. The goal is to raise awareness, understand how to leverage resources in their community and to create solutions for a healthier future of a lifestyle of wellness.

## **Structure of the NJSLS-CHPE**

There are three Comprehensive Health and Physical Education standards:

- Standard 2.1 Personal and Mental Health
- Standard 2.2 Physical Wellness
- Standard 2.3 Safety

The *core ideas* are derived from the disciplinary concepts, and students' understandings increase in sophistication over time as they engage with these ideas in new and varied contexts. The core ideas are what is most essential for students to learn and represent the knowledge and skills that they should be able to apply to new situations outside of the school experience. Curriculum writers and educators can use these core ideas as the basis for formative, summative, and benchmark assessments.

The *performance expectations* describe what students should know and be able to do. It is expected that curriculum writers and educators will bundle these performance expectations together in meaningful ways as a basis for classroom instruction and to guide the creation of formative, summative, and benchmark assessments.

## **Coding of Performance Expectations**

To promote a unified vision of the NJSLS-CHPE, an abbreviated form of the disciplinary concepts is included in the alphanumeric code. The disciplinary concepts were abbreviated as follows:

<ul style="list-style-type: none"><li>• Personal Growth and Development (PGD)</li><li>• Pregnancy and Parenting (PP)</li><li>• Emotional Health (EH)</li><li>• Social and Sexual Health (SSH)</li><li>• Community Health Services and Support (CHSS)</li></ul>	<ul style="list-style-type: none"><li>• Movement Skills and Concepts (MSC)</li><li>• Physical Fitness (PF)</li><li>• Lifelong Fitness (LF)</li><li>• Nutrition (N)</li><li>• Personal Safety (PS)</li></ul>	<ul style="list-style-type: none"><li>• Health Conditions, Diseases and Medicines (HCDM)</li><li>• Alcohol, Tobacco and other Drugs (ATD)</li><li>• Dependency, Substance Disorder and Treatment (DSDT)</li></ul>							
The performance expectation alphanumeric code should be interpreted as follows (e.g., 2.1.2.EH.1):									
<b>2.1</b>	<b>2</b>	<b>EH</b>	<b>1</b>						
Standard number	By the end of grade	Disciplinary Concept	Performance Expectation						

### New Jersey Legislative Statutes

#### Curriculum Development: Integration of 21st Century Skills and Themes and Interdisciplinary Connections

[District boards of education shall be responsible for the review and continuous improvement of curriculum and instruction based upon changes in knowledge, technology, assessment results, and modifications to the NJSLS, according to N.J.A.C. 6A:8-2.](#)

[1. District boards of education shall include interdisciplinary connections throughout the K–12 curriculum.](#)

[2. District boards of education shall integrate into the curriculum 21st century themes and skills \(N.J.A.C. 6A:8-3.1\(c\)\).](#)

**Twenty-first century themes and skills integrated into all content standards areas (N.J.A.C. 6A:8-1.1(a)3).**

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility.  
The 2020 NJSLS-CHPE continue to incorporate New Jersey Legislative Statutes related to the health and well-being of students in New Jersey public schools, including those enacted from 2019:

**Consent (N.J.S.A. 18A:35)**

Requires age-appropriate instruction in grades six through 12 on the law and meaning of consent for physical contact and sexual activity as part of the district’s implementation of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education. The instruction shall be designed to increase discussion and awareness that consent is required before physical contact or sexual activity, as well as the social, emotional, and relational impact surrounding sexuality, the right to say no to unwanted physical contact or sexual activity, and the virtues of respecting the right of others to say no.

**Mental Health (N.J.S.A. 18A:35-4.39)**

A school district shall ensure that its health education programs for students in grades kindergarten through 12 recognize the multiple dimensions of health by including mental health and the relation of physical and mental health so as to enhance student understanding, attitudes, and behaviors that promote health, well-being, and human dignity. The instruction in mental health shall be adapted to the age and understanding of the students and shall be incorporated as part of the district’s implementation of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education. The instruction shall include, as appropriate, information on substance abuse provided pursuant to the implementation of these standards and to section 1 of P.L.2016, c.46 (C.18A:40A-2.1). The State Board of Education shall review and update the New Jersey Student Learning Standards in Comprehensive Health and Physical Education to ensure the incorporation of instruction in mental health in an appropriate place in the curriculum for students in grades kindergarten through 12. In its review, the State board shall consult with mental health experts including, but not limited to, representatives from the Division of Mental Health and Addiction Services in the Department of Human Services.

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**Sexting (N.J.S.A. 18A:35-4.33)**

A Board of education shall include instruction on the social, emotional, and legal consequences of distributing and soliciting sexually explicit images through electronic means once during middle school in an appropriate place in the curriculum as part as of the school district's implementation of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education. The Commissioner of Education shall provide school districts with age-appropriate sample learning activities and resources designed to implement this requirement.

**Sexual abuse and assault awareness and prevention education (N.J.S.A 18A:35-4.5a.)**

Requires each school district shall incorporate age-appropriate sexual abuse and assault awareness and prevention education in grades preschool through 12 as part of the district's implementation of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education. The Commissioner of Education, in consultation with the Department of Children and Families, the New Jersey Coalition Against Sexual Assault, Prevent Child Abuse New Jersey, the New Jersey Children's Alliance, and other entities with relevant expertise, shall provide school districts with age-appropriate sample learning activities and resources.

**New Jersey Legislative Statutes Summary (Legislation enacted prior to 2014)**

*Accident and Fire Prevention (N.J.S.A. 18A:6-2)*

Requires instruction in accident and fire prevention. Regular courses of instruction in accident prevention and fire prevention shall be given in every public and private school in this state. Instruction shall be adapted to the understanding of students at different grade levels.

*Breast Self-Examination (N.J.S.A. 18A:35-5.4)*

Requires instruction on breast self-examination. Each board of education which operates an educational program for students in grades 7 through 12 shall offer instruction in breast self-examination. The instruction shall take place as part of the district's implementation of the Core Curriculum Content Standards in Comprehensive Health and Physical Education, and the comprehensive health and physical education curriculum framework shall provide school districts with sample activities that may be used to support implementation of the instructional requirement.

*Bullying Prevention Programs (N.J.S.A. 18A:37- 17)*

Requires the establishment of bullying prevention programs. Schools and school districts are encouraged to establish bullying prevention programs and other initiatives involving school staff, students, administrators,

[volunteers, parents, law enforcement, and community members. To the extent funds are appropriated for these purposes, a school district shall: \(1\) provide training on the school district's harassment, intimidation, or bullying policies to school employees and volunteers who have significant contact with students; and \(2\) develop a process for discussing the district's harassment, intimidation, or bullying policy with students. Information regarding the school district policy against harassment, intimidation, or bullying shall be incorporated into a school's employee training program.](#)

*CPR/ AED Instruction (N.J.S.A. 18A:35-4.28-4.29)*

Requires public high schools to provide instruction in cardiopulmonary resuscitation and the use of an automated external defibrillator to each student prior to graduation.

*Cancer Awareness (N.J.S.A. 18A:40-33)*

Requires the development of a school program on cancer awareness.

*Dating Violence Education (N.J.S.A. 18A: 35-4.23a)*

Requires instruction regarding dating violence in grades 7 through 12. Each school district shall incorporate dating violence education that is age appropriate into the health education curriculum as part of the district's implementation of the Core Curriculum Content Standards in Comprehensive Health and Physical Education for students in grades 7 through 12. The dating violence education shall include, but not be limited to, information on the definition of dating violence, recognizing dating violence warning signs, and the characteristics of healthy relationships.

*Domestic Violence Education (N.J.S.A. 18A:35-4.23)*

Allows instruction on problems related to domestic violence and child abuse. A board of education may include instruction on the problems of domestic violence and child abuse in an appropriate place in the curriculum of elementary school, middle school, and high school pupils. The instruction shall enable pupils to understand the psychology and dynamics of family violence, dating violence, and child abuse; the relationship of alcohol and drug use to such violence and abuse; and the relationship of animal cruelty to such violence and abuse; and to learn methods of nonviolent problem-solving.

*Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids (N.J.S.A. 18A:40A-1)*

Requires instructional programs on drugs, alcohol, anabolic steroids, tobacco, and controlled dangerous substances and the development of curriculum guidelines. Instructional programs on the nature of drugs, alcohol, anabolic steroids, tobacco, and controlled dangerous substances, as defined in section 2 of P.L.1970, c.226 (C.24:21-2), and their physiological, psychological, sociological, and legal effects on the individual, the family, and society shall be taught in each public school and in each grade from kindergarten through 12 in a manner adapted to the age and understanding of the pupils. The programs shall be based upon the curriculum guidelines established by the Commissioner of Education and shall be included in the curriculum for each grade in such a manner as to provide a thorough and comprehensive treatment of the subject.

*Gang Violence Prevention (18A:35-4.26)*

Requires instruction in gang violence prevention for elementary school students. Each board of education that operates an educational program for elementary school students shall offer instruction in gang violence prevention and in ways to avoid membership in gangs. The instruction shall take place as part of the district's implementation of the Core Curriculum Content Standards in Comprehensive Health and Physical Education, and the comprehensive health and physical education curriculum framework shall provide school districts with sample materials that may be used to support implementation of the instructional requirement.

*Lyme Disease Prevention (N.J.S.A. 18A:35-5.1)*

Requires the development of Lyme disease curriculum guidelines. The guidelines shall emphasize disease prevention and sensitivity for victims of the disease. The Commissioner of Education shall periodically review and update the guidelines to ensure that the curriculum reflects the most current information available.

*Organ Donation (N.J.S.A. 18A:7F-4.3)*

Requires information relative to organ donation to be given to students in grades 9 through 12. The goals of the instruction shall be to:

- Emphasize the benefits of organ and tissue donation to the health and well-being of society generally and to individuals whose lives are saved by organ and tissue donations, so that students will be motivated to make an affirmative decision to register as donors when they become adults.
- Fully address myths and misunderstandings regarding organ and tissue donation.
- Explain the options available to adults, including the option of designating a decision-maker to make the donation decision on one's behalf.
- Instill an understanding of the consequences when an individual does not make a decision to become an organ donor and does not register or otherwise record a designated decision-maker.

The instruction shall inform students that, beginning five years from the date of enactment of P.L.2008, c.48 (C.26:6-66 et al.), the New Jersey Motor Vehicle Commission will not issue or renew a New Jersey driver's license or personal identification card unless a prospective or renewing licensee or card holder makes an acknowledgement regarding the donor decision pursuant to section 8 of P.L.2008, c.48 (C.39:3-12.4).

*Sexual Assault Prevention (N.J.S.A. 18A:35-4.3)*

Requires the development of a sexual assault prevention education program. The Department of Education in consultation with the advisory committee shall develop and establish guidelines for the teaching of sexual assault prevention techniques for utilization by local school districts in the establishment of a sexual assault prevention education program. Such program shall be adapted to the age and understanding of the pupils and shall be emphasized in appropriate places of the curriculum sufficiently for a full and adequate treatment of the subject.

*Stress Abstinence (N.J.S.A. 18A:35-4.19-20)*

Also known as the "AIDS Prevention Act of 1999," requires sex education programs to stress abstinence. Any sex education that is given as part of any planned course, curriculum, or other instructional program and that is intended to impart information or promote discussion or understanding in regard to human sexual behavior, sexual feelings and sexual values, human sexuality and reproduction, pregnancy avoidance or termination, HIV infection or sexually transmitted diseases, regardless of whether such instruction is described as, or incorporated into, a description of "sex education," "family life education," "family health education," "health education," "family living," "health," "self-esteem," or any other course, curriculum program, or goal of education, and any materials including, but not limited, to handouts, speakers, notes, or audiovisuals presented on school property concerning methods for the prevention of acquired immune deficiency syndrome (HIV/AIDS), other sexually transmitted diseases, and of avoiding pregnancy, shall stress that abstinence from sexual activity is the only completely reliable means of eliminating the sexual transmission of HIV/AIDS and other sexually transmitted diseases and of avoiding pregnancy.

*Suicide Prevention (N.J.S.A. 18A: 6-111)*

Requires instruction in suicide prevention in public schools. Instruction in suicide prevention shall be provided as part of any continuing education that public-school teaching staff members must complete to maintain their certification; and inclusion of suicide prevention awareness shall be included in the Core Curriculum Content Standards in Comprehensive Health and Physical Education.

*Time devoted to course in Health, Safety and Physical Education (N.J.S.A. 18A: 35-5)*

N.J.S.A. 18A: 35-5 requires each board of education shall conduct as a part of the instruction in the public schools' courses in health, safety and physical education, which courses shall be adapted to the ages and capabilities of the pupils in the several grades and departments. To promote the aims of these courses any additional requirements or rules as to medical inspection of school children may be imposed. Every pupil, except kindergarten pupils, attending the public schools, insofar as he is physically fit and capable of doing so, as determined by the medical inspector, shall take such courses, which shall be a part of the curriculum prescribed for the several grades, and the conduct and attainment of the pupils shall be marked as in other courses or subjects, and the standing of the pupil in connection therewith shall form a part of the requirements for promotion or graduation (N.J.S.A. 18A: 35-7). The time devoted to such courses shall aggregate at least two and one-half hours in each school week, or proportionately less when holidays fall within the week (N.J.S.A. 18A: 35-8).

*Legislation that can apply to all content areas*

**Amistad Law** N.J.S.A. 18A 52:16A-88

Every board of education shall incorporate the information regarding the contributions of African Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

**Holocaust Law** (N.J.S.A. 18A:35-28)

Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

**LGBT and Disabilities Law** (N.J.S.A. 18A:35-4.35)

A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards. N.J.S.A.18A:35-4.36 A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.