Barrington Haddon Heights Lawnside Merchantville

School District School District School District School District

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**Course Name: Health**

**Grade: K-2**

Board Approved: September 8, 2022

\*All curriculum is aligned with the NJSLS in accordance with the Department’s curriculum implementation timeline and includes all required components (NJ.A.C.6A:8).

**New Jersey Student Learning Standards**

**for**

**Comprehensive Health and Physical Education**

**INTRODUCTION**

**Comprehensive Health and Physical Education in the 21st Century**

Health literacy is an integral component of 21st century education. Healthy students are learners who are “knowledgeable, productive, and also

emotionally and physically healthy, motivated, civically engaged, prepared for work and economic self-sufficiency, and ready for the world beyond

their own borders” (ASCD, 2004). As part of the state’s initiative to prepare students to function optimally as global citizens and workers, the

contemporary view of health and physical education focuses on taking personal responsibility for one’s health through an active, healthy lifestyle

that fosters a lifelong commitment to wellness. The mission and vision for comprehensive health and physical education reflects this perspective:

**Mission:** *Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical,*

*social, and emotional wellness.*

**Vision:** A quality comprehensive health and physical education program fosters a population that:

• Maintains physical, social, and emotional health by practicing healthy behaviors and goal setting.

• Engages in a physically active lifestyle.

• Is knowledgeable about health and wellness and how to access health resources.

• Recognizes the influence of media, technology, and culture in making informed health-related decisions as a consumer of health

products and services.

• Practices effective cross-cultural communication, problem solving, negotiation, and conflict resolution skills.

• Is accepting and respectful of individual and cultural differences.

• Advocates for personal, family, community, and global wellness and is knowledgeable about national and international public health

and safety issues.

**Intent and Spirit of the Comprehensive Health and Physical Education Standards**

All students participate in a comprehensive, sequential, health and physical education program that emphasizes the natural interdisciplinary

connection between wellness and health and physical education. The standards provide a blueprint for curriculum development, instruction, and

assessment that reflects the latest research-based platform for effective health and physical education programs. The primary focus of the standards

is on the development of knowledge and skills that influence healthy behaviors within the context of self, family, school, and the local and global

community. The 2014 revised standards incorporate the current thinking and best practices found in health and physical education documents

published by national content-specific organizations as well as public health and other education organizations and agencies.

**Revised Standards**

The Comprehensive Health and Physical Education Standards provide the foundation for creating local curricula and meaningful assessments.

Revisions to the standards include cumulative progress indicators that reflect:

o Recently enacted legislation outlined in the section below

o An emphasis on health literacy, a 21st century theme

o Global perspectives about health and wellness through comparative analysis of health-related issues, attitudes, and behaviors in other

countries

o Inclusion of additional skills related to traffic safety, fire safety, and accident and poison prevention

o Increased awareness of and sensitivity to the challenges related to individuals with disabilities

The 2014 standards 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 2009-2014:

• Dating Violence Prevention Bill: N.J.S.A. 18A:35-4.23 a (2010) requires instruction in dating violence prevention.

• CPR/ AED Instruction Bill: N.J.S.A. 18A:35-4.28-4.29 (2014) requires public high schools to provide instruction in cardiopulmonary

resuscitation and the use of an automated external defibrillator to each student prior to graduation.

Health Literacy includes:

• Obtaining, interpreting, and understanding basic health information and services and using such information and services in ways that are

health enhancing.

• Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance, and stress

reduction.

• Using available information to make appropriate health-related decisions.

• Establishing and monitoring personal and family health goals.

• Understanding national and international public health and safety issues.

The 2020 revisions now will incorporate the following New Jersey Legislative Statutes related to the health and well being of students from 2014-2020:

* Consent (N.J.S.A. 18A:35)
* Mental Health (N.J.S.A. 18A:35-4.39)
* NJ Safe Haven Infant Protection Act (N.J.S.A. 18A:35-4.40 & 18A:35-4.41)
* Sexting (N.J.S.A. 18A:35-4.33)
* Sexual abuse and assault awareness and prevention education (N.J.S.A 18A:35-4.5a)

| **STANDARD: 2.1 Personal and Mental Health**  **STANDARD 2.3 Safety**  **Name: Grade Kindergarten** | | | |
| --- | --- | --- | --- |
| **Unit K-1: Hygiene and Safety** | | | |
| **ESTABLISHED GOALS (Indicator #)** | **TRANSFER (How will this apply to their lives?)** | | |
| **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)  **2.3.2.PS1:** Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.  **2.3.2.PS2:** Discuss healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicle, water, weather safety).  **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).  **2.3.2. PS.4:** Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol).  **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). | *Students will be able to independently use their knowledge to…*   * The student will be able to identify ways they can take care of their bodies through use of good hygiene * Students will understand why exercising is good for different parts of their body. * Students can identify good hygiene habits. (Ect brushing teeth, washing hands, coughing into arm and covering a sneeze. * How can keeping your room, classroom and personal space clean affect your health? * Why do we wear bike helmets and protective gear when riding bikes and skateboards? * What does a stop sign mean? * Identify that streets can be dangerous. | | |
|  | **MEANING** | | |
|  | Core Ideas   * Individuals enjoy different activities and grow at different rates. * Personal hygiene and self-help skills   promote healthy habits.   * The environment can impact personal health and safety in different ways. * Potential hazards exist in personal space, in the school, in the community, and globally. | ESSENTIAL QUESTIONS   * How does exercise help? * What are some ways to have good hygiene? * How does cleaning up after yourself help the environment? * Why do we wear safety equipment? * How can streets be dangerous? * What is stranger danger? * What are some dangers in and around the school? * How do we get on and off buses safely? | |
|  |
| **Unit K-1: Kindergarten Health - Lessons** | | | |
| **Lesson 1-2.1.2.PGD.1:** How does exercise keep us healthy?  **Lesson 2-2.1.2.PGD. 2, 2.3.2.HCDM.2:** How do we have good hygiene?  **Lesson 3-2.3.2.PS1:** How does cleaning up after yourself help the environment  **Lesson 4-2.3.2.PS2,3,4:** Safety Day, how do we stay safe? (Red Light Green Light Game) | | | |
| **District/School Formative Assessment Plan** | | **District/School Summative Assessment Plan** | |
| *Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards*.  Do Now  Discuss with a Partner  Chalk Talk  Ticket to Leave  Quizzes  Classwork supplemental to information presented  Graphic Organizers | | *Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.*  Teacher created tests/quizzes  Comprehension Questions throughout lesson  Unit Test | |
| **Alternative Assessments** | | | |
| **Evaluative Criteria** | **Assessment Evidence** | | |
| **Suggested Performance Rubric:** Use the following or similar rubric to evaluate students’ performance on lesson assessments:  4 -Innovating  3 - Applying  2 - Developing  1 - Beginning | **Suggestion: Performance Task**  **How do I take care of my body?**  Students identify verbally how they take care of their teeth, a sneeze and a cough.  Red Light Green light. | | |
| **District/School Texts** | | **District/School Supplementary Resources** | |
| * Google Classroom * Worksheets | | -Articles (Internet/Newspaper/Magazines)  Scholastics Articles/ Newsela | |
| [**Interdisciplinary Connections**](http://www.state.nj.us/education/cccs/) | | | |
| **ELA**  LA.12.RI.9-10.1  LA.12. RI.11-12.1 | **Math**  MA.12.3.S-ID.B.5 | | **Science**  SCI.11-12.5.1.3.B.a |
| **21st Century Skills/Career Education**  CRP4 W.9-10.6 CAEP 8.1.12.A.2 | **Technology**  TECH 8.1.12.A.CS1 | |  |
| **Modifications and Accommodations** | | | |
| **Special Education Students**  **Small group**  **Direct instruction**  **restate/rephrase**  **graphic organizers**  **modified assignments**  **chunking**  **intentional grouping**  **extended time** | **English Language Learners**  **Labels**  **word banks**  **visuals**  **student friendly definitions**  **extended time**  **chunking**  **intentional grouping**  **modeling** | | **Students at Risk of School Failure**  **graphic organizers**  **modified assignments**  **kinesthetic activities**  **restate/rephrase**  **chunking**  **intentional grouping** |
| **Gifted and Talented**  **leadership roles**  **intentional grouping**  **Targeted learning from assessment** | **Students with 504 Plans**  **breaks**  **chunking**  **preferential seating**  **visual reminders**  **restate/rephrase** | |  |
| **Unit Duration: Instructional Days** | | | |
| *4 Days* | | | |

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| **STANDARD: 2.1 Personal and Mental Health**  **Standard 2.3 Safety**  **Name: Grade 1** | | | |
| --- | --- | --- | --- |
| **Unit 1-1: Wellness: Personal Growth and Development** | | | |
| **ESTABLISHED GOALS (Indicator #)** | **TRANSFER (How will this apply to their lives?)** | | |
| **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.  **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.  **2.3.2.PS1:** Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.  **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). | *Students will be able to independently use their knowledge to…*   * Comprehend safe and unsafe situations * Identify different parts of the body | | |
| **MEANING** | | |
| Core Ideas   * Personal hygiene and self-help skills * promote healthy habits. * The environment can impact personal health and safety in different ways. * All living things may have the capacity to reproduce. | ESSENTIAL QUESTIONS   * What is considered healthy behavior? * What is considered an unhealthy behavior? * What are the parts of my body? * Do all living things reproduce? | |
|
| **Unit 1: Grade 1 - Lessons** | | | |
| **Lesson 1: 2.1.2.PGD.2,3:Wellness Overview**  **Lesson 2: 2.3.2.PS1: Unhealthy vs Healthy**  **Lesson 3: 2.1.2.PGD.4,5, 2.1.2.PP.1,2: The Human Body** | | | |
| **District/School Formative Assessment Plan** | | **District/School Summative Assessment Plan** | |
| *Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards*.  Do Now  Discuss with a Partner  Chalk Talk  Ticket to Leave  Quizzes  Classwork supplemental to information presented  Graphic Organizers | | *Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.*  Teacher created tests/quizzes  Comprehension Questions throughout lesson | |
| **Alternative Assessments** | | | |
| **Evaluative Criteria** | **Assessment Evidence** | | |
| **Suggested Performance Rubric:** Use the following or similar rubric to evaluate students’ performance on lesson assessments:  4 -Innovating  3 - Applying  2 - Developing  1 - Beginning | **Suggestion: Performance Task**  Healthy vs. Unhealthy Packet  Students are to complete a packet distinguishing the differences between healthy and unhealthy behaviors. | | |
| **District/School Texts** | | **District/School Supplementary Resources** | |
| -Worksheets  -Google Classroom | | -Student Handouts  -Internet/Newspaper articles  Scholastics Articles/ Newsela | |
| [**Interdisciplinary Connections**](http://www.state.nj.us/education/cccs/) | | | |
| **ELA**  LA.12.RI.9-10.1  LA.12. RI.11-12.1 | **Math**  MA.12.3.S-ID.B.5 | | **Science**  SCI.11-12.5.1.3.B.a |
| **21st Century Skills/Career Education**  CRP4 W.9-10.6 CAEP 8.1.12.A.2 | **Technology**  TECH 8.1.12.A.CS1 | |  |
| **Modifications and Accommodations** | | | |
| **Special Education Students**  **Small group**  **Direct instruction**  **restate/rephrase**  **graphic organizers**  **modified assignments**  **chunking**  **intentional grouping**  **extended time** | **English Language Learners**  **Labels**  **word banks**  **visuals**  **student friendly definitions**  **extended time**  **chunking**  **intentional grouping**  **modeling** | | **Students at Risk of School Failure**  **graphic organizers**  **modified assignments**  **kinesthetic activities**  **restate/rephrase**  **chunking**  **intentional grouping** |
| **Gifted and Talented**  **leadership roles**  **intentional grouping**  **Targeted learning from assessment** | **Students with 504 Plans**  **breaks**  **chunking**  **preferential seating**  **visual reminders**  **restate/rephrase** | |  |
| **Unit Duration: Instructional Days** | | | |
| *3 Days* | | | |

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| **STANDARD: 2.1 Personal Wellness**  **STANDARD: 2.3 Safety**  **Name: Grade 1** | | | |
| --- | --- | --- | --- |
| **Unit 1-2: Health Skills** | | | |
| **ESTABLISHED GOALS (Indicator #)** | **TRANSFER (How will this apply to their lives?)** | | |
| **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).  **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). | *Students will be able to independently use their knowledge to…*   * Differentiate between good touch and bad touch * Identify how families and different family types keep us safe? | | |
| **MEANING** | | |
| Core Ideas   * Any time children feel uncomfortable or in an unsafe situation, they should reach out to a trusted adult for help. * Families shape the way we think about our bodies, our health and our behaviors. | ESSENTIAL QUESTIONS   * What is a stranger? * What is the difference between good touch and bad touch? * Who is a trusted adult? | |
|
| **Unit 2: Grade 1 - Lessons** | | | |
| **Lesson 1-2.3.2.PS.5,6:** What is a stranger?  **Lesson 2- 2.3.2.PS.7,8:** My Body is Private | | | |
| **District/School Formative Assessment Plan** | | **District/School Summative Assessment Plan** | |
| *Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards*.  Do Now  Discuss with a Partner  Chalk Talk  Ticket to Leave  Quizzes  Classwork supplemental to information presented  Graphic Organizers | | *Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.*  Teacher created tests/quizzes  Comprehension Questions throughout lesson | |
| **Alternative Assessments** | | | |
| **Evaluative Criteria** | **Assessment Evidence** | | |
| **Suggested Performance Rubric:** Use the following or similar rubric to evaluate students’ performance on lesson assessments:  4 -Innovating  3 - Applying  2 - Developing  1 - Beginning | **Suggestion: Performance Task**  **Identifying a Stranger Scenarios**  Students are given a worksheet of scenarios and are asked to identify whether the person is a stranger or not. | | |
| **District/School Texts** | | **District/School Supplementary Resources** | |
| -Worksheets  -Google Classroom | | -Student Handouts  -Internet/Newspaper articles  Scholastics Articles/ Newsela | |
| [**Interdisciplinary Connections**](http://www.state.nj.us/education/cccs/) | | | |
| **ELA**  LA.12.RI.9-10.1  LA.12. RI.11-12.1 | **Math**  MA.12.3.S-ID.B.5 | | **Science**  SCI.11-12.5.1.3.B.a |
| **21st Century Skills/Career Education**  CRP4 W.9-10.6 CAEP 8.1.12.A.2 | **Technology**  TECH 8.1.12.A.CS1 | |  |
| **Modifications and Accommodations** | | | |
| **Special Education Students**  **Small group**  **Direct instruction**  **restate/rephrase**  **graphic organizers**  **modified assignments**  **chunking**  **intentional grouping**  **extended time** | **English Language Learners**  **Labels**  **word banks**  **visuals**  **student friendly definitions**  **extended time**  **chunking**  **intentional grouping** | | **Students at Risk of School Failure**  **graphic organizers**  **modified assignments**  **kinesthetic activities**  **restate/rephrase**  **chunking**  **intentional grouping** |
| **Gifted and Talented**  **leadership roles**  **intentional grouping**  **Targeted learning from assessment** | **Students with 504 Plans**  **breaks**  **chunking**  **preferential seating**  **visual reminders**  **restate/rephrase** | |  |
| **Unit Duration: Instructional Days** | | | |
| *2 Days* | | | |

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| **STANDARD: 2.1: Personal and Mental Health**  **Name: Grade 1** | | | |
| --- | --- | --- | --- |
| **Unit 1- 3: Family Life** | | | |
| **ESTABLISHED GOALS (Indicator #)** | **TRANSFER (How will this apply to their lives?)** | | |
| **2.1.2.SSH.3:** Describe different kinds of families locally, nationally and globally and note similarities in the ways in which they keep their children safe.  **2.1.2.SSH.4:** Determine the factors that contribute to healthy relationships within a family.  **2.1.2.SSH.5:** Identify basic social needs of all people.  **2.1.2.SSH.6:** Determine the factors that contribute to healthy relationships.  **2.1.2.SSH.7:** Explain healthy ways for friends to express feelings for and to one another. | *Students will be able to independently use their knowledge to…*   * The student will be able to compare and contrast various types of families and the different roles of each family member | | |
| **MEANING** | | |
| CORE IDEAS   * Families shape the way we think about our bodies, our health and our behaviors. * People have relationships with others in the local community and beyond. * Communication is the basis for strengthening relationships and resolving conflict between people. | ESSENTIAL QUESTIONS   * My Family vs. Your Family * What Makes a Healthy Relationship? * What do all people need to be socially healthy? * What is social health? * What is a friend? * How do friends share feelings? * What's a good way to solve problems between friends? | |
|
| **Unit 3: Grade 1 - Lessons** | | | |
| **Lesson 1- 2.1.2.SSH.3,4:** How families keep us safe, who is a trusted adult?  **Lesson 2- 2.1.2.SSH.5:** What are healthy relationships?  **Lesson 3- 2.1.2.SSH.6,7:** How do we make and keep friends? | | | |
| **District/School Formative Assessment Plan** | | **District/School Summative Assessment Plan** | |
| *Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards*.  Do Now  Discuss with a Partner  Chalk Talk  Ticket to Leave  Quizzes  Classwork supplemental to information presented  Graphic Organizers | | *Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.*  Teacher created tests/quizzes  Comprehension Questions throughout lesson  Unit Test | |
| **Alternative Assessments** | | | |
| **Evaluative Criteria** | **Assessment Evidence** | | |
| **Suggested Performance Rubric:** Use the following or similar rubric to evaluate students’ performance on lesson assessments:  4 -Innovating  3 - Applying  2 - Developing  1 - Beginning | **Suggestion: Performance Task**  **Comparing Family Roles**  Students will be partnered up to compare and contrast their families and their roles. Students will hand in worksheet and may volunteer to present. | | |
| **District/School Texts** | | **District/School Supplementary Resources** | |
| -Google Classroom  -Worksheet | | -Magazine/Newspaper/Internet Articles  Scholastics Articles/ Newsela | |
| [**Interdisciplinary Connections**](http://www.state.nj.us/education/cccs/) | | | |
| **ELA**  LA.12.RI.9-10.1  LA.12. RI.11-12.1 | **Math**  MA.12.3.S-ID.B.5 | | **Science**  SCI.11-12.5.1.3.B.a |
| **21st Century Skills/Career Education**  CRP4 W.9-10.6 CAEP 8.1.12.A.2 | **Technology**  TECH 8.1.12.A.CS1 | |  |
| **Modifications and Accommodations** | | | |
| **Special Education Students**  **Small group**  **Direct instruction**  **restate/rephrase**  **graphic organizers**  **modified assignments**  **chunking**  **intentional grouping**  **extended time** | **English Language Learners**  **Labels**  **word banks**  **visuals**  **student friendly definitions**  **extended time**  **chunking**  **intentional grouping**  **modeling** | | **Students at Risk of School Failure**  **graphic organizers**  **modified assignments**  **kinesthetic activities**  **restate/rephrase**  **chunking**  **intentional grouping** |
| **Gifted and Talented**  **leadership roles**  **intentional grouping**  **Targeted learning from assessment** | **Students with 504 Plans**  **breaks**  **chunking**  **preferential seating**  **visual reminders**  **restate/rephrase** | |  |
| **Unit Duration: Instructional Days** | | | |
| *3 Days* | | | |

| **STANDARD: 2.1: Safety and Community Health Services and Support**  **STANDARD: 2.3: Safety**  **Name: Grade 2** | | | |
| --- | --- | --- | --- |
| **Unit 2-1: Wellness** | | | |
| **ESTABLISHED GOALS (Indicator #)** | **TRANSFER (How will this apply to their lives?)** | | |
| **2.3.2.PS.1:** Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.  **2.3.2.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.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).  **2.3.2. PS.4:** Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol). | *Students will be able to independently use their knowledge to…*   * comprehend safe and unsafe situations | | |
| **MEANING** | | |
| CORE IDEAS   * The environment can impact personal health and safety in different ways. * Potential hazards exist in personal space, in the school, in the community, and globally. | ESSENTIAL QUESTIONS   * What is the difference between healthy and unhealthy behaviors? * How do you develop safety rules? | |
|
| **Unit 1: Grade 2 - Lessons** | | | |
| **Lesson 1-2.3.2.PS.1:** Healthy vs Unhealthy Behaviors  **Lesson 2-2.3.2.PS2,3,4:** Safety Rules | | | |
| **District/School Formative Assessment Plan** | | **District/School Summative Assessment Plan** | |
| *Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards*.  Do Now  Discuss with a Partner  Chalk Talk  Ticket to Leave  Quizzes  Classwork supplemental to information presented  Graphic Organizers | | *Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.*  Teacher created tests/quizzes  Comprehension Questions throughout lesson  Unit Test | |
| **Alternative Assessments** | | | |
| **Evaluative Criteria** | **Assessment Evidence** | | |
| **Suggested Performance Rubric:** Use the following or similar rubric to evaluate students’ performance on lesson assessments:  4 -Innovating  3 - Applying  2 - Developing  1 - Beginning | **Suggestion: Performance Task**  **Healthy vs Unhealthy Behaviors**  Students are to create a table and list the healthy and unhealthy behaviors. After making their list, they are to compare with a partner. | | |
| **District/School Texts** | | **District/School Supplementary Resources** | |
| * Google Classroom * Worksheets | | * Internet/Newspaper Articles * Scholastics Articles/ Newsela | |
| [**Interdisciplinary Connections**](http://www.state.nj.us/education/cccs/) | | | |
| **ELA**  LA.12.RI.9-10.1  LA.12. RI.11-12.1 | **Math**  MA.12.3.S-ID.B.5 | | **Science**  SCI.11-12.5.1.3.B.a |
| **21st Century Skills/Career Education**  CRP4 W.9-10.6 CAEP 8.1.12.A.2 | **Technology**  TECH 8.1.12.A.CS1 | |  |
| **Modifications and Accommodations** | | | |
| **Special Education Students**  **Small group**  **Direct instruction**  **restate/rephrase**  **graphic organizers**  **modified assignments**  **chunking**  **intentional grouping**  **extended time** | **English Language Learners**  **Labels**  **word banks**  **visuals**  **student friendly definitions**  **extended time**  **chunking**  **intentional grouping**  **modeling** | | **Students at Risk of School Failure**  **graphic organizers**  **modified assignments**  **kinesthetic activities**  **restate/rephrase**  **chunking**  **intentional grouping** |
| **Gifted and Talented**  **leadership roles**  **intentional grouping**  **Targeted learning from assessment** | **Students with 504 Plans**  **breaks**  **chunking**  **preferential seating**  **visual reminders**  **restate/rephrase** | |  |
| **Unit Duration: Instructional Days** | | | |
| *2 Days* | | | |

| **STANDARD: 2.2 Physical Wellness: Nutrition**  **Name: Grade 2** | | | |
| --- | --- | --- | --- |
| **Unit 2-2: Nutrition** | | | |
| **ESTABLISHED GOALS (Indicator #)** | **TRANSFER (How will this apply to their lives?)** | | |
| **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. | *Students will be able to independently use their knowledge to…*   * explore proper nutrition * To determine what is healthy food and unhealthy food | | |
| **MEANING** | | |
| CORE IDEAS   * Nutritious food choices promote wellness and are the basis for healthy eating habits. | ESSENTIAL QUESTIONS   * What is MyPlate and how is it useful? * What is healthy eating and unhealthy eating? | |
|
| **Unit 2: Grade 2 - Lessons** | | | |
| **Lesson 1- 2.2.2.N.1:** What is MyPlate?  **Lesson 2- 2.2.2.N.2,3:** Food Group Relay? | | | |
| **District/School Formative Assessment Plan** | | **District/School Summative Assessment Plan** | |
| *Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards*.  Do Now  Discuss with a Partner  Chalk Talk  Ticket to Leave  Quizzes  Classwork supplemental to information presented  Graphic Organizers | | *Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.*  Teacher created tests/quizzes  Comprehension Questions throughout lesson  Unit Test | |
| **Alternative Assessments** | | | |
| **Evaluative Criteria** | **Assessment Evidence** | | |
| **Suggested Performance Rubric:** Use the following or similar rubric to evaluate students’ performance on lesson assessments:  4 -Innovating  3 - Applying  2 - Developing  1 - Beginning | **Suggestion: Performance Task**  **MyPlate**  Students are to log in their daily meals and categorize their food intake onto MyPlate. They are to reflect healthy choices so they can replace the unhealthy foods they currently eat. | | |
| **District/School Texts** | | **District/School Supplementary Resources** | |
| * Google Classroom * Worksheets | | -MyPlate  Scholastics Articles/ Newsela | |
| [**Interdisciplinary Connections**](http://www.state.nj.us/education/cccs/) | | | |
| **ELA**  LA.12.RI.9-10.1  LA.12. RI.11-12.1 | **Math**  LA.12.RI.9-10.1  LA.12. RI.11-12.1 | | **Science**  SCI.11-12.5.1.3.B.a |
| **21st Century Skills/Career Education**  CRP4 W.9-10.6 CAEP 8.1.12.A.2 | **Technology**  TECH 8.1.12.A.CS1 | |  |
| **Modifications and Accommodations** | | | |
| **Special Education Students**  **Small group**  **Direct instruction**  **restate/rephrase**  **graphic organizers**  **modified assignments**  **chunking**  **intentional grouping**  **extended time** | **English Language Learners**  **Labels**  **word banks**  **visuals**  **student friendly definitions**  **extended time**  **chunking**  **intentional grouping**  **modeling** | | **Students at Risk of School Failure**  **graphic organizers**  **modified assignments**  **kinesthetic activities**  **restate/rephrase**  **chunking**  **intentional grouping** |
| **Gifted and Talented**  **leadership roles**  **intentional grouping**  **Targeted learning from assessment** | **Students with 504 Plans**  **breaks**  **chunking**  **preferential seating**  **visual reminders**  **restate/rephrase** | |  |
| **Unit Duration: Instructional Days** | | | |
| *2 Days* | | | |

| **STANDARD: 2.3 Safety: Alcohol, Tobacco and other Drugs**  **Name: Grade 2** | | | |
| --- | --- | --- | --- |
| **Unit 2-3: Drugs & Medicine** | | | |
| **ESTABLISHED GOALS (Indicator #)** | **TRANSFER (How will this apply to their lives?)** | | |
| **2.3.2.ATD.1:** Explain what medicines are, how they are used, and the importance of utilizing medications properly.  **2.3.2.ATD.2:** Identify ways in which drugs, including some medicines, can be harmful.  **2.3.2.ATD.3:** Explain effects of tobacco use on personal hygiene, health, and safety.  **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. | *Students will be able to independently use their knowledge to…*   * The student will be able to identify drugs and list the various types. * What is the difference between medicine and illegal drugs | | |
|  | **MEANING** | | |
|  | 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. | ESSENTIAL QUESTIONS   * What are drugs used? * What are the types of drugs? | |
|  |
| **Unit 3: Grade 2 - Lessons** | | | |
| **Lesson 1-2.3.2.ATD.1,2,3:** Types of Drugs, difference between medicine and bad drugs.  **Lesson 2-2.3.2.DSDT.1,2:** Why are drugs used? | | | |
| **District/School Formative Assessment Plan** | | **District/School Summative Assessment Plan** | |
| *Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards*.  Do Now  Discuss with a Partner  Chalk Talk  Ticket to Leave  Quizzes  Classwork supplemental to information presented  Graphic Organizers | | *Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.*  Teacher created tests/quizzes  Comprehension Questions throughout lesson  Unit Test | |
| **Alternative Assessments** | | | |
| **Evaluative Criteria** | **Assessment Evidence** | | |
| **Suggested Performance Rubric:** Use the following or similar rubric to evaluate students’ performance on lesson assessments:  4 -Innovating  3 - Applying  2 - Developing  1 - Beginning | **Suggestion: Performance Task**  **Write a Letter**  Write a letter to a friend explaining the dangers of drug abuse. List at least 3 reasons drugs can be dangerous in your letter | | |
| **District/School Texts** | | **District/School Supplementary Resources** | |
| * Google Classroom * Worksheets | | -Articles (Internet/Newspaper/Magazines)  Scholastics Articles/ Newsela | |
| [**Interdisciplinary Connections**](http://www.state.nj.us/education/cccs/) | | | |
| **ELA**  LA.12.RI.9-10.1  LA.12. RI.11-12.1 | **Math**  MA.12.3.S-ID.B.5 | | **Science**  SCI.11-12.5.1.3.B.a |
| **21st Century Skills/Career Education**  CRP4 W.9-10.6 CAEP 8.1.12.A.2 | **Technology**  TECH 8.1.12.A.CS1 | |  |
| **Modifications and Accommodations** | | | |
| **Special Education Students**  **Small group**  **Direct instruction**  **restate/rephrase**  **graphic organizers**  **modified assignments**  **chunking**  **intentional grouping**  **extended time** | **English Language Learners**  **Labels**  **word banks**  **visuals**  **student friendly definitions**  **extended time**  **chunking**  **intentional grouping**  **modeling** | | **Students at Risk of School Failure**  **graphic organizers**  **modified assignments**  **kinesthetic activities**  **restate/rephrase**  **chunking**  **intentional grouping** |
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| **Unit Duration: Instructional Days** | | | |
| *2 Days* | | | |

| **STANDARD: 2.1 Physical Wellness: Personal and Mental Health**  **Name: Grade 2** | | | |
| --- | --- | --- | --- |
| **Unit 2-4: Social Health** | | | |
| **ESTABLISHED GOALS (Indicator #)** | **TRANSFER (How will this apply to their lives?)** | | |
| **2.1.2.SSH.1:** Discuss how individuals make their own choices about how to express themselves.  **2.1.2.SSH.2:** Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.  **2.1.2.SSH.3:** Describe different kinds of families locally, nationally and globally and note similarities in the ways in which they keep their children safe.  **2.1.2.SSH.4:** Determine the factors that contribute to healthy relationships within a family.  **2.1.2.SSH.5:** Identify basic social needs of all people.  **2.1.2.SSH.6:** Determine the factors that contribute to healthy relationships.  **2.1.2.SSH.7:** Explain healthy ways for friends to express feelings for and to one another.  **2.1.2.SSH.8:** Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer).  **2.1.2.SSH.9:** Define bullying and teasing and explain why they are wrong and harmful. | *Students will be able to independently use their knowledge to…*   * Students will be able to talk about their body and label its parts. | | |
| **MEANING** | | |
| CORE IDEAS   * 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. * Families shape the way we think about our bodies, our health and our behaviors. * People have relationships with others in the local community and beyond. * Communication is the basis for strengthening relationships and resolving conflict between people. * Conflicts between people occur, and there are effective ways to resolve them. | ESSENTIAL QUESTIONS   * Can I accept people and their differences? * How do I handle it when someone makes me mad? * What makes me unique? * How does my family help me? * Are there other kinds of family than mine? * What makes a good friend? * Why is teasing and bullying bad? * Does bullying and teasing hurt people or start fights? | |
|
| **Unit 2: Grade 2 - Lessons** | | | |
| **Lesson 1- 2.1.2.SSH.1,2,3,4:** What is being socially healthy?  **Lesson 2- 2.1.2.SSH.5,6,7,8,9:** How to be a good friend and not bully or tease. | | | |
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| **Alternative Assessments** | | | |
| **Evaluative Criteria** | **Assessment Evidence** | | |
| **Suggested Performance Rubric:** Use the following or similar rubric to evaluate students’ performance on lesson assessments:  4 -Innovating  3 - Applying  2 - Developing  1 - Beginning | **Suggestion: Performance Task**  Students create a list of things that make a good friend, a bad friend and what are the things that make a bully. | | |
| **District/School Texts** | | **District/School Supplementary Resources** | |
| * Google Classroom * Worksheets | |  | |
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| **Unit Duration: Instructional Days** | | | |
| *2 Days* | | | |