



# Stafford Township School District

## Health Curriculum

### Grade K - 2

2020 New Jersey Student Learning Standards - Comprehensive Health and Physical Education

[https://www.nj.gov/education/standards/chp/Docs/2020\\_NJSLS-CHPE.pdf](https://www.nj.gov/education/standards/chp/Docs/2020_NJSLS-CHPE.pdf)

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STATEMENT OF PURPOSE

The district's health curriculum empowers our elementary students to choose actions that will help develop their potential; make informed decisions; help improve the quality of their environment and enact health-enhancing behaviors. Responsible decision making skills will be taught at each grade level.

Health education classes give students the foundation they need to feel good about themselves. Students learn refusal skills or ways to say no to behaviors that are harmful for themselves, others or the environment. Our students learn that their healthful choices move them toward a higher state of personal well-being. We seek to instill a sense of personal responsibility for oneself and others.

The program will consist of Wellness, Integrated Skills, Drugs and Medicine, and Human Relationships and Sexuality. Our schools offer age-appropriate and culturally sensitive health education programs that help students develop the knowledge, attitudes, skills and behaviors to adopt, maintain, and enjoy an active lifestyle.

The Elementary Health Curriculum is aligned to the New Jersey Student Learning Standards and will be taught by the classroom teacher, school nurse, guidance counselor and physical education teacher, along with suggested guest speakers and experts in the community.

Primary Interdisciplinary Connections: Math, Language Arts, Science

Stafford Township School District Curriculum Guide

<b>Grade: K-2</b>	<b>Content Area: Health</b>
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<b>Recommended Pacing Guide</b>	
Wellness	18 days
Alcohol, Tobacco and Other Drugs	13 days
Family Life	20 days
Community Health Skills	13 days

<b>Unit 1: Wellness</b>	<b>Duration: 18 days/ongoing</b>
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<b>Suggested Accommodations</b>
<p><b>English Language Learners:</b></p> <ul style="list-style-type: none"> <li>● Pair ELL student with student who speaks English and understands/ able to communicate with student's native language</li> <li>● Simplify content</li> <li>● Google Translator</li> <li>● Multi - language word wall</li> <li>● Provide extended time</li> <li>● Speak clearly and slowly, avoid slang and idiomatic expressions</li> </ul> <p><b>Special Education/Students with Disabilities:</b></p> <ul style="list-style-type: none"> <li>● Keep in mind learner's multi-sensory, visual, and auditory style</li> <li>● Pre Teach Vocabulary</li> <li>● Graphic Organizers to Organize and Collect Important Information</li> <li>● Collaborative Grouping to Support Student Needs</li> <li>● Follow all IEP modifications</li> </ul> <p><b>504 Plans:</b></p> <ul style="list-style-type: none"> <li>● Provide differentiated instruction as needed</li> <li>● Follow all IEP modifications/504 plan</li> <li>● Provide manipulatives or the opportunity to draw solution strategies</li> </ul> <p><b>Gifted and Talented:</b></p> <ul style="list-style-type: none"> <li>● Allow students who exceed objective expectations, the opportunity to visit subject specified interactive websites</li> <li>● Provide more challenging opportunities with use of manipulatives that will challenge the skill being taught to other students</li> </ul> <p><b>Students at Risk of Failure:</b></p> <ul style="list-style-type: none"> <li>● <b>Students Motivation</b> <ul style="list-style-type: none"> <li>○ Interest</li> <li>○ Build confidence</li> <li>○ Independence</li> <li>○ Enjoyment</li> </ul> </li> </ul>

<b>Grade: K-2</b>	<b>Content Area: Health</b>
-------------------	-----------------------------

**Economically Disadvantaged:**

- Keep in mind learner’s multi-sensory, visual, and auditory style
- Preview Lesson to Help Build Student Background Knowledge
- Collaborative Grouping to Support Student Needs
- Accountable Talk Stems and Sentence Starters to Engage Students in Group and Peer Conversations

**Culturally Diverse:**

- Involve families in student learning
- Provide immediate praise and feedback
- Respect cultural traditions
- Provided students with necessary academic resources and materials
- Provide visuals

<b>Disciplinary Concepts and Core Ideas</b>	
Personal Growth and Development	Personal Growth and Development are lifelong processes of physical, behavioral, emotional and cognitive change throughout one’s lifetime. Personal Growth and Development pertains to keeping your body healthy and understanding hormonal changes (all body systems) and their impact on sexuality. It encompasses the human condition: who we are, how we grow or evolve, and how interaction with others affects the process of growth physically, mentally, socially, and emotionally from infancy through advanced age.
Emotional Health	Emotional Health encompasses the views, feelings, and expressions about oneself. Emotional health includes a person’s emotional, mental, psychological, and social well-being. It also helps determine how to handle stress and make choices related to others. Emotionally healthy people consciously develop coping mechanisms that are situationally appropriate to resolve and gather positive outcomes, develop strategies for mental health emergencies, respond to situations in a positive and appropriate manner, connect with resources and trusted individuals to assist, communicate feelings with confidence, and recognize support systems.
Physical Fitness	Physical Fitness is the ability to move, perform daily tasks and unexpected physical challenges effectively without losing energy reserves. Fitness activities can be performed at many levels (low, moderate, and high), which will impact how efficiently the body functions.
Lifelong Fitness	Lifelong Fitness requires making fitness a part of a person’s daily life. It is about creating fitness habits that support individuals to plan and stay healthy throughout their lifetime. In addition, a person recognizes the medical consequences of a sedentary lifestyle and that the benefits of an active body and mind over time reduces diseases, injuries and pain. Lifelong fitness doesn’t focus on competition or high-level skill development, but rather on self-evaluation, personal goal setting, social engagement, sportsmanship, enjoyment of movement, and leisure-time fitness activities.
Nutrition	Nutrition is the intake of food, considered in relation to the body’s dietary needs. An adequate and well-balanced diet, in combination with regular physical activity, is a cornerstone of physical wellness. Nutritional wellness necessitates learning how to

Stafford Township School District Curriculum Guide

<b>Grade: K-2</b>	<b>Content Area: Health</b>
-------------------	-----------------------------

	develop good eating habits, including choosing healthy foods and understanding the effects that portion size, sugars, fats, and high cholesterol foods have on a body. Additionally, balancing food intake with exercise, tempered by factors such as age, lifestyle, and hereditary are vitally important components of nutritional wellness.
Personal Safety	Personal Safety involves being aware of your surroundings and understanding of how certain situations and/or unhealthy behaviors can lead to injury, illness or death. The ability to identify potential risks and an awareness of the steps that can likely prevent injuries and diseases are key to being safe. In addition, it is essential that individuals understand that there are circumstances that may make them feel uncomfortable or are unsafe/dangerous that are beyond their control. In those circumstances, it is essential that individuals know where and how to seek help and do not blame themselves.
Health Conditions, Diseases, and Medicines	Health conditions are acute or chronic illnesses and diseases, which can be either controllable or life threatening. People contract different types of diseases, such as communicable diseases, Vector-borne diseases and Zoonotic diseases to name a few. Access to care and facilities affect the conditions of health. Health-enhancing behaviors help a person avoid and reduce health risks, and diseases. Early detection, treatment, screenings, and vaccines assist in preventing (personal, community and global) illnesses and outbreaks. Medicines are substances that treat or relieve diseases and pain. Medications are prescribed by a physician or can be accessed over the counter. Medications can be misused and abused if not taken properly.

<b>Comprehensive Health &amp; Physical Education Practices</b>
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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.

Stafford Township School District Curriculum Guide

<b>Grade: K-2</b>	<b>Content Area: Health</b>
-------------------	-----------------------------

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.
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.

Grade: K-2

Content Area: Health

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 tasks. 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.

### New Jersey Student Learning Standards

#### 2.1 Personal and Mental Health

- 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.
- 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.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.

#### 2.2 Physical Wellness

- Physical Fitness
  - 2.2.2.PF.1: Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles).
- Lifelong Fitness
  - 2.2.2.LF.1: Express one's feeling and emotions when involved in movement and physical activities to increase positive behaviors.
- 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.

#### 2.3 Safety

- Personal Safety
  - 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).
- Health Conditions, Diseases, and Medicines
  - 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

Grade: K-2

Content Area: Health

- 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).

### Interdisciplinary Connections

#### Reading

- RL.K.10. Actively engage in group reading activities with purpose and understanding.
- RL.1.6. Identify who is telling the story at various points in a text.
- RL.2.1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

#### Speaking and Listening

- SL.K.1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.
  - A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
  - B. Continue a conversation through multiple exchanges.
- SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issues

#### Writing

- W.K.5. With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).
- W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.

#### Mathematics

- Number and Operations in Base Ten K.NBT
  - A. Work with numbers 11–19 to gain foundations for place value.
    - 1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g.,  $18 = 10 + 8$ ); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.
- Operations and Algebraic Thinking 1.OA
  - B. Understand and apply properties of operations and the relationship between addition and subtraction.
    - 3. Apply properties of operations as strategies to add and subtract.3 Examples: If  $8 + 3 = 11$  is known, then  $3 + 8 = 11$  is also known. (Commutative property of addition.) To add  $2 + 6 + 4$ , the second two numbers can be added to make a ten, so  $2 + 6 + 4 = 2 + 10 = 12$ . (Associative property of addition.) {Students need not use formal terms for these properties}
    - 4. Understand subtraction as an unknown-addend problem. For example, subtract  $10 - 8$  by finding the number that makes 10 when added to 8.



Grade: K-2

Content Area: Health

## Science

- K-ESS3-1: Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.
- 2-LS4-1 Make observations of plants and animals to compare the diversity of life in different habitats.

## Social Studies

- **6.1.2.CivicsPD.1:** Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- **6.1.2.CivicsPD.2:** Establish a process for how individuals can effectively work together to make decisions.
- **6.1.2.CivicsPR.1:** Determine what makes a good rule or law.
- **6.1.2.CivicsPR.2:** Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
- **6.1.2.CivicsPR.3:** Analyze classroom rules and routines and describe how they are designed to benefit the common good.
- **6.1.2.CivicsPR.4:** Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights.

Computer Science and Design Thinking

- **8.2.2.ED.1:** Communicate the function of a product or device.
- **8.2.2.ED.2:** Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.
- **8.2.2.ED.3:** Select and use appropriate tools and materials to build a product using the design process.
- **8.2.2.ED.4:** Identify constraints and their role in the engineering design process.
- **8.2.2.EC.1:** Identify and compare technology used in different schools, communities, regions, and parts of the world.

Career Readiness, Life Literacies, and Key Skills

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a). 1.1.2.CR1a,
- 9.4.2.DC.1: Explain differences between ownership and sharing of information.
- 9.4.2.DC.2: Explain the importance of respecting the digital content of others.
- 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).
- 9.4.2.DC.4: Compare information that should be kept private to information that might be made public.
- 9.4.2.DC.5: Explain what a digital footprint is and how it is created.
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.
- 9.4.2.DC.7: Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1).

Grade: K-2

Content Area: Health

Career Readiness, Life Literacies, and Key Skills Practices

Act as a responsible and contributing community member and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Consider the environmental, social and economic impacts of decisions.	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
Model integrity, ethical leadership and effective management.	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
Use technology to enhance productivity, increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

<b>Grade: K-2</b>	<b>Content Area: Health</b>
-------------------	-----------------------------

<p>Work productively in teams while using cultural/global competence.</p>	<p>Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.</p>
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<b>Evidence of Student Learning</b>
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<p><b>Formative Tasks:</b></p> <ul style="list-style-type: none"> <li>● Teacher Observation</li> <li>● Checklist</li> <li>● Writing Prompt</li> <li>● Student self-assessment</li> <li>● Student participation</li> <li>● Question and Answer</li> </ul>	<p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Teacher Observation Checklist</li> <li>● Student Performance Rubric</li> <li>● Untimed Writing Assessment</li> <li>● Stop &amp; Jot Activities</li> <li>● Student Conversation Rubric</li> <li>● Written Response Sentence Starters provided with Writing Assessment</li> <li>● Exit Slips</li> <li>● Draw a Picture to Show Understanding with Verbal Explanation</li> <li>● Teacher Created/Modified Assessment</li> </ul>
<p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Rubric</li> <li>● Student Growth Objective</li> </ul>	<p><b>Benchmark Assessments:</b></p> <ul style="list-style-type: none"> <li>● Assessment on MyPlate.com</li> <li>● Notebook Check with Teacher Created Rubric</li> </ul>

<b>Knowledge &amp; Skills</b>
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<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● All body parts working together will support wellness.</li> <li>● Being “well” means keeping your body healthy and taking care of yourself.</li> <li>● How are some foods healthier to eat than others?</li> <li>● Can you identify foods from each food group and place them on the food pyramid (My Plate)?</li> <li>● Can you find the label on the food product?</li> <li>● Symptoms of common diseases and health conditions are signs of illness.</li> <li>● Personal feelings can affect wellness.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● What are the body parts, and how do they work together to support wellness?</li> <li>● What does being “well” mean?</li> <li>● What are some self-care practices that support wellness?</li> <li>● Students will understand that choosing a balanced variety of nutritious foods contributes to wellness.</li> <li>● Students will be able to identify food labels on various products.</li> <li>● What are some symptoms of common diseases and health conditions?</li> <li>● What effect can feelings have on one’s wellness?</li> </ul>
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Grade: K-2

Content Area: Health

## Core Instructional &amp; Supplemental Materials

## Suggested Activities/Resources:

- Students will be given glitter (germs) to put on their hands to demonstrate proper hand washing skills. First students will place either lotion or petroleum jelly on their hands. Next glitter (germs) will be placed on their hands. Students will be asked to demonstrate proper hand washing techniques to remove the glitter (germs) from their hands. Teachers will observe and record their students' ability to do so properly and independently.
- <http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/hk2u1.shtml>
- Students will be put into groups. They will be asked to draw pictures of several healthy habits. Students will be guided to draw or describe combing their hair, brushing their teeth, and using tissues. Students will then be asked about the importance of the healthy habits.
- <http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/hk2u1.shtml>
- Teacher will provide students with a worksheet depicting several different food choices. These could include depictions of milk, soda, fruit, vegetables, grains, candy, water, meats, potato chips etc. Students will then demonstrate their ability to identify the healthiest food choices by either color or circling them. Teachers may also ask their students questions regarding their choices to prove further understanding
- [http://busyteacher.org/classroom\\_activities-vocabulary/food\\_and\\_drinks/food-worksheets/](http://busyteacher.org/classroom_activities-vocabulary/food_and_drinks/food-worksheets/)
- Teachers will develop different situations or scenarios that describe how people's actions or feelings can have an effect on their overall personal wellness. Example: John is a second grade student who likes to pick on or make fun of other student's mistakes, clothes or even the way they talk. John has been reminded several times by his teacher that

## Varied Levels of Text:

- *Gregory, the Terrible Eater* - Mitchell Sharmat
- *I Will Not Ever Eat a Tomato* - Lauren Child
- *Elephants Cannot Dance, Watch me Throw the Ball* by Mo Willems
- *Magic Treehouse #16 – Hour of the Olympics* by Mary Pope Osbourne
- Kids.gov
- PBS Kids
- Choose My Plate
- PE Central
- Kids Health
- Brain Pop Jr.

Grade: K-2

Content Area: Health

this is not appropriate behavior. Students will then either orally or through one or two written sentences will answer two to three questions regarding the scenario. 1. How would it make you feel if someone was picking on you or pointing out your mistakes? 2. How do feelings of embarrassment, anger or stress affect the way you feel overall? 3. How do John's actions and words affect the way he feels?

- <http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/hk2u1.shtml>
- Each student will bring into class an item of food with a nutritional label attached.\* All students will be given a partner and then will compare their food item and its nutritional label. Students will record each item and decide which item they believe has more nutritional value. Students will then compare their food items to the food choices on My Plate\*\* (fruit, vegetable, dairy, protein) and compare and record if their items are presented on My Plate and, if not, does the item have more nutritional value compared to items on My Plate. All students will then answer the following questions. 1. What types of food items had more nutritional value and why? 2. Did the food items your group selected collectively have more or less nutritional value compared to My Plate and why? 3. Why do some food choices on My Plate have more nutritional value than others?
- [www.choosemyplate.gov](http://www.choosemyplate.gov)
- Students will be given a scenario regarding a health condition such as the flu. Several symptoms such as fever, sneezing, cough etc. will be provided to the students. Students will then be asked to come up with the proper strategies to aid in the prevention of spreading the flu. 1. Students may use word recognition of the symptoms to draw a picture depicting a strategy to aid in the prevention of spreading the flu. For example, the teacher may say the word coughing and the students could draw and explain a depiction of someone covering their mouth when they

**Grade: K-2****Content Area: Health**

cough and then washing their hands in a sink or with antibacterial soap. 2. Students may be provided with a worksheet depicting pictures of people displaying certain strategies to prevent the spread of the flu. The teacher would signal the class with the symptom and the students would describe the strategy under the correct picture. 3. Students may physically demonstrate different strategies when signaled by the teacher- delivered symptoms. For example, the teacher cues coughing and the students would cover their own mouths in the correct manner while coughing. Teachers should be looking for the correct depiction and explanation of why this strategy would aid in the prevention of the spread of disease or health conditions.

- <http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/hk2u1.shtml>
- Students will create a collage out of either drawn pictures or from magazines that depict either healthy or unhealthy habits, skills, or activities. Examples could be exercise/ physical activity, personal hygiene, dental hygiene, sedentary activity, or nutrition. Students will then either orally explain or give one or two word written expressions to describe how the pictures on their collages either support or hinder their overall personal wellness. Teachers will look for the proper representations of the students depictions of healthy habits and physical activity on their collage as well as the ability to properly explain how the depictions support or hinder overall personal wellness.
- <http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/hk2u1.shtml>

Grade: K-2

Content Area: Health

Unit 2: Alcohol, Tobacco, and other drugs

Duration: 13 days/ongoing

### Suggested Accommodations

#### English Language Learners:

- Pair ELL student with student who speaks English and understands/ able to communicate with student's native language
- Simplify content
- Google Translator
- Multi - language word wall
- Provide extended time
- Speak clearly and slowly, avoid slang and idiomatic expressions

#### Special Education/Students with Disabilities:

- Keep in mind learner's multi-sensory, visual, and auditory style
- Pre Teach Vocabulary
- Graphic Organizers to Organize and Collect Important Information
- Collaborative Grouping to Support Student Needs
- Follow all IEP modifications

#### 504 Plans:

- Provide differentiated instruction as needed
- Follow all IEP modifications/504 plan
- Provide manipulatives or the opportunity to draw solution strategies

#### Gifted and Talented:

- Allow students who exceed objective expectations, the opportunity to visit subject specified interactive websites
- Provide more challenging opportunities with use of manipulatives that will challenge the skill being taught to other students

#### Students at Risk of Failure:

- **Students Motivation**
  - Interest
  - Build confidence
  - Independence
  - Enjoyment

#### Economically Disadvantaged:

- Keep in mind learner's multi-sensory, visual, and auditory style
- Preview Lesson to Help Build Student Background Knowledge
- Collaborative Grouping to Support Student Needs
- Accountable Talk Stems and Sentence Starters to Engage Students in Group and Peer Conversations

#### Culturally Diverse:

- Involve families in student learning
- Provide immediate praise and feedback
- Respect cultural traditions

<b>Grade: K-2</b>	<b>Content Area: Health</b>
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- Provided students with necessary academic resources and materials
- Provide visuals

<b>Disciplinary Concepts and Core Ideas</b>	
Community Health Services and Support	Community Health Services provide informational resources and assistance to communities and individuals to support disease and injury prevention, disaster relief, and improve the quality of services provided to all individuals. Community Health Services promote public health, health equity, healthy lifestyles and reduce health disparities. Services and support can include the provision of Culturally and Linguistically Appropriate Services (CLAS), medical/dental health services, nursing, clothing, shelter, hunger relief, and allied health professional care to people in need, or people maintaining regular wellness screenings in the person's home, other residential settings, or a community health care facility.
Personal Safety	Personal Safety involves being aware of your surroundings and understanding of how certain situations and/or unhealthy behaviors can lead to injury, illness or death. The ability to identify potential risks and an awareness of the steps that can likely prevent injuries and diseases are key to being safe. In addition, it is essential that individuals understand that there are circumstances that may make them feel uncomfortable or are unsafe/dangerous that are beyond their control. In those circumstances, it is essential that individuals know where and how to seek help and do not blame themselves.
Alcohol, Tobacco, and Other Drugs	Alcohol, other drugs and tobacco can be found in a variety of forms. The use of alcohol and other drugs has both short-term and long-term effects. Alcohol and other drugs use refer to all types of legal and illicit drugs. Over the counter medicines and prescription medications, when taken correctly are drugs used to treat pain and illness. These drugs have both benefits and risks. There are many types of tobacco products such as cigarettes, e-cigarettes, and marijuana to name a few that can cause damage both physically and mentally. Tobacco, alcohol, and other illicit drug products can adversely affect the user, family members, and those in the community.
Dependency, Substances Disorder, and Treatment	Dependency is when a person develops a tolerance and an increased need for a drug or substance. There are types of dependency such as physical, and psychological addictions. Disorder or a substance use disorder is when casual or experimental use of alcohol or other substances (including illegal drugs, medications prescribed or not) escalates. Treatment includes programs and facilities a person can enroll in, to seek assistance and to receive help to recovery. There are many types of treatment facilities for a person to receive help to recovery. Students should know who to see and where to go for resources in the school and in the community (e.g., teacher, coach, school counselor, SAC, school nurse, resource officer, peer leadership individual, mental health specialist, parents, social worker).

<b>Comprehensive Health &amp; Physical Education Practices</b>	
Acting as responsible and contributing	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



Stafford Township School District Curriculum Guide

Grade: K-2	Content Area: Health
member of society	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.
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.

<b>Grade: K-2</b>	<b>Content Area: Health</b>
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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.
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 tasks. 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.

<b>New Jersey Student Learning Standards</b>	
<p><b>2.1 Personal and Mental Health</b></p> <ul style="list-style-type: none"> <li>● <b>Community Health Services and Support</b> <ul style="list-style-type: none"> <li>○ 2.1.2.CHSS.1: Identify community professionals and school personnel who address health emergencies and provide reliable health information to us.</li> <li>○ 2.1.2.CHSS.2: Determine where to access home, school and community health professionals.</li> <li>○ 2.1.2.CHSS.3: Demonstrate how to dial and text 911 in case of an emergency.</li> <li>○ 2.1.2.CHSS.4: Describe how climate change affects the health of individuals, plants and animals.</li> <li>○ 2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared.</li> <li>○ 2.1.2.CHSS.6: Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals).</li> </ul> </li> </ul> <p><b>2.3 Safety</b></p> <ul style="list-style-type: none"> <li>● <b>Personal Safety</b> <ul style="list-style-type: none"> <li>○ 2.3.2.PS.1: Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.</li> </ul> </li> <li>● <b>Alcohol, Tobacco and other drugs</b></li> </ul>	

Grade: K-2

Content Area: Health

- 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.
- Dependency, Substances Disorder 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.

### Interdisciplinary Connections

#### Reading

- RL.K.10. Actively engage in group reading activities with purpose and understanding.
- RL.1.6. Identify who is telling the story at various points in a text.
- RL.2.1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

#### Speaking and Listening

- SL.K.1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.
  - A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
  - B. Continue a conversation through multiple exchanges.
- SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issues

#### Writing

- W.K.5. With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).
- W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.

#### Mathematics

- **Number and Operations in Base Ten K.NBT**
  - **A. Work with numbers 11–19 to gain foundations for place value.**
    - **1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or**

decomposition by a drawing or equation (e.g.,  $18 = 10 + 8$ ); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

- **Operations and Algebraic Thinking 1.OA**
  - **B. Understand and apply properties of operations and the relationship between addition and subtraction.**
    - **3. Apply properties of operations as strategies to add and subtract.**<sup>3</sup> *Examples: If  $8 + 3 = 11$  is known, then  $3 + 8 = 11$  is also known. (Commutative property of addition.) To add  $2 + 6 + 4$ , the second two numbers can be added to make a ten, so  $2 + 6 + 4 = 2 + 10 = 12$ . (Associative property of addition.) {Students need not use formal terms for these properties}*
    - **4. Understand subtraction as an unknown-addend problem. For example, subtract  $10 - 8$  by finding the number that makes 10 when added to 8.**

#### Science

- **K-ESS3-1:** Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.
- **2-LS4-1** Make observations of plants and animals to compare the diversity of life in different habitats.

#### Social Studies

- **6.1.2.CivicsPD.1:** Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- **6.1.2.CivicsPD.2:** Establish a process for how individuals can effectively work together to make decisions.
- **6.1.2.CivicsPR.1:** Determine what makes a good rule or law.
- **6.1.2.CivicsPR.2:** Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
- **6.1.2.CivicsPR.3:** Analyze classroom rules and routines and describe how they are designed to benefit the common good.
- **6.1.2.CivicsPR.4:** Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and

#### Computer Science and Design Thinking

- **8.2.2.ED.1:** Communicate the function of a product or device.
- **8.2.2.ED.2:** Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.
- **8.2.2.ED.3:** Select and use appropriate tools and materials to build a product using the design process.
- **8.2.2.ED.4:** Identify constraints and their role in the engineering design process.

<b>Grade: K-2</b>	<b>Content Area: Health</b>
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- **8.2.2.EC.1:** Identify and compare technology used in different schools, communities, regions, and parts of the world.

**Career Readiness, Life Literacies, and Key Skills**

- **9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives (e.g., 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- **9.4.2.CI.2:** Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a). 1.1.2.CR1a,
- **9.4.2.DC.1:** Explain differences between ownership and sharing of information.
- **9.4.2.DC.2:** Explain the importance of respecting the digital content of others.
- **9.4.2.DC.3:** Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).
- **9.4.2.DC.4:** Compare information that should be kept private to information that might be made public.
- **9.4.2.DC.5:** Explain what a digital footprint is and how it is created.
- **9.4.2.DC.6:** Identify respectful and responsible ways to communicate in digital environments.
- **9.4.2.DC.7:** Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1).

**Career Readiness, Life Literacies, and Key Skills Practices**

Act as a responsible and contributing community member and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Consider the environmental, social and economic impacts of decisions.	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

Stafford Township School District Curriculum Guide

<b>Grade: K-2</b>	<b>Content Area: Health</b>
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Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
Model integrity, ethical leadership and effective management.	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
Plan education and career paths aligned to personal goals.	Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
Use technology to enhance productivity, increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

<b>Evidence of Student Learning</b>	
<p><b>Formative Tasks:</b></p> <ul style="list-style-type: none"> <li>● Teacher Observation</li> <li>● Checklist</li> <li>● Writing Prompt</li> <li>● Student self-assessment</li> <li>● Student participation</li> <li>● Question and Answer</li> </ul>	<p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Teacher Observation Checklist</li> <li>● Student Performance Rubric</li> <li>● Untimed Writing Assessment</li> <li>● Stop &amp; Jot Activities</li> <li>● Student Conversation Rubric</li> </ul>

Stafford Township School District Curriculum Guide

<b>Grade: K-2</b>	<b>Content Area: Health</b>
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	<ul style="list-style-type: none"> <li>• Written Response Sentence Starters provided with Writing Assessment</li> <li>• Exit Slips</li> <li>• Draw a Picture to Show Understanding with Verbal Explanation</li> <li>• Teacher Created/Modified Assessment</li> </ul>
<b>Summative Assessments:</b> <ul style="list-style-type: none"> <li>• Rubric</li> <li>• Student Growth Objective</li> <li>•</li> </ul>	<b>Benchmark Assessments:</b> <ul style="list-style-type: none"> <li>• Assessment on MyPlate.com</li> <li>• Notebook Check with Teacher Created Rubric</li> </ul>

**Knowledge & Skills**

<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• Effective communication may be a determining factor in the outcome of health- and safety-related situations.</li> <li>• Can you explain how parents, peers, technology, culture, and the media influence health decisions?</li> <li>• Knowing how to locate health professionals in the home, at school, and in the community assists in addressing health emergencies and obtaining reliable information.</li> <li>• Tobacco smoke is harmful to nonsmokers.</li> <li>• Medicines should be administered as directed.</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• Can you identify sources of health information?</li> <li>• How can you demonstrate effective communication and listening skills.</li> <li>• Effective decision-making skills foster healthier lifestyle choices.</li> <li>• What medicines are some types of medicines used for?</li> <li>• Why should medicine be administered as directed.</li> <li>• Why tobacco smoke is harmful to nonsmokers?</li> <li>• Why should medicines be administered as directed?</li> <li>• What substances should never be inhaled?</li> <li>• Why do people have difficulty controlling their use of alcohol, tobacco, and other drugs?</li> <li>• Where can people who abuse alcohol, tobacco, and other drugs get help?</li> </ul>
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**Core Instructional & Supplemental Materials**

<b>Suggested Activities/Resources:</b> <ul style="list-style-type: none"> <li>• Students will be asked to explain what it means to make a decision. The teacher will describe a scenario regarding decisions that</li> </ul>	<b>Varied Levels of Text:</b> <ul style="list-style-type: none"> <li>• <i>Poison Alert</i>, Gina Bellisario</li> <li>• <i>An Elephant in the Living Room: The Children's Book</i> by Jill M. Hastings and Marion H. Typpo</li> </ul>
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## Grade: K-2

## Content Area: Health

students make every day. The scenario could contain examples of students making the decisions to brush their teeth, what type of clothes to wear depending on the weather, combing their hair, food selections etc. Students will then be asked to draw a depiction of a decision that they have made. Students may also describe the depiction to the teacher to further explain what their decisions were. Teachers may write explanations on the students drawing for clarity. Teachers should be assessing for the students ability to comprehend that making a decision is a choice

- <http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h2u2.pdf>
- Teachers will develop a poster with pictures of who may administer medicines to children. The poster will contain a red light on the top of one column and a green light on the top of the other to denote who may and who may not administer medicines. The red column may consist of friends, siblings, or strangers. The green column may consist of doctors, parents, teachers, nurses. After the teacher has explained who may or may not administer medicines, students will be given a worksheet with the pictures of the individuals from the poster. Each student will be asked to identify who they would be able to take medicine from by either circling or coloring the appropriate individuals. Teachers may want to use photographs of the school nurse, student's parents etc.
- [http://www.ehow.com/list\\_6136436\\_drug-awareness-activities](http://www.ehow.com/list_6136436_drug-awareness-activities)
- Students will be paired up with partners. The teacher will give a scenario regarding a child and a decision they have to make. Scenarios could be nutritional decisions, hygiene decisions, or decisions that might occur with friends. Each group will be asked to write down a list of words that describe the decision making process. The list could contain words like think, relax, identify the problem, be confident. The groups will then create a list of positive and negative

- *When a Family Is in Trouble* by Marge Heegaard
- *Up and Down the Mountain: Helping Children Cope with Parental Alcoholism* by Pamela Leib Higgins
- Kids.gov
- PBS Kids
- Choose My Plate
- PE Central
- Kids Health
- Brain Pop Jr.



**Grade: K-2****Content Area: Health**

outcomes that could come about depending on their decision. After the list is created and the positive and negatives of the decision are compared, the group will be asked to write one to two sentences explaining their decision. Each student in the group will then be asked to answer two open ended questions regarding the decision making process and how they could use it when it comes to decisions involving alcohol, tobacco, and other drugs. The teacher may either give a printed hand out or orally recite the questions to their students. Determine what substance should never be inhaled and why 11 Continues to develop an understanding of what substances should never be inhaled and why Determines what substances should never be inhaled and why Consistently demonstrates understanding of a variety of substances that should never be inhaled and why Understands that people may have difficulty controlling their use of alcohol, tobacco, and other drugs and determines where or how to access health professionals who may help 13 Displays little or no understanding that people may have difficulty controlling their use of alcohol, tobacco, and other drugs and where or how to access health professionals who may help Demonstrates understanding that people may have difficulty controlling their use of alcohol, tobacco, and other drugs and determines where or how to access health professionals who may help Consistently demonstrates understanding that people may have difficulty controlling their use of alcohol, tobacco, and other drugs and determines the variety of ways to access health professionals who may help 1. How could you use decision making skills to say no to alcohol, tobacco, or other drugs? 2. What do you think the negatives on your list would be if someone was trying to give you alcohol, tobacco, or other drugs? Teachers should look for answers that indicate comprehension of the decision making process as well as negatives associated with the use of alcohol, tobacco, and other drugs.

<b>Grade: K-2</b>	<b>Content Area: Health</b>
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<ul style="list-style-type: none"> <li>● <a href="http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h2u2.pdf">http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h2u2.pdf</a></li> <li>● Teachers will develop a scenario or a story or article in which they discuss people who have illnesses and diseases. They will discuss that people that have an illness or disease need to find professional help. The teacher would then transition into how adults who have trouble controlling their consumption of alcohol, tobacco, or other drugs also have an illness or a disease. Their illness or disease is that they cannot control how much alcohol, tobacco, or other drugs they use. Students will be asked to answer several open ended questions to demonstrate understanding. 1. Who has helped you when you were sick or ill? 2. Why do people become sick or ill if they use too much alcohol, tobacco, or other drugs? 3. If people are sick or ill how would they find a professional who could get them help? Students will build on question # 3 by describing where they would find professional help for someone who has a substance abuse problem. Students could create a graphic organizer with the middle being substance abuse and the outside circles being professional help providers.</li> <li>● <a href="http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h2u2.pdf">http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h2u2.pdf</a></li> </ul>	
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<b>Unit 3: Family Life</b>	<b>Duration: 20 days/ongoing</b>
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<b>Suggested Accommodations</b>
<p><b>English Language Learners:</b></p> <ul style="list-style-type: none"> <li>● Pair ELL student with student who speaks English and understands/ able to communicate with student's native language</li> <li>● Simplify content</li> <li>● Google Translator</li> <li>● Multi - language word wall</li> <li>● Provide extended time</li> <li>● Speak clearly and slowly, avoid slang and idiomatic expressions</li> </ul>

<b>Grade: K-2</b>	<b>Content Area: Health</b>
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**Special Education/Students with Disabilities:**

- Keep in mind learner’s multi-sensory, visual, and auditory style
- Pre Teach Vocabulary
- Graphic Organizers to Organize and Collect Important Information
- Collaborative Grouping to Support Student Needs
- Follow all IEP modifications

**504 Plans:**

- Provide differentiated instruction as needed
- Follow all IEP modifications/504 plan
- Provide manipulatives or the opportunity to draw solution strategies

**Gifted and Talented:**

- Allow students who exceed objective expectations, the opportunity to visit subject specified interactive websites
- Provide more challenging opportunities with use of manipulatives that will challenge the skill being taught to other students

**Students at Risk of Failure:**

- **Students Motivation**
  - Interest
  - Build confidence
  - Independence
  - Enjoyment

**Economically Disadvantaged:**

- Keep in mind learner’s multi-sensory, visual, and auditory style
- Preview Lesson to Help Build Student Background Knowledge
- Collaborative Grouping to Support Student Needs
- Accountable Talk Stems and Sentence Starters to Engage Students in Group and Peer Conversations

**Culturally Diverse:**

- Involve families in student learning
- Provide immediate praise and feedback
- Respect cultural traditions
- Provided students with necessary academic resources and materials
- Provide visuals

<b>Disciplinary Concepts and Core Ideas</b>	
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Pregnancy and Parenting	Pregnancy and parenting are stages in life that impact all aspects on one’s wellness. Regardless of the circumstance, pregnancy and parenting brings changes to an individual’s emotional, financial, physical, mental, and social well-being. These stages can include many happy experiences but can also be the source of great challenges. Like any new skill, parenting takes knowledge, skills, and practice to be successful. However, other factors such as medical and financial challenges can make this stage in life more difficult. Preparation is the key to a healthy pregnancy, delivery and transition to parenting.
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<b>Grade: K-2</b>	<b>Content Area: Health</b>
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Social and Sexual Health	<p>Social and Sexual Health is a person’s ability to communicate and interact with others efficiently. Individuals are able to form meaningful relationships with others and interact in healthy, appropriate ways. They encompass respect and accept differences of an individual’s race, religion, gender identity, gender expression, ethnicity, disability, socioeconomic background, and perspectives of health-related decisions. The extent to which people connect with others in different environments, adapt to various social and sexual situations, feel supported by individuals, institutions, and experience a sense of belonging, all contribute to social and sexual health.</p>
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<b>Comprehensive Health &amp; Physical Education Practices</b>
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Acting as responsible and contributing member of society	<p>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.</p>
Building and maintaining healthy relationships	<p>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.</p>
Communicating clearly and effectively (verbal and nonverbal)	<p>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.</p>
Resolving conflict	<p>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.</p>
Attending to personal, health, emotional, social and physical well-being	<p>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</p>

Stafford Township School District Curriculum Guide

<b>Grade: K-2</b>	<b>Content Area: Health</b>
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	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.
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 tasks. 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.

<b>New Jersey Student Learning Standards</b>
<p>2.1 Personal and Mental Health</p> <ul style="list-style-type: none"> <li>● <b>Pregnancy and Parenting</b> <ul style="list-style-type: none"> <li>○ 2.1.2.PP.1: Define reproduction.</li> </ul> </li> </ul>

Grade: K-2

Content Area: Health

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

### Interdisciplinary Connections

#### Reading

- RL.K.10. Actively engage in group reading activities with purpose and understanding.
- RL.1.6. Identify who is telling the story at various points in a text.
- RL.2.1. Ask and answer such questions as *who, what, where, when, why, and how* to demonstrate understanding of key details in a text.

#### Speaking and Listening

- SL.K.1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.
  - A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
  - B. Continue a conversation through multiple exchanges.
- SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issues

#### Writing

- W.K.5. With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).
- W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.

#### Mathematics

- **Number and Operations in Base Ten K.NBT**
  - **A. Work with numbers 11–19 to gain foundations for place value.**
    - **1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g.,  $18 = 10 + 8$ ); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.**
- **Operations and Algebraic Thinking 1.OA**
  - **B. Understand and apply properties of operations and the relationship between addition and subtraction.**
    - **3. Apply properties of operations as strategies to add and subtract.<sup>3</sup> *Examples: If  $8 + 3 = 11$  is known, then  $3 + 8 = 11$  is also known. (Commutative property of addition.) To add  $2 + 6 + 4$ , the second two numbers can be added to make a ten, so  $2 + 6 + 4 = 2 + 10 = 12$ . (Associative property of addition.)* {Students need not use formal terms for these properties}**
    - **4. Understand subtraction as an unknown-addend problem. *For example, subtract  $10 - 8$  by finding the number that makes 10 when added to 8.***

### Science

- **K-ESS3-1:** Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.
- **2-LS4-1** Make observations of plants and animals to compare the diversity of life in different habitats.

### Social Studies

- **6.1.2.CivicsPD.1:** Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- **6.1.2.CivicsPD.2:** Establish a process for how individuals can effectively work together to make decisions.
- **6.1.2.CivicsPR.1:** Determine what makes a good rule or law.
- **6.1.2.CivicsPR.2:** Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
- **6.1.2.CivicsPR.3:** Analyze classroom rules and routines and describe how they are designed to benefit the common good.
- **6.1.2.CivicsPR.4:** Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and

### Computer Science and Design Thinking

- **8.2.2.ED.1:** Communicate the function of a product or device.
- **8.2.2.ED.2:** Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.

<b>Grade: K-2</b>	<b>Content Area: Health</b>
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- **8.2.2.ED.3:** Select and use appropriate tools and materials to build a product using the design process.
- **8.2.2.ED.4:** Identify constraints and their role in the engineering design process.
- **8.2.2.EC.1:** Identify and compare technology used in different schools, communities, regions, and parts of the world.

**Career Readiness, Life Literacies, and Key Skills**

- **9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives (e.g., 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- **9.4.2.CI.2:** Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a). 1.1.2.CR1a,
- **9.4.2.DC.1:** Explain differences between ownership and sharing of information.
- **9.4.2.DC.2:** Explain the importance of respecting the digital content of others.
- **9.4.2.DC.3:** Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).
- **9.4.2.DC.4:** Compare information that should be kept private to information that might be made public.
- **9.4.2.DC.5:** Explain what a digital footprint is and how it is created.
- **9.4.2.DC.6:** Identify respectful and responsible ways to communicate in digital environments.
- **9.4.2.DC.7:** Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1).

**Career Readiness, Life Literacies, and Key Skills Practices**

Act as a responsible and contributing community member and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Consider the environmental, social and economic impacts of decisions.	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add



Stafford Township School District Curriculum Guide

<b>Grade: K-2</b>	<b>Content Area: Health</b>
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	greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
Model integrity, ethical leadership and effective management.	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
Plan education and career paths aligned to personal goals.	Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
Use technology to enhance productivity, increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

<b>Evidence of Student Learning</b>	
<b>Formative Tasks:</b> <ul style="list-style-type: none"> <li>● Teacher Observation</li> <li>● Checklist</li> <li>● Writing Prompt</li> </ul>	<b>Alternative Assessments:</b> <ul style="list-style-type: none"> <li>● Teacher Observation Checklist</li> <li>● Student Performance Rubric</li> <li>● Untimed Writing Assessment</li> </ul>

Stafford Township School District Curriculum Guide

<b>Grade: K-2</b>	<b>Content Area: Health</b>
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<ul style="list-style-type: none"> <li>● Student self-assessment</li> <li>● Student participation</li> <li>● Question and Answer</li> </ul>	<ul style="list-style-type: none"> <li>● Stop &amp; Jot Activities</li> <li>● Student Conversation Rubric</li> <li>● Written Response Sentence Starters provided with Writing Assessment</li> <li>● Exit Slips</li> <li>● Draw a Picture to Show Understanding with Verbal Explanation</li> <li>● Teacher Created/Modified Assessment</li> </ul>
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<b>Summative Assessments:</b> <ul style="list-style-type: none"> <li>● Rubric</li> <li>● Student Growth Objective</li> </ul>	<b>Benchmark Assessments:</b> <ul style="list-style-type: none"> <li>● Assessment on MyPlate.com</li> <li>● Notebook Check with Teacher Created Rubric</li> </ul>
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<b>Knowledge &amp; Skills</b>
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<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>● Effective communication may be a determining factor in the out</li> <li>● Effective decision-making skills foster healthier lifestyle choices.</li> <li>● There are different kinds of families both locally and globally.</li> <li>● There are different types of responsibilities for different family members.</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>● Can you identify sources of health information?</li> <li>● How can you demonstrate effective communication and listening skills?</li> <li>● Can you explain how parents, peers, technology, culture, and the media influence health decisions?</li> <li>● How are families different locally and globally?</li> <li>● What are the different roles and responsibilities of different family members?</li> </ul>
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<b>Core Instructional &amp; Supplemental Materials</b>
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<b>Suggested Activities/Resources:</b> <ul style="list-style-type: none"> <li>● <b>Family Decisions:</b> Students will start the activity by drawing a picture of their family. Students will then draw pictures of routines or activities they do together as a family. Examples could be eating dinner, exercising, watching a movie, going to the grocery store or the beach. Students will then be asked to circle which activities they decide upon as a family and leave the decisions that are made by only the adults in their family not circled.</li> <li>● <a href="http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/hku3.pdf">http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/hku3.pdf</a></li> </ul>	<b>Varied Levels of Text:</b> <ul style="list-style-type: none"> <li>● <i>Murphy Meets the Treadmill</i> by Harriet Ziefert</li> <li>● <i>Eating Well</i> by Melanie Mitchell</li> <li>● <i>The Edible Pyramid: Good Eating Every Day</i> by Loreen Leedy</li> <li>● <i>Good Enough to Eat: A Kid's Guide to Food and Nutrition</i> by Lizzy Rockwell</li> <li>● <i>Tumble Bunnies</i> by Kathryn Lasky</li> <li>● Kids.gov</li> <li>● PBS Kids</li> <li>● Choose My Plate</li> <li>● PE Central</li> <li>● Kids Health</li> <li>● BrainPop Jr.</li> </ul>
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Grade: K-2

Content Area: Health

- **Role Responsibilities:** The teacher will review different types of responsibilities or tasks that members of a family might be responsible for completing. Students in pairs will then illustrate a picture of their family and tasks they complete. Each student will then explain what tasks or responsibilities are done by what family member. For example, an older brother cuts the lawn, dad does the grocery shopping, mom goes to the bank, etc. After each student has completed their illustration and explanation students will be asked if any other student's families handle their responsibilities differently. Teachers may use a checklist to record their student's ability to describe the roles of their family as well as understand the differences in other student's families.
- <http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/hku3.pdf>
- **Brainstorming:** Teacher will begin the activity by having the entire class brainstorm the similarities between boys and girls. Students will then be broken up into boy and girl pairs. In their pairs students will describe as many similarities as possible between boys and girls. Students may either orally describe or illustrate a drawing. Examples could be hair, teeth, nose, arms, legs, feet, etc. Teacher may use a checklist to record how each student identifies the similarities.
- <http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/hku3.pdf>
- **Healthy Family:** Teachers will give students a decision making scenario. The scenario will entail making decisions that will impact oneself or family members' health as well as the health of their relationships. For example the scenario might entail a family making a decision to incorporate a family bike ride after dinner as part of their weekly routine. Students would then be asked to answer open ended questions to determine if students understand how making this decision impacts their family's health and their relationships.

<b>Grade: K-2</b>	<b>Content Area: Health</b>
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<p>1. How does making the decision to ride bikes as a family impact one's health or wellbeing?</p> <p>2. Explain how the decision to ride bikes nightly as a family may impact relationships between family members.</p> <p>3. What other decision could be made that could impact both health and family relationships positively or negatively?</p> <ul style="list-style-type: none"> <li>● <a href="http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h2u3.pdf">http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h2u3.pdf</a></li> <li>● <b>Similar &amp; Different:</b> Students will be shown an example of a Venn diagram. Students will be directed to illustrate a Venn diagram using three circles. The outer circles should contain only gender specific physical characteristics. The third interlocking circle should contain the physical characteristics that both genders share. Students may explain their diagrams to ensure understanding.</li> <li>● <a href="http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h2u3.pdf">http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h2u3.pdf</a></li> </ul>	
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<b>Unit 4: Community Health Skills</b>	<b>Duration:</b> 13 days/ongoing
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<b>Suggested Accommodations</b>
<p><b>English Language Learners:</b></p> <ul style="list-style-type: none"> <li>● Pair ELL student with student who speaks English and understands/ able to communicate with student's native language</li> <li>● Simplify content</li> <li>● Google Translator</li> <li>● Multi - language word wall</li> <li>● Provide extended time</li> <li>● Speak clearly and slowly, avoid slang and idiomatic expressions</li> </ul> <p><b>Special Education/Students with Disabilities:</b></p> <ul style="list-style-type: none"> <li>● Keep in mind learner's multi-sensory, visual, and auditory style</li> <li>● Pre Teach Vocabulary</li> <li>● Graphic Organizers to Organize and Collect Important Information</li> <li>● Collaborative Grouping to Support Student Needs</li> </ul>

<b>Grade: K-2</b>	<b>Content Area: Health</b>
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<ul style="list-style-type: none"> <li>● Follow all IEP modifications</li> </ul> <p><b>504 Plans:</b></p> <ul style="list-style-type: none"> <li>● Provide differentiated instruction as needed</li> <li>● Follow all IEP modifications/504 plan</li> <li>● Provide manipulatives or the opportunity to draw solution strategies</li> </ul> <p><b>Gifted and Talented:</b></p> <ul style="list-style-type: none"> <li>● Allow students who exceed objective expectations, the opportunity to visit subject specified interactive websites</li> <li>● Provide more challenging opportunities with use of manipulatives that will challenge the skill being taught to other students</li> </ul> <p><b>Students at Risk of Failure:</b></p> <ul style="list-style-type: none"> <li>● <b>Students Motivation</b> <ul style="list-style-type: none"> <li>○ Interest</li> <li>○ Build confidence</li> <li>○ Independence</li> <li>○ Enjoyment</li> </ul> </li> </ul> <p><b>Economically Disadvantaged:</b></p> <ul style="list-style-type: none"> <li>● Keep in mind learner’s multi-sensory, visual, and auditory style</li> <li>● Preview Lesson to Help Build Student Background Knowledge</li> <li>● Collaborative Grouping to Support Student Needs</li> <li>● Accountable Talk Stems and Sentence Starters to Engage Students in Group and Peer Conversations</li> </ul> <p><b>Culturally Diverse:</b></p> <ul style="list-style-type: none"> <li>● Involve families in student learning</li> <li>● Provide immediate praise and feedback</li> <li>● Respect cultural traditions</li> <li>● Provided students with necessary academic resources and materials</li> <li>● Provide visuals</li> </ul>
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<b>Disciplinary Concepts and Core Ideas</b>	
Emotional Health	Emotional Health encompasses the views, feelings, and expressions about oneself. Emotional health includes a person’s emotional, mental, psychological, and social well-being. It also helps determine how to handle stress and make choices related to others. Emotionally healthy people consciously develop coping mechanisms that are situationally appropriate to resolve and gather positive outcomes, develop strategies for mental health emergencies, respond to situations in a positive and appropriate manner, connect with resources and trusted individuals to assist, communicate feelings with confidence, and recognize support systems.
Community Health Services and Support	Community Health Services provide informational resources and assistance to communities and individuals to support disease and injury prevention, disaster relief, and improve the quality of services provided to all individuals. Community Health Services promote public health, health equity, healthy lifestyles and reduce health disparities. Services and support can include the provision of Culturally and Linguistically

Stafford Township School District Curriculum Guide

<b>Grade: K-2</b>	<b>Content Area: Health</b>
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	Appropriate Services (CLAS), medical/dental health services, nursing, clothing, shelter, hunger relief, and allied health professional care to people in need, or people maintaining regular wellness screenings in the person's home, other residential settings, or a community health care facility.
Lifelong Fitness	Lifelong Fitness requires making fitness a part of a person's daily life. It is about creating fitness habits that support individuals to plan and stay healthy throughout their lifetime. In addition, a person recognizes the medical consequences of a sedentary lifestyle and that the benefits of an active body and mind over time reduces diseases, injuries and pain. Lifelong fitness doesn't focus on competition or high-level skill development, but rather on self-evaluation, personal goal setting, social engagement, sportsmanship, enjoyment of movement, and leisure-time fitness activities.
Personal Safety	Personal Safety involves being aware of your surroundings and understanding of how certain situations and/or unhealthy behaviors can lead to injury, illness or death. The ability to identify potential risks and an awareness of the steps that can likely prevent injuries and diseases are key to being safe. In addition, it is essential that individuals understand that there are circumstances that may make them feel uncomfortable or are unsafe/dangerous that are beyond their control. In those circumstances, it is essential that individuals know where and how to seek help and do not blame themselves.
Health Conditions, Diseases, and Medicines	Health conditions are acute or chronic illnesses and diseases, which can be either controllable or life threatening. People contract different types of diseases, such as communicable diseases, Vector-borne diseases and Zoonotic diseases to name a few. Access to care and facilities affect the conditions of health. Health-enhancing behaviors help a person avoid and reduce health risks, and diseases. Early detection, treatment, screenings, and vaccines assist in preventing (personal, community and global) illnesses and outbreaks. Medicines are substances that treat or relieve diseases and pain. Medications are prescribed by a physician or can be accessed over the counter. Medications can be misused and abused if not taken properly.

<b>Comprehensive Health &amp; Physical Education Practices</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.

Stafford Township School District Curriculum Guide

Grade: K-2	Content Area: Health
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.
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

<b>Grade: K-2</b>	<b>Content Area: Health</b>
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	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.
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 tasks. 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.

<b>New Jersey Student Learning Standards</b>
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2.1 Personal and Mental Health

- 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).
  
- Community Health Services and Support
  - 2.1.2.CHSS.1: Identify community professionals and school personnel who address health emergencies and provide reliable health information to us.
  - 2.1.2.CHSS.2: Determine where to access home, school and community health professionals.
  - 2.1.2.CHSS.3: Demonstrate how to dial and text 911 in case of an emergency.
  - 2.1.2.CHSS.4: Describe how climate change affects the health of individuals, plants and animals.
  - 2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared.
  - 2.1.2.CHSS.6: Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals).

2.2 Physical Wellness

- Life Long fitness
  - 2.2.5.LF.1: Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.
  - 2.2.5.LF.2: Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.
  - 2.2.5.LF.3: Proactively engage in movement and physical activity for enjoyment individually or with others.
  - 2.2.5.LF.4: Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga).
  - 2.2.5.LF.5: Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.



Grade: K-2

Content Area: Health

**2.3 Safety**

- Personal Safety
  - 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).
  - 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).

**Interdisciplinary Connections****Reading**

- RL.K.10. Actively engage in group reading activities with purpose and understanding.
- RL.1.6. Identify who is telling the story at various points in a text.
- RL.2.1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

**Speaking and Listening**

- SL.K.1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.
  - A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
  - B. Continue a conversation through multiple exchanges.
- SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issues

**Writing**

- W.K.5. With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).
- W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.

**Mathematics**

- Number and Operations in Base Ten K.NBT
  - A. Work with numbers 11–19 to gain foundations for place value.
    - 1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g.,  $18 = 10 + 8$ ); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.
- Operations and Algebraic Thinking 1.OA
  - B. Understand and apply properties of operations and the relationship between addition and subtraction.
    - 3. Apply properties of operations as strategies to add and subtract.3 Examples: If  $8 + 3 = 11$  is known, then  $3 + 8 = 11$  is also known. (Commutative property of addition.) To add  $2 + 6 + 4$ , the second two numbers can be added to make a ten, so  $2 + 6 + 4 = 2 + 10 = 12$ . (Associative property of addition.) {Students need not use formal terms for these properties}
    - 4. Understand subtraction as an unknown-addend problem. For example, subtract  $10 - 8$  by finding the number that makes 10 when added to 8.

**Science**

- K-ESS3-1: Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.
- 2-LS4-1 Make observations of plants and animals to compare the diversity of life in different habitats.

**Social Studies**

- **6.1.2.CivicsPD.1:** Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- **6.1.2.CivicsPD.2:** Establish a process for how individuals can effectively work together to make decisions.
- **6.1.2.CivicsPR.1:** Determine what makes a good rule or law.
- **6.1.2.CivicsPR.2:** Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
- **6.1.2.CivicsPR.3:** Analyze classroom rules and routines and describe how they are designed to benefit the common good.
- **6.1.2.CivicsPR.4:** Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and

**Computer Science and Design Thinking**

- 8.2.2.ED.1: Communicate the function of a product or device.
- 8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.
- 8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.
- 8.2.2.ED.4: Identify constraints and their role in the engineering design process.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

<b>Grade: K-2</b>	<b>Content Area: Health</b>
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**Career Readiness, Life Literacies, and Key Skills**

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a). 1.1.2.CR1a,
- 9.4.2.DC.1: Explain differences between ownership and sharing of information.
- 9.4.2.DC.2: Explain the importance of respecting the digital content of others.
- 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).
- 9.4.2.DC.4: Compare information that should be kept private to information that might be made public.
- 9.4.2.DC.5: Explain what a digital footprint is and how it is created.
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.
- 9.4.2.DC.7: Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1).

**Career Readiness, Life Literacies, and Key Skills Practices**

Act as a responsible and contributing community member and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Consider the environmental, social and economic impacts of decisions.	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

Stafford Township School District Curriculum Guide

<b>Grade: K-2</b>	<b>Content Area: Health</b>
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<p>Model integrity, ethical leadership and effective management.</p>	<p>Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.</p>
<p>Plan education and career paths aligned to personal goals.</p>	<p>Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.</p>
<p>Use technology to enhance productivity, increase collaboration and communicate effectively.</p>	<p>Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.</p>
<p>Work productively in teams while using cultural/global competence.</p>	<p>Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.</p>

<b>Evidence of Student Learning</b>	
<p><b>Formative Tasks:</b></p> <ul style="list-style-type: none"> <li>● Teacher Observation</li> <li>● Checklist</li> <li>● Writing Prompt</li> <li>● Student self-assessment</li> <li>● Student participation</li> <li>● Question and Answer</li> </ul>	<p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Teacher Observation Checklist</li> <li>● Student Performance Rubric</li> <li>● Untimed Writing Assessment</li> <li>● Stop &amp; Jot Activities</li> <li>● Student Conversation Rubric</li> <li>● Written Response Sentence Starters provided with Writing Assessment</li> <li>● Exit Slips</li> <li>● Draw a Picture to Show Understanding with Verbal Explanation</li> <li>● Teacher Created/Modified Assessment</li> </ul>

<b>Grade: K-2</b>	<b>Content Area: Health</b>
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<p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Rubric</li> <li>● Student Growth Objective</li> </ul>	<p><b>Benchmark Assessments:</b></p> <ul style="list-style-type: none"> <li>● Assessment on MyPlate.com</li> <li>● Notebook Check with Teacher Created Rubric</li> </ul>
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<b>Knowledge &amp; Skills</b>
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<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● Injuries can be prevented by practicing safety procedures at home, school and in the community.</li> <li>● Ways to remain safe around strangers, acquaintances and trusted adults.</li> <li>● There are procedures associated with pedestrian, bicycle, and traffic safety.</li> <li>● Many factors influence social and emotional health.</li> <li>● There are healthy ways to cope with stressful situations and that there are people who they can go to for help.</li> <li>● Can you identify sources of health information?</li> <li>● How can you demonstrate effective communication and listening skills?</li> <li>● Can you explain how parents, peers, technology, culture, and the media influence health decisions?</li> <li>● Character traits are often evident in behaviors exhibited by individuals when interacting with others.</li> <li>● Service projects provide an opportunity to have a positive impact on the lives of self and others.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● What are ways to prevent injuries in home, school and the community?</li> <li>● What are ways to remain safe around strangers, acquaintances and trusted adults and explain acceptable behaviors?</li> <li>● What are some safety procedures associated with pedestrian, bicycle and traffic safety?</li> <li>● What factors impact social and emotional health?</li> <li>● What are healthy ways to cope with stressful situations?</li> <li>● What factors impact social and emotional health?</li> <li>● What are healthy ways to cope with stressful situations?</li> <li>● Effective communication may be a determining factor in the outcome of health- and safety-related situations.</li> <li>● Effective decision-making skills foster healthier lifestyle choices.</li> <li>● Does a person's character reflect the way a person thinks, feels and acts?</li> <li>● Can you identify different types of disabilities and ways to demonstrate appropriate behavior when interacting with people with disabilities?</li> <li>● What are the benefits for oneself and others of participating in a class or school service activity?</li> </ul>
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<b>Core Instructional &amp; Supplemental Materials</b>
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<p><b>Suggested Activities/Resources:</b></p> <ul style="list-style-type: none"> <li>● <b>Influences with decision making:</b> Students will be shown different advertisements depicting decisions that lead to a healthier lifestyle. Teachers will read or explain the advertisement and have students brainstorm</li> </ul>	<p><b>Varied Levels of Text:</b></p> <ul style="list-style-type: none"> <li>● Macmillan/McGraw-Hill Health &amp; Wellness, Grade 2, Teacher's Edition' by McGraw-Hill Education</li> <li>● <i>Too Shy for Show-and-Tell</i> by Beth Bracken</li> <li>● Everyone Can Learn to Ride a Bicycle by Chris Raschka</li> </ul>
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Grade: K-2

Content Area: Health

different ways that our parents or our community can impact the decisions we make in regards to our health. Students will then draw their own advertisement that promotes making healthier decisions. Examples could include advertisements depicting exercise, nutrition, or health care. Students may then orally explain their advertisement to the teacher and class.

- <http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/hku4.pdf>
- **Character:** Teacher will review the attributes that make up the meaning of character. Terms like responsibility, caring, honesty, and truthfulness should be used. Students will be instructed to draw a picture of someone who they believe embodies these terms and is a person of good character. Students will then be asked to explain how this person fits the description or meaning of good character.
- <http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/hku4.pdf>
- **Trust:** Students will be asked to create a collage of trusted adults in the community. Examples could be police officers, firefighters, crossing guards, teachers, administrators, clergy, etc. Students will then be asked to orally describe how they might contact these trusted community members. Dialing 911 should be included as an important way to find a trusted community member.
- <http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/hku4.pdf>
- **Conflict:** Teacher will review that a conflict is when two people have a disagreement over something. Students will be asked to explain a time when they have had a disagreement with a classmate, a friend or a sibling. Students will be prompted to brainstorm how they resolved the conflict. Answers should range from sharing a toy, to giving someone a chance to use the computer, to apologizing to someone. Students will then draw a depiction or role play with a classmate at a time when

- *The Book of Mistakes* by Corinna Luyken
- *Enemy Pie* by Derek Munson
- Kids.gov
- PBS Kids
- Choose My Plate
- PE Central
- Kids Health
- BrainPop Jr.

they have had a conflict and describe how it was resolved.

- [http://www.state.nj.us/education/modelcurriculum/assessment/pw/p\\_eh/hku4.pdf](http://www.state.nj.us/education/modelcurriculum/assessment/pw/p_eh/hku4.pdf)
- **Needs, Wants, Feelings:** Teacher will brainstorm with students to determine the type of needs, wants, and feelings people may have in health and safety related situations. Students should brainstorm needs, wants and feelings such as hunger, thirst, safety, nervousness, excitement, stress. Students will then be directed to list situations when these needs, wants, or feelings might arise. Students will be given health or safety related situations and they will match it with the needs, wants, or feelings that were brainstormed. Examples could include a thunderstorm- nervous or scared, power outage- cold, hungry etc. Teachers should be ascertaining a student's knowledge by matching the situation to the appropriate needs, wants or feelings.
- [http://www.state.nj.us/education/modelcurriculum/assessment/pw/p\\_eh/h1u4.pdf](http://www.state.nj.us/education/modelcurriculum/assessment/pw/p_eh/h1u4.pdf)
- **Different Abilities:** Each student will be asked to draw a self-portrait. They will be instructed to color in their hair color, hair type, and color of their eyes. They then will be asked to write on their picture two physical activities they think they are good at doing. Examples could be the ability to ride a bike, run fast, hit a tennis ball, color, paint, draw, or ride a skateboard. After each student has completed their portrait students will exchange their paper with another student and review that student's picture and abilities. To complete the assessment students will write the name of the student they changed with and their abilities next to their own. Students should compare to secure the understanding that different people have different abilities.
- <http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h1u4.pdf>

Grade: K-2

Content Area: Health

- **Differentiation:** The class will review as a group what the terms stranger, acquaintance and trusted adults mean. For strangers, students should understand that it is someone they have never met before. An acquaintance would be someone they have met but not someone who is a friend or close to their family. A trusted adult would be people who are close to our family or a trusted community member like a police officer or firefighter. Students will then be asked to draw a picture of one of their trusted adults and write a description of why they can be trusted and are not a stranger or an acquaintance. Students will then list three safe behaviors when dealing with a stranger or an acquaintance. Students should highlight not talking or leaving with a stranger, always checking with a trusted adult before going anywhere with another adult, and a safe place to go if they need help.
- [http://www.state.nj.us/education/modelcurriculum/assessment/pw/p\\_eh/h1u4.pdf](http://www.state.nj.us/education/modelcurriculum/assessment/pw/p_eh/h1u4.pdf)