

Moonachie School District Health Curriculum: Grades K-2

New Jersey Student Learning Standards for Comprehensive Health and Physical Education

Born On: August 23, 2022
Re-Adoption: August 26, 2025

Throughout the curriculum, you will find the integration of the 10 New Jersey CHPE Practices naturally embedded.

The 10 Comprehensive Health and Physical Education practices describe the ways in which individuals in these field engage in their careers as well as reflect the actions and behaviors of active, informed, responsible individuals and contributing community members. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations.

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

	consequences both positive and negative to resolve the conflict. Once a resolution is agreed upon, they follow through to ensure the conflict is resolved, whether through their own actions or the actions of others and they take the necessary steps to eliminate the conflict from recurring.
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.
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.

CHPE: Health			
Grades K-2			
2.1 Personal and Mental Health			
Disciplinary Concept: Personal Growth and Development			
<u>Mental Health - (NJ.S.A.18 A:35-4.39)</u>			
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.			
Core Ideas	Performance Expectation Standards		
Individuals enjoy different activities and grow at different rates.	2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy.		
Personal hygiene and self-help skills promote healthy habits.	2.1.2.PGD. 2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth). 2.1.2.PGD.3: Explain what being "well" means and identify self-care practices that support wellness. 2.1.2.PGD.4: Use correct terminology to identify body parts and explain how body parts work together to support wellness. 2.1.2.PGD.5: List medically accurate names for body parts, including the genitals		
Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
Abuse Allergies Antiperspirant/Deodorant Anus Arms Band-aid Bandage Body Systems - Cardiovascular, Digestive, Endocrine, Immune, Nervous, Respiratory Bones Breast Cavity	Students will know and be able to explore how activity helps all human bodies stay healthy.	Grade K: <ul style="list-style-type: none"> Open-ended: what do students do in their free time? Cut & Paste Sorting Activity 	<ul style="list-style-type: none"> Formal Assessment Summative Assessment Projects/Presentations Exit Ticket Quiz Worksheets Visual Observation
	Students will know and be able to develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).	Grade 1: <ul style="list-style-type: none"> Open-ended: What are some healthy choices that you make every day? Vocabulary: Match the vocabulary words to each picture. 	
	Students will know and be able to explain what being "well" means	Grade 1: <ul style="list-style-type: none"> Open-ended: How do you 	

Choice Decay Dentist Disease Doctor Exams - Check-ups, Screening Exercise Physical fitness Eyes Feet Fingers Floss Germs Grooming Gums Hands Head Hearing Hormones Illness Joints - Shoulder, Knee, Ankle, Wrist, Elbow Legs Mouth Mouthwash Muscles Obesity Organs Penis Personal & Oral hygiene Physical fitness Plaque Puberty Relationships Responsibility	and identify self-care practices that support wellness.	practice self-care? • Scenarios: Cut/Paste/Sort self care practices.	
	Students will know and be able to use correct terminology to identify body parts and explain how body parts work together to support wellness.	Grade 2: Label a diagram of body parts	
	Students will know and be able to list medically accurate names for body parts, including the genitals.	Grade 2: Matching vocabulary terms to definitions	

Safety Scrotum Senses Sight Skin Sleep Sound Soup Strangers Sunscreen Sunglasses Taste Teeth Testicals Toothpaste UV Rays Vagina Vision			
Resources/Materials	KidsHealth: https://classroom.kidshealth.org/classroom/ NJDOE Resources: https://www.nj.gov/education/standards/chp/ NJ H&PE Supervisor Resource Hub: https://sites.google.com/middletownk12.org/njahpe-resources/home NJSLS: https://www.nj.gov/education/standards/chp/Docs/2020_NJSLS-CHPE_Kto2.pdf The Great Body Shop: https://www.thegreatbodyshop.net/		
Interdisciplinary Connections	<p><u>Kindergarten - Science</u> 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.</p> <p><u>Kindergarten - ELA</u> SL.AS.K.6. Speak audibly and express thoughts, feelings, and ideas clearly. L.BL.K.2 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. L.KL.2.1.A. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p><u>1st Grade- ELA</u> SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p>		

	2nd Grade- ELA SL.ES.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 issue.
Career Readiness, Life Literacies and Key Skills	9.4.2.CI.1: Demonstrate openness to new ideas and perspectives 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource
Computer Science and Design Thinking	8.2.2.ITH.1: Identify products that are designed to meet human wants or needs.

Modifications				
Multilingual Learners	Special Education	At-Risk of School Failure	Gifted and Talented	504
Scaffolding Word walls Sentence/paragraph frames Bilingual dictionaries/translation Think alouds Read alouds Highlight key vocabulary Annotation guides Think-pair- share Visual aides Modeling Cognates	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast	Teacher tutoring Peer tutoring Study guides Graphic organizers Extended time Parent communication Modified assignments Counseling	Curriculum compacting Challenge assignments Enrichment activities Tiered activities Independent research/inquiry Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast Parent communication Modified assignments Counseling

CPHE: Health Grades K-2
2.1 Personal and Mental Health
Disciplinary Concept: 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.			
Core Ideas	Performance Expectation Standards		
All living things may have the capacity to reproduce.	2.1.2.PP.1: Define reproduction. 2.1.2.PP.2: Explain the ways in which parents may care for their offspring (e.g., animals, people, fish).		
Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
Abuse Adult Adolescent Animals produce offspring/Lay eggs/Carry offspring Birth Child Females Infant Males Offspring Parenting/Different types of parents Pre-Adolescent Pregnancy Reproduction Roles/Parenting/Children Teenager Toddler Types of Families	Students will be able to define reproduction.	Grade 2: Make a flip book to compare how different animals produce offspring. (example: amphibians lay eggs, mammals carry offspring until term.)	<ul style="list-style-type: none">● Formal Assessment● Summative Assessment● Projects/Presentations● Exit Ticket● Quiz● Worksheets● Visual Observation
	Students will be able to explain the ways in which parents may care for their offspring.	Grade: 2 <ul style="list-style-type: none">● Discuss as a class and then write a journal entry: What are some things your parents help you do at home?● Literature: Read to class children’s books that promote diverse family structures.	
Resources/Materials	KidsHealth: https://classroom.kidshealth.org/classroom/ NJDOE Resources: https://www.nj.gov/education/standards/chp/ NJ H&PE Supervisor Resource Hub: https://sites.google.com/middletownk12.org/njcahpe-resources/home NJSLS: https://www.nj.gov/education/standards/chp/Docs/2020_NJSLS-CHPE_Kto2.pdf The Great Body Shop: https://www.thegreatbodyshop.net/		
Interdisciplinary Connections	Kindergarten - Science K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive. Kindergarten - ELA SL.AS.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.		

	<p>L.BL.K.2 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>L.KL.2.1.A. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p><u>1st Grade- ELA</u></p> <p>SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p><u>2nd Grade- ELA</u></p> <p>SL.ES.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 issue.</p>
Career Readiness, Life Literacies and Key Skills	9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource
Computer Science and Design Thinking	8.2.2.ITH.3: Identify how technology impacts or improves life.

Modifications				
Multilingual Learners	Special Education	At-Risk of School Failure	Gifted and Talented	504
Scaffolding Word walls Sentence/paragraph frames Bilingual dictionaries/translation Think alouds Read alouds Highlight key vocabulary Annotation guides Think-pair- share Visual aides Modeling Cognates	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast	Teacher tutoring Peer tutoring Study guides Graphic organizers Extended time Parent communication Modified assignments Counseling	Curriculum compacting Challenge assignments Enrichment activities Tiered activities Independent research/inquiry Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast Parent communication Modified assignments Counseling

CPHE: Health Grades K-2			
2.1 Personal and Mental Health			
Disciplinary Concept: Emotional Health			
<u>Mental Health - (NJ.S.A.18 A:35-4.39)</u> <u>Diversity Equity and Inclusion - N.J.S.A. 18A:35-4.36a</u>			
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.			
Core Ideas	Performance Expectation Standards		
Many factors influence how we think about ourselves and others.	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).		
There are different ways that individuals handle stress, and some are healthier than others	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.		
Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
Accountability Actions Anxiety Behaviors Body Language - Gestures/Posture Brave Bullying Caring Character Communication Conflict Resolution Consequences	Students will be able to explain the meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others.	Grade K: <ul style="list-style-type: none"> Brainstorm good traits to have. (honesty, respect, caring) Literature/Sorting Activity: Read "Have You Filled a Bucket Today" by Carol McCloud, then complete "Bucket Filler/Bucket Dipper" cut and paste worksheet. 	<ul style="list-style-type: none"> Formal Assessment Summative Assessment Projects/Presentations Exit Ticket Quiz Worksheets Visual Observation
	Students will be able to identify what it means to be responsible and list personal responsibilities.	Grade K: Cut & Paste ways to be responsible.	

Coping Counseling Culture Emotions Empathy Environment Etiquette Feelings - Sad, Angry, Happy Honesty Humble Impulses Nervous Peer Pressure Reflection Respect Responsibility Self-Esteem Stress Stubborn Thoughts Traits Values	Students will be able to demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).	Grade 1: Roleplay in different stressful scenarios and how they would demonstrate self-control.	
	Students will be able to demonstrate strategies for coping with stressful situations and managing one's own emotions, thoughts and behaviors.	Grade 1: <ul style="list-style-type: none">● Play four corners- students can choose from various strategies for coping with stressful situations.s● Positive Affirmations: Students will start the day by stating the positive affirmation written on the board.● Literature: Read to class children’s books which promote ways to manage emotions.	
Resources/Materials	KidsHealth: https://classroom.kidshealth.org/classroom/ NJDOE Resources: https://www.nj.gov/education/standards/chp/ NJ H&PE Supervisor Resource Hub: https://sites.google.com/middletownk12.org/njcahpe-resources/home NJSLS: https://www.nj.gov/education/standards/chp/Docs/2020_NJSLS-CHPE_Kto2.pdf Children’s Literature: A Boy Like You by Frank Murphy The Great Body Shop: https://www.thegreatbodyshop.net/		
Interdisciplinary Connections	Kindergarten - ELA SL.PE.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. SL.AS.K.6. Speak audibly and express thoughts, feelings, and ideas clearly. L.BL.K.2 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. L.KL.2.1.A. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.		

	<p><u>1st Grade- ELA</u> SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p><u>2nd Grade- ELA</u> SL.ES.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 issue.</p>
Career Readiness, Life Literacies and Key Skills	<p>9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals</p> <p>9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource</p>
Computer Science and Design Thinking	8.2.2.ITH.5: Design a solution to a problem affecting the community in a collaborative team and explain the intended impact of the solution.

Modifications				
Multilingual Learners	Special Education	At-Risk of School Failure	Gifted and Talented	504
Scaffolding Word walls Sentence/paragraph frames Bilingual dictionaries/translation Think alouds Read alouds Highlight key vocabulary Annotation guides Think-pair- share Visual aides Modeling Cognates	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast	Teacher tutoring Peer tutoring Study guides Graphic organizers Extended time Parent communication Modified assignments Counseling	Curriculum compacting Challenge assignments Enrichment activities Tiered activities Independent research/inquiry Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast Parent communication Modified assignments Counseling

Grades K-2			
2.1 Personal and Mental Health			
Disciplinary Concept: Social & Sexual Health			
<i><u>Mental Health - (NJ.S.A.18 A:35-4.39) , Bully Prevention Instruction, Domestic Violence and Child Abuse and Sexual Abuse Awareness, Diversity Equity and Inclusion - N.J.S.A. 18A:35-4.36a</u></i>			
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.			
Core Ideas	Performance Expectation Standards		
Every individual has unique skills and qualities, which can include the activities they enjoy such as how they may dress, their mannerisms, things they like to do.	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.		
Families shape the way we think about our bodies, our health and our behaviors.	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.		
People have relationships with others in the local community and beyond	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.		
Communication is the basis for strengthening relationships and resolving conflict between people.	2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another.		
Conflicts between people occur, and there are effective ways to resolve them.	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.		
Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
Abuse Behaviors	Students will be able to discuss how individuals make	Grade 2: Group/Class Discussion about self-confidence and	<ul style="list-style-type: none"> Formal Assessment Summative Assessment

Bullying Choices Communication Conflict Resolution Conflicts Counseling Culture Disagreements Environment Expression Families Gender Gender Roles Kinds of Families Peer Pressure Privacy Relationships Safety Stranger Stereotypes Teasing Understanding	their own choices about how to express themselves.	expression. Then write a journal entry about how you express yourself.	<ul style="list-style-type: none"> • Projects/Presentations • Exit Ticket • Quiz • Worksheets • Visual Observation
	Students will be able to discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.	Grade 2: <i>That's A (Gender) Stereotype!</i> Activity	
	Students will be able to describe different kinds of families locally, nationally, and globally and note similarities in the ways in which they keep their children safe.	Grade 1: Hanging Geneological Tree Activity-choose a shape (star, moon, heart) glue a picture of each family member to the shapes and hang from ahangar or tree branch/twig.	
	Students will be able to determine the factors that contribute to healthy relationships within a family.	Grade 1: Class/Group Work: Create a word bubble of adjectives describing a healthy family relationship.	
	Students will be able to identify the basic social needs of all people.	Grade 1: Students Brainstorm and make a list of what a socially healthy person looks like and why it is important.	
	Students will be able to determine the factors that contribute to healthy relationships.	Grade 1: Students work in groups or independently to create a list of positive and negative factors that contribute towards a healthy relationship.	
	Students will be able to explain healthy ways for friends to express feelings for and to one another.	Grade K: Puppet show to demonstrate healthy ways for friends to express feelings for and to one another	
	Students will be able to demonstrate healthy ways to	Grade K: Role-play healthy ways to respond to	

	respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer).	disagreements.	
	Students will be able to define bullying and teasing and explain why they are wrong and harmful.	Grade K: <ul style="list-style-type: none">● Bully/Buddy Sort: Students view illustrations to determine if it's a kind action or a bullying action.● Anti-Bullying Pledge: Students will sign an anti-bullying pledge that will stay posted in the classroom.	
Resources/Materials	KidsHealth: https://classroom.kidshealth.org/classroom/ NJDOE Resources: https://www.nj.gov/education/standards/chp/ NJ H&PE Supervisor Resource Hub: https://sites.google.com/middletownk12.org/njahpe-resources/home NJSLS: https://www.nj.gov/education/standards/chp/Docs/2020_NJSLS-CHPE_Kto2.pdf Children's Literature <ul style="list-style-type: none">● Ada Twist, Scientist by Ashley Spires● Amazing Grace by Mary Hoffman● Angus All Aglow by Heather Smith● Drum Dream Girl: How One Girl's Courage Changed Music by Margarita Engle● Hidden Figures by Margot Lee Shetterly● Julian is a Mermaid by Jessica Love● My Princess Boy by Cheryl Kilodavis● My Shadow is Pink by Scott Stuart The Great Body Shop: https://www.thegreatbodyshop.net/		
Interdisciplinary Connections	<u>Kindergarten - ELA</u> SL.PE.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. SL.AS.K.6. Speak audibly and express thoughts, feelings, and ideas clearly. L.BL.K.2 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. L.KL.2.1.A. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. <u>1st Grade- ELA</u> SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers		

	and adults in small and larger groups. 2nd Grade - ELA SL.ES.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 issue.
Career Readiness, Life Literacies and Key Skills	9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6). 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
Computer Science and Design Thinking	8.2.2.ITH.5: Design a solution to a problem affecting the community in a collaborative team and explain the intended impact of the solution.

Modifications				
Multilingual Learners	Special Education	At-Risk of School Failure	Gifted and Talented	504
Scaffolding Word walls Sentence/paragraph frames Bilingual dictionaries/translation Think alouds Read alouds Highlight key vocabulary Annotation guides Think-pair- share Visual aides Modeling Cognates	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast	Teacher tutoring Peer tutoring Study guides Graphic organizers Extended time Parent communication Modified assignments Counseling	Curriculum compacting Challenge assignments Enrichment activities Tiered activities Independent research/inquiry Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast Parent communication Modified assignments Counseling

CPHE: Health Grades K-2
2.1 Personal and Mental Health
Disciplinary Concept: Community Health Services & Support

Mental Health - (NJ.S.A.18 A:35-4.39)

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.

Core Ideas	Performance Expectation Standards		
People in the community work to keep us safe.	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.		
Individuals face a variety of situations that may result in different type of feelings and learning how to talk about their feelings is important.	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).		
Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
911 Attire Climate Clothing Doctor Drill EMT Escape Equipment Guidance Counselor Helmet Natural Disaster Nurse Police Officer Prevention Safety School Counselor	Students will be able to identify community professionals and school personnel who address health emergencies and provide reliable health information to us.	Grade K: Cut/Paste Sorting Activity to identify community professionals and school professionals who address health emergencies and provide reliable health information to us.	<ul style="list-style-type: none"> ● Formal Assessment ● Summative Assessment ● Projects/Presentations ● Exit Ticket ● Quiz ● Worksheets ● Visual Observation
	Students will be able to determine where to access home, school, and community health professionals.	Grade 2: Class discussion: Some questions: Who are the health care professionals at school? Where can you find them? Who are health care professionals in the community? Where can you find them?	
	Students will be able to demonstrate how to dial and text 911 in case of an emergency.	Grade K: Students will watch a video or puppet show on how to call 911 in case of an emergency.	
	Students will be able to describe how climate change affects the health of individuals, plants, and	Grade 2: Climate Kids: Plants & Animals	

Smoke Detector Stranger Sunscreen Sunglasses Traffic Weather	animals.		
	Students will be able to identify situations that might result in individuals feeling sad, angry, frustrated, or scared.	Grade 1: Play Emotions charades.	
	Students will be able to identify individuals who can assist with expressing one’s feelings (e.g., family members, teachers, counselors, medical professionals).	Grade 1: List and discuss individuals who have assisted you in expressing your feelings.	
Resources/Materials	KidsHealth: https://classroom.kidshealth.org/classroom/ NJDOE Resources: https://www.nj.gov/education/standards/chp/ NJ H&PE Supervisor Resource Hub: https://sites.google.com/middletownk12.org/njahpe-resources/home NJSLS: https://www.nj.gov/education/standards/chp/Docs/2020_NJSLS-CHPE_Kto2.pdf The Great Body Shop: https://www.thegreatbodyshop.net/		
Interdisciplinary Connections	<u>Kindergarten - ELA</u> SL.PE.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. SL.AS.K.6. Speak audibly and express thoughts, feelings, and ideas clearly. L.BL.K.2 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. L.KL.2.1.A. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. <u>1st Grade- ELA</u> SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. <u>2nd Grade - ELA</u> SL.ES.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 issue. <u>K-2 - Social Studies</u> 6.1.2.CivicsPI.2: Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members.		
Career Readiness, Life	9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job		

Literacies and Key Skills	9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
Computer Science and Design Thinking	8.2.2.NT.1: Model and explain how a product works after taking it apart, identifying the relationship of each part, and putting it back together.

Modifications				
Multilingual Learners	Special Education	At-Risk of School Failure	Gifted and Talented	504
Scaffolding Word walls Sentence/paragraph frames Bilingual dictionaries/translation Think alouds Read alouds Highlight key vocabulary Annotation guides Think-pair- share Visual aides Modeling Cognates	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast	Teacher tutoring Peer tutoring Study guides Graphic organizers Extended time Parent communication Modified assignments Counseling	Curriculum compacting Challenge assignments Enrichment activities Tiered activities Independent research/inquiry Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast Parent communication Modified assignments Counseling

CPHE: Health Grades K-2	
2.2 Physical Wellness	
Disciplinary Concept: 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 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.	
Core Ideas	Performance Expectation Standards

Nutritious food choices promote wellness and are the basis for healthy eating habits.	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.		
Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
Bread Breakfast Calcium Calories Carbohydrates Dairy Dinner Fats Food Groups Food Guide Pyramid Fruits Fuel Grains Hungry Hydration Lunch Meats/Fish Minerals Nutrients Obesity Proteins Snack Sugar Vegetables Vitamins Water	Students will be able to explore different types of foods and food groups.	Grade K: Identify “everyday foods” and “once in a while foods” using pictures and game play. Connect pictures of foods to the category the food belongs through drawings, or game play.	<ul style="list-style-type: none">● Formal Assessment● Summative Assessment● Projects/Presentations● Exit Ticket● Quiz● Worksheets● Visual Observation
	Students will be able to explain why some foods are healthier to eat than others.	Grade 1: Create a collage of “everyday foods” versus “once in a while” foods.	
	Students will be able to differentiate between healthy and unhealthy eating habits.	Grade 2: Students create a personalized list of foods regularly eaten and identify why each food is healthy for the body. Students provide a healthy alternative for foods that may be unhealthy.	
Resources/Materials	KidsHealth: https://classroom.kidshealth.org/classroom/ NJDOE Resources: https://www.nj.gov/education/standards/chp/ NJ H&PE Supervisor Resource Hub: https://sites.google.com/middletownk12.org/njahpe-resources/home NJSLS: https://www.nj.gov/education/standards/chp/Docs/2020_NJSLS-CHPE_Kto2.pdf The Great Body Shop: https://www.thegreatbodyshop.net/		

Interdisciplinary Connections	<p><u>Kindergarten - ELA</u> L.LV.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. L.KL.2.1.A.. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p><u>1st Grade- ELA</u> SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p><u>2nd Grade - ELA</u> SL.ES.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 issue.</p> <p><u>Science</u> 2-LS2-1 Plan and conduct an investigation to determine if plants need sunlight and water to grow.</p>
Career Readiness, Life Literacies and Key Skills	9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource
Computer Science and Design Thinking	8.2.2.ITH.2: Explain the purpose of a product and its value.

Modifications				
Multilingual Learners	Special Education	At-Risk of School Failure	Gifted and Talented	504
Scaffolding Word walls Sentence/paragraph frames Bilingual dictionaries/translation Think alouds Read alouds Highlight key vocabulary Annotation guides Think-pair- share Visual aides Modeling Cognates	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast	Teacher tutoring Peer tutoring Study guides Graphic organizers Extended time Parent communication Modified assignments Counseling	Curriculum compacting Challenge assignments Enrichment activities Tiered activities Independent research/inquiry Collaborative teamwork Higher level questioning Critical/Analytical	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast Parent communication Modified assignments

			thinking tasks Self-directed activities	Counseling
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CPHE: Health Grades K-2				
2.3 Safety				
Disciplinary Concept: Personal Safety				
<i>Accident and Fire Prevention (N.J.S.A. 18A:6-2)</i>				
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.				
Core Ideas	Performance Expectation Standards			
The environment can impact personal health and safety in different ways.	2.3.2.PS.1: Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.			
Potential hazards exist in personal space, in the school, in the community, and globally.	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).			
Any time children feel uncomfortable or in an unsafe situation, they should reach out to a trusted adult for help.	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).			
Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)	
Abuse Behaviors Boundaries Choices Clean	Students will be able to demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment	Grade K: Color in the ways to keep self and others healthy and safe	<ul style="list-style-type: none"> ● Formal Assessment ● Summative Assessment ● Projects/Presentations ● Exit Ticket ● Quiz 	

Communication Consent Crossing Guards Crosswalk Decisions Drill Environment Escape Equipment Helmets Life Guards Life Vests Natural Disaster Personal Space Prevention Respect Safety Seatbelts Smoke Detector Stranger Symbols Traffic Traffic Lights Unwanted Touch Warning Labels Water Safety	clean and safe.		<ul style="list-style-type: none"> • Worksheets • Visual Observation
	Students will be able to discuss healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicle, water, weather safety).	Grade K: Design a bike helmet. Sort safe and unsafe choices	
	Students will be able to 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).	Grade 1: Role playing Stop, Drop, & Roll Activity. Discuss emergencies and emergency workers and practice “calling” 911	
	Students will be able to develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol).	Grade 1: Matching activity for warning symbols and their meanings	
	Students will be able to define bodily autonomy and personal boundaries.	Grade 2: Read the book My Body! What I say Goes! By Jayneen Sanders and discuss how to stand up for themselves and ask for help	<ul style="list-style-type: none"> •
	Students will be able to demonstrate how to communicate personal boundaries and show respect for someone else’s personal boundaries including friends and family.		
	Students will be able to identify behaviors that would be considered child abuse	Grade 2: Scenarios: “What if” questions about abuse such	

	(e.g., emotional, physical, sexual).	as “What if someone touched you without your consent?” Literature	
Resources/Materials	KidsHealth: https://classroom.kidshealth.org/classroom/ NJDOE Resources: https://www.nj.gov/education/standards/chp/ NJ H&PE Supervisor Resource Hub: https://sites.google.com/middletownk12.org/njahpe-resources/home NJSLS: https://www.nj.gov/education/standards/chp/Docs/2020_NJSLS-CHPE_Kto2.pdf The Great Body Shop: https://www.thegreatbodyshop.net/		
Interdisciplinary Connections	<p><u>Kindergarten - ELA</u></p> <p>SL.PE.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>SL.UM.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>SL.AS.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>L.BL.K.2 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>L.KL.2.1.A. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p><u>1st Grade- ELA</u></p> <p>SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p><u>2nd Grade - ELA</u></p> <p>SL.ES.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 issue.</p>		
Career Readiness, Life Literacies and Key Skills	9.1.2.RM.1: Describe how valuable items might be damaged or lost and ways to protect them. 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet		
Computer Science and Design Thinking	8.2.2.ITH.5: Design a solution to a problem affecting the community in a collaborative team and explain the intended impact of the solution.		

Modifications				
Multilingual Learners	Special Education	At-Risk of School Failure	Gifted and Talented	504
Scaffolding Word walls Sentence/paragraph frames	Word walls Visual aides Graphic organizers	Teacher tutoring Peer tutoring Study guides	Curriculum compacting Challenge assignments Enrichment activities	Word walls Visual aides Graphic organizers

Bilingual dictionaries/translation Think alouds Read alouds Highlight key vocabulary Annotation guides Think-pair- share Visual aides Modeling Cognates	Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast	Graphic organizers Extended time Parent communication Modified assignments Counseling	Tiered activities Independent research/inquiry Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities	Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast Parent communication Modified assignments Counseling
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CPHE: Health Grades K-2			
2.3 Safety			
Disciplinary Concept: Health Conditions, Diseases, and Medicines			
<i>Lyme Disease Prevention (N.J.S.A.18A:35-5.1)</i>			
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.			
Core Ideas	Performance Expectation Standards		
People need food, water, air, waste removal, and a particular range of temperatures in their environment to stay healthy.	2.3.2.HCDM.1: Explain the consequences on a person's health if he or she does not have adequate food and a clean environment. 2.3.2.HCDM.2: Demonstrate personal hygiene and the use of necessary and appropriate health-enhancing behaviors that can keep a person healthy (e.g., precautions to avoid illnesses, handle food hygienically, brush teeth, regular physical activity, adequate sleep, appropriate dress for various weather conditions). 2.3.2.HCDM.3: Explain strategies and develop skills to prevent the spread of communicable diseases and health conditions (e.g., Lyme disease, influenza, cardiovascular diseases).		
Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)

Air Bath Coat/Jacket Conditioner Floss Food Germs Gloves/Mittens Hairbrush Hand Sanitizer Hat Healthy Hydration Hygiene Medicine Nutrition Scarves Shampoo Shower Soap Sunscreen Sunglasses Toothbrush Water	Students will be able to explain the consequences on a person’s health if he or she does not have adequate food and a clean environment.	Grade 1: Watch video on Healthy Weight . Make a collage of healthy foods	<ul style="list-style-type: none">● Formal Assessment● Summative Assessment● Projects/Presentations● Exit Ticket● Quiz● Worksheets● Visual Observation
	Students will be able to demonstrate personal hygiene and the use of necessary and appropriate health-enhancing behaviors that can keep a person healthy (e.g., precautions to avoid illnesses, handle food hygienically, brush teeth, regular physical activity, adequate sleep, appropriate dress for various weather conditions).	Grade K: Cut/Paste/Sort good and bad personal hygiene habits.	
	Students will be able to explain strategies and develop skills to prevent the spread of communicable diseases and health conditions (e.g., Lyme disease, influenza, cardiovascular diseases).	Grade 2: Open-ended: How can we prevent the spread of germs? Read Article: What Are Germs? (for Kids) Post in classroom: Poster: Don't Share Germs	
Resources/Materials	KidsHealth: https://classroom.kidshealth.org/classroom/ NJDOE Resources: https://www.nj.gov/education/standards/chp/ NJ H&PE Supervisor Resource Hub: https://sites.google.com/middletownk12.org/njahpe-resources/home NJSLS: https://www.nj.gov/education/standards/chp/Docs/2020_NJSLS-CHPE_Kto2.pdf The Great Body Shop: https://www.thegreatbodyshop.net/		
Interdisciplinary Connections	Kindergarten - ELA L.LV.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. L.KL.2.1.A. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. SL.PE.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.		

	<p>1st Grade- ELA SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>2nd Grade - ELA SL.ES.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 issue.</p>
Career Readiness, Life Literacies and Key Skills	9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet
Computer Science and Design Thinking	8.2.2.ITH.2: Explain the purpose of a product and its value.

Modifications				
Multilingual Learners	Special Education	At-Risk of School Failure	Gifted and Talented	504
Scaffolding Word walls Sentence/paragraph frames Bilingual dictionaries/translation Think alouds Read alouds Highlight key vocabulary Annotation guides Think-pair- share Visual aides Modeling Cognates	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast	Teacher tutoring Peer tutoring Study guides Graphic organizers Extended time Parent communication Modified assignments Counseling	Curriculum compacting Challenge assignments Enrichment activities Tiered activities Independent research/inquiry Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast Parent communication Modified assignments Counseling

CPHE: Health Grades K-2
2.3 Safety
Disciplinary Concept: Alcohol, Tobacco, and Other Drugs

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

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.

Core Ideas	Performance Expectation Standards		
The use of alcohol, tobacco, and other drugs in unsafe ways is harmful to one's 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.		
Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
Addiction Alcohol Drugs Effects Medicine Prescription Prevention Risks Smoking Tobacco	Students will be able to explain what medicines are, how they are used, and the importance of utilizing medications properly.	Grade K: Open discussion on what medicine is, the difference between good medication and unhealthy medication, when medicine is needed, and who it is safe to take medicine from (pediatrician, parent(s), school nurse, etc.).	<ul style="list-style-type: none">● Formal Assessment● Summative Assessment● Projects/Presentations● Exit Ticket● Quiz● Worksheets● Visual Observation
	Students will be able to identify ways in which drugs, including some medicines, can be harmful.	Grade 1: Read story: Medicine Is Not Candy and have a classroom discussion.	
	Students will be able to explain the effects of tobacco use on personal hygiene, health, and safety.	Grade 2: Read article: Smoking Stinks!	
Resources/Materials	KidsHealth: https://classroom.kidshealth.org/classroom/ NJDOE Resources: https://www.nj.gov/education/standards/chp/ NJ H&PE Supervisor Resource Hub: https://sites.google.com/middletownk12.org/njahpe-resources/home NJSLS: https://www.nj.gov/education/standards/chp/Docs/2020_NJSLS-CHPE_Kto2.pdf The Great Body Shop: https://www.thegreatbodyshop.net/		
Interdisciplinary Connections	Kindergarten - ELA L.KL.2.1.A. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.		

	<p>SL.PE.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>L.LV.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p><u>1st Grade- ELA</u></p> <p>SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p><u>2nd Grade - ELA</u></p> <p>SL.ES.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 issue.</p>
Career Readiness, Life Literacies and Key Skills	9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.
Computer Science and Design Thinking	8.2.2.ITH.2: Explain the purpose of a product and its value.

Modifications				
Multilingual Learners	Special Education	At-Risk of School Failure	Gifted and Talented	504
Scaffolding Word walls Sentence/paragraph frames Bilingual dictionaries/translation Think alouds Read alouds Highlight key vocabulary Annotation guides Think-pair- share Visual aides Modeling Cognates	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast	Teacher tutoring Peer tutoring Study guides Graphic organizers Extended time Parent communication Modified assignments Counseling	Curriculum compacting Challenge assignments Enrichment activities Tiered activities Independent research/inquiry Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast Parent communication Modified assignments Counseling

**CPHE: Health
Grades K-2**

2.3 Safety

Disciplinary Concept: Dependency, Substances Disorder and Treatment

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

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).

Core Ideas	Performance Expectation Standards		
Substance abuse is caused by a variety of factors.	2.3.2.DSDT.1: Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.		
There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.	2.3.2.DSDT.2: Explain that individuals who abuse alcohol, tobacco, and other drugs can get help.		
Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
Alcohol Tobacco Drugs Addiction Brain Blood Vessels Heart Liver Stomach Trusted Adults	Students will be able to recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.	Grade 1: Cut/Paste/Sort pictures (alcohol, tobacco, drugs, addiction)	<ul style="list-style-type: none">● Formal Assessment● Summative Assessment● Projects/Presentations● Exit Ticket● Quiz● Worksheets● Visual Observation
	Students will be able to explain that individuals who abuse alcohol, tobacco, and other drugs can get help.	Grade 2: Complete handout: Helping Hands	
Resources/Materials	KidsHealth: https://classroom.kidshealth.org/classroom/ NJDOE Resources: https://www.nj.gov/education/standards/chp/ NJ H&PE Supervisor Resource Hub: https://sites.google.com/middletownk12.org/njcahpe-resources/home		

	NJSLS: https://www.nj.gov/education/standards/chp/Docs/2020_NJSLS-CHPE_Kto2.pdf The Great Body Shop: https://www.thegreatbodyshop.net/
Interdisciplinary Connections	<p>Kindergarten - ELA L.KL.2.1.A. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. SL.PE.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. L.LV.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>1st Grade- ELA SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>2nd Grade - ELA SL.ES.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 issue.</p>
Career Readiness, Life Literacies and Key Skills	9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.
Computer Science and Design Thinking	8.2.2.ITH.2: Explain the purpose of a product and its value.

Modifications				
Multilingual Learners	Special Education	At-Risk of School Failure	Gifted and Talented	504
Scaffolding	Word walls	Teacher tutoring	Curriculum compacting	Word walls
Word walls	Visual aides	Peer tutoring	Challenge assignments	Visual aides
Sentence/paragraph frames	Graphic organizers	Study guides	Enrichment activities	Graphic organizers
Bilingual	Multimedia	Graphic organizers	Tiered activities	Multimedia
dictionaries/translation	Leveled readers	Extended time	Independent research/inquiry	Leveled readers
Think alouds	Assistive technology	Parent communication	Collaborative teamwork	Assistive technology
Read alouds	Notes/summaries	Modified assignments	Higher level questioning	Notes/summaries
Highlight key vocabulary	Extended time	Counseling	Critical/Analytical thinking	Extended time
Annotation guides	Answer masking		tasks	Answer masking
Think-pair- share	Answer eliminator		Self-directed activities	Answer eliminator
Visual aides	Highlighter			Highlighter
Modeling	Color contrast			Color contrast
Cognates				Parent communication

				Modified assignments Counseling
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