

Readoption Date:	January 25, 2023
Created by:	Curriculum Team

Lakewood Health Education Curriculum	
Course Area: Health Education	Grade Level: 1st Grade
Unit A: Mental and Emotional, Family, and Social Health	20 days
Unit B: Growth and Nutrition	20 days
Unit C: Personal Health and Safety	20 days
Unit D: Drugs and Disease Prevention	20 days
Unit E: Community and Environment Health	20 days

Introduction

The Comprehensive Health Education Units for grades K-5 are a cohesive set of units that will scaffold instruction from one grade level to the next. The units have been developed as building blocks of skills and concepts that will move instruction from one unit to the next. All units are made up of a blended set of standards and cumulative progress indicators that fully encapsulate the major ideas and themes behind the unit. The incorporation of different standards through major, supporting and additional concepts provide a greater opportunity for comprehensive health instruction in each unit.

Unit A: Mental and Emotional, Family, and Social Health	
Standard	
2.1 Personal and Mental Health	
Disciplinary Concept/Performance Expectations	
Emotional Health	
2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.	
2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities.	
2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds,	

special programs).

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

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

Social Health

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.

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).

Primary Interdisciplinary Connections:

- RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills. A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- RI.1.1. Ask and answer questions about key details in a text.
- NJSLA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively

Computer Science & Design Thinking

8.1 Computer Science

- 8.1.2.AP.4: Break down a task into a sequence of steps.
- 8.1.2.AP.5: Describe a program's sequence of events, goals, and expected outcomes.

8.2 Design Thinking

- 8.2.2.ED.1: Communicate the function of a product or device.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.

Career Readiness, Life Literacies, & Key Skills

9.1 Personal Financial Literacy

- 9.1.2.RM.1: Describe how valuable items might be damaged or lost and ways to protect them.

9.2 Career Awareness, Exploration, Preparation, and Training

- 9.1.2.CAP.3: Define entrepreneurship and social entrepreneurship.

9.4 Life Literacies & Key Skills

- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Evidence of Student Learning

Performance Tasks/Use of Technology:

- Stopwatches
- Pedometer
- Progression Charts: i.e. sticker boards
- QR codes with iPads
- SmartBoard
- Go Noodle
- Music

Other Assessments

Formative:

- Teacher Observation
- Teacher Checklist
- Verbal question & answer
- Self-evaluation of performance and progress
- Emoji Survey
- Entrance/Exit Slips
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Summative:

- Student participation
- Rubric score
- Fitnessgram
- Performance Test

Benchmark:

- Baseline SGO
- Mid-year SGO
- End of year SGO

Alternative:

- End of unit project

Knowledge and Skills

Content/Goals

Skills

Students will know...

- Take care of my health
- Show good character

Students will be able to...

- Identify and practice good health practices

<ul style="list-style-type: none"> ● Make wise decisions ● Share feelings ● Show respect for others ● Practice life skills ● Choose activities for a healthy mind ● Act in ways that show I am special ● Manage stress ● Show good character ● Bounce back from hard times ● Get along with my family ● Share feelings about family changes ● Show respect for others ● Use good table manners ● Make wise decisions with friends ● Help others take care of their health ● Resolve conflict 	<ul style="list-style-type: none"> ● Identify and display good character traits ● List various feelings ● Identify good decisions ● List ways a family might change ● People who they can speak to if their family changes ● Identify ways a family member helps you stay healthy ● Identify ways to resolve conflict
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Instructional Plan

Chapters/Lessons	Resource
<p>Chapter 1 Health And You Lessons: Good Health Good Character Showing Good Character Wise Decisions Say “No” Your Feelings Angry Feelings Mistakes Set Health Goals</p> <p>Chapter 2 Your Family, Your Friends, and You Lessons: What Does Your Family Look Like Your Family Helping Hands Respet Making Friends Wise Friends</p>	<p>Health and Wellness:Mcgraw Hill</p>

Conflict
Resolve Conflict

Additional Online Lessons

- **10 Simple Ways to Cope with Stress**
- Stress: All kids feel stressed sometimes. Here are some ways to cope.
- What You Can Do About Stress
- Stress at home and getting help
- Feelings: My thoughts and feelings
- My Emotions and Behavior
- Train your Temper
- Taking charge of your anger

- My Emotions and Behavior
- When and how to call 911 (Youtube video, kid friendly)
- Community Helpers for Kids
- Helpful videos and materials for community helpers

Additional Online Resources

- <https://www.sutterhealth.org/health/mind-body/10-simple-ways-to-cope-with-stress>
- <https://kidshealth.org/en/kids/center/relax-center.html>
- <https://kidshealth.org/en/kids/feeling/>

- <https://kidshealth.org/en/kids/feeling/>
- <https://kidshealth.org/en/kids/temper.html#catemotion>
- <https://kidshealth.org/en/kids/anger.html#catemotion>
- <https://kidshealth.org/en/kids/feeling/#catemotion>
- https://www.youtube.com/watch?v=JdKG_L5YuB8
- <https://www.youtube.com/watch?v=jt2q1cHsH6E>
- <https://www.simplykinder.com/community-helpers-in-kinder/>

Core Instructional and Supplemental Materials

- Textbooks
- Chromebooks/ iPads
- Physical Education equipment
- Music

Teacher Notes:

- Progression/ regression of students' skills

SUGGESTED OPTIONS FOR DIFFERENTIATION

English Language Learners

- Visuals
- Gesturing

- Miming and roleplaying
- Use of realia and manipulatives
- Simplified language/teacher talk/thinking aloud
- ESL Support

Strategies:

- Personal word wall/word rings
- Introducing vocabulary before lesson
- Total physical response (TPR) activities (cluck, swish, etc.)
- Cloze activities
- Teacher modeling
- Pattern sentences (speak and/or writing)
- Choral chanting
- Small group instruction/cooperative learning
- Active Engagement using visual, auditory, kinesthetic tactile activities
- Allowing for additional wait time for student responses during conversations
- Scaffolding questions and instructional language
- Allowing for students to show uses gestures if not yet able to produce oral language
- Modeled and shared writing activities
- Providing a student buddy

Special Education

- Work longer books as skills in reading increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a Strong student as a “buddy” (does not necessarily have to speak the primary language)
- Choral reading
- Chants, songs
- Preferential seating
- Assign a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, Reading A-Z, Epic
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD
- Follow all IEP modifications
- Scribe for students who can’t write
- Augmentative communication system
- Active Engagement using visual, auditory, kinesthetic tactile activities

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- Follow all modifications/504 plan

Gifted and Talented

- Writing Paper Template with more lines to encourage students to produce more text
- Reference second grade Writing Units of the same genre for above grade-level ideas to advance students
- Ask open-ended questions
- Encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating)
- Do not always be explicit, allow for discovery
- Use centers to group students according to ability or interest
- Propose interest-based extension activities. Use leveled texts and offer an advanced reader reading list
- Ask "why" and "what if" questions
- Use varied modes of pre-assessment and assessment
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles). Provide options, alternatives and choices to differentiate and broaden the curriculum.
- Organize and offer flexible small group learning activities
- Provide whole group enriched explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities equipment needed
- Computer with internet access and projection capabilities
- Whiteboards
- Manipulatives
- Encourage upper level intellectual behavior based on Bloom's Taxonomy
- Discover learning
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- Guided reading leveled books
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- Higher level turn and talk for class discussion
- Student provided less guidance and given more independence during student discussion
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Students at Risk of School Failure

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- Epic!
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Unit B: Growth and Nutrition	
Standard	
2.1 Personal/Mental Health 2.2 Physical Wellness	
Disciplinary Concept/Performance Expectations	
Personal Growth/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.	

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.

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.

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Evidence of Student Learning

<p>Performance Tasks/Use of Technology:</p> <ul style="list-style-type: none"> ● Stopwatches ● Pedometer ● Progression Charts: i.e. sticker boards ● QR codes with iPads ● SmartBoard ● Go Noodle ● Music 	<p style="text-align: center;">Other Assessments</p> <p>Formative:</p> <ul style="list-style-type: none"> - Teacher Observation - Teacher Checklist - Verbal question & answer - Self-evaluation of performance and progress - Emoji Survey - Entrance/Exit Slips - <p>Summative:</p> <ul style="list-style-type: none"> - Student participation - Rubric score - Fitnessgram - Performance Test <p>Benchmark:</p> <ul style="list-style-type: none"> - Baseline SGO - Mid-year SGO - End of year SGO <p>Alternative:</p> <ul style="list-style-type: none"> - End of unit project
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Knowledge and Skills

Content/Goals	Skills
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<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Identify stages of growth and development in childhood ● Learn ways people age ● Take care of my body ● Bones and Muscles ● 5 Senses ● Choose habits to grow up healthy ● Practice life skills ● Get plenty of sleep and rest ● Eat healthful meals and snacks ● Use My Plate ● Follow Dietary Guidelines 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Learn ways my body changes ● Identify stages of growth from adolescence to old age ● Identify habits that can contribute to a healthy lifestyle ● Learn the steps for setting health goals ● List the 5 senses ● Apply steps for setting health goals ● Identify major body systems ● Tell the function of each body system ● Discuss function of the stomach ● Ways to care for the stomach ● Discuss importance of healthful foods ● Identify food groups ● Tell how to use MyPlate to plan meals
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	<p>and snacks</p> <ul style="list-style-type: none"> ● Identify ways to choose healthful foods ● Identify food labels ● Identify healthful snacks ● Learn habits for practicing healthful habits
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Instructional Plan

Chapters/Lessons	Resource
<p>Chapter 3 Your Growing Body Lessons: How Will You Change As You Grow You Grow You Are Special Your 5 Senses Bones and Muscles What are the Parts of Your Body Heart and Lungs Your Stomach Your Brain Make Wise Decisions</p> <p>Chapter 4 Healthful Foods Lessons: What Healthful Foods Do You Like To Eat? Eat Well Healthful Meals Food Groups MyPlate Healthful Snacks Food Labels Food Ads Help Others Be Healthy</p> <p>Additional Online Lessons</p> <ul style="list-style-type: none"> ● Healthier Me: Fitness Adventure and Meal Builder ● Human Body Series: Body Parts ● Human Body Series: Body Parts Videos (Kid Friendly) 	<p>Health and Wellness:Mcgraw Hill</p> <p>Additional Online Resources</p> <ul style="list-style-type: none"> ● https://everfi.com/courses/k-12/health-curriculum-elementary-school/ ● https://classroom.kidshealth.org/classroom/index.jsp?Grade=pk&Section=body ● https://www.kidshealth.org/en/kids/center/htbw-main-page.html?WT.ac=classroom

<ul style="list-style-type: none"> ● Staying Healthy <ol style="list-style-type: none"> 1. Being Good To My Body 2. Fabulous Food ● My Plate ● Healthy Food vs Junk Food 	<ul style="list-style-type: none"> ● https://kidshealth.org/en/kids/stay-healthy/#catemotion ● https://www.myplate.gov/eat-healthily/what-is-myplate ● https://www.youtube.com/watch?v=jJMv6CfHiHg&t=439s
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<p>Core Instructional and Supplemental Materials</p> <ul style="list-style-type: none"> ● Textbooks ● Chromebooks/ iPads ● Physical Education equipment ● Music
<p>Teacher Notes:</p> <ul style="list-style-type: none"> ● Progression/ regression of students' skills

SUGGESTED OPTIONS FOR DIFFERENTIATION

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- Providing a student buddy

Special Education

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Unit C: Personal Health and Safety	
Standard	
<p>2.1 Personal/Mental Health 2.3 Safety</p> <p style="text-align: center;">Disciplinary Concept/Performance Expectations</p> <p>Personal Growth/Development Personal Safety</p> <p>2.3.2.PS.1: Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.</p> <p>2.3.2.PS.2: Discuss healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicle, water, weather safety).</p> <p>2.3.2. PS.3: Recognize and demonstrate safety strategies to prevent injuries at home, school, in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention).</p> <p>2.3.2. PS.4: Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol).</p> <p>2.3.2.PS.5: Define bodily autonomy and personal boundaries.</p> <p>2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else’s personal boundaries including friends and family.</p> <p>2.3.2.PS.7: Identify behaviors that would be considered child abuse (e.g., emotional, physical, sexual).</p> <p>2.3.2.PS.8: Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse).</p>	
<p>Primary Interdisciplinary Connections:</p> <ul style="list-style-type: none"> ● RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills. A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). ● RI.1.1. Ask and answer questions about key details in a text. ● NJLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively 	
Computer Science & Design Thinking	
8.1 Computer Science	

- 8.1.2.AP.4: Break down a task into a sequence of steps.
- 8.1.2.AP.5: Describe a program's sequence of events, goals, and expected outcomes.

8.2 Design Thinking

- 8.2.2.ED.1: Communicate the function of a product or device.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.

Career Readiness, Life Literacies, & Key Skills

9.1 Personal Financial Literacy

- 9.1.2.RM.1: Describe how valuable items might be damaged or lost and ways to protect them.

9.2 Career Awareness, Exploration, Preparation, and Training

- 9.1.2.CAP.3: Define entrepreneurship and social entrepreneurship.

9.4 Life Literacies & Key Skills

- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

SUGGESTED OPTIONS FOR DIFFERENTIATION

English Language Learners

- Visuals
- Gesturing
- Miming and roleplaying
- Use of realia and manipulatives
- Simplified language/teacher talk/thinking aloud
- ESL Support

Strategies:

- Personal word wall/word rings
- Introducing vocabulary before lesson
- Total physical response (TPR) activities (cluck, swish, etc.)
- Cloze activities
- Teacher modeling
- Pattern sentences (speak and/or writing)
- Choral chanting
- Small group instruction/cooperative learning
- Active Engagement using visual, auditory, kinesthetic tactile activities
- Allowing for additional wait time for student responses during conversations
- Scaffolding questions and instructional language
- Allowing for students to show uses gestures if not yet able to produce oral language

- Modeled and shared writing activities
- Providing a student buddy

Special Education

- Work longer books as skills in reading increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a Strong student as a “buddy” (does not necessarily have to speak the primary language)
- Choral reading
- Chants, songs
- Preferential seating
- Assign a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, Reading A-Z, Epic
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD
- Follow all IEP modifications
- Scribe for students who can’t write
- Augmentative communication system
- Active Engagement using visual, auditory, kinesthetic tactile activities

504 Plans

- Preferential seating
- Use visuals
- Introduce key vocabulary before lesson
- Choral reading
- Chants, songs
- Provide a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, reading A-Z, Epic for leveled reading books
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Use large print books, Braille, or books on CD
- Follow all modifications/504 plan

Gifted and Talented

- Writing Paper Template with more lines to encourage students to produce more text
- Reference second grade Writing Units of the same genre for above grade-level ideas to advance students

- Ask open-ended questions
- Encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating)
- Do not always be explicit, allow for discovery
- Use centers to group students according to ability or interest
- Propose interest-based extension activities. Use leveled texts and offer an advanced reader reading list
- Ask "why" and "what if" questions
- Use varied modes of pre-assessment and assessment
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles). Provide options, alternatives and choices to differentiate and broaden the curriculum.
- Organize and offer flexible small group learning activities
- Provide whole group enriched explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities equipment needed
- Computer with internet access and projection capabilities
- Whiteboards
- Manipulatives
- Encourage upper level intellectual behavior based on Bloom's Taxonomy
- Discover learning
- Propose interest based extension activities
- Use leveled texts and offer an advanced reader reading list
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
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- Reading baggies
- Guided reading leveled books
- Higher level books via Epic and Reading A-Z
- Higher level turn and talk for class discussion
- Student provided less guidance and given more independence during student discussion
- Encourage higher level work during conferencing

Students at Risk of School Failure

- Provide peer tutoring
- Use a strong student as a "buddy" (does not necessarily have to speak the primary language)
- Epic!
- Allow extra time to complete assignments or tests
- Work in small group

- Tier 2 intervention provided by the classroom teachers
- Tier 3 intervention provided by the interventionists
- One on one conferencing
- Istation computerized intervention program

Unit C: Personal Health and Safety	
Standard	
2.1 Personal/Mental Health 2.3 Safety	
Disciplinary Concept/Performance Expectations	
Personal Growth/Development	
Personal Safety	
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<ul style="list-style-type: none"> ● RI.1.1. Ask and answer questions about key details in a text. 	
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Computer Science & Design Thinking

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- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Performance Tasks/Use of Technology:

- Stopwatches
- Pedometer
- Progression Charts: i.e. sticker boards
- QR codes with iPads
- SmartBoard
- Go Noodle
- Music

Other Assessments

Formative:

- Teacher Observation
- Teacher Checklist
- Verbal question & answer
- Self-evaluation of performance and progress
- Emoji Survey
- Entrance/Exit Slips
-

Summative:

- Student participation
- Rubric score
- Fitnessgram
- Performance Test

Benchmark:

- Baseline SGO
- Mid-year SGO
- End of year SGO

	Alternative: - End of unit project
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Knowledge and Skills

Content/Goals	Skills
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<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Have checkups ● Learn about a health record ● Take care of my teeth ● Get plenty of rest and sleep ● Get plenty of exercise ● Exercise in safe ways ● Make wise decisions ● So “no” to wrong decisions ● Follow all safety rules 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Identify ways to be neat and clean ● Identify ways that sleep and rest can help your body ● List safety procedures and rules when outdoors, indoors, at home, fire, bus, car and when your lost ● Identify strangers and bad touching ● Identify first aid procedures
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Instructional Plan

Chapters/Lessons	Resource
<p>Chapter 5 Staying Clean and Fit Lessons: How Can You Look And Feel Your Best? Neat and Clean Get Plenty of Sleep Take Care of Your Teeth Practice Healthful Habits Exercise For Health Play and Be Fit</p> <p>Chapter 6 Stay Safe Lessons: How Can You Be Safe? Be Safe At School Be Safe Indoors Be Safe Outdoors Be Safe At Home Fire Safety Rules Weather Safety</p>	<p>Health and Wellness:Mcgraw Hill</p>

Bus/Car Safety
Be Safe From Strangers
Good Touch, Bad Touch
No Guns, Gangs
First Aid
Say “No”

Additional Online Lessons

- Dealing with Bullies
- Staying Safe
 1. Learning about emergencies and first aid
 2. Playing it safe around the house
 3. Playing it safe outdoors and on the road
- Healthy vs Unhealthy Relationships
- Healthy Relationships and Consent, Caring and Harmful Behaviors
- Safe and Healthy Summer
- NJ Safe Routes

Additional Online Resources

- <https://kidshealth.org/en/kids/feeling/>
- <https://kidshealth.org/en/kids/watch/#catemotion>
- <https://www.youtube.com/watch?v=Gn7ZQ2x0cOE>
- <https://www.youtube.com/watch?v=rzEI6ZVmGW8>
- <https://classroom.kidshealth.org/classroom/index.jsp?Grade=pk&Section=personal>
- <https://www.saferoutesnj.org/lesson-plans-curricula/>

Core Instructional and Supplemental Materials

- Textbooks
- Chromebooks/ iPads
- Physical Education equipment
- Music

Teacher Notes:

- Progression/ regression of students’ skills

SUGGESTED OPTIONS FOR DIFFERENTIATION

English Language Learners

- Visuals
- Gesturing
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- Use large print books, Braille, or books on CD
- Follow all IEP modifications
- Scribe for students who can’t write
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504 Plans

- Preferential seating

- Use visuals
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- Choral reading
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Gifted and Talented

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- Reference second grade Writing Units of the same genre for above grade-level ideas to advance students
- Ask open-ended questions
- Encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating)
- Do not always be explicit, allow for discovery
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- Student provided less guidance and given more independence during student discussion
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Students at Risk of School Failure

- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Epic!
- Allow extra time to complete assignments or tests
- Work in small group
- Tier 2 intervention provided by the classroom teachers
- Tier 3 intervention provided by the interventionists
- One on one conferencing
- Istation computerized intervention program

Unit D: Drugs and Disease Prevention	
Standard	
<p data-bbox="203 1260 332 1302">2.3 Safety</p> <p data-bbox="479 1396 1144 1438" style="text-align: center;">Disciplinary Concept/Performance Expectations</p> <p data-bbox="203 1470 787 1512">Health Conditions, Diseases and Medicines</p> <p data-bbox="203 1512 1364 1575">2.3.2.HCDM.1: Explain the consequences on a person’s health if he or she does not have adequate food and a clean environment.</p> <p data-bbox="203 1575 1356 1711">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).</p> <p data-bbox="203 1711 1388 1774">2.3.2.HCDM.3: Explain strategies and develop skills to prevent the spread of communicable diseases and health conditions (e.g., Lyme disease, influenza, cardiovascular diseases).</p> <p data-bbox="203 1774 673 1816">Alcohol, Tobacco and Other Drugs</p> <p data-bbox="203 1816 1388 1879">2.3.5.ATD.1: Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer).</p>	

2.3.5.ATD.2: Describe health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs, and non-prescribed cannabis products.

2.3.5.ATD.3: Describe the behaviors of people who struggle with the use of alcohol and drugs and identify the type of assistance that is available.

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.

Primary Interdisciplinary Connections:

- RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills. A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- RI.1.1. Ask and answer questions about key details in a text.
- NJSLA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively

Computer Science & Design Thinking

8.1 Computer Science

- 8.1.2.AP.4: Break down a task into a sequence of steps.
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- 8.2.2.ED.1: Communicate the function of a product or device.
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Career Readiness, Life Literacies, & Key Skills

9.1 Personal Financial Literacy

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9.2 Career Awareness, Exploration, Preparation, and Training

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9.4 Life Literacies & Key Skills

- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Evidence of Student Learning

<p>Performance Tasks/Use of Technology:</p> <ul style="list-style-type: none"> ● Stopwatches ● Pedometer ● Progression Charts: i.e. sticker boards ● QR codes with iPads ● SmartBoard ● Go Noodle ● Music 	<p style="text-align: center;">Other Assessments</p> <p>Formative:</p> <ul style="list-style-type: none"> - Teacher Observation - Teacher Checklist - Verbal question & answer - Self-evaluation of performance and progress - Emoji Survey - Entrance/Exit Slips - <p>Summative:</p> <ul style="list-style-type: none"> - Student participation - Rubric score - Fitnessgram - Performance Test <p>Benchmark:</p> <ul style="list-style-type: none"> - Baseline SGO - Mid-year SGO - End of year SGO <p>Alternative:</p> <ul style="list-style-type: none"> - End of unit project
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Knowledge and Skills

Content/Goals	Skills
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Use medicines in safe ways ● Stay away from alcohol ● Tell ways people who use harmful drugs can get help ● Stay away from tobacco ● Practice life skills ● Learn symptoms and treatment for diseases ● Protect myself and others from germs ● Tell ways to care for asthma and allergies ● Practice life skills 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● List the benefits of medicine ● Identify people who can give you medicine ● Ways alcohol can harm your health ● Identify parts of the body that tobacco can harm

<ul style="list-style-type: none"> ● Drug Addiction 	<ul style="list-style-type: none"> ● https://my.clevelandclinic.org/health/diseases/16652-drug-addiction
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<p>Core Instructional and Supplemental Materials</p> <ul style="list-style-type: none"> ● Textbooks ● Chromebooks/ iPads ● Physical Education equipment ● Music
<p>Teacher Notes:</p> <ul style="list-style-type: none"> ● Progression/ regression of students' skills

SUGGESTED OPTIONS FOR DIFFERENTIATION

<p>English Language Learners</p> <ul style="list-style-type: none"> ● Visuals ● Gesturing ● Miming and roleplaying ● Use of realia and manipulatives ● Simplified language/teacher talk/thinking aloud ● ESL Support <p><i>Strategies:</i></p> <ul style="list-style-type: none"> ● Personal word wall/word rings ● Introducing vocabulary before lesson ● Total physical response (TPR) activities (cluck, swish, etc.) ● Cloze activities ● Teacher modeling ● Pattern sentences (speak and/or writing) ● Choral chanting ● Small group instruction/cooperative learning ● Active Engagement using visual, auditory, kinesthetic tactile activities ● Allowing for additional wait time for student responses during conversations ● Scaffolding questions and instructional language ● Allowing for students to show uses gestures if not yet able to produce oral language ● Modeled and shared writing activities ● Providing a student buddy

Special Education

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504 Plans

- Preferential seating
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- Ask open-ended questions

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Unit E: Community and Environment

Standard

2.1 Personal/Mental Health

Disciplinary Concept/Performance Expectations

Community Health Services/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).

Primary Interdisciplinary Connections:

- RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills. A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- RI.1.1. Ask and answer questions about key details in a text.
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- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Evidence of Student Learning

Performance Tasks/Use of Technology:

- Stopwatches
- Pedometer
- Progression Charts: i.e. sticker boards
- QR codes with iPads
- SmartBoard
- Go Noodle
- Music

Other Assessments

Formative:

- Teacher Observation
- Teacher Checklist
- Verbal question & answer
- Self-evaluation of performance and progress
- Emoji Survey
- Entrance/Exit Slips
-

Summative:

- Student participation
- Rubric score
- Fitnessgram
- Performance Test

Benchmark:

- Baseline SGO
- Mid-year SGO
- End of year SGO

Alternative:

- End of unit project

Knowledge and Skills

Content/Goals	Skills
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<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Choose safe and healthful products ● Cooperate with health helpers ● Help protect my environment ● Practice life skills 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Identify a health helper and when would you go to that helper ● Identify people who can help you learn about health ● Identify places where you can find health facts ● Identify ways pollution can harm your health ● Identify ways you can help your environment to stay clean
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Instructional Plan

Chapters/Lessons	Resource
<p>Chapter 9 Be Health Wise Lessons: Health Helpers Health Facts Choose Health Products Wisely Think About Your Health Choices</p> <p>Chapter 10 A Clean Earth Lessons: How Can You Help Keep Earth Clean? Pollution Noise Pollution You Can Help Communicate</p> <p>Additional Online Lessons</p> <ul style="list-style-type: none"> ● My Emotions and Behavior ● When and how to call 911 (Youtube video, kid friendly) ● Community Helpers for Kids ● Helpful videos and materials for community helpers 	<p>Health and Wellness:Mcgraw Hill</p> <p>Additional Online Resources</p> <ul style="list-style-type: none"> ● https://kidshealth.org/en/kids/feeling/#catemotion ● https://www.youtube.com/watch?v=JdKG_L5YuB8 ● https://www.youtube.com/watch?v=jt2q1cHsH6E ● https://www.simplykinder.com/community-helpers-in-kinder/

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Core Instructional and Supplemental Materials

- Textbooks
- Chromebooks/ iPads
- Physical Education equipment
- Music

Teacher Notes:

- Progression/ regression of students' skills

SUGGESTED OPTIONS FOR DIFFERENTIATION

English Language Learners

- Visuals
- Gesturing
- Miming and roleplaying
- Use of realia and manipulatives
- Simplified language/teacher talk/thinking aloud
- ESL Support

Strategies:

- Personal word wall/word rings
- Introducing vocabulary before lesson
- Total physical response (TPR) activities (cluck, swish, etc.)
- Cloze activities
- Teacher modeling
- Pattern sentences (speak and/or writing)
- Choral chanting
- Small group instruction/cooperative learning
- Active Engagement using visual, auditory, kinesthetic tactile activities
- Allowing for additional wait time for student responses during conversations
- Scaffolding questions and instructional language
- Allowing for students to show uses gestures if not yet able to produce oral language
- Modeled and shared writing activities
- Providing a student buddy

Special Education

- Work longer books as skills in reading increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a Strong student as a “buddy” (does not necessarily have to speak the primary language)

- Choral reading
- Chants, songs
- Preferential seating
- Assign a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, Reading A-Z, Epic
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD
- Follow all IEP modifications
- Scribe for students who can't write
- Augmentative communication system
- Active Engagement using visual, auditory, kinesthetic tactile activities

504 Plans

- Preferential seating
- Use visuals
- Introduce key vocabulary before lesson
- Choral reading
- Chants, songs
- Provide a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, reading A-Z, Epic for leveled reading books
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Use large print books, Braille, or books on CD
- Follow all modifications/504 plan

Gifted and Talented

- Writing Paper Template with more lines to encourage students to produce more text
- Reference second grade Writing Units of the same genre for above grade-level ideas to advance students
- Ask open-ended questions
- Encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating)
- Do not always be explicit, allow for discovery
- Use centers to group students according to ability or interest
- Propose interest-based extension activities. Use leveled texts and offer an advanced reader reading list
- Ask "why" and "what if" questions

- Use varied modes of pre-assessment and assessment
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles). Provide options, alternatives and choices to differentiate and broaden the curriculum.
- Organize and offer flexible small group learning activities
- Provide whole group enriched explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities equipment needed
- Computer with internet access and projection capabilities
- Whiteboards
- Manipulatives
- Encourage upper level intellectual behavior based on Bloom's Taxonomy
- Discover learning
- Propose interest based extension activities
- Use leveled texts and offer an advanced reader reading list
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Organize integrated problem solving simulations
- Reading baggies
- Guided reading leveled books
- Higher level books via Epic and Reading A-Z
- Higher level turn and talk for class discussion
- Student provided less guidance and given more independence during student discussion
- Encourage higher level work during conferencing

Students at Risk of School Failure

- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Epic!
- Allow extra time to complete assignments or tests
- Work in small group
- Tier 2 intervention provided by the classroom teachers
- Tier 3 intervention provided by the interventionists
- One on one conferencing
- Istation computerized intervention program