

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

Lakewood Health Education Curriculum	
Course Area: Health Education	Grade Level: 2nd
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
Unit F: Sexual Health	10 days
Unit G: Pregnancy/Parenting	10 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:

- RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RF.2.4. Read with sufficient accuracy and fluency to support comprehension.
- SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). B. Build on others' talk in conversations by linking their explicit comments to the remarks of others. C. Ask for clarification and further explanation as needed about the topics and texts under discussion.

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
-

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
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Take care of my health ● Show good character ● 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 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Tell ways you can have good health ● Identify ways to show good character ● Give examples of the 6 actions that show good character ● Tell 6 questions to ask before making a decision ● Identify healthful ways to share feelings ● Describe the 4 steps for using communication skills ● Apply the 4 steps for using communication skills ● Discuss ways to have a good self-concept ● Make a plan to manage stress ● Tell what stress can do to your body ● Discuss what to do if you make a mistake ● Identify ways families are alike and different ● Identify ways that families work together and spend time together ● Discuss the function and importance of family ● Identify various ways a family can change ● Discuss various ways to show respect ● Discuss ways to be a good friend ● Identify 6 questions to ask when making a decision with friends ● Tell how to say “no” to wrong decisions ● Explain what to do if a conflict arises ● Learn and apply steps to resolving conflicts

Instructional Plan

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
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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
- Propose interest based extension activities
- Use leveled texts and offer an advanced reader reading list
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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 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

Knowledge and Skills

Content/Goals	Skills
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<i>Students will know...</i>	<i>Students will be able to...</i>
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<ul style="list-style-type: none"> ● Identify stages of growth and development in childhood ● Learn ways people age ● Take care of my body ● 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 	<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 ● 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 function of bones, muscles, heart, lungs, brain ● Discuss importance of healthful foods ● Identify food groups ● Classify foods using MyPlate ● Tell how to use MyPlate to plan meals and snacks ● Identify ways to choose healthful foods ● Discuss importance of serving sizes ● Identify and explain function of food labels ● Identify healthful snacks ● Learn habits for practicing healthful habits ● Discuss ways ads influence food choices ● Identify ways to avoid food-borne illness
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Instructional Plan

Chapters/Lessons	Resource
<p>Chapter 3 Your Body Lessons: Growing and Changing Keep Growing Healthful Habits Set Health Goals Your Amazing Body Your Stomach Your Bones and Muscles Your Heart and Lungs</p>	<p>Health and Wellness:Mcgraw Hill</p>

Your Brain

Chapter 4 Healthful Foods For You

Lessons:

Healthful Foods

MyPlate

Use MyPlate

Rules for Healthful Eating

How Much Food You Eat

Food Labels

Healthful Snacks

Practice Healthful Habits

Food Ads

Keep Foods Safe

Additional Online Lessons

- Healthier Me: Fitness Adventure and Meal Builder
- Human Body Series: Body Parts
- Human Body Series: Body Parts Videos (Kid Friendly)

- Staying Healthy
 1. Being Good To My Body
 2. Fabulous Food

- My Plate
- Healthy Food vs Junk Food

Additional Online Resources

- <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>
- <https://kidshealth.org/en/kids/stay-healthy/#catemotion>

- <https://www.myplate.gov/eat-healthy/what-is-myplate>
- <https://www.youtube.com/watch?v=jJMv6CfHiHg&t=439s>

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Unit C: Personal Health and Safety	
Standard	
<p data-bbox="203 1417 576 1449">2.1 Personal/Mental Health</p> <p data-bbox="203 1453 332 1484">2.3 Safety</p> <p data-bbox="479 1522 1144 1554" style="text-align: center;">Disciplinary Concept/Performance Expectations</p> <p data-bbox="203 1558 625 1589">Personal Growth/Development</p> <p data-bbox="203 1593 414 1625">Personal Safety</p> <p data-bbox="203 1629 1421 1696">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 data-bbox="203 1701 1291 1768">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 data-bbox="203 1772 1421 1864">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>	

- 2.3.2. PS.4:** Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol).
- 2.3.2.PS.5:** Define bodily autonomy and personal boundaries.
- 2.3.2.PS.6:** Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family.
- 2.3.2.PS.7:** Identify behaviors that would be considered child abuse (e.g., emotional, physical, sexual).
- 2.3.2.PS.8:** Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse).

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Alternative:

- End of unit project

Knowledge and Skills

Content/Goals

Skills

Students will know...

- 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

Students will be able to...

- Tell what to expect at a medical examine
- Tell ways to care for your teeth
- Tell why you need rest and sleep
- Discuss benefits of fitness
- Learn ways to stay safe before, during and after exercise
- Learn and apply making wise

<ul style="list-style-type: none"> ● So “ no” to wrong decisions ● Follow safety rules for sports and game ● Follow safety rules for home and school ● Follow safety rules when I play ● 	<p>decisions</p> <ul style="list-style-type: none"> ● Tell ways to be a good sport ● Tell rules to keep yourself and others safe ● Tell ways to avoid injuries at home ● Discuss safe places to play ● Discuss safety equipment used during play ● Discuss playground rules ● Identify bicycle safety rules ● Tell how to cross the street safely ● Tell rules for staying safe in and around cars and buses ● Tell ways to stay safe from strangers ● Discuss what to do if I get lost ● Tell how to prevent getting lost ● Know the difference between appropriate and inappropriate touch ● Discuss ways to stay safe from bullies ● Tell ways to stay safe in a fire ● Preventing fires ● Discuss what to do if there is a fire ● Tell how to stay safe in an earthquake, storm, or tornado ● Discuss first aid for a cut, nosebleed, sting, or insect bite ● List ways for finding health facts
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Instructional Plan

Chapters/Lessons	Resource
<p>Chapter 5 Keeping Clean and Fit Lessons: Checkups Your Eyes and Ears Your Teeth Look Your Best Exercise for Health Exercise Safely Make Wise Decisions Be a Good Sport</p> <p>Chapter 6 Safety and You Lessons:</p>	<p>Health and Wellness:Mcgraw Hill</p>

Safe at School and Home
Safe Inside
Safe At Play
Safe Outdoors
Walk and Bike Safely
Car and Bus Safety
Stay Safe and Strangers
Stay Safe When You Are Lost
Stay Safe From a Bad Touch
Stay Safe From Bullies and Gangs
Stay Safe From Dangerous Things
Fire Safety
Earthquakes and Bad Weather
First Aid

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=Gn7ZO2x0cOE>
- <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/>

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- 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

Unit D: Drugs and Disease Prevention	
Standard	
2.3 Safety	
Disciplinary Concept/Performance Expectations	
Health Conditions, Diseases and Medicines	

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).

Alcohol, Tobacco and Other Drugs

2.3.5.ATD.1: Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer).

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:

- RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RF.2.4. Read with sufficient accuracy and fluency to support comprehension.
- SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). B. Build on others' talk in conversations by linking their explicit comments to the remarks of others. C. Ask for clarification and further explanation as needed about the topics and texts under discussion.

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
-

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

<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 ● Tell ways to prevent diabetes ● Practice life skills 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Define medicine ● Identify safety rules for using medicines ● Tell what medicine does ● Identify the ways alcohol harms the mind and body ● Name people who can help someone who has a problem with alcohol ● Identify the harmful effects of tobacco use ● Identify/discuss reasons to be drug free ● Learn the steps for using refusal skills ● Discuss symptoms of common infectious diseases ● Identify ways to prevent the spread of germs ● Practice ways to keep germs from spreading ● Identify causes of allergies ● Identify asthma triggers and ways to treat it ● Describe habits that prevent heart disease ● Tell how diabetes may be prevented and treated ● Identify cancer as a non communicable disease ● Tell ways to prevent cancer ● Learn and apply the steps for managing
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Instructional Plan

Chapters/Lessons	Resource
<p>Chapter 7 Medicines and Drugs and You Lessons: Medicines Take Medicines Safely Store Medicines Safely</p>	<p>Health and Wellness:Mcgraw Hill</p>

Alcohol
Help With Alcohol Problems
Tobacco Harms Health
Be Drug Free
Staying Drug Free
Say “No”
Chapter 8 Fighting Germs
Lessons:
Germs
Staying Safe From Germs
Wash Your Hands
Allergies: Nothing to Sneeze At
Asthma
Keep Your Heart Healthy
Obesity and Diabetes
Help Prevent Cancer
Manage Stress

Additional Online Lessons

- Hand Washing/Sanitizing
- Fight The Bite, NJ
- Health Problems
- Personal Hygiene for kids
- Using and keeping medicine safe
- E-cigarettes and alcohol
- Smoking effects
- Drug Addiction

Additional Online Resources

- <https://www.cdc.gov/handwashing/pdf/HandSanitizer-p.pdf>
- <https://www.nj.gov/health/cd/topics/vectorborne.shtml>
- <https://classroom.kidshealth.org/classroom/index.jsp?Grade=pk&Section=problems>
- <https://kidshealth.org/en/kids/health-problems/#catemotion>
- <https://www.youtube.com/watch?v=D5BtvQqbWs> (Personal Hygiene)
- <https://www.youtube.com/watch?v=UHvPSwIX4aQ> (Medicine)
- <https://www.cdc.gov/healthyschools/bam/e-cigarettes-and-alcohol.htm>
- <https://www.youtube.com/watch?v=lW6hwmdZbmE>
- <https://my.clevelandclinic.org/health/diseases/16652-drug-addiction>

- 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
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- 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
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- 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
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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

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- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Epic!
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- Work in small group
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- Tier 3 intervention provided by the interventionists
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- Istation computerized intervention program

Unit E: Community and Environment	
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Standard	
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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:

- RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RF.2.4. Read with sufficient accuracy and fluency to support comprehension.
- SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). B. Build on others' talk in conversations by linking their explicit comments to the remarks of others. C. Ask for clarification and further explanation as needed about the topics and texts under discussion.

Computer Science & Design Thinking

8.1 Computer Science

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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
-

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...

- Choose safe and healthful products
- Cooperate with health helpers
- Help protect my environment
- Practice life skills

Students will be able to...

- Discuss a variety of health products and how to choose them
- Identify healthful and unhealthful messages in media and advertising
- Tell questions to ask when looking at ads

	<ul style="list-style-type: none"> ● Identify the roles of various community health workers ● Analyze the influence of culture, media, technology and other factors on health ● Discuss ways to keep the environment healthful ● Tell ways to prevent land pollution ● Discuss ways to keep the environment healthful ● Tell ways to prevent air pollution ● Discuss ways to protect the environment such as reducing, reusing and recycling ● Tell ways to save water and other resources ● Tell ways to save energy at home and school ● Learn the steps to helping others be healthy
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Instructional Plan

Chapters/Lessons	Resource
<p>Chapter 9 Health Helpers and You Lessons: Health Facts and Products Messages In Ads Health Helpers Health Choices</p> <p>Chapter 10 Taking Care of Earth Lessons: Land Pollution Water Pollution Air Pollution Noise Pollution What Can You Do Save Resources Save Energy Help Others Be Healthy</p> <p>Additional Online Lessons</p> <ul style="list-style-type: none"> ● My Emotions and Behavior ● When and how to call 911 (Youtube) 	<p>Health and Wellness:Mcgraw Hill</p> <p>Additional Online Resources</p> <ul style="list-style-type: none"> ● https://kidshealth.org/en/kids/feelin

<p>video, kid friendly)</p> <ul style="list-style-type: none"> ● Community Helpers for Kids ● Helpful videos and materials for community helpers 	<p>g/#catemotion</p> <ul style="list-style-type: none"> ● 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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<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

- 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
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- 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)
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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 F: Social/Sexual Health	
Standard	
<p>2.1 Personal/Mental Health</p> <p style="text-align: center;">Disciplinary Concept/Performance Expectations</p> <p>2.1.2.SSH.1: Discuss how individuals make their own choices about how to express themselves.</p> <p>2.1.2.SSH.2: Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.</p>	
<p>Primary Interdisciplinary Connections:</p> <ul style="list-style-type: none"> ● RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. ● RF.2.4. Read with sufficient accuracy and fluency to support comprehension. ● SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). B. Build on others' talk in conversations by linking their explicit comments to the remarks of others. C. Ask for clarification and further explanation as needed about the topics and texts under discussion. 	
<p>Computer Science & Design Thinking</p> <p>8.1 Computer Science</p> <ul style="list-style-type: none"> ● 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. <p>8.2 Design Thinking</p> <ul style="list-style-type: none"> ● 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

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- 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
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- 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
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<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • Make good choices • Express themselves in a positive way 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Discuss how individuals make their own choices about how to express themselves.
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Instructional Plan

Chapters/Lessons	Resource
<ul style="list-style-type: none"> • My Emotions and Behavior 	<ul style="list-style-type: none"> • https://kidshealth.org/en/kids/feeling/

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.)
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- Teacher modeling
- Pattern sentences (speak and/or writing)
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- 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
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- 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 G: Pregnancy/Parenting	
Standard	
<p data-bbox="201 310 574 344">2.1 Personal/Mental Health</p> <p data-bbox="483 380 1138 413" style="text-align: center;">Disciplinary Concept/Performance Expectations</p> <p data-bbox="201 415 639 449">2.1.2.PP.1: Define reproduction.</p> <p data-bbox="201 449 1417 512">2.1.2.PP.2: Explain the ways in which parents may care for their offspring (e.g., animals, people, fish).</p>	
<p data-bbox="201 583 743 617">Primary Interdisciplinary Connections:</p> <ul data-bbox="253 621 1406 982" style="list-style-type: none"> ● RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. ● RF.2.4. Read with sufficient accuracy and fluency to support comprehension. ● SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). B. Build on others' talk in conversations by linking their explicit comments to the remarks of others. C. Ask for clarification and further explanation as needed about the topics and texts under discussion. 	
<p data-bbox="574 1052 1047 1085">Computer Science & Design Thinking</p> <p data-bbox="201 1129 477 1163"><u>8.1 Computer Science</u></p> <ul data-bbox="253 1167 1284 1234" style="list-style-type: none"> ● 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. <p data-bbox="201 1272 456 1306"><u>8.2 Design Thinking</u></p> <ul data-bbox="253 1310 1036 1377" style="list-style-type: none"> ● 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. 	
<p data-bbox="516 1457 1105 1491">Career Readiness, Life Literacies, & Key Skills</p> <p data-bbox="201 1535 594 1568"><u>9.1 Personal Financial Literacy</u></p> <ul data-bbox="253 1572 1398 1606" style="list-style-type: none"> ● 9.1.2.RM.1: Describe how valuable items might be damaged or lost and ways to protect them. <p data-bbox="201 1644 980 1677"><u>9.2 Career Awareness, Exploration, Preparation, and Training</u></p> <ul data-bbox="253 1682 1073 1715" style="list-style-type: none"> ● 9.1.2.CAP.3: Define entrepreneurship and social entrepreneurship. <p data-bbox="201 1753 594 1787"><u>9.4 Life Literacies & Key Skills</u></p> <ul data-bbox="253 1791 1357 1858" style="list-style-type: none"> ● 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:	Other Assessments
<ul style="list-style-type: none"> ● Stopwatches ● Pedometer ● Progression Charts: i.e. sticker boards ● QR codes with iPads ● SmartBoard ● Go Noodle ● Music 	<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

Knowledge and Skills

Content/Goals	Skills
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Reproduction ● That animals, people, and fish reproduce 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Definition of reproduction. ● Explain the ways in which parents may care for their offspring (e.g., animals, people, fish).

Instructional Plan

Chapters/Lessons	Resource
<ul style="list-style-type: none">• Types of Reproduction• Animal Parents	<ul style="list-style-type: none">• https://www.youtube.com/watch?v=skgZ5Q7m_nY• https://www.youtube.com/watch?v=F5C-rRvaOVQ

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
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