

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

Lakewood Physical Education Curriculum	
Course Area: Physical Education	Grade Level: 2nd
Unit 1: Movement Skills/Concepts	Ongoing: i.e.80 days
Unit 2: Physical Fitness/Wellness	Ongoing: i.e. 80 days
Unit 3: Lifelong Fitness	20 days (Incorporate in warm-ups too)

Introduction

All Ocean County students will develop overall physical fitness, game skills, and strategies in various activities. Emphasis is placed on lifelong skills. The goal is to improve the strength, endurance, and flexibility of the student; to improve the social and emotional development of the student; to improve the students' knowledge of rules, techniques, and strategies as it pertains to specific sports; and to expose students to a variety of activities that keep them healthy and help them have fun!

The Physical Education Units for grades K-5 are a cohesive set of five 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 Physical Education instruction in each unit. The units will progress from basic movement education to developing and applying manipulative skills in various isolated and applied situations such as physical fitness and activity, individual skill development, and cooperative activities.

Unit 1: Movement Skills/ Concepts	Duration: Ongoing i.e. 80 days
Standard	
<p>2.2 Physical Wellness</p> <p style="text-align: center;">Learning Targets</p> <p>Movement Skills and Concepts include learning and investigating the fundamentals of movement (on land, water, snow, sand and ice) from one place to another and the understanding of biomechanics (how the body moves, grows and matures). Movement skills fall into three main categories: locomotor, non-locomotor, and manipulative skills. Concepts into categories such as spatial awareness (where the body moves), body awareness (what can the body do), qualities of movement (how the body moves and with whom/what does the body move).</p>	
<p style="text-align: center;">Core Ideas</p> <p>Competent and confident age appropriate performances of gross, fine motor and manipulative skills, with execution of movement skills and concepts individually and in groups enhance (intensifies) physical activities. free movement, games, aerobics, dance, sports, and recreational activities.</p> <p>Constructive feedback from others impacts improvement, effectiveness and participation in movement skills, concepts, sportsmanship, and safety.</p> <p>Teams apply offensive, defensive, and cooperative strategies in most games, sports, and physical activities.</p>	
<p style="text-align: center;">Performance Expectations</p> <p>2.2.2.MSC.1: Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hoping, skipping, running).</p> <p>2.2.2.MSC.2: Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling).</p> <p>2.2.2.MSC.3: Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges.</p> <p>2.2.2.MSC.4: Differentiate manipulative movements (e.g., throwing, catching, dribbling)</p> <p>2.2.2.MSC.5: Adjust and correct movements and skill in response to feedback.</p> <p>2.2.2.MSC.6: Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.</p> <p>2.2.2.MSC.7: Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.</p> <p>2.2.2.MSC.8: Explain the difference between offense and defense.</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.

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

	<ul style="list-style-type: none"> - 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	Skills
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● The names of various locomotor skills ● Difference between locomotor/non-locomotor skills ● Various skills when it comes to different sports like: throwing, catching, dribbling ● How to adjust/correct their movement/skill when feedback is given ● How to display proper behavior when participation in various activities ● Difference between offense/defense 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Properly demonstrate the correct technique and feet placement when it comes to locomotor/non-locomotor skills (Hoping, Skipping, Jumping, Galloping, Running, etc.) ● Properly demonstrate the correct technique when it comes to various skills when learning different sports (Throwing, catching, dribbling, kicking) ● Differentiate manipulative movements (e.g., throwing, catching, dribbling) ● Adjust their technique successfully when given feedback ● Display sportsmanship, respect and kindness when competing in different sports and activities ● Demonstrate strategies and teamwork when competing ● Be in the correct positions when playing offense and defense during sports/activities

Instructional Plan

Sports/Skills/Activities	Resources
<ul style="list-style-type: none"> ● Skill Theme Approach- Teach the students the skills first then work your way up to a game. <p>Various sports and skills</p> <p>Fall</p> <ul style="list-style-type: none"> ● Locomotor/Non-locomotor: Skipping, hoping, jumping, galloping, 	<ul style="list-style-type: none"> ● http://www.pecentral.org/ ● Greater Activities Newspaper ● Ready-to-Use PE Activities K-5 Landy & Landy ● http://www.pecentral.org/ ● https://kidactivities.net/games-parachute/

sliding

- **Agility ladders-** speed/footwork
- **Parachute**
- **Soccer:** Trapping, dribbling, passing, shooting
- **Throwing/Catching-** underhand/overhand
- **Frisbees**

Winter

- **Juggling-**Scarves/Balls
- **Basketball-**Passing, Dribbling, Shooting
- **Volleyball-**Setting/Bumping
- **Hockey-**Dribbling, passing, shooting
- **Bowling**
- **Cup Stacking**
- **Badminton**

Spring

- **Golf-** Putting, chipping
- **Lacrosse-** Passing, shooting, catching
- **Tennis-**Hitting/Striking
- **Baseball-**Throwing, catching, hitting
- **Field Day Events-** Spoon/Egg race, Potato Sack Race, 50 yard Dash

Activities

RPS- The Students will perform various locomotor movements while playing “Rock, Paper, Scissor” Activity.

Locomotor Relay Races- Students will be split into six teams and will practice performing locomotor skills through relay races.

Follow the Leader: Students will demonstrate changes in time, force, and flow while safely moving in self-space. Teacher will lead the class in “Follow the Leader”. Students will mirror their teacher as they are led through a series of stationary movements in self-space. Teachers may use movements like static stretching, jumping jacks, high jumps, low jumps, marching in place, running in place, etc. to assess the students’ abilities to demonstrate the changes in time, force, and flow. Teacher will also assess for the students ability to demonstrate or explain how safety

- <https://openphsyed.org/k2-primary-mo>
[ds](https://openphsyed.org/k2-primary-mo)
- <https://www.youtube.com/watch?v=ZTONIj7J4fk>
- <https://www.youtube.com/watch?v=9aN57S-BDPw>

should play a role in these types of movements and activities.

Move Slow/Move Fast: Students will respond to varied tempos of music being played. Teacher will prompt and suggest movements for students in need of support.

Just Dance: Students will follow directions from teacher instructed dances and/or Wii: Just Dance

Throwing and catching- “Clean out your backyard game” - students will be continuously throwing one yarn ball at a time across to the other team.

Card Sharks- Students will dribble a ball to a card. Black card displayed- dribble the amount of times numbered on the card. Red card, toss and catch the amount of times numbered on the card.

Soccer- Red Light, Green Light- Students work on dribbling/trapping the ball. Red light means they have to trap it, green light means they can dribble

Sharks/Minnows- Students dribble in a square and must keep their ball in it. The shark comes and tries to kick everyone’s ball out. If your ball is kicked out you are out. The last person standing is the winner and they become the shark.

Knockout- Students dribble their ball keeping it in the square and they try to knock out their opponents ball while dribbling. The last one left is the winner.

Home Run Derby-Students will be working on striking a ball off of a tee or cone. You can have students get partners and the other person can be the outfielder, fielding the balls.

Cup Stacking- Students get a stack of six cups and must mirror the teacher and their stack. Kids put their hands up once they are done with their stack to see who the quickest is. Have students break down their stack. Cup stacking battles or teams. (1 vs 1, 2 vs 2, etc)

Keep it up: Students will practice individually and with a partner volleying by using proper set and bump skills of volleyball. Students will try to set or bump the ball

consecutively keeping a count of success.

Kan Jam- Four players divided into teams of two are required to play the game. Members of the same team (partners) stand at opposite goals. Partners work together to score points, alternating as thrower and deflector.

Frisbee Golf

Wii Bowling

Big Game Activities:

Castleball- There are 2 teams and there are 2 castles made out of hula hoops. There is one blocker for each castle. The first team to knock down the other teams' castles is the winner.

Trasketball: Similar to castleball, but instead of building castles out of hula-hoops, you have big garbage cans screwed down to a scooter and students throw balls in the cans scoring points.

Protect your Pin- Game can be played a few ways, but the easiest way is having 2 teams. Each student gets a pin and has to stand in front and protect; they must stay on their side of the gym. If your pin gets knocked down you become a thrower and the first team to knock down all of their opponents pins is the winner.

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

Unit 2: Physical Fitness	Duration: Ongoing: i.e. 80 days
Standard	
2.2-Physical Wellness	
Learning Target	
Physical Fitness is the ability to move, perform daily tasks and unexpected physical challenges effectively without losing energy reserves. Fitness activities can be performed at many levels (low, moderate, and high), which will impact how efficiently the body functions.	
Core Idea	
The ability to move and perform at different levels and different types and amounts of physical activity enhance personal health.	
Performance Expectations	
<p>2.2.2.PF.1: Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles).</p> <p>2.2.2.PF.2: Explore how to move different body parts in a controlled manner.</p> <p>2.2.2.PF.3: Engage in moderate to vigorous age-appropriate physical movement and physical</p>	

activities that promote movement (e.g., games, challenges, team building).

2.2.2.PF.4: Demonstrate strategies and skills that enable team and group members to achieve goals.

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.
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8.2 Design Thinking

- 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

- 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

<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	Skills
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Benefits of regular physical activity ● Meaning of being physically fit when it comes to your body. (Healthy heart, strong bones, strong muscles) ● Strategies and skills that enable team and group members to achieve goals. 	<p><i>Students will be able to..</i></p> <ul style="list-style-type: none"> ● Repeat or list various benefits of physical activity ● Define being physically fit when it comes to having a healthy heart, strong bones, muscles. ● List ways on how they can become and stay fit ● Demonstrate and recall strategies and skills when it comes to being part of a team to achieve a goal
Instructional Plan	
Suggested Activities	Resources
<ul style="list-style-type: none"> ● Introduction of Fitnessgram Tests- Students will be assessed on Curl ups, Pushups, Sit and Reach, Pacer, Shoulder Stretch 	<ul style="list-style-type: none"> ● http://www.cooperinstitute.org/fitnessgram ● http://www.pecentral.org/

<ul style="list-style-type: none"> ● Four Corner Fitness- Students will be performing a locomotor movement around the perimeter of the gym until signaled to stop. Upon stopping the students will go to the closest cone. Teacher rolls a die to see which group of students will get to perform an exercise activity. ● Healthy Heart- Students will find/ take their pulse. And, explain the difference between moderate and vigorous activity. ● How Do You Feel: After performing activities, students will be asked how they feel. The students will be required to describe their physical state (heart beating fast, sweating, tired, energized, etc). ● Incorporate strength training in warm-ups (push-ups, sit-ups, planks, etc) ● Fitness Stations 	<ul style="list-style-type: none"> ● https://www.pinterest.com/elempeteacher/pe-stations-instant-actvities/ ● https://openphased.org/k2-primary-mods
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<p>Teacher Notes:</p> <ul style="list-style-type: none"> ● Progression/ regression of students' skills



<p>SUGGESTED OPTIONS FOR DIFFERENTIATION</p>

<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
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Unit 3: Lifelong Fitness	Duration: Ongoing: i.e. 80 days
Standard	
2.2-Physical Wellness	
Learning Target	
Lifelong Fitness requires making fitness a part of a person’s daily life. It is about creating fitness habits that support individuals to plan and stay healthy throughout their lifetime. In addition, a person recognizes the medical consequences of a sedentary lifestyle and that the benefits of an active body and mind over time reduces diseases, injuries and pain. Lifelong fitness doesn’t focus on competition or high-level skill development, but rather on self-evaluation, personal goal setting, social engagement, sportsmanship, enjoyment of movement, and leisure-time fitness activities.	
Core Ideas	
Exploring wellness components provide a foundational experience of physical movement activities. Resources that support physical activity are all around you.	
Performance Expectations	
2.2.2.LF.1: Express one's feeling and emotions when involved in movement and physical	

activities to increase positive behaviors.

2.2.2.LF.2: Perform movement skills that involve controlling and adapting posture and balance, to successfully negotiate different environments (e.g., mats, turf fields, grass fields, hard surfaces, gym floors, sand, water, snow) during physical activity.

2.2.2.LF.3: Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).

2.2.2.LF.4: Identify physical activities available outside of school that are in the community.

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- 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

Students will know...

- How to express their feelings/emotions during physical activity to promote positive behavior
- How to control themselves performing movement skills on various surfaces
- What flexibility is and different breathing exercises when it comes to yoga/mindfulness

Skills

Students will be able to..

- Demonstrate and recall the ways to express their feelings and emotions to promote positive behavior
- Demonstrate and recall various breathing exercises and yoga poses

Instructional Plan	
Suggested Activities	Resources
<ul style="list-style-type: none"> ● Yoga Videos/Mindfulness/Cosmic Kids Yoga ● Yoga Bingo ● Yoga Freeze Dance ● Various stretches ● Yoga Battles- Teacher says a yoga pose and the first student to perform the pose gets a point. Teacher demonstrates a yoga pose and the student must correctly say the name. ● Design own yoga program, teach it to the class (Partner or Groups) 	<ul style="list-style-type: none"> ● https://www.youtube.com/watch?v=xlg052EKMtk&t=889s ● https://www.youtube.com/watch?v=EuwAj_JRdug ● https://www.youtube.com/watch?v=LHjpGCj0PuM

<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
- 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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- 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
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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
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- Go Noodle
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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

	<ul style="list-style-type: none"> - 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"> ● 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
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	<ul style="list-style-type: none"> • Learn and apply steps to resolving conflicts
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Instructional Plan

Chapters/Lessons	Resource
<p>Chapter 1 Your Feelings Lessons: How Can I Be Healthy What is Good Character? Show Good Character Make Wise Decisions Share Your Feelings Communicate How You See Yourself How Can I Manage Stress Mistakes Happen</p> <p>Chapter 2 Getting Along Lessons: Many Kinds of Families Families and Fun Families Can Change Families and Respect Families and Friends Make Wise Decisions With Friends Friends and Conflict Resolve Conflicts</p> <p>Additional Online Lessons</p> <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • My Emotions and Behavior 	<p>Health and Wellness:Mcgraw Hill</p> <p>Additional Online Resources</p> <ul style="list-style-type: none"> • 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/

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

- [g/#catemotion](https://www.youtube.com/watch?v=g/#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

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
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- Active Engagement using visual, auditory, kinesthetic tactile activities
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Special Education

- Work longer books as skills in reading increase
- Use visuals
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504 Plans

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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
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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.

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

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

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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

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- 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
---------------	--------

<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 ● 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 ● 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</p>	<p>Health and Wellness:Mcgraw Hill</p>

Your Amazing Body
Your Stomach
Your Bones and Muscles
Your Heart and Lungs
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>

Core Instructional and Supplemental Materials

- Textbooks
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Teacher Notes:

- Progression/ regression of students' skills

SUGGESTED OPTIONS FOR DIFFERENTIATION

English Language Learners

- Visuals
- Gesturing
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- Provide options, alternatives and choices to differentiate and broaden the curriculum
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- 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 C: Personal Health and Safety

Standard

- 2.1 Personal/Mental Health**
- 2.3 Safety**

Disciplinary Concept/Performance Expectations

Personal Growth/Development

Personal Safety

2.3.2.PS.1: Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.

2.3.2.PS.2: Discuss healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicle, water, weather safety).

2.3.2. PS.3: Recognize and demonstrate safety strategies to prevent injuries at home, school, in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention).

2.3.2. PS.4: Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol).

2.3.2.PS.5: Define bodily autonomy and personal boundaries.

2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family.

2.3.2.PS.7: Identify behaviors that would be considered child abuse (e.g., emotional, physical, sexual).

2.3.2.PS.8: Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse).

Primary Interdisciplinary Connections: Infused within the unit are connections to the NJSLs for Mathematics, Language Arts Literacy, Science

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
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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 safety rules for sports and game ● Follow safety rules for home and school ● Follow safety rules when I play 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● 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 decisions ● 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
Chapter 5 Keeping Clean and Fit	Health and Wellness:Mcgraw Hill

Lessons:

Checkups

Your Eyes and Ears

Your Teeth

Look Your Best

Exercise for Health

Exercise Safely

Make Wise Decisions

Be a Good Sport

Chapter 6 Safety and You

Lessons:

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=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
- 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
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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 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.
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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

Instructional Plan

Chapters/Lessons	Resource
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Chapter 7 Medicines and Drugs and You

Lessons:

Medicines

Take Medicines Safely

Store Medicines Safely

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

Health and Wellness:Mcgraw Hill

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>

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
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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 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:

- 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.

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Career Readiness, Life Literacies, & Key Skills

9.1 Personal Financial Literacy

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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
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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"> ● 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 ● 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</p>	<p>Health and Wellness:Mcgraw Hill</p>

Air Pollution
Noise Pollution
What Can You Do
Save Resources
Save Energy
Help Others Be Healthy

Additional Online Lessons

- 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://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/>

SUGGESTED OPTIONS FOR DIFFERENTIATION

English Language Learners

- Visuals
- Gesturing
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- 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
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- Encourage upper level intellectual behavior based on Bloom's Taxonomy
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- Propose interest based extension activities
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- Provide options, alternatives and choices to differentiate and broaden the curriculum
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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 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. 	
Computer Science & Design Thinking	
<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	

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"> ● 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/

<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
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504 Plans

- Preferential seating
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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
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Unit G: Pregnancy/Parenting	
Standard	
<p>2.1 Personal/Mental Health</p> <p style="text-align: center;">Disciplinary Concept/Performance Expectations</p> <p>2.1.2.PP.1: Define reproduction.</p> <p>2.1.2.PP.2: Explain the ways in which parents may care for their offspring (e.g., animals, people, fish).</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. 	
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Benchmark:

- Baseline SGO
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Alternative:

- 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-rRvaQVO

Core Instructional and Supplemental Materials

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