

SOUTH HARRISON TOWNSHIP ELEMENTARY SCHOOL DISTRICT



Committed to Excellence

Course Name: Health	Grade Level(s): Second Grade
BOE Adoption Date: October 19, 2015; October 2017	Revised date (s): September 2017

ABSTRACT

The grades K-2 Comprehensive Health Education Units are a cohesive set of four units that will scaffold instruction from one grade level to the next. The 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. Students will begin the year with a Wellness unit that blends general health skills involving topics such as hygiene, nutrition and physical activity. Units will then progress to develop decision making skills which will be applied in various situations in later units involving physical activity, alcohol, tobacco, drugs, relationships, interpersonal communication, and character development.

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Mission Statement

The primary goal of the South Harrison Township Elementary School District is to prepare each student with the real life skills needed to compete in a highly competitive global economy. This will be achieved by providing a comprehensive curriculum, the integration of technology, and the professional services of a competent and dedicated faculty, administration, and support staff.

Guiding this mission will be Federal mandates, including No Child Left Behind, the New Jersey New Jersey Student Learning Standards (NJ SLS), and local initiatives addressing the individual needs of our students as determined by the Board of Education. The diverse resources of the school district, which includes a caring Home and School Association (HSA) and active adult community, contribute to a quality school system. They serve an integral role in supporting positive learning experiences that motivate, challenge and inspire children to learn.

Curriculum and Instruction Goals

Goal(s):

1. To ensure students are college and career ready upon graduation
2. To vertically and horizontally align curriculum K-12 to ensure successful transition of students at each grade level
3. To identify individual student strengths and weaknesses utilizing various assessment measures (formative, summative, alternative, etc.) so as to differentiate instruction while meeting the rigor of the applicable content standards
4. To improve student achievement as assessed through multiple measures including, but not limited to, state testing, local assessments, and intermediate benchmarking

Philosophy of the Shared Curriculum Service with Kingsway Regional School District

Together in its partnership with the South Harrison Township Elementary School District, the Kingsway Curriculum & Instruction Department is committed to providing all students grades K-12 with an engaging and quality curricular experience that aligns with the New Jersey Student Learning Standards (NJ SLS) for mathematics and English-Language Arts as well as the New Jersey Student Learning Standards (NJ SLS) for all other core disciplines. It is the goal of this shared service to provide students with curricular and educational experiences that allows them to succeed as they move on to the middle and high school level. Through this shared service, both horizontal and vertical alignment is stressed at and within each grade level with the aim of developing life-long learners who are college and career ready upon graduation from high school. Additionally, classroom instruction will be designed to meet the unique learning desires of all children and will be differentiated according to the needs of each

learner. Whether through added support or enrichment activities, it is the role of the educator in the classroom to ensure students are reaching their highest level of social, emotional, and academic growth each school year. A combination of summative, formative, and performance-based assessments will be used to assess students' understanding and acquisition of necessary concepts and skills. Group work, projects, and a variety of co-curricular activities will make mathematics more meaningful and aid in the understanding of its application across all disciplines as well as in life.

How to Read this Document

This document contains a pacing guide and curriculum units. The pacing guides serve to deliver an estimated timeframe as to when noted skills and topics will be taught. The pacing of each course, however, will differ slightly depending upon the unique needs of each class. The curriculum units contain more detailed information as to the specific skills and concepts that are introduced as well as how students will be assessed. The terms and definitions below will assist the reader in better understanding the sections and components of this curriculum document.

Terms to Know

- 1. Accommodation(s):** The term "accommodation" may be used to describe an *alteration* of environment, curriculum format, or equipment that allows an individual with a disability to gain access to content and/or complete assigned tasks. They allow students with disabilities to pursue a regular course of study. The term accommodation is often used interchangeable with the term modification. However, it is important to remember that modifications change or modify the intended learning goal while accommodations result in the same learning goal being expected but with added assistance in that achievement. Since accommodations do not alter what is being taught, instructors should be able to implement the same grading scale for students with disabilities as they do for students without disabilities.
- 2. Differentiated Instruction:** Differentiation of instruction relies on the idea that instructional approaches should be tailored to each individual student's learning needs. It provides students an array of options during the learning process that allows them make sense of ideas as it relates to them. The integration of differentiated instructional techniques is a curriculum design approach to increase flexibility in teaching and decrease the barriers that frequently limit student access to materials and learning in classrooms.
- 3. Enduring Understanding:** Enduring understandings (aka big ideas) are statements of understanding that articulate deep conceptual understandings at the heart of each content area. Enduring understandings are noted in the alongside essential questions within each unit in this document.
- 4. Essential Question:** These are questions whose purpose is to stimulate thought, to provoke inquiry, and to spark more questions. They

extend beyond a single lesson or unit. Essential questions are noted in the beginning of each unit in this document.

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6. **Formative Assessment(s):** Formative assessments monitor student learning to provide ongoing feedback that can be used by (1) instructors to improve teaching and (2) by students to improve their learning. Formative assessments help identify students' strengths and weaknesses and address problems immediately.
7. **Learning Activity(s):** Learning activities are those activities that take place in the classroom for which the teacher facilitates and the students participate in to ensure active engagement in the learning process. (Robert J. Marzano, *The Art and Science of Teaching*)
8. **Learning Assignment(s):** Learning assignments are those activities that take place independently by the student inside the classroom or outside the classroom (i.e. homework) to extend concepts and skills within a lesson.
9. **Learning Goal(s):** Learning goals are broad statements that note what students "should know" and/or "be able to do" as they progress through a unit. Learning goals correlate specifically to the NJSL (New Jersey Student Learning Standards) are noted within each unit.
10. **Learning Objective(s):** Learning objectives are more specific skills and concepts that students must achieve as they progress towards the broader learning goal. These are included within each unit and are assessed frequently by the teacher to ensure students are progressing appropriately.
11. **Model Assessment:** Within the model curriculum, model assessments are provided that included assessments that allow for measuring student proficiency of those target skills as the year of instruction progresses.
12. **Model Curriculum:** The model curriculum has been provided by the state of New Jersey to provide a "model" for which districts can properly implement the NJSL (New Jersey Student Learning Standards) by providing an example from which to work and/or a product for implementation.
13. **Modification(s):** The term "modification" may be used to describe a *change* in the curriculum. Modifications are typically made for students with disabilities who are unable to comprehend all of the content an instructor is teaching. The term modification is often used interchangeable with the term accommodations. However, it is important to remember that modifications change or modify the intended learning goal while accommodations result in the same learning goal being expected but with assistance in that achievement.

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- 14. Performance Assessment(s):** (aka alternative or authentic assessments) Performance assessments are a form of assessment that requires students to perform tasks that generate a more authentic evaluation of a student’s knowledge, skills, and abilities. Performance assessments stress the application of knowledge and extend beyond traditional assessments (i.e. multiple-choice question, matching, true & false, etc.).
- 15. Standard(s):** Academic standards, from which the curriculum is built, are statements that of what students “should know” or “be able to do” upon completion of a grade-level or course of study. Educational standards help teachers ensure their students have the skills and knowledge they need to be successful by providing clear goals for student learning.
- **State:** The New Jersey Student Learning Standards (NJSLS) include Preschool Teaching and Learning Standards as well as K-12 standards for: *Visual and Performing Arts; Comprehensive Health and Physical Education; Science; Social Studies; World Languages; Technology; and 21st-Century Life and Careers.*
 - **Common Core:** Standards for mathematics and English-language arts literacy are part of the Common Core State Standards (CCSS) which are nationally adopted standards coordinated by the Council of Chief States School Officers (CCSSO) and the National Governor’s Association (NGA) in partnership with other national organizations.
- 16. Summative Assessment(s):** Summative assessments evaluate student learning at the end of an instructional time period by comparing it against some standard or benchmark. Information from summative assessments can be used formatively when students or faculty use it to guide their efforts and activities in subsequent courses.
- 17. 21st Century Skill(s):** These skills emphasis the growing need to focus on those skills that prepare students successfully by focusing on core subjects and 21st century themes; learning and innovation skills; information, media and technology skills; and life and career skills. These concepts are embedded in each unit of the curriculum.

Grade 2 Standards Overview

Domain	Strand	Repeated Standards
Wellness	NJ SLS 2.1.2.A.2, NJ SLS 2.6.2.A.1, NJ SLS 2.1.2.C.3, NJ SLS 2.1.2.B.1, NJ SLS 2.1.2.B.2, NJ SLS 2.1.2.B.3, NJ SLS 2.1.2.C.1, NJ SLS 2.1.2.C.2	
Alcohol, Tobacco, and other Drugs	NJ SLS 2.2.2.B.1, NJ SLS 2.2.2.B.2, NJ SLS 2.3.2.A.2, NJ SLS 2.3.2.B.1, NJ SLS 2.3.2.B.5, NJ SLS 2.3.2.C.1, NJ SLS 2.2.2.E.1	
Family Life	NJ SLS 2.2.2.B.1, NJ SLS 2.4.2.A.1, NJ CCCS 2.4.2.A.2, NJ SLS 2.4.2.A.3, NJ SLS 2.2.2.B.2, NJ SLS 2.4.2.B.1, NJ SLS 2.4.2.A.3, NJ SLS 2.2.2.B.1, NJ SLS 2.2.2.B.3	NJ SLS 2.2.2.B.1, 2.2.2.B.2
Community Health Skills	NJ SLS 2.2.2.A.1, NJ SLS 2.1.2.E.1, NJ SLS 2.2.2.B.1, NJ SLS 2.2.2.B.2, NJ SLS 2.2.2.B.4, NJ SLS 2.2.2.C.1, NJ SLS 2.2.2.C.1, NJ SLS 2.2.2.D.1, NJ SLS 2.2.2.C.2, 2.1.2.D.1, NJ SLS 2.1.2.D.3, NJ SLS 2.1.2.D.2, NJ SLS 2.1.2.E.3	

Scope and Sequence Chart: Second Grade Health		
Trimester	Strand	Resources
Trimester 1	NJ SLS 2.1.2.A.2, NJ SLS 2.6.2.A.1, NJ SLS 2.1.2.C.3, NJ SLS 2.1.2.B.1, NJ SLS 2.1.2.B.2, NJ SLS 2.1.2.B.3, NJ SLS 2.1.2.C.1, NJ SLS 2.1.2.C.2, NJ SLS 2.2.2.B.1, NJ SLS 2.2.2.B.2, NJ SLS 2.3.2.A.2, 2.3.2.B.1, NJ SLS 2.3.2.B.5	Model Curriculum Unit 1
Trimester 2	NJ SLS 2.3.2.C.1, NJ SLS 2.2.2.E.1, NJ SLS 2.2.2.B.1, NJ SLS 2.4.2.A.1, NJ SLS 2.4.2.A.2, NJ SLS 2.4.2.A.3, NJ SLS 2.2.2.B.2, NJ SLS 2.4.2.B.1, NJ SLS 2.4.2.A.3, NJ SLS 2.2.2.B.1, NJ SLS 2.2.2.B.3	Model Curriculum Unit 2 Model Curriculum Unit 3
Trimester 3	NJ SLS 2.2.2.A.1, NJ SLS 2.1.2.E.1, NJ SLS 2.2.2.B.1, NJ SLS 2.2.2.B.2, NJ SLS 2.2.2.B.4, NJ SLS 2.2.2.C.1, NJ SLS 2.2.2.C.1, NJ SLS 2.2.2.D.1, NJ SLS 2.2.2.C.2, NJ SLS 2.1.2.D.1, NJ CCCS 2.1.2.D.3, NJ SLS 2.1.2.D.2, NJ SLS 2.1.2.E.3	Model Curriculum Unit 4

Trimester I

Domain: Wellness

Domain & Strand NJ SLS 2.1.2.A.2, 2.6.2.A.1, 2.1.2.C.3, 2.1.2.B.1, 2.1.2.B.2, 2.1.2.B.3, 2.1.2.C.1, 2.1.2.C.2

Standard: Standard Description

NJ SLS 2.1.2.A.2 Use correct terminology to identify body parts, and explain how body parts work together to support wellness.

NJ SLS 2.6.2.A.1 Explain the role of regular physical activity in relation to personal health.

NJ SLS 2.1.2. C.1 Summarize symptoms of common diseases and health conditions.

NJ SLS 2.1.2.C.2 Summarize strategies to prevent the spread of common diseases and health conditions.

NJ SLS 2.1.2.C.3 Determine how personal feelings can affect one's wellness.

NJ SLS 2.1.2.B.1 Explain why some foods are healthier to eat than others.

NJ SLS 2.1.2.B.2 Explain how foods in the food pyramid differ in nutritional content and value.

NJ SLS 2.1.2.B.3 Summarize information about food found on product labels.

Domain: Alcohol, Tobacco, and other Drugs

Domain & Strand NJ SLS 2.2.2.B.1, 2.2.2.B.2, 2.3.2.A.2, 2.3.2.B.1, 2.3.2.B.5

Standard: Standard Description

NJ SLS 2.2.2.B.1 Explain what a decision is and why it is advantageous to think before acting.

NJ SLS 2.2.2.B.2 Relate decision-making by self and others to one's health.

NJ SLS 2.3.2.A.2 Explain why medicines should be administered as directed.

NJ SLS 2.3.2.B.1 Identify ways that drugs can be abused.

NJ SLS 2.3.2.B.5 List substances that should never be inhaled and explain why.

Trimester II

Domain: Alcohol, Tobacco, and other Drugs

Domain & Strand 2.3.2.C.1, 2.2.2.E.1,

Standard: Standard Description

NJ SLS 2.3.2.C.1 Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.

NJ SLS 2.2.2.E.1 Determine where to access home, school, and community health professionals.

Domain: Family Life

Domain & Strand NJ SLS 2.2.2.B.1, 2.4.2.A.1, 2.4.2.A.2, 2.4.2.A.3, 2.2.2.B.2, 2.4.2.B.1, 2.4.2.A.3, 2.2.2.B.1, 2.2.2.B.3

Standard: Standard Description

NJ SLS 2.2.2.B.1 Explain what a decision is and why it is advantageous to think before acting.

NJ SLS 2.2.2.B.2 Relate decision-making by self and others to one's health.

NJ SLS 2.2.2.B.3 Determine ways parents, peers, technology, culture, and the media influence health decisions.

NJ SLS 2.4.2.A.1 Compare and contrast different kinds of families locally and globally.

NJ SLS 2.4.2.A.2 Distinguish the roles and responsibilities of different family members.

NJ SLS 2.4.2.A.3 Determine the factors that contribute to healthy relationships.

NJ SLS 2.4.2.B.1 Compare and contrast the physical differences and similarities of the genders.

Trimester III

Domain: Community Health Skills

Domain & Strand NJ SLS 2.2.2.A.1, 2.1.2.E.1, 2.2.2.B.1, 2.2.2.B.2, 2.2.2.B.4, 2.2.2.C.1, 2.2.2.C.1, 2.2.2.D.1, 2.1.2.D.3, 2.1.2.D.2, 2.1.2.E.3

Standard: Standard Description

NJ SLS 2.2.2.A.1 Express needs, wants, and feelings in health-and safety-related situations.

NJ SLS 2.1.2. E.1Identify basic social and emotional needs of all people.

NJ SLS 2.2.2.B.4 Select a personal health goal and explain why setting a goal is important.

NJ SLS 2.2.2.C.1 Explain the meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others.

NJ SLS 2.2.2.C.2 Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities.

NJ SLS 2.2.2.D.1 Determine the benefits for oneself and others of participating in a class or school service activity.

NJ SLS 2.1.2.D.2 Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches.

NJ SLS 2.1.2.D.3 Identify procedures associated with pedestrian, bicycle, and traffic safety.

NJ SLS 2.1.2.E.3 Explain healthy ways of coping with common stressful situations experienced by children.

Trimester I

Trimester I		
ESTABLISHED GOALS:	Desired Results	
<p>Domain: Wellness NJ SLS 2.1.2.A.2, NJ SLS 2.6.2.A.1, NJ SLS 2.1.2.C.3, NJ SLS 2.1.2.B.1, NJ SLS 2.1.2.B.2, NJ SLS 2.1.2.B.3, NJ SLS 2.1.2.C.1, NJ SLS 2.1.2.C.2</p> <p>Domain: Alcohol, Tobacco, and other Drugs NJ SLS 2.2.2.B.1, NJ SLS 2.2.2.B.2, NJ SLS 2.3.2.A.2, NJ SLS 2.3.2.B.1, NJ SLS 2.3.2.B.5</p>	<i>Students will be able to independently use their learning to...</i>	
	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	<ul style="list-style-type: none"> • An individual’s health at different stages of life depends on heredity, environmental factors, and lifestyle choices. • Making healthy eating choices is an important part of achieving and sustaining wellness. • Food choices and eating patterns are developed at a young age, persist throughout one’s lifetime, and may impact one’s long-term health. • Current and future personal wellness is dependent upon applying health-related concepts and skills in everyday life. • Current and emerging diagnostic, prevention and treatment strategies can help people live healthier and longer than ever before. • Decision-making can be affected by a variety of influences that may not be in a person’s best interest. 	<ul style="list-style-type: none"> • What are good personal hygiene techniques that support wellness? • Why are some foods healthier than others? • How is a balanced meal important? • How do germs spread? • When is a good time to wash your hands? • How long should you wash your hands? • How can you get rabies? • Why is it important to understand the difference between communicable and non-communicable diseases? • What is a decision? • Why should you think before acting? • Why should medicines be administered as directed? • How can drugs be abused? • What are substances that should never be inhaled and why

	<ul style="list-style-type: none"> • Medicine must be used correctly in order to be safe and have the maximum benefit. • There are common indicators, stages and influencing factors of chemical dependency. <p>*List is not all inclusive</p>	<p>*List is not all inclusive</p>
<p>• Learning Goals & Objectives</p>		
	<ul style="list-style-type: none"> • Student will understand... • To identify major body parts and explain how they work together to support wellness within the body. • The skills necessary and knowledge necessary to make nutritious food choices and promote healthy habits. • Healthy vs. unhealthy choices of each group. • How germs spread • Germs can make you sick, but you can get rid of them by properly washing your hands. • How long to wash your hands <p>What rabies is and how you can get it</p> <ul style="list-style-type: none"> • The difference between communicable and non-communicable diseases. • Explain what a decision is and why it is advantageous to think before acting. • How to relate decision-making by self 	<ul style="list-style-type: none"> • Students will be able to... • Identify all major body parts and explain how they work together to support wellness within the body. • Explain why fast foods are unhealthy • Sort foods according to food groups and food sources. • Create a balanced meal for breakfast, lunch, and dinner, and explain why their choices of food are an important part of each meal • Explain how germs spread • Explain that germs can make you sick • Explain how to get rid of germs • Explain how to and for how long you should wash your hands • Explain the difference between communicable and non-communicable diseases • What a decision is • Explain how some decisions affect their or other's health

	<p>and others to one's health.</p> <ul style="list-style-type: none"> • What medicines are and when some types of medicines are used • Why medicines should be administered as directed. • Ways that drugs can be abused. • Substances that should never be inhaled and explain why. <ul style="list-style-type: none"> • *List is not all inclusive 	<ul style="list-style-type: none"> • Define medicines and explain when some types of medicines are used • Explain why medicines should be administered as directed. • List ways that drugs can be abused. • List substances that should never be inhaled and explain why. <ul style="list-style-type: none"> • *List is not all inclusive
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Pacing Guide		
Standards	Learning Goals	Learning Objectives
Subject Area: Health		
Unit 1		
<p>NJ SLS 2.1.2.A.2 & 2.6.2.A.1 SLO 5</p> <p>2.1.2.A.2 Use correct terminology to identify body parts, and explain how body parts work together to support wellness.</p> <p>2.6.2.A.1 Explain the role of regular physical activity in relation to personal health.</p>	<p>SLO 5:2.1.2.A.2 & 2.6.2.A.1</p> <p>Students will identify body parts (i.e. heart, lungs, legs etc.) using correct terminology and explain how they are supported through regular physical activity.</p>	<p>NJ SLS 2.1.2.A.2 & 2.6.2.A.1</p> <p>Students will be able to identify parts of the body.</p> <p>Use correct terminology for parts of the body.</p> <p>How each part of the body is supported through daily activity?</p>
<p>NJ SLS 2.1.2.C.3</p> <p>2.1.2.C.3 Determine how personal feelings can affect one's wellness.</p>	<p>SLO 6:2.1.2.C.3</p> <p>Students will identify how feelings and actions can affect personal wellness.</p>	<p>NJ SLS 2.1.2.C.3</p> <p>Students will be able to determine what</p>

<p>NJ SLS 2.1.2.B.1, 2.1.2.B.2, & 2.1.2.B.3</p> <p>2.1.2.B.1 Explain why some foods are healthier to eat than others.</p> <p>2.1.2.B.2 Explain how foods in the food pyramid differ in nutritional content and value.</p> <p>2.1.2.B.3 Summarize information about food found on product labels.</p> <p>NJ SLS 2.1.2.C.1 & 2.1.2.C.2</p> <p>2.1.2.C.1 Summarize symptoms of common diseases and health conditions.</p> <p>2.1.2.C.2 Summarize strategies to prevent the spread of common diseases and health conditions.</p> <p>Unit 2</p> <p>NJ SLS 2.2.2.B.1 & 2.2.2.B.2</p> <p>2.2.2.B.1 Explain what a decision is and why it is advantageous to think before acting.</p> <p>2.2.2.B.2 Relate decision-making by self and others to one's health.</p>	<p>SLO 9: NJ SLS 2.1.2.B.1, 2.1.2.B.2, & 2.1.2.B.3</p> <p>Students will explain which foods from My Plate are healthier and why they contain more nutritional value through identifying information on nutritional labels.</p> <p>SLO 10: NJ SLS 2.1.2.C.1 & 2.1.2.C.2</p> <p>Identify symptoms and demonstrate strategies to prevent the spread of disease and health conditions</p> <p>Unit 2</p> <p>SLO 3: NJ SLS 2.2.2.B.1 & 2.2.2.B.2</p> <p>Describe why using decision-making skills is advantageous to prevent the use of alcohol, tobacco, and other drugs.</p>	<p>feelings are. Describe how feelings affect us.</p> <p>NJ SLS 2.1.2.B.1, 2.1.2.B.2, & 2.1.2.B.3</p> <p>Students will be able to explain what a healthy food is.</p> <p>Decide what foods are good for us.</p> <p>Explain why we should eat healthy foods.</p> <p>NJ SLS 2.1.2.C.1 & 2.1.2.C.2</p> <p>Students will be able to explain what a disease is.</p> <p>Identify how diseases are spread.</p> <p>Explain how to prevent the spread of common disease.</p> <p>Unit 2</p> <p>NJ SLS 2.2.2.B.1 & 2.2.2.B.2</p> <p>Students will be able to define what a decision is.</p> <p>Explain why it is important to think before you act.</p>
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<p>NJ SLS 2.3.2.A.2 Explain why medicines should be administered as directed.</p> <p>NJ SLS 2.3.2.B.1 Identify ways that drugs can be abused.</p> <p>NJ SLS 2.3.2.B.5 List substances that should never be inhaled and explain why.</p>	<p>SLO 6: NJ SLS 2.3.2.A.2 Describe why medicines should be administered by a trusted adult.</p> <p>SLO 9: NJ SLS 2.3.2.B.1 Demonstrate an understanding of how alcohol, tobacco, and other drugs can be abused.</p> <p>SLO 11: NJ SLS 2.3.2.B.5 Determine what substances should never be inhaled and explain why.</p>	<p>Explain how making good decisions benefits ones self.</p> <p>NJ SLS 2.3.2.A.2 Students will be able to explain what a medicine is.</p> <p>Determine who should administer medicine and why.</p> <p>NJ SLS 2.3.2.B.1 Students will be able to determine what a drug is.</p> <p>Explain how drugs can be abused.</p> <p>NJ SLS 2.3.3.B.5 Students will be able to explain what substances should not be inhaled.</p> <p>Explain what the result of inhaling a substance that should not be inhaled.</p>
Resources		
<p>Texts/Materials:</p> <p>Websites</p> <ul style="list-style-type: none"> • http://science.pppst.com/humanbody/bodyparts.html • http://www.youtube.com/watch?v=bNpTPX5gylQ (The Nutrition Song) • http://www.brainpop.com/health/nutrition/nutrition/ • http://kidshealth.org/kid/htbw/ 		

- <http://www.inspiration.com/kidspiration>
- <http://nutritionforkids.com/>
- <http://www.superkidsnutrition.com/>
- <http://www.choosemyplate.gov/>
- <http://www.youtube.com/watch?v=C4pAjf3PsUY>

Video

Books

- Body Parts by, Bev Schumacher
- How to Teach Nutrition to Kids [Book]by Connie Liakos Evers
- Oh the Things You Can Do That Are Good for You!: All About Staying Healthy (Cat in the Hat's Learning Library) by Tish Rabe and Aristides Ruiz
- The Monster Health Book: A Guide to Eating Healthy, Being Active & Feeling Great for Monsters & Kids! by Edward Miller
- The Berenstain Bears and Too Much Junk Food by Stan Berenstain and Jan Berenstain
- Germs! Germs! Germs! By, Bobbi Katz
- Oh the Things You Can Do That Are Good for You! By, Tish Rabe
- Germs Make Me Sick! By, Melvin Berger

Other

Notebooks, pencils, crayons

Instructional Methods

Learning Activities

(Refer to Marzano Framework (DQ 2-4; DQ5))

- Trace a student’s body on paper and label or draw the major body parts. (small groups)
- Prepare a healthy snack
- Play the interactive computer game “Blast Off!” to better understand the key concepts of Choose My Plate for Kids.
- Create a class graph by food group using Kidspiration and using the Choose My

<p>Plate Guide</p> <ul style="list-style-type: none"> • Examine the school cafeteria menu and organize it into a food group chart or graph using the Choose My Plate for Kids as a guide. • List and sort the foods consumed over a two- day period. Place them into the appropriate Choose My Plate category. • Role play • Create visual for how to properly wash your hands • Create a superhero germ fighter • Have the nurse come to class as a guest speaker about germ fighting • Class read aloud • In small groups, brainstorm a list of communicable and non-communicable diseases, then draw pictures illustrating symptoms and diseases • Create a Venn diagram comparing and contrasting different diseases 			
Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21 Century Themes:	21st Century Skills:
<p>E/LA: Mathematics: Science: Visual and Performing Arts: Health/PE: World Languages: Social Studies: Technology: 21st Century Life and Careers:</p>	<p>Technology:</p>	<ul style="list-style-type: none"> • Global Awareness • Health Literacy • Civic Literacy • Financial, Economic, Business, & Entrepreneurial Literacy • Health Literacy 	<ul style="list-style-type: none"> • Creativity & Innovation • Media Literacy • *Information & Communication • Technologies Literacy • Communication & Collaboration

Assessments			
Formative Assessments	Summative Assessments:	Performance Assessment	Major Activities/ Assignments (required):
KWL Chart 3-2-1 Journal entries Exit slip Teacher observation	Quiz Performance tasks Written expression Oral response	Role Play Create stories	

Possible Assessment Modifications /Accommodations:			
Special Education Students	English Language Learners	At-Risk Students	Gifted & Talented Students
<ul style="list-style-type: none"> • Modify assignments as needed (e.g., vary length, limit items) • Shorten assignments • Increase the amount of item allowed to complete assignments and tests • Limit amount of work required or length of tests 	<ul style="list-style-type: none"> • Provide word banks • Test key concepts or main ideas • Avoid test questions asking for discrete information • Make a simplified language version of the test 	<ul style="list-style-type: none"> • Have a designated reader • Hear instructions orally • Record a lesson, instead of taking notes 	<ul style="list-style-type: none"> • Provide independent project • Multilevel Learning Stations • Vertical enrichment

Possible Instructional Modifications /Accommodations:			
<p>Special Education Students</p> <ul style="list-style-type: none"> • Read class materials orally • Provide small group instruction • Provide study outlines/guides • Prior notice of tests • Test study guide 	<p>English Language Learners</p> <ul style="list-style-type: none"> • Physical demonstration (paint, gesture, act out, thumbs up/down, nod yes/no) • KWL Charts using pictures or native language 	<p>At-Risk Students</p> <ul style="list-style-type: none"> • Give responses in a form (oral or written) that's easier for him • Dictate answers to a scribe 	<p>Gifted & Talented Students</p> <ul style="list-style-type: none"> • Allow student to take charge of their learning • Honor interests and allow for exploration

Trimester II

Trimester II		
ESTABLISHED GOALS:	Desired Results	
<p>Domain: Alcohol, Tobacco, and other Drugs Domain & Strand NJ SLS 2.3.2.C.1, 2.2.2.E.1,</p> <p>Domain: Family Life Domain & Strand NJ SLS 2.2.2.B.1, 2.4.2.A.1, 2.4.2.A.2, 2.4.2.A.3, 2.2.2.B.2, 2.4.2.B.1, 2.4.2.A.3, 2.2.2.B.1, 2.2.2.B.3</p>	<i>Students will be able to independently use their learning to...</i>	
	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	<ul style="list-style-type: none"> • There are common indicators, stages and influencing factors of chemical dependency. • Decision-making can be affected by a variety of influences that may not be in a person’s best interest. • Relationships are the connections people have with each other. The family provides the first opportunity for a person to develop relationship skills. Every family is different, but all families provide the foundation for future relationships. As individuals mature, they seek out different relationships with peers, colleagues, and loved ones. • Tolerance, appreciation and understanding of individual difference are necessary in order to establish healthy relationships. • Through social networking, people even establish relationships with 	<ul style="list-style-type: none"> • How can people who abuse alcohol, tobacco, and other drugs get help? • What is a decision? • Why should you think before acting? • How do outside factors like parents and the TV. influence health? • What are some examples of different kinds of families locally and globally? • What are some different roles and responsibilities that different family members might have? • What are factors that contribute to healthy relationships?

	<p>individuals they have never met. We now live in a world where families and relationships are constantly changing and where global communication systems have extended friendships and relationships across the miles</p>	
	<p>*List is not all inclusive</p>	<p>*List is not all inclusive</p>
<i>Learning Goals & Objectives</i>		
	<ul style="list-style-type: none"> • Student will understand... • Ways that drugs can be abused. • Explain what a decision is and why it is advantageous to think before acting. • How to relate decision-making by self and others to one's health. • Parents, peers, technology, culture, and the media influence health decisions. • That there are different kinds of families locally and globally. • Different family members have different roles and responsibilities. • The factors that contribute to healthy relationships. • There are physical differences and similarities of the genders. 	<ul style="list-style-type: none"> • Students will be able to... • L What a decision is • Explain how some decisions affect their or other's health • List ways that drugs can be abused. • Understand that outside factors influence health • Compare and contrast different kinds of families locally and globally. • Distinguish the roles and responsibilities of different family members. • Determine the factors that contribute to healthy relationships. • Compare and contrast the physical differences and similarities of the genders.
	<p>*List is not all inclusive</p>	<p>*List is not all inclusive</p>

Pacing Guide		
Standards	Learning Goals	Learning Objectives
<p>Unit 2</p> <p>NJ SLS 2.3.2.C.1 & 2.2.2.E.1 2.3.2.C.1 Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.</p> <p>2.2.2.E.1 Determine where to access home, school, and community health professionals</p>	<p>SLO 13 NJ SLS 2.3.2.C.1 & 2.2.2.E.1 Understand that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs and determine where/how community health professionals can be accessed.</p>	<p>NJ SLS 2.3.2.C.1 & 2.2.2.E.1 Students will be able to describe what being dependent on a substance might be.</p> <p>Recognize that some people may have a dependency on drugs or other substances.</p> <p>Understand that people may not be able to control use of substances.</p> <p>Understand that there are places to help those with these problems</p>
<p>Unit 3</p> <p>NJ SLS 2.2.2.B.1 Explain what a decision is and why it is advantageous to think before acting.</p>	<p>Unit 3</p> <p>SLO 3 NJ SLS 2.2.2.B.1 Determine when a decision influences the health of oneself or other family members.</p>	<p>Unit 3</p> <p>NJ SLS 2.2.2.B.1 Students will be able to explain what a decision is</p> <p>Describe how decisions affect others.</p>
<p>NJ SLS 2.4.2.A.1 & 2.4.2.A.2 Compare and contrast different kinds of families locally and globally.</p>	<p>SLO 6 NJ SLS 2.4.2.A.1 & 2.4.2.A.2 Identify different types of families and distinguish responsibilities family members may assume.</p>	<p>NJ SLS 2.4.2.A.1 & 2.4.2.A.2 Students will be able to describe different types of families.</p>

<p>2.4.2.A.2 Distinguish the roles and responsibilities of different family members.</p> <p>NJ SLS 2.4.2.A.3 & 2.2.2.B.2 Determine the factors that contribute to healthy relationships.</p> <p>Relate decision-making by self and others to one's health.</p> <p>NJ SLS 2.4.2.B.1 Compare and contrast the physical differences and similarities of the genders.</p> <p>NJ SLS 2.4.2.A.3 & 2.2.2.B.1 2.4.2.A.3 Determine the factors that contribute to healthy relationships.</p> <p>2.2.2.B.1 Explain what a decision is and why it is advantageous to think before acting.</p>	<p>SLO 7 NJ SLS 2.4.2.A.3 & 2.2.2.B.2 Identify how making decisions can impact healthy relationships.</p> <p>SLO 10 NJ SLS 2.4.2.B.1 Describe the physical similarities and differences of the genders.</p> <p>SLO 12 NJ SLS 2.4.2.A.3 & 2.2.2.B.1 Determine how other's health related decisions have an impact on a pregnant mother and the health of her unborn baby.</p>	<p>Describe roles of family members.</p> <p>NJ SLS 2.4.2.A.3 & 2.2.2.B.2 Students will be able to explain what a decision is</p> <p>Describe how decisions affect others.</p> <p>Describe how decisions affect self.</p> <p>NJ SLS 2.4.2.B.1 Students will be able to describe the similarities between male and females.</p> <p>Describe differences between male and female.</p> <p>NJ SLS 2.4.2.A.3 & 2.2.2.B.1 Students will be able to what factors impact a pregnant mother?</p> <p>Explain why a pregnant mother must make decisions for both her and her unborn baby.</p>
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Resources	
<p>Texts/Materials:</p> <p>Websites</p> <ul style="list-style-type: none"> • http://www.drpbody.com/drugs.html • http://www.dare.com/home/default.asp • http://facs.pppst.com/drugs.html • http://free.ed.gov/subjects.cfm?subject_id=61&res_feature_request=1 • http://www2.scholastic.com/browse/article.jsp?id=3121 <p>Video</p> <p>Books</p> <ul style="list-style-type: none"> • Daddy Doesn't Have to Be a Giant Anymore by Thomas Jane Resh • <u>Have You Filled a Bucket Today?</u> ~ Carol McCloud • Around the World Series” by Ann Morris <p>Other <i>Notebooks, pencils, crayons</i></p> <p>Major Activities (required):</p>	
Instructional Methods	
<p>Learning Activities (Refer to Marzano Framework (DQ 2-4; DQ5))</p>	<ul style="list-style-type: none"> • Create an anti-drugs poster <ul style="list-style-type: none"> • Ways that drugs can be abused. • In small groups, respond and role-play to teacher-created scenarios that require them to seek help when sick, scared, sad, lonely or bullied. Rotate the scenarios allowing each group to respond/react to the situation. • Role play • Read the following books and view the pictures that comprise the “Around the

		<p>World Series” by Ann Morris: Bread, Bread, Bread focuses on how people eat; Houses and Homes focuses on how people live; and Families focuses on various family configurations. Then, create a graphic organizer that summarizes the similarities and differences between your family and those in the books and share with the class. Locate the countries represented in the books on large maps.</p> <ul style="list-style-type: none"> • As a class, make a “class tree” with all of the students in the class. List responsibilities of each student. Then, have the students go home and create a family tree with the help of an adult family member. List the responsibilities of each member of the family on the tree. Discuss project in class. • Sitting in a circle, shake everyone’s hand offering a smile, pleasant greeting, and a compliment. • Show a flower growing, and compare the similarities between a flower and friendship. Have students brainstorm qualities they would like in a friend. • Have class respond with a “thumbs-up” or “thumbs-down” to a series of gender statements posed by the teacher. For example: Women are too sensitive to be president, men don’t cry, women have babies, boys wear pants, girls wear pants, etc... • Write a story, “How We Are All Alike and What Makes Us Different,” in their journals. • Create a timeline of their life with the help of a parent/guardian. 	
Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21 Century Themes:	21 st Century Skills:
E/LA: Mathematics: Science: Visual and Performing Arts: Health/PE: World Languages: Social Studies: Technology: 21 st Century Life and Careers:	Technology:	<ul style="list-style-type: none"> • Global Awareness • Health Literacy • Civic Literacy • Financial, Economic, Business, & Entrepreneurial Literacy • Health Literacy 	<ul style="list-style-type: none"> • Creativity & Innovation • Media Literacy • *Information & Communication • Technologies Literacy • Communication & Collaboration

Assessments			
Formative Assessments	Summative Assessments:	Performance Assessment	Major Activities/ Assignments (required):
KWL Chart 3-2-1 Journal entries Exit slip Teacher observation	Quiz Performance tasks Written expression Oral response	Journal Presentation Role Play Create stories	

Possible Assessment Modifications /Accommodations:			
Special Education Students	English Language Learners	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> • Modify assignments as needed (e.g., vary length, limit items) • Shorten assignments • Increase the amount of item allowed to complete assignments and tests • Limit amount of work required or length of tests Hands-on-projects	<ul style="list-style-type: none"> • Provide word banks • Test key concepts or main ideas • Avoid test questions asking for discrete information • Make a simplified language version of the test 	<ul style="list-style-type: none"> • Have a designated reader • Hear instructions orally • Record a lesson, instead of taking notes 	<ul style="list-style-type: none"> • Provide independent project • Multilevel Learning Stations • Vertical enrichment

Possible Instructional Modifications /Accommodations:			
Special Education Students	English Language Learners	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> • Read class materials orally • Provide small group instruction • Provide study outlines/guides • Prior notice of tests Test study guide 	<ul style="list-style-type: none"> • Physical demonstration (paint, gesture, act out, thumbs up/down, nod yes/no) • KWL Charts using pictures or native language 	<ul style="list-style-type: none"> • Give responses in a form (oral or written) that's easier for him • Dictate answers to a scribe 	<ul style="list-style-type: none"> • Allow student to take charge of their learning • Honor interests and allow for exploration

Trimester III

Trimester III		
ESTABLISHED GOALS:	Desired Results	
<p>Domain: Domain: Community Health Skills Domain & Strand: NJ SLS 2.2.2.A.1, NJ SLS 2.1.2.E.1, NJ SLS 2.2.2.B.1, NJ SLS 2.2.2.B.2, NJ SLS 2.2.2.B.4, NJ SLS 2.2.2.C.1, NJ SLS 2.2.2.C.1, NJ SLS 2.2.2.D.1, NJ SLS 2.1.2.D.3, NJ SLS 2.1.2.D.2, NJ SLS 2.1.2.E.3</p>	<i>Students will be able to independently use their learning to...</i>	
	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	<ul style="list-style-type: none"> • Being consistently aware of the environment and taking safety precautions can reduce the risk of injury to oneself and others. • Every student has the right to always feel safe, at home and in public, and there are measures to take when someone makes them feel unsafe • Developing self-esteem, resiliency, tolerance and coping skills support social and emotional health. • Stress is a natural part of life, yet everyone has different stressors. The key is to find the methods of dealing with stress that makes you feel better. • Character is who you are when no one is looking and can be developed and supported through individual and group activities, the influence of positive role models and involvement in community service. • Decision-making can be affected by a variety of influences that may not be 	<ul style="list-style-type: none"> • How can knowing prevention save your life? • Why would people ignore safety precautions and rules? • What are healthy ways of dealing with stress? • How can we cope with being angry? • Who gets stressed out? • How can you express needs, wants, and feelings? • What is a decision? • Why should you think before acting? • How do outside factors like parents and the TV. influence health? • What is character and how can you tell someone’s character? • Why is it good to participate in a class service activity?

	in a person's best interest.	
	<ul style="list-style-type: none"> *List is not all inclusive 	*List is not all inclusive
	Learning Goals & Objectives	
	<p style="text-align: center;">Student will understand...</p> <ul style="list-style-type: none"> Recognize, identify and alert adults to potentially harmful conditions/situations. The importance of wearing safety equipment while riding both in a vehicle and on a bicycle or skateboard. That all humans have the emotion anger and that we can turn it into something positive Everyone gets stressed out in one way or another. Healthy methods of coping with stress such as breathing, meditation, yoga, and tai chi How to express needs, wants, and feelings in health- and safety-related situations. Explain what a decision is and why it is advantageous to think before acting. How to relate decision-making by self and others to one's health. Parents, peers, technology, culture, and the media influence health decisions. The meaning of character and how it is reflected in the thoughts, feelings, and 	<p style="text-align: center;">Students will be able to...</p> <ul style="list-style-type: none"> Recognize, identify and alert adults to potentially harmful conditions/situations. Model how to take care of a nosebleed, scratch, insect bite and other common injuries. Explain and/or demonstrate the proper way to cross the street Explain what we wear while riding in a car, and why we wear it Explain what we wear while riding a bicycle or skateboard and why we wear it Demonstrate ways to deal with stress. Identify common stressors Explain healthy ways of coping with common stressful situations experienced by children. How to express needs, wants, and feelings What a decision is Explain how some decisions affect their or other's health Define character Understand that outside factors influence health

	<p>actions of oneself and others.</p> <ul style="list-style-type: none"> • That there are benefits for oneself and others of participating in a class or school service activity. <p><i>*List is not all inclusive</i></p>	<ul style="list-style-type: none"> • Determine the benefits for oneself and others of participating in a class or school service activity. <p><i>*List is not all inclusive</i></p>
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Pacing Guide		
Standards	Learning Goals	Learning Objectives
<p>Unit 4</p> <p>NJ SLS 2.2.2.A.1 & 2.1.2.E.1</p> <p>Express needs, wants, and feelings in health- and safety-related situations.</p> <p>Identify basic social and emotional needs of all people.</p> <p>NJ SLS 2.2.2.B.1, 2.2.2.B.2, & 2.2.2.B.4</p> <p>2.2.2.B.1 Explain what a decision is and why it is advantageous to think before acting.</p> <p>2.2.2.B.2 Relate decision-making by self and others to one’s health.</p> <p>2.2.2.B.4 Select a personal health goal and explain why setting a goal is important.</p>	<p>Unit 4</p> <p>SLO 2: NJ SLS 2.2.2.A.1 & 2.1.2.E.1</p> <p>Express age appropriate needs, wants, and feelings in health and safety related situations (i.e. communication in different scenarios).</p> <p>SLO 5: NJ SLS 2.2.2.B.1, 2.2.2.B.2, & 2.2.2.B.4</p> <p>Explain why it is advantageous to think before acting and how those decisions impact the health of you and others.</p>	<p>Unit 4</p> <p>NJ SLS 2.2.2.A.1 & 2.1.2.E.1</p> <p>Students will be able to explain the difference between a need and a want.</p> <p>NJ SLS 2.2.2.B.1, 2.2.2.B.2, & 2.2.2.B.4</p> <p>Students will be able to explain why making good decisions are beneficial.</p> <p>Explain why making good decisions about health are beneficial.</p>

<p>NJ SLS 2.2.2.C.1</p> <p>2.2.2.C.1 Explain the meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others.</p>	<p>SLO 8: NJ SLS 2.2.2.C.1</p> <p>Explain how certain character traits (respect, responsibility, trustworthiness, honesty, kindness, compassion) impact the way one feels, thinks and acts towards themselves and others.</p>	<p>NJ SLS 2.2.2.C.1 SLO 8</p> <p>Students will be able to define character.</p> <p>Explain how we act shows our character as well as others.</p>
<p>NJ SLS 2.2.2.C.1 & 2.2.2.D.1</p> <p>2.2.2.C.1 Explain the meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others.</p> <p>2.2.2.D.1 Determine the benefits for oneself and others of participating in a class or school service activity.</p>	<p>SLO 9: NJ SLS 2.2.2.C.1 & 2.2.2.D.1</p> <p>Explain how character may be enhanced by, participating in school service activities.</p>	<p>NJ SLS 2.2.2.C.1 & 2.2.2.D.1 SLO 9</p> <p>Students will be able to explain character.</p> <p>Describe how character is reflected in our behavior.</p> <p>Describe activities that might enhance our character.</p>
<p>NJ SLS 2.1.2.D.1 & 2.1.2.D.3</p> <p>2.1.2.D.1 Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).</p> <p>2.1.2.D.3 Identify procedures associated with pedestrian, bicycle, and traffic safety.</p>	<p>SLO 15: NJ SLS 2.1.2.D.1 & 2.1.2.D.3</p> <p>Identify ways to keep one safe at home, school and in the community to prevent injury. (e.g. fire safety, poison safety, accident prevention, pedestrian, bicycle and traffic safety, and rip current safety http://www.nj.gov/education/aps/cccs/chpe/)</p>	<p>NJ SLS 2.1.2.D.1 & 2.1.2.D.3 SLO 15</p> <p>Students will be able to identify hazards.</p> <p>Discuss ways to stay safe.</p> <p>Describe safety procedures for different scenarios.</p>

<p>NJ SLS 2.1.2.D.2 Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches.</p>	<p>SLO 17: NJ SLS 2.1.2.D.2 Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches.</p>	<p>NJ SLS 2.1.2.D.2 Students will be able to identify the characteristics of a stranger. Explain the characteristics of “trusted” adults. What types of touches are appropriate? What types of behaviors are appropriate?</p>
<p>NJ SLS 2.1.2.E.3 SLO 20 Explain healthy ways of coping with common stressful situations experienced by children.</p>	<p>SLO 20: 2.1.2.E.3 Explain healthy ways of coping with common stressful situations experienced by children.</p>	<p>2.1.2.E.3 Students will be able to describe what stress is. Types of stressful situations. Ways to relieve stress.</p>

Resources

Texts/Materials:

Websites

- <http://www.scholastic.com/teachers/unit/fire-safety-resource-center-everything-you-need>
- <http://www.teachersfirst.com/spectopics/firepreventionandsafety.cfm>
- <http://www.sparky.org/>

Video

Books

- Ride Right: Bicycle Safety
- Bicycle Safety by Lisa M Herrington

- The ABCs of Yoga for Kids by Teresa Power (Oct 1, 2009)
- Be Happy!: A Little Book for a Happy You ~ Monica Sheehan
- Have You Filled a Bucket Today? ~ Carol McCloud
- Monster Manners by Bethany Roberts

Other

Notebooks, pencils, crayons

Instructional Methods

Learning Activities

(Refer to Marzano Framework (DQ 2-4; DQ5))

- Create a T-Chart or act out scenarios showing healthy and unhealthy risks
- Create play/presentation video telling other students what to do in unsafe situations
- Model the proper way to cross the street, fasten a seatbelt, or wear a bicycle helmet
- Model how to take care of a nosebleed, scratch, insect bite and other common injuries.
- Role play various situations
- Charades
- Class garden/pet
- Group Storytelling
- Silent Ball
- Move to the Music
- Deep Breathing
- Moving Meditation
- Visual Imagery
- Paper Mosaics
- Journaling
- Role play
- Create a Superhero: Children can create their own hero based on the six pillars of good character (trustworthiness, responsibility, responsibility, fairness, caring and citizenship)
- Class read aloud
- Work as a group to collect canned goods for a class activity. Students will discuss how they feel.

		<ul style="list-style-type: none"> • Create an “I Am Special” poster. Invite partners to trace each other on butcher paper. Have each student draw the partner’s face and decorate the clothes. Have all students write positive characteristics about their classmates on their poster. • In small groups, respond and role-play to teacher-created scenarios that require them to seek help when sick, scared, sad, and lonely or bullied. Rotate the scenarios allowing each group to respond/react to the situation. 	
Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21 Century Themes:	21 st Century Skills:
E/LA: Mathematics: Science: Visual and Performing Arts: Health/PE: World Languages: Social Studies: Technology: 21 st Century Life and Careers:	Technology:	<ul style="list-style-type: none"> • Global Awareness • Health Literacy • Civic Literacy • Financial, Economic, Business, & Entrepreneurial Literacy • Health Literacy 	<ul style="list-style-type: none"> • Creativity & Innovation • Media Literacy • *Information & Communication • Technologies Literacy • Communication & Collaboration
Assessments			
Formative Assessments	Summative Assessments:	Performance Assessment	Major Activities/ Assignments (required):
KWL Chart 3-2-1 Journal entries Exit slip Teacher observation	Quiz Performance tasks Written expression Oral response	Role Play Create stories	

Possible Assessment Modifications /Accommodations:			
Special Education Students	English Language Learners	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> • Modify assignments as needed (e.g., vary length, limit items) • Shorten assignments • Increase the amount of item allowed to complete assignments and tests • Limit amount of work required or length of tests 	<ul style="list-style-type: none"> • Provide word banks • Test key concepts or main ideas • Avoid test questions asking for discrete information • Make a simplified language version of the test 	<ul style="list-style-type: none"> • Have a designated reader • Hear instructions orally • Record a lesson, instead of taking notes 	<ul style="list-style-type: none"> • Provide independent project • Multilevel Learning Stations • Vertical enrichment

Possible Instructional Modifications /Accommodations:			
Special Education Students	English Language Learners	At-Risk Learners	Advanced Learners
<ul style="list-style-type: none"> • Read class materials orally • Provide small group instruction • Provide study outlines/guides • Prior notice of tests Test study guide 	<ul style="list-style-type: none"> • Physical demonstration (paint, gesture, act out, thumbs up/down, nod yes/no) • KWL Charts using pictures or native language 	<ul style="list-style-type: none"> • Give responses in a form (oral or written) that's easier for him • Dictate answers to a scribe 	<ul style="list-style-type: none"> • Allow student to take charge of their learning • Honor interests and allow for exploration

