
SOUTH HARRISON TOWNSHIP ELEMENTARY SCHOOL DISTRICT



Committed to Excellence

Course Name: Health	Grade Level(s): Kindergarten
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 Core Curriculum Content Standards, 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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5. **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.
 6. **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*)
 7. **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.
 8. **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).
 9. **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.
 10. **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.
 11. **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.
 12. **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.
 13. **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.).

14. 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 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; 21st-Century Life and Careers; Language Arts Literacy; and, Mathematics.*

15. 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.

16. 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.

<u>Kindergarten Standards Overview</u>		
Domain	Strand	Repeated Standards
Wellness	NJ SLS 2.1.P.A.1, NJ SLS 2.1.P.A.2, NJ SLS 2.1.P.C.1, NJ SLS 2.1.2.B.1	
Alcohol, Tobacco and other Drugs	NJ SLS 2.2.2.B.1, NJ SLS 2.3.2.A.1, NJ SLS 2.3.2.A.2, NJ SLS 2.3.2.B.2	
Family Life	NJ SLS 2.2.2.B.1, NJ SLS 2.4.2.A.2, NJ SLS 2.4.2.B.1	NJ SLS 2.2.2.B.1,
Community Health Skills	NJ SLS 2.2.2.B.3, NJ SLS 2.2.2.C.1, 2.2.2.P.E.1, NJ SLS 2.2.2.E.1, NJ SLS 2.1.P.D.3, NJ SLS 2.1.P.D.4	

Scope and Sequence Chart: Kindergarten Health		
Trimester	Strand	Resources
Trimester 1	NJ SLS 2.1.P.A.1, NJ SLS 2.1.P.A.2, NJ SLS 2.1.P.C.1, NJ SLS 2.1.2.B.1, NJ SLS 2.2.2.B.1	Model Curriculum 1
Trimester 2	NJ SLS 2.3.2.A.1, NJ SLS 2.3.2.A.2, NJ SLS 2.3.2.B.2, NJ SLS 2.2.2.B.1, NJ SLS 2.4.2.A.2, NJ SLS 2.4.2.B.1	Model Curriculum 2 Model Curriculum 3
Trimester 3	NJ SLS 2.2.2.B.3, NJ SLS 2.2.2.C.1, NJ SLS 2.2.2.P.E.1, NJ SLS 2.2.2.E.1, NJ SLS 2.1.P.D.3, NJ SLS 2.1.P.D.4, NJ SLS 2.1.2.E.2	Model Curriculum 4

Trimester I

Domain: Wellness

Domain & Strand NJ SLS 2.1.P.A.1, 2.1.P.A.2, 2.1.P.C.1, 2.1.2.B.1

Standard: Standard Description

NJ SLS 2.1.P.A.1 Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).

NJ SLS 2.1.P.A.2 Demonstrate emerging self-help skills (e.g., develop independence when pouring, serving, and using utensils and when dressing and brushing teeth).

NJ SLS 2.1.P.C.1 Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).

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

Domain: Alcohol, Tobacco, and other drugs

Domain & Strand NJ SLS 2.2.2.B.1

Standard: Standard Description

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

Trimester II

Domain: Alcohol, Tobacco, and other drugs

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

Standard: Standard Description

NJ SLS 2.3.2.A.1 Explain what medicines are and when some types of medicines are used.

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

NJ SLS 2.3.2.B.2 Explain effects of tobacco use on personal hygiene, health, and safety.

Domain: Family Life

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

Standard: Standard Description

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

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

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.B.3, 2.2.2.C.1, 2.2.2.P.E.1, 2.2.2.E.1, 2.1.P.D.3, 2.1.P.D.4

Standard: Standard Description

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

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.P.E.1 Identify community helpers who assist in maintaining a safe environment.

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

NJ SLS 2.1.P.D.3 Identify community helpers who assist in maintaining a safe environment.

NJ SLS 2.1.P.D.4 Know how to dial 911 for help.

NJ SLS 2.1.2.E.2 Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.

Trimester I

Trimester I		
<p>ESTABLISHED GOALS:</p> <p>Domain: Wellness Domain & Strand NJ SLS 2.1.P.A.1, NJ SLS 2.1.P.A.2, NJ SLS 2.1.P.C.1, NJ SLS 2.1.2.B.1</p> <p>Domain: Alcohol, Tobacco, and other drugs Domain & Strand NJ SLS 2.2.2.B.1</p>	Desired Results	
	Students will be able to independently use their learning to...	
	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	<ul style="list-style-type: none"> • 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. • 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"> • How do personal health choices impact our own health as well as the health of others • Why are some foods healthier than others? • What are the five main food groups? • What are some foods you would find at each of the main meals (breakfast, lunch, dinner)? • What is a decision? • How can you prevent the spread of germs? • Why does cleanliness keep us healthy?
	Learning Goals & Objectives	
	Student will understand...	Students will be able to...
<ul style="list-style-type: none"> • Develop an awareness of healthy habits and hygiene skills • The skills necessary and knowledge necessary to make nutritious food choices and promote healthy habits. • Healthy vs. unhealthy choices of each 	<ul style="list-style-type: none"> • Develop and understanding self-help skills • Recite the difference between junk food and nutritious food. • List foods and food categories listed in the Choose My Plate Food Guide 	

	<p>group.</p> <ul style="list-style-type: none"> • Fast foods are unhealthy. • 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. • Understand the importance why washing your hands keep you healthy and prevent the spreading of germs <p><i>*List is not all inclusive</i></p>	<ul style="list-style-type: none"> • List foods found at each of the main meals • What a decision is • Explain how some decisions affect their or other's health <p><i>*List is not all inclusive</i></p>
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Pacing Guide		
Standards	Learning Goals	Learning Objectives
<p>Unit 1</p> <p>NJ SLS 2.1.P.A.1, 2.1.P.C.1 Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).</p> <p>Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).</p> <p>NJ SLS 2.1.P.A.1, 2.1.P.A.2 Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).</p> <p>Demonstrate emerging self-help skills (e.g., develop independence when pouring, serving, and using utensils and when dressing and brushing teeth).</p> <p>NJ SLS 2.1.2.B.1 Explain why some foods are healthier to eat than others.</p>	<p>Unit 1</p> <p>SLO 1: NJ SLS 2.1.P.A.1, 2.1.P.C.1 Develop and demonstrate an awareness of healthy habits (use clean tissues, wash hands, handle food hygienically) that support personal wellness</p> <p>SLO 2 : NJ SLS 2.1.P.A.1, 2.1.P.A.2 Demonstrate independence when applying emerging self-help skills (using utensils, choosing clothes, brushing teeth).</p> <p>SLO 7: NJ SLS 2.1.2.B.1 Identify healthy food choices</p>	<p>Unit 1</p> <p>NJ SLS 2.1.P.A.1, 2.1.P.C.1 Students will be able to explain what healthy habits are.</p> <p>NJ SLS 2.1.P.A.1, 2.1.P.A.2 Students will be able to identify how to properly apply self-help skills.</p> <p>NJ SLS 2.1.2.B.1 Students will understand what healthy foods are.</p>

<p>Unit 2</p> <p>NJ SLS 2.2.2.B.1</p> <p>Explain what a decision is and why it is advantageous to think before acting.</p>	<p>SLO 1: NJ SLS 2.2.2.B.1</p> <p>Explain what it means to make a decision.</p>	<p>NJ SLS 2.2.2.B.1</p> <p>Students will be able to explain what a decision is.</p>
Resources		
<p>Texts/Materials:</p> <p>Websites:</p> <ul style="list-style-type: none"> • Pd360 • You tube • KidBiz • http://www.drpboddy.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 <p>Books:</p> <ul style="list-style-type: none"> • Daddy Doesn't Have to Be a Giant Anymore by Thomas Jane Resh • Kids' Power Too: Words To Grow By by Cathey Brown, Betty LaPorte and Jerry Moe • My Dad Loves Me, My Dad has a Disease by Claudia Black <p>Other Materials:</p> <p>Notebooks, pencils, crayons, white bulletin board or craft paper, soap, a sink, books listed above</p>		
Instructional Methods		
<p>Learning Activities</p> <p>(Refer to Marzano Framework (DQ 2-4; DQ5))</p>	<ul style="list-style-type: none"> • 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 Food Guide Choose My Plate 	

		<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. 	
Interdisciplinary Connections (Applicable Standards):	Integration of Technology:	21 Century Themes:	21st 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):
(pictures) 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/Differentiation:			
Special Education Students	English Language Learners	At-Risk Learners	Advanced Learners
	<ul style="list-style-type: none"> Provide word banks 	<ul style="list-style-type: none"> Have a designated reader 	<ul style="list-style-type: none"> Provide independent project

Possible Assessment Modifications /Accommodations/Differentiation:			
<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"> • 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"> • Hear instructions orally • Record a lesson, instead of taking notes 	<ul style="list-style-type: none"> • 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 Learners</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>Advanced Learners</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.A.1, NJ SLS 2.3.2.A.2, NJ SLS 2.3.2.B.2</p> <p>Domain: Family Life Domain & Strand NJ SLS 2.2.2.B.1, NJ SLS 2.4.2.A.2, NJ SLS 2.4.2.B.1</p>	Students will be able to independently use their learning to...	
	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	<ul style="list-style-type: none"> • Medicine must be used correctly in order to be safe and have the maximum benefit. • Research had clearly established that alcohol, tobacco and other drugs have a variety of harmful effects on the human body. • 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. • There are physical differences and similarities of the genders. 	<ul style="list-style-type: none"> • What are medicines and how are they used? • Why should medicines be administered as directed? • What is a decision? • What are some different roles and responsibilities that different family members might have? • What are examples of physical differences and similarities of the genders?

Learning Goals & Objectives		
	<p>Student will understand...</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 • 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. • Different family members have different roles and responsibilities. • There are physical differences and similarities of the genders. <p><i>*List is not all inclusive</i></p>	<p>Students will be able to...</p> <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 • What a decision is • Explain how some decisions affect their or other's health • Distinguish the roles and responsibilities of different family members. • Compare and contrast the physical differences and similarities of the genders. <p><i>*List is not all inclusive</i></p>

Pacing Guide		
Standards	Learning Goals	Learning Objectives
<p>Unit 2 NJ SLS 2.3.2.A.1, 2.3.2.A.2 Explain what medicines are and when some types of medicines are used.</p> <p>Explain why medicines should be administered as directed.</p>	<p>Unit 2 SLO 4: NJ SLS 2.3.2.A.1, 2.3.2.A.2 Explain what medicines are and who the trusted adults are who may administer them</p>	<p>Unit 2 NJ SLS 2.3.2.A.1, 2.3.2.A.2 Students will be able to describe what a medicine is, why are medicines used, and who should administer medicine.</p>

<p>NJ SLS 2.3.2.B.2 Explain effects of tobacco use on personal hygiene, health, and safety.</p>	<p>SLO 7: NJ SLS 2.3.2.B.2 Identify the harmful effects that tobacco could have on personal hygiene, health and safety.</p>	<p>NJ SLS 2.3.2.B.2 Students will be able to describe the effects of tobacco.</p>
<p>Unit 3 NJ SLS 2.2.2.B.1 Explain what a decision is and why it is advantageous to think before acting.</p>	<p>SLO 1: NJ SLS 2.2.2.B.1 Identify what decisions we make as families.</p>	<p>NJ SLS 2.2.2.B.1 Students will be able to explain what a decision is and how do we make decisions as a family?</p>
<p>NJ SLS 2.4.2.A.2 Distinguish the roles and responsibilities of different family members.</p>	<p>SLO 4: NJ SLS 2.4.2.A.2 Describe the roles and responsibilities of family members in different types of families both locally and globally.</p>	<p>NJ SLS 2.4.2.A.2 Students will be able to describe the roles of each family member?</p>
<p>NJ SLS 2.4.2.B.1 Compare and contrast the physical differences and similarities of the genders.</p>	<p>SLO 8: NJ SLS 2.4.2.B.1 Identify the similarities between boys and girls.</p>	<p>NJ SLS 2.4.2.B.1 Students will be able to explain similarities between boys and girls as well as the differences between boys and girls.</p>
<p>Resources</p>		
<p>Websites:</p> <ul style="list-style-type: none"> • Pd360 • You tube • KidBiz • http://www.drpboddy.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

Books:

- Daddy Doesn't Have to Be a Giant Anymore by Thomas Jane Resh
- Kids' Power Too: Words To Grow By by Cathey Brown, Betty LaPorte and Jerry Moe
- My Dad Loves Me, My Dad has a Disease by Claudia Black

Other Materials:

Notebooks, pencils, crayons, white bulletin board or craft paper, soap, a sink, books listed above

Instructional Methods

Learning Activities

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

- Role play
- Create a graphic organizer with your team explaining the step by step process of how medicine be administered as directed.
- In small groups students ex-amine empty containers and classify them as "healthful" or "harmful."
- Create an anti-drug poster
- As a class, make a "class tree" with all of the students in the class. List responsibilities of each student.
- Sitting in a circle, shake everyone's hand offering a smile, pleasant greeting.
- Show a flower growing, and compare the similarities between a flower and friendship.
- Draw a picture, "How We Are All Alike and How We Are All Different," in their journals.

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):
(pictures) 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/Differentiation:

Special Education Students	English Language Learners	At-Risk Learner	Advanced Learner
<ul style="list-style-type: none"> • Modify assignments as needed (e.g., vary length, limit items) 	<ul style="list-style-type: none"> • Provide word banks • Test key concepts or main ideas 	<ul style="list-style-type: none"> • Have a designated reader • Hear instructions orally 	<ul style="list-style-type: none"> • Provide independent project

Possible Assessment Modifications /Accommodations/Differentiation:			
<ul style="list-style-type: none"> • 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"> • Avoid test questions asking for discrete information • Make a simplified language version of the test • 	<ul style="list-style-type: none"> • Record a lesson, instead of taking notes 	<ul style="list-style-type: none"> • 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 Learner</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>Advanced Learner</p> <ul style="list-style-type: none"> • Allow student to take charge of their learning • Honor interests and allow for exploration

Trimester III

Trimester III		
<p>ESTABLISHED GOALS:</p> <p>Domain: Community Health Skills Domain & Strand: NJ SLS 2.2.2.B.3, NJ SLS 2.2.2.C.1, NJ SLS 2.2.2.P.E.1, NJ SLS 2.2.2.E.1, NJ SLS 2.1.P.D.3, NJ SLS 2.1.P.D.4</p>	Desired Results	
	Students will be able to independently use their learning to...	
	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	<ul style="list-style-type: none"> • Decision-making can be affected by a variety of influences that may not be in a person’s best interest. • Developing self-esteem, resiliency, tolerance and coping skills support social and emotional health. 	<ul style="list-style-type: none"> • What is a decision? • What is character? • How can you learn to like yourself and others? • What are basic needs?
	Learning Goals & Objectives	
	<p>Student will understand...</p> <ul style="list-style-type: none"> • 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. • The meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others. • Expressing one’s feeling is essential to good health. • How to identify /express various wants, needs, and emotions. • Who to talk to when feeling down. 	<p>Students will be able to...</p> <ul style="list-style-type: none"> • What a decision is • Explain how some decisions affect their or other’s health • Define character • Identify basic and emotional needs of all living things. • Identify adults to speak with if feeling upset. • Identify various types of feelings and what they mean

* *List is not all inclusive*

List is not all inclusive

Pacing Guide

Standards	Learning Goals	Learning Objectives
<p>Unit 4 SLO 3: NJ SLS 2.2.2.B.3 Determine ways parents, peers, technology, culture, and the media influence health decisions.</p> <p>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.</p> <p>NJ SLS 2.2.P.E.1 Identify community helpers who assist in maintaining a safe environment.</p> <p>NJ SLS 2.2.2.E.1, 2.1.P.D.3, 2.1.P.D.4 Determine where to access home, school, and community health professionals. Identify community helpers who assist in maintaining a safe environment. Know how to dial 911 for help.</p>	<p>Unit 4 SLO 3: NJ SLS 2.2.2.B.3 Determine how parents, culture and media influence their healthy decision making</p> <p>SLO 6: NJ SLS 2.2.2.C.1 Explain the meaning of character</p> <p>SLO 12: NJ SLS 2.2.P.E.1 Identify trusted community workers that help keep us safe.</p> <p>SLO 13: NJ SLS 2.2.2.E.1, 2.1.P.D.3, 2.1.P.D.4 Determine where and how to access home, school, and community health professionals (including dialing 911 in case of emergency).</p>	<p>Unit 4 NJ SLS 2.2.2.B.3 Students will be able to explain what healthy decisions are.</p> <p>NJ SLS 2.2.2.C.1 Students will be able to explain what character is.</p> <p>NJ SLS 2.2.P.E.1 Students will be able to explain how community helpers assist in keeping me safe.</p> <p>NJ SLS 2.2.2.E.1, 2.1.P.D.3, 2.1.P.D.4 Students will be able to explain where to access health professionals and when to dial 911.</p>

<p>NJ SLS 2.1.2.E.2 Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.</p>	<p>SLO 18: NJ SLS 2.1.2.E.2 Understand that conflict occurs between people and age appropriate ways to resolve them.</p>	<p>NJ SLS: 2.1.2.E.2 Students will be able to describe what a conflict is and how do we resolve conflicts.</p>
<p>Resources</p>		
<p>Texts/Materials: Websites:</p> <ul style="list-style-type: none"> • Pd360 • You tube • http://www.youtube.com/watch?v=MkCQ8ZtDQzE • http://webtech.kennesaw.edu/jcheek3/chared.htm <p>Books:</p> <ul style="list-style-type: none"> • How Full Is Your Bucket? For Kids ~ Tom Rath • Have You Filled a Bucket Today? ~ <i>Carol McCloud</i> • Be Happy!: A Little Book for a Happy You ~ <i>Monica Sheehan</i> • Monster Manners by <i>Bethany Roberts</i> <p>Other Materials: <i>Notebooks, pencils, crayons, white bulletin board or craft paper</i></p>		
<p>Instructional Methods</p>		
<p>Learning Activities (Refer to Marzano Framework (DQ 2-4; DQ5))</p>	<ul style="list-style-type: none"> • 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 Role play various situations • Charades 	

<ul style="list-style-type: none"> • The name game • Have kids sit in a circle and give one kid a ball. Then ask him to name another child in the circle and roll the ball to that child. The recipient then takes his turn naming a child and rolling the ball--and so on. • Follow the leader • Have kids line up behind a leader and follow him through an obstacle course. Kids must stay in line, and take turns as they pass through each section of the course. • Make the statue laugh • Kids freeze like statues, then one child--who is it must try to get them to break character and laugh. The first one to laugh becomes it for the next round. • Students must arrange themselves according to specific instructions without using verbal communication. For instance, you can challenge your students to arrange themselves from oldest to youngest. Children playing this game must rely on non-verbal communication as well as information they already have regarding the different qualities of their classmates. This activity should be conducted without a hard deadline so that students will not feel pressured. • Group Storytelling 			
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):
<p>(pictures) KWL Chart 3-2-1 Journal entries Exit slip Teacher observation</p>	Quiz Performance tasks Written expression Oral response	Role Play Create stories	

Possible Assessment Modifications /Accommodations/Differentiation:			
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:			
<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 • Small groups for Assessments • Individualized per each student per IEP 	<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 • Small groups • Visuals 	<p>At-Risk Learners</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 • Small group instruction • Extended time • Illustrations/diagrams/drawings • Manipulatives 	<p>Advanced Learners</p> <ul style="list-style-type: none"> • Allow student to take charge of their learning • Honor interests and allow for exploration • Provide independent learning opportunities through learning contracts • Offer accelerated instruction • Computer-Assisted Instruction • Pairing direct instruction w/coaching to promote self-directed learning