

Lower Township Elementary Schools

Comprehensive Health and Physical Education Curriculum Guide



Kindergarten-2nd GRADE

Adopted August 23, 2022

Lower Township Board of Education

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Effective Date: September 2022

Physical Education: The primary purpose of physical education is to develop in young people an understanding of the positive impact an active lifestyle will have on their lives. The developmentally appropriate program also provides a unique learning environment where affective, psychomotor and cognitive skills can be developed. In addition, good health practices, sportsmanship, self-control, self-expression and the opportunity for positive social interaction with peers are fostered.

Health Education: The health education curriculum, written to the New Jersey Student Learning Standards, addresses various components of health education instruction that build from year to year. Each developmentally appropriate curricular unit includes interdisciplinary and technology connections to bridge learning in various content areas. While some of the skills are repeated at various grade levels, the content grows and addresses the students' needs at each level.

BOARD OF EDUCATION POLICY 2422: In accordance with the provisions of N.J.S.A. 18A:35-4.7, any student whose parent presents to the Principal a signed statement that any part of the instruction in health, family life education, or sex education is in conflict with his/her conscience or sincerely held moral or religious beliefs shall be excused from that portion of the course where such instruction is being given and no penalties as to credit or graduation shall result.

Personal and Mental Health

2.1

Kindergarten- 2nd Grade

Unit Overview	
Content Area: Comprehensive Health and Physical Education	
Unit Title: 2.1 Personal and Mental Health	
Grade Level: 1st & 2nd	Timeline: 5 sessions
Disciplinary Concepts: <ul style="list-style-type: none"> ● Personal Growth and Development ● Pregnancy and Parenting ● Emotional Health ● Social Health ● Community Health Services and Support 	
Core Ideas/Performance Expectations	
Core Ideas	Performance Expectations
Individuals enjoy different activities and grow at different rates.	<ul style="list-style-type: none"> ● 2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy.
Personal hygiene and self-help skills promote healthy habits.	<ul style="list-style-type: none"> ● 2.1.2.PGD.2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth). ● 2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness. ● 2.1.2.PGD.4: Use correct terminology to identify body parts and explain how body parts work together to support wellness. ● 2.1.2.PGD.5: List medically accurate names for body parts, including the genitals.
All living things may have the capacity to reproduce.	<p>2.1.2.PP.1: Define reproduction.</p> <p>2.1.2.PP.2: Explain the ways in which parents may care for their offspring (e.g., animals, people, fish).</p>
Many factors influence how we think about ourselves and other.	<ul style="list-style-type: none"> ● 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others. ● 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities. ● 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).

<p>There are different ways that individuals handle stress, and some are healthier than others.</p>	<ul style="list-style-type: none"> ● 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors. ● 2.1.2.EH.5: Explain healthy ways of coping with stressful situations.
<p>Every individual has unique skills and qualities, which can include the activities they enjoy such as how they may dress, their mannerisms, things they like to do.</p>	<ul style="list-style-type: none"> ● 2.1.2.SSH.1: Discuss how individuals make their own choices about how to express themselves. ● 2.1.2.SSH.2: Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.
<p>Families shape the way we think about our bodies, our health, and our behaviors.</p>	<ul style="list-style-type: none"> ● 2.1.2.SSH.3: Describe different kinds of families locally, nationally, and globally and note similarities in the ways in which they keep their children safe. ● 2.1.2.SSH.4: Determine the factors that contribute to healthy relationships within a family.
<p>People have relationships with others in the local community and beyond.</p>	<ul style="list-style-type: none"> ● 2.1.2.SSH.5: Identify basic social needs of all people. ● 2.1.2.SSH.6: Determine the factors that contribute to healthy relationships.
<p>Communication is the basis for strengthening relationships and resolving conflict between people.</p>	<ul style="list-style-type: none"> ● 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another.
<p>Conflicts between people occur, and there are effective ways to resolve them.</p>	<ul style="list-style-type: none"> ● 2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer). ● 2.1.2.SSH.9: Define bullying and teasing and explain why they are wrong and harmful.
<p>People in the community work to keep us safe.</p>	<ul style="list-style-type: none"> ● 2.1.2.CHSS.1: Identify community professionals and school personnel who address health emergencies and provide reliable health information to us. ● 2.1.2.CHSS.2: Determine where to access home, school and community health professionals. ● 2.1.2.CHSS.3: Demonstrate how to dial and text 911 in case of an emergency. ● 2.1.2.CHSS.4: Describe how climate change affects the health of individuals, plants and animals.

<p>Individuals face a variety of situations that may result in different types of feelings and learning how to talk about their feelings is important.</p>	<ul style="list-style-type: none"> ● 2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared. ● 2.1.2.CHSS.6: Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals).
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Accommodations and Modifications	
<p>Special Education</p>	<ul style="list-style-type: none"> ● Follow 504/IEP accommodations ● Step by step examples ● Visual demonstration of skill or activity ● Allow for flexible grouping ● Student centered activities ● Learning Stations ● Small group & large group discussions ● Problem solving situations ● Restate, reword, clarify directions ● Provide Educational "breaks" as necessary ● Utilize visual and audio cues
<p>English Language Learners</p>	<ul style="list-style-type: none"> ● Step by step examples ● Visual demonstration of skill or activity ● Allow for flexible grouping ● Student centered activities ● Learning Stations ● Small group & large group discussions ● Problem solving situations ● Utilize visual and audio cues ● Highlight, define, or demonstrate important vocabulary ● Restate, reword, clarify directions
<p>Students At-Risk of School Failure</p>	<ul style="list-style-type: none"> ● Step by step examples ● Visual demonstration of skill or activity ● Allow for flexible grouping ● Student centered activities ● Learning Stations ● Small group & large group discussions ● Problem solving situations ● Utilize visual and audio cues ● Highlight, define, or demonstrate important vocabulary ● Restate, reword, clarify directions ● Chunking content into small segments ● Shorten or reduce assignment to focus on one specific skill
<p>Advanced Skills</p>	<ul style="list-style-type: none"> ● Student Choice ● Student centered activities ● Enhance skill or activity based on Individual Student Need ● Allow for flexible grouping

	<ul style="list-style-type: none"> ● Problem solving situations
Students with 504 Plans	<ul style="list-style-type: none"> ● Follow 504/IEP accommodations ● Step by step examples ● Visual demonstration of skill or activity ● Allow for flexible grouping ● Student centered activities ● Learning Stations ● Small group & large group discussions ● Problem solving situations ● Restate, reword, clarify directions ● Provide Educational “breaks” as necessary ● Utilize visual and audio cues

Assessments	
Formative	<ul style="list-style-type: none"> ● Concept Maps ● Teacher Observation & Feedback ● Discussion ● Group Work ● Homework
Summative	<ul style="list-style-type: none"> ● Tests/Quizzes ● Research/Project (Individual or Group)
Benchmark	<ul style="list-style-type: none"> ● Self-Assessment Rubrics
Alternative	<ul style="list-style-type: none"> ● Open Book Assessments ● Take Home Assessments ● Collaborative Assessments

Interdisciplinary Connections
<ul style="list-style-type: none"> ● 21st Century Life & Careers ● Character Education ● Social Skills



Integration of 21st Century Skills- NJSL 9
<ul style="list-style-type: none"> ● Planning and Budgeting <ul style="list-style-type: none"> ○ A budget is a plan that helps an individual obtain his/her financial goals. Saving money is a habit that can be developed. <ul style="list-style-type: none"> ■ 9.1.2.PB.2 <ul style="list-style-type: none"> ● Determine various ways to save and places in the local community that help people save and accumulate money over time. Understanding why an individual would choose to save money.






- **Planning and Budgeting**
 - Different types of jobs require different knowledge and skills. Income is received from work in different ways including regular payments, tips, commissions, and benefits.
 - **9.1.2 CAP.1**
 - Make a list of different types of jobs and describe the skills associated with each job.
 - **9.1.2 CAP.2**
 - Explain why employers are willing to pay individuals to work.

Integration of Technology

- Google Slides
- Graphic Interchange Formats (GIFS)
- Instructional Videos
 - BrainPop Jr.

Instruction

Unit	Standard	Learning Targets (objective)- Students will...	Lesson Resources/Materials
Personal Growth and Development: Wellness	2.1.2.PGD.1 2.1.2.PGD.2 2.1.2.PGD.3 2.1.2.PGD.4 2.1.2.PGD.5	<ul style="list-style-type: none"> ● Explain wellness and its physical and mental aspects. ● Brainstorm self care practices that support wellness. ● Explain what healthy habits are and list examples. ● Identify ways to stop germs from spreading. ● Explain what healthy habits are and list examples. ● Correctly identify body parts and how they work together to support wellness. 	<ul style="list-style-type: none"> ● The Great Body Shop <ul style="list-style-type: none"> ○ TG102 L3 ● BrainPop Jr. <ul style="list-style-type: none"> ○ Washing hands ○ Going to the Doctor ○ Going to the Dentist ○ Colds and Flu ● Youtube (Kindergarten) <ul style="list-style-type: none"> ○  Adven... ○  Tooth... ● BrainPopJr (Kindergarten) <ul style="list-style-type: none"> ○ Muscles ○ Bones ● Youtube

			<p>(Kindergarten)</p> <ul style="list-style-type: none"> ○  Use Y... ○  The Fi... ○  How Y... ○  How t...
Pregnancy and Parenting	<p>2.1.2.PP.1 2.1.2.PP.2</p>	<ul style="list-style-type: none"> ● Explain that living things may reproduce and offspring need special care. ● List and identify medically accurate names for body parts. 	<ul style="list-style-type: none"> ● Knowing Science (Grade K) <ul style="list-style-type: none"> ○ Life Science Lesson 2.2 <i>Plants and their basic needs.</i> ○ Life Science Lesson 2.3 <i>Animals and their basic needs.</i> ● CAP Presentation
Social & Emotional Health	<p>2.1.2.SSH.1 2.1.2.SSH.2 2.1.2.SSH.3 2.1.2.SSH.4 2.1.2.SSH.5 2.1.2.SSH.6 2.1.2.SSH.7 2.1.2.SSH.8 2.1.2.SSH.9 2.1.2.EH.1 2.1.2.EH.2 2.1.2.EH.3 2.1.2.EH.4 2.1.2.EH.5</p>	<ul style="list-style-type: none"> ● Recognize each individual's unique skills and qualities, which can include the activities they enjoy such as how they may dress their mannerisms, things they like to do. ● Identifying a family impact of an individual and the effects that come from a family dynamic. ● Utilize the skills within communication and apply them to everyday life. ● Describe how people express different emotions. 	<ul style="list-style-type: none"> ● PATHS Program ● Hula Hut Building <ul style="list-style-type: none"> ○  WHAT... ● Cup Stacking ● BrainPop Jr. <ul style="list-style-type: none"> ○ Mindfulness ○ Conflict Resolution ○ Bullying ● Emotions Trivia <ul style="list-style-type: none"> ○ Guess the Emotions ○ What Should They Do? ● Team Relay Races

		<ul style="list-style-type: none"> ● Recognize various emotions and demonstrate sympathy and empathy. ● Describe and demonstrate appropriate ways to express wants, needs, and emotions. 	
Community Health and Services and Support	2.1.2.CHSS.1 2.1.2.CHSS.2 2.1.2.CHSS.3 2.1.2.CHSS.4 2.1.2.CHSS.5 2.1.2.CHSS.6 2.1.2.CHSS.7	<ul style="list-style-type: none"> ● Develop an awareness of potential hazards in the environment and the impacts on personal health and safety. ● Explain how talking with someone you trust including sharing your feelings can help ● Understand how to locate health related assistance at home, school, and in the community. ● Comprehend who to ask for help when not feeling well at home, school, and community. 	<ul style="list-style-type: none"> ● BrainPop Jr. <ul style="list-style-type: none"> ○ Warning Signs ○ Reduce, Reuse and Recycle ○ Smoking ○ Fire Safety ● Police Officer ● School Counselor ● School Nurse ● Grand Falloons Assembly

Physical Wellness

2.2

Kindergarten- 2nd Grade

Unit Overview

Content Area: Comprehensive Health and Physical Education

Unit Title: 2.2- Physical Wellness

Grade Level: 1st & 2nd **Timeline: 36 Weeks**

- Disciplinary Concepts:**
- Movement Concepts
 - Physical Fitness
 - Lifelong Fitness
 - Nutrition

Core Ideas/Performance Expectations

Core Ideas	Performance Expectations
The body moves with confidence in a variety of the age appropriate performances of gross, fine, locomotor, non-locomotor, and manipulative skills as it relates to movements, concepts, games, aerobics, dance, sports, and recreational activities.	<ul style="list-style-type: none">● 2.2.2.MSC.1: Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running).● 2.2.2.MSC.2: Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling).● 2.2.2.MSC.3: Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges.● 2.2.2.MSC.4: Differentiate manipulative movements (e.g., throwing, catching, dribbling).
Feedback impacts and improves the learning of movement skills and concepts.	<ul style="list-style-type: none">● 2.2.2.MSC.5: Adjust and correct movements and skill in response to feedback.
Teamwork consists of effective communication and respect among class and team members.	<ul style="list-style-type: none">● 2.2.2.MSC.6: Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.● 2.2.2.MSC.7: Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.● 2.2.2.MSC.8: Explain the difference between offense and defense.

<p>The ability to move and perform at different levels and different types and amounts of physical activity enhance personal health.</p>	<ul style="list-style-type: none"> ● 2.2.2.PF.1: Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles). ● 2.2.2.PF.2: Explore how to move different body parts in a controlled manner. ● 2.2.2.PF.3: Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building). ● 2.2.2.PF.4: Demonstrate strategies and skills that enable team and group members to achieve goals.
<p>Exploring wellness components provide a foundational experience of physical movement activities.</p>	<ul style="list-style-type: none"> ● 2.2.2.LF.1: Express one's feelings and emotions when involved in movement and physical activities to increase positive behaviors. ● 2.2.2.LF.2: Perform movement skills that involve controlling and adapting posture and balance, to successfully negotiate different environments (e.g., mats, turf fields, grass fields, hard surfaces, gym floors, sand, water, snow) during physical activity. ● 2.2.2.LF.3: Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).
<p>Resources that support physical activity are all around you.</p>	<ul style="list-style-type: none"> ● 2.2.2.LF.4: Identify physical activities available outside of school that are in the community.
<p>Nutritious food choices promote wellness and are the basis for healthy eating habits.</p>	<ul style="list-style-type: none"> ● 2.2.2.N.1: Explore different types of foods and food groups. ● 2.2.2.N.2: Explain why some foods are healthier to eat than others. ● 2.2.2.N.3: Differentiate between healthy and unhealthy eating habits

<p style="text-align: center;">Accommodations and Modifications</p>	
<p>Special Education</p>	<ul style="list-style-type: none"> ● Follow 504/IEP accommodations ● Step by step examples ● Visual demonstration of skill or activity ● Allow for flexible grouping ● Student centered activities ● Learning Stations ● Small group & large group discussions

	<ul style="list-style-type: none"> ● Problem solving situations ● Restate, reword, clarify directions ● Provide Educational “breaks” as necessary ● Utilize visual and audio cues
English Language Learners	<ul style="list-style-type: none"> ● Step by step examples ● Visual demonstration of skill or activity ● Allow for flexible grouping ● Student centered activities ● Learning Stations ● Small group & large group discussions ● Problem solving situations ● Utilize visual and audio cues ● Highlight, define, or demonstrate important vocabulary ● Restate, reword, clarify directions
Students At-Risk of School Failure	<ul style="list-style-type: none"> ● Step by step examples ● Visual demonstration of skill or activity ● Allow for flexible grouping ● Student centered activities ● Learning Stations ● Small group & large group discussions ● Problem solving situations ● Utilize visual and audio cues ● Highlight, define, or demonstrate important vocabulary ● Restate, reword, clarify directions ● Chunking content into small segments ● Shorten or reduce assignment to focus on one specific skill
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Students with 504 Plans	<ul style="list-style-type: none"> ● Follow 504/IEP accommodations ● Step by step examples ● Visual demonstration of skill or activity ● Allow for flexible grouping ● Student centered activities ● Learning Stations ● Small group & large group discussions ● Problem solving situations ● Restate, reword, clarify directions ● Provide Educational “breaks” as necessary ● Utilize visual and audio cues

Assessments	
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Summative	<ul style="list-style-type: none"> ● Tests/Quizzes ● Research/Group Project
Benchmark	<ul style="list-style-type: none"> ● Self-Assessment Rubrics
Alternative	<ul style="list-style-type: none"> ● Open Book Assessments ● Collaborative Assessments

Interdisciplinary Connections
<ul style="list-style-type: none"> ● 21st Century Life & Careers ● Character Education ● Social Skills








Integration of 21st Century Skills- NJSL 9
<p>Global and Cultural Awareness</p> <ul style="list-style-type: none"> ● Individuals from different cultures may have different points of view and experiences. <ul style="list-style-type: none"> ○ 9.4.2.GCA:1 <ul style="list-style-type: none"> ■ Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals. <p>Information and Media Literacy</p> <ul style="list-style-type: none"> ● Information is shared or conveyed in a variety of formats <ul style="list-style-type: none"> ○ 9.4.2.IML.4 <ul style="list-style-type: none"> ■ Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic). <p>Technology Literacy</p> <ul style="list-style-type: none"> ● Digital tools have a purpose <ul style="list-style-type: none"> ○ 9.4.2.TL.5 <ul style="list-style-type: none"> ■ Describe the difference between real and virtual experiences.

Integration of Technology
<ul style="list-style-type: none"> ● Smartboard Interactive Projection Screen ● Google Slides ● Interactive Virtual Games and Videos ● Instructional Videos <ul style="list-style-type: none"> ○ Cosmic Kids Yoga ○ Brain Pop

- Eating Right
- Food Groups

- Varius demonstrational Graphic Interchange Formats (GIFS)

Instruction			
Unit	Standard	Learning Targets (objective)- Students will...	Lesson Resources/Materials
Movement Concepts	2.2.2MSC.1 2.2.2MSC.2 2.2.2MSC.3 2.2.2MSC.4 2.2.2MSC.5 2.2.2MSC.6 2.2.2MSC.7 2.2.2MSC.8	<ul style="list-style-type: none"> ● Comprehend the foundations of movement in order to participate in games in a safe manner ● Learn how to move safely and effectively in a variety of ways. ● Demonstrate positive Sportsmanship 	<ul style="list-style-type: none"> ● Locomotor Movements ● Dance ● Interactive virtual movement games. ● Obstacle Courses ● Invasion Games ● Chasing and Fleeing Games ● Team Sports Introductions <ul style="list-style-type: none"> ○ Soccer ○ Basketball ○ Baseball ○ Kickball
Physical Fitness	2.2.2.PF.1 2.2.2.PF.2 2.2.2.PF.3 2.2.2.PF.4	<ul style="list-style-type: none"> ● Explain the role of regular physical activity in relation to personal health ● Engage in moderate to vigorous age - appropriate activities that promote fitness. 	<ul style="list-style-type: none"> ● BrainPop Jr. <ul style="list-style-type: none"> ○ Exercise ● Yoga <ul style="list-style-type: none"> ○ Cosmic Kids ● Jump Rope <ul style="list-style-type: none"> ○ Personal ○ Team ● Coordination Skills ● Foot Skills ● Throwing & Catching Skills <ul style="list-style-type: none"> ○ Underhand ○ Overhand ● Striking Skills <ul style="list-style-type: none"> ○ Short handled Implement ○ Long handled implement

<p>Life Long Fitness</p>	<p>2.2.2.LF.1 2.2.2.LF.2 2.2.2.LF.3 2.2.2.LF.4</p>	<ul style="list-style-type: none"> ● Express feelings and emotions in a physical setting. ● Understand the importance of sportsmanship ● Utilize the importance of team work ● Identify physical activities that are available outside of school and in the community 	<ul style="list-style-type: none"> ● Bowling ● Golf ● Cultural Games ● ShuffleBoard ● Frisbee ● Yoga
<p>Nutrition</p>	<p>2.2.2.N.1 2.2.2.N.2 2.2.2.N.3</p>	<ul style="list-style-type: none"> ● Identify healthy and unhealthy foods ● Identify which foods belong into each of the food groups ● Explain why some foods are healthier than others. ● Summarize information found on food labels 	<ul style="list-style-type: none"> ● MyPlate.gov ● BrainPopJr <ul style="list-style-type: none"> ○ Eating Right ○ Food Groups ● Google Slides ● Healthy Helpings ● Board Games ● Nutrition Bingo ● The Great Body Shop <ul style="list-style-type: none"> ○ Food Needs for Life (K03 - Kindergarten) ● YouTube (Kindergarten) <ul style="list-style-type: none"> ○  The 5 F... ○  Eating C... ○  Sesame ... ○  What ar... ○  Blippi W... ○  Why do ... ○  Adventu...

Safety

2.3

Kindergarten-
2nd Grade

Unit Overview	
Content Area: Comprehensive Health and Physical Education	
Unit Title: 2.3 - Safety	
Grade Level: 1 & 2	Timeline: 5 sessions
Disciplinary Concepts: <ul style="list-style-type: none"> ● Personal Safety ● Health Conditions, Diseases, and Medicines ● Alcohol, Tobacco, and other Drugs ● Dependency, Substances Disorder and Treatment 	
Core Ideas/Performance Expectations	
Core Ideas	Performance Expectations
The environment can impact personal health and safety in different ways.	<ul style="list-style-type: none"> ● 2.3.2.PS.1: Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.
Potential hazards exist in personal space, in the school, in the community, and globally.	<ul style="list-style-type: none"> ● 2.3.2.PS.2: Discuss healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicle, water, weather safety). ● 2.3.2.PS.3: Recognize and demonstrate safety strategies to prevent injuries at home, school, in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention). ● 2.3.2.PS.4: Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol).
Any time children feel uncomfortable or in an unsafe situation, they should reach out to a trusted adult for help.	<ul style="list-style-type: none"> ● 2.3.2.PS.5: Define bodily autonomy and personal boundaries. ● 2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family. ● 2.3.2.PS.7: Identify behaviors that would be considered child abuse. ● 2.3.2.PS.8: Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous.

<p>People need food, water, air, waste removal, and a particular range of temperatures in their environment to stay healthy.</p>	<ul style="list-style-type: none"> ● 2.3.2.HCDM.1: Explain the consequences on a person's health if he or she does not have adequate food and a clean environment. ● 2.3.2.HCDM.2: Demonstrate personal hygiene and the use of necessary and appropriate health-enhancing behaviors that can keep a person healthy (e.g., precautions to avoid illnesses, handle food hygienically, brush teeth, regular physical activity, adequate sleep, appropriate dress for various weather conditions). ● 2.3.2.HCDM.3: Explain strategies and develop skills to prevent the spread of communicable diseases and health conditions (e.g., Lyme disease, influenza, cardiovascular diseases).
<p>The use of alcohol, tobacco, and other drugs in unsafe ways is harmful to one's health.</p>	<ul style="list-style-type: none"> ● 2.3.2.ATD.1: Explain what medicines are, how they are used, and the importance of utilizing medications properly. ● 2.3.2.ATD.2: Identify ways in which drugs, including some medicines, can be harmful. ● 2.3.2.ATD.3: Explain effects of tobacco use on personal hygiene, health, and safety.
<p>Substance abuse is caused by a variety of factors.</p>	<ul style="list-style-type: none"> ● 2.3.2.DSDT.1: Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.
<p>There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.</p>	<ul style="list-style-type: none"> ● 2.3.2.DSDT.2: Explain that individuals who abuse alcohol, tobacco, and other drugs can get help.

Accommodations and Modifications	
<p>Special Education</p>	<ul style="list-style-type: none"> ● Follow 504/IEP accommodations ● Step by step examples ● Visual demonstration of skill or activity ● Allow for flexible grouping ● Student centered activities ● Learning Stations ● Small group & large group discussions ● Problem solving situations ● Restate, reword, clarify directions ● Provide Educational "breaks" as necessary ● Utilize visual and audio cues
<p>English Language Learners</p>	<ul style="list-style-type: none"> ● Step by step examples ● Visual demonstration of skill or activity

	<ul style="list-style-type: none"> ● Allow for flexible grouping ● Student centered activities ● Learning Stations ● Small group & large group discussions ● Problem solving situations ● Utilize visual and audio cues ● Highlight, define, or demonstrate important vocabulary ● Restate, reword, clarify directions
Students At-Risk of School Failure	<ul style="list-style-type: none"> ● Step by step examples ● Visual demonstration of skill or activity ● Allow for flexible grouping ● Student centered activities ● Learning Stations ● Small group & large group discussions ● Problem solving situations ● Utilize visual and audio cues ● Highlight, define, or demonstrate important vocabulary ● Restate, reword, clarify directions ● Chunking content into small segments ● Shorten or reduce assignment to focus on one specific skill
Advanced Skills	<ul style="list-style-type: none"> ● Student Choice ● Student centered activities ● Enhance skill or activity based on Individual Student Need ● Allow for flexible grouping ● Problem solving situations
Students with 504 Plans	<ul style="list-style-type: none"> ● Follow 504/IEP accommodations ● Step by step examples ● Visual demonstration of skill or activity ● Allow for flexible grouping ● Student centered activities ● Learning Stations ● Small group & large group discussions ● Problem solving situations ● Restate, reword, clarify directions ● Provide Educational “breaks” as necessary ● Utilize visual and audio cues

Assessments	
Formative	<ul style="list-style-type: none"> ● Concept Maps ● Teacher Observation & Feedback ● Discussion ● Group Work ● Homework
Summative	<ul style="list-style-type: none"> ● Tests/Quizzes




	<ul style="list-style-type: none"> ● Research/Project (Individual or Group)
Benchmark	<ul style="list-style-type: none"> ● Self-Assessment Rubrics
Alternative	<ul style="list-style-type: none"> ● Open Book Assessments ● Take Home Assessments ● Collaborative Assessments

Interdisciplinary Connections
<ul style="list-style-type: none"> ● 21st Century Life & Careers ● Character Education ● Social Skills

Integration of 21st Century Themes & Skills/Career Education- NJSL 9
<p>Digital Citizenship</p> <ul style="list-style-type: none"> ● Individuals should practice safe behaviors when using the Internet. <ul style="list-style-type: none"> ○ 9.4.2.DC.3 <ul style="list-style-type: none"> ■ Explain how to be safe online and follow safe practices when using the internet ● Young people can have a positive impact on the natural world in fight against climate change <ul style="list-style-type: none"> ○ 9.4.2.DC.7 <ul style="list-style-type: none"> ■ Describe the actions peers can take to positively impact climate change

Integration of Technology
<ul style="list-style-type: none"> ● The Great Body Shop Digital Resource ● Google Slides

Instruction			
Unit	Standard	Learning Targets (objective)- Students will...	Lesson Resources/Materials
<ul style="list-style-type: none"> ● Personal Safety 	<p>2.3.2.PS1 2.3.2.PS2 2.3.2.PS3 2.3.2.PS4 2.3.2.PS5 2.3.2.PS6</p>	<ul style="list-style-type: none"> ● The importance of practicing fire drills and other emergency drills. ● Recognize the importance of water safety and basic rules. 	<ul style="list-style-type: none"> ● Fire Safety Assembly ● Beach and Water Safety Assembly

	<p>2.3.2.PS7 2.3.2.PS8</p>	<ul style="list-style-type: none"> • Comprehending the environment can impact personal safety in different ways. • Understanding that potential hazards exist in personal space, on the school, in the community and globally. 	<ul style="list-style-type: none"> • Grand Falloons Assembly • CAP Presentation (Grade 2) • Monthly drills • School Counselor • BrainPop Jr. (Kindergarten) <ul style="list-style-type: none"> ○ Fire Safety • YouTube: Bicycle Safer Journey (Kindergarten) <ul style="list-style-type: none"> ○  Bicycle ...
<ul style="list-style-type: none"> • Health Conditions, Diseases, and Medicines 	<p>2.3.2.HCDM.1 2.3.2.HCDM.2 2.3.2.HCDM.3</p>	<ul style="list-style-type: none"> • To identify appropriate clothing for all weather conditions • Understanding People need food, air, waste removal and a particular range of temperatures in their environment to stay healthy. • Identify what is and what is not medicine. • Students will be able to describe healthy habits and can help to prevent illness and potential spread of germs. 	<ul style="list-style-type: none"> • The Great Body Shop <ul style="list-style-type: none"> ○ TG102 L1 • School Nurse • Grand Falloons Assembly • BrainPop Jr (Kindergarten) <ul style="list-style-type: none"> ○ Wash Your Hands • Youtube (Kindergarten) <ul style="list-style-type: none"> ○  Germ S... ○  How Do ...
<ul style="list-style-type: none"> • Alcohol, Tobacco, and other Drugs 	<p>2.3.2.ATD.1 2.3.2.ATD.2 2.3.2.ATD.3</p>	<ul style="list-style-type: none"> • Tell what tobacco and nicotine are and explain the harmful effects of smoking. • Understanding the use 	<ul style="list-style-type: none"> • The Great Body Shop <ul style="list-style-type: none"> ○ TG104 L1

		<p>of Alcohol, tobacco and other drugs in unsafe ways is harmful to one's health.</p> <ul style="list-style-type: none"> • To explore the effects of prolonged smoking on the lungs. 	
<ul style="list-style-type: none"> • Dependency, Substances Disorder and Treatment 	<p>2.3.2.DSDT.1 2.3.2.DSDT.2</p>	<ul style="list-style-type: none"> • Explain why alcohol is a drug, what it does to the body and why people drink alcohol. • Comprehend that substance abuse can result from a variety of factors. 	<ul style="list-style-type: none"> • The Great Body Shop <ul style="list-style-type: none"> ○ TG207 L1