Moonachie School District

Health Curriculum:

Grades K-2

New Jersey Student Learning Standards for Comprehensive Health and Physical Education

Born On: August 23, 2022

Re-Adoption: January 31, 2023

| **CHPE: Health** | | | | |
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| **Grades K-2** | | | | |
| **2.1 Personal and Mental Health** | | | | |
| **Disciplinary Concept: Personal Growth and Development** | | | | |
| [***Mental Health***](https://pub.njleg.gov/bills/2018/AL19/222_.HTM) ***- (NJ.S.A.18 A:35-4.39)*** | | | | |
| Personal Growth and Development are lifelong processes of physical, behavioral, emotional and cognitive change throughout one’s lifetime. Personal Growth and Development pertains to keeping your body healthy and understanding hormonal changes (all body systems) and their impact on sexuality. It encompasses the human condition: who we are, how we grow or evolve, and how interaction with others affects the process of growth physically, mentally, socially, and emotionally from infancy through advanced age. | | | | |
| **Core Ideas** | **Performance Expectation Standards** | | | |
| Individuals enjoy different activities and grow at different rates. | 2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy. | | | |
| Personal hygiene and self-help skills promote healthy habits. | 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 | | | |
| **Key Vocabulary** | **Student Learning Objectives** | **Suggested Tasks/Activities** | **Evidence of Learning (Assessment)** | |
| Abuse  Allergies  Antiperspirant/Deodorant  Anus  Arms  Band-aid  Bandage  Body Systems   * Cardiovascular, Digestive, Endocrine, Immune, Nervous, Respiratory   Bones  Breast  Cavity  Choice  Decay  Dentist  Disease  Doctor  Exams   * Check-ups, Screening   Exercise  Physical fitness  Eyes  Feet  Fingers  Floss  Germs  Grooming  Gums  Hands  Head  Hearing  Hormones  Illness  Joints   * Shoulder, Knee, Ankle, Wrist, Elbow   Legs  Mouth  Mouthwash  Muscles  Obesity  Organs  Penis  Personal & Oral hygiene  Physical fitness  Plaque  Puberty  Relationships  Responsibility  Safety  Scrotum  Senses  Sight  Skin  Sleep  Sound  Soup  Strangers  Sunscreen  Sunglasses  Taste  Teeth  Testicals  Toothpaste  UV Rays  Vagina  Vision | Students will know and be able to explore how activity helps all human bodies stay healthy. | **Grade K:**   * Open-ended: what do students do in their free time? * Cut & Paste Sorting Activity | * Formal Assessment * Summative Assessment * Projects/Presentations * Exit Ticket * Quiz * Worksheets * Visual Observation | |
| Students will know and be able to develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth). | **Grade 1:**   * Open-ended: What are some healthy choices that you make every day? * Vocabulary: Match the vocabulary words to each picture. |
| Students will know and be able to explain what being “well” means and identify self-care practices that support wellness. | **Grade 1:**   * Open-ended: How do you practice self-care? * Scenarios: Cut/Paste/Sort self care practices. |
| Students will know and be able to use correct terminology to identify body parts and explain how body parts work together to support wellness. | **Grade 2:**  Label a diagram of body parts |
| Students will know and be able to list medically accurate names for body parts, including the genitals. | **Grade 2:**  Matching vocabulary terms to definitions |  | |
| **Resources/Materials** | KidsHealth: <https://classroom.kidshealth.org/classroom/>  NJDOE Resources: <https://www.nj.gov/education/standards/chp/>  NJ H&PE Supervisor Resource Hub: <https://sites.google.com/middletownk12.org/njcahpe-resources/home>  NJSLS: <https://www.nj.gov/education/standards/chp/Docs/2020_NJSLS-CHPE_Kto2.pdf>  The Great Body Shop:<https://www.thegreatbodyshop.net/> | | | |
| **Interdisciplinary Connections** | **Kindergarten - Science**  K-ESS3-1 Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.  **Kindergarten - ELA**  SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.  L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.  L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.  **1st Grade- ELA**  SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.  **2nd Grade- ELA**  SL.2.1: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. | | | |
| **Career Readiness, Life Literacies and Key Skills** | 9.4.2.CI.1: Demonstrate openness to new ideas and perspectiveshy  9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource | | | |
| **Computer Science and Design Thinking** | 8.2.2.ITH.1: Identify products that are designed to meet human wants or needs. | | | |

| **Modifications** | | | | |
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| **English Language Learners** | **Special Education** | **At-Risk** | **Gifted and Talented** | **504** |
| Scaffolding  Word walls  Sentence/paragraph frames  Bilingual dictionaries/translation  Think alouds  Read alouds  Highlight key vocabulary  Annotation guides  Think-pair- share  Visual aides  Modeling  Cognates | Word walls  Visual aides  Graphic organizers  Multimedia  Leveled readers  Assistive technology  Notes/summaries  Extended time  Answer masking  Answer eliminator  Highlighter  Color contrast | Teacher tutoring  Peer tutoring  Study guides  Graphic organizers  Extended time  Parent communication  Modified assignments  Counseling | Curriculum compacting  Challenge assignments  Enrichment activities  Tiered activities  Independent research/inquiry  Collaborative teamwork  Higher level questioning  Critical/Analytical thinking tasks  Self-directed activities | Word walls  Visual aides  Graphic organizers  Multimedia  Leveled readers  Assistive technology  Notes/summaries  Extended time  Answer masking  Answer eliminator  Highlighter  Color contrast  Parent communication  Modified assignments  Counseling |

| **CPHE: Health**  **Grades K-2** | | | | |
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| **2.1 Personal and Mental Health** | | | | |
| **Disciplinary Concept: Pregnancy and Parenting** | | | | |
| Pregnancy and parenting are stages in life that impact all aspects on one’s wellness. Regardless of the circumstance, pregnancy and parenting brings changes to an individual’s emotional, financial, physical, mental, and social well-being. These stages can include many happy experiences but can also be the source of great challenges. Like any new skill, parenting takes knowledge, skills, and practice to be successful. However, other factors such as medical and financial challenges can make this stage in life more difficult. Preparation is the key to a healthy pregnancy, delivery and transition to parenting. | | | | |
| **Core Ideas** | **Performance Expectation Standards** | | | |
| All living things may have the capacity to reproduce. | 2.1.2.PP.1: Define reproduction.  2.1.2.PP.2: Explain the ways in which parents may care for their offspring (e.g., animals, people, fish). | | | |
| **Key Vocabulary** | **Student Learning Objectives** | **Suggested Tasks/Activities** | **Evidence of Learning (Assessment)** | |
| Abuse  Adult  Adolescent  Animals produce offspring/Lay eggs/Carry offspring  Birth  Child  Females  Infant  Males  Offspring  Parenting/Different types of parents  Pre-Adolescent  Pregnancy  Reproduction  Roles/Parenting/Children  Teenager  Toddler  Types of Families | Students will be able to define reproduction. | **Grade 2:**  Make a flip book to compare how different animals produce offspring. (example: amphibians lay eggs, mammals carry offspring until term.) | * Formal Assessment * Summative Assessment * Projects/Presentations * Exit Ticket * Quiz * Worksheets * Visual Observation | |
| Students will be able to explain the ways in which parents may care for their offspring. | **Grade: 2**   * Discuss as a class and then write a journal entry: What are some things your parents help you do at home? * Literature: Read to class children’s books that promote diverse family structures. |
| **Resources/Materials** | KidsHealth: <https://classroom.kidshealth.org/classroom/>  NJDOE Resources: <https://www.nj.gov/education/standards/chp/>  NJ H&PE Supervisor Resource Hub: <https://sites.google.com/middletownk12.org/njcahpe-resources/home>  NJSLS: <https://www.nj.gov/education/standards/chp/Docs/2020_NJSLS-CHPE_Kto2.pdf>  The Great Body Shop:<https://www.thegreatbodyshop.net/> | | | |
| **Interdisciplinary Connections** | **Kindergarten** - **Science**  K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive.  **Kindergarten - ELA**  SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.  L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.  L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.  **1st Grade** - **ELA**  SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and  texts with peers and adults in small and larger groups.  **2nd Grade** - **ELA**  SL.2.1: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. | | | |
| **Career Readiness, Life Literacies and Key Skills** | 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource | | | |
| **Computer Science and Design Thinking** | 8.2.2.ITH.3: Identify how technology impacts or improves life. | | | |

| **Modifications** | | | | |
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| **English Language Learners** | **Special Education** | **At-Risk** | **Gifted and Talented** | **504** |
| Scaffolding  Word walls  Sentence/paragraph frames  Bilingual dictionaries/translation  Think alouds  Read alouds  Highlight key vocabulary  Annotation guides  Think-pair- share  Visual aides  Modeling  Cognates | Word walls  Visual aides  Graphic organizers  Multimedia  Leveled readers  Assistive technology  Notes/summaries  Extended time  Answer masking  Answer eliminator  Highlighter  Color contrast | Teacher tutoring  Peer tutoring  Study guides  Graphic organizers  Extended time  Parent communication  Modified assignments  Counseling | Curriculum compacting  Challenge assignments  Enrichment activities  Tiered activities  Independent research/inquiry  Collaborative teamwork  Higher level questioning  Critical/Analytical thinking tasks  Self-directed activities | Word walls  Visual aides  Graphic organizers  Multimedia  Leveled readers  Assistive technology  Notes/summaries  Extended time  Answer masking  Answer eliminator  Highlighter  Color contrast  Parent communication  Modified assignments  Counseling |

| **CPHE: Health**  **Grades K-2** | | | | |
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| **2.1 Personal and Mental Health** | | | | |
| **Disciplinary Concept: Emotional Health** | | | | |
| [***Mental Health***](https://pub.njleg.gov/bills/2018/AL19/222_.HTM) ***- (NJ.S.A.18 A:35-4.39)***  ***Diversity Equity and Inclusion - N.J.S.A. 18A:35-4.36a*** | | | | |
| Emotional Health encompasses the views, feelings, and expressions about oneself. Emotional health includes a person’s emotional, mental, psychological, and social well-being. It also helps determine how to handle stress and make choices related to others. Emotionally healthy people consciously develop coping mechanisms that are situationally appropriate to resolve and gather positive outcomes, develop strategies for mental health emergencies, respond to situations in a positive and appropriate manner, connect with resources and trusted individuals to assist, communicate feelings with confidence, and recognize support systems. | | | | |
| **Core Ideas** | **Performance Expectation Standards** | | | |
| Many factors influence how we think about ourselves and others. | 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). | | | |
| There are different ways that individuals handle stress, and some are healthier than others | 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. | | | |
| **Key Vocabulary** | **Student Learning Objectives** | **Suggested Tasks/Activities** | **Evidence of Learning (Assessment)** | |
| Accountability  Actions  Anxiety  Behaviors  Body Language   * Gestures/Posture   Brave  Bullying  Caring  Character  Communication  Conflict Resolution  Consequences  Coping  Counciling  Culture  Emotions  Empathy  Environment  Etiquette  Feelings   * Sad, Angry, Happy   Honesty  Humble  Impulses  Nervous  Peer Pressure  Reflection  Respect  Responsibility  Self-Esteem  Stress  Stubborn  Thoughts  Traits  Values | Students will be able to explain the meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others. | **Grade K:**   * Brainstorm good traits to have. (honesty, respect, caring) * Literature/Sorting Activity: Read “Have You Filled a Bucket Today” by Carol McCloud, then complete “Bucket Filler/Bucket Dipper” cut and paste worksheet. | * Formal Assessment * Summative Assessment * Projects/Presentations * Exit Ticket * Quiz * Worksheets * Visual Observation | |
| Students will be able to identify what it means to be responsible and list personal responsibilities. | **Grade K:**  Cut & Paste ways to be responsible. |
| Students will be able to demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs). | **Grade 1:**  Roleplay in different stressful scenarios and how they would demonstrate self-control. |
| Students will be able to  demonstrate strategies for coping with stressful situations and managing one's own emotions, thoughts and behaviors. | **Grade 1:**   * Play four corners- students can choose from various strategies for coping with stressful situations.s * Positive Affirmations: Students will start the day by stating the positive affirmation written on the board. * Literature: Read to class children’s books which promote ways to manage emotions. |
| **Resources/Materials** | KidsHealth: <https://classroom.kidshealth.org/classroom/>  NJDOE Resources: <https://www.nj.gov/education/standards/chp/>  NJ H&PE Supervisor Resource Hub: <https://sites.google.com/middletownk12.org/njcahpe-resources/home>  NJSLS: https://www.nj.gov/education/standards/chp/Docs/2020\_NJSLS-CHPE\_Kto2.pdf  Children’s Literature: A Boy Like You by Frank Murphy  The Great Body Shop:<https://www.thegreatbodyshop.net/> | | | |
| **Interdisciplinary Connections** | **Kindergarten - ELA**  SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.  SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.  L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.  L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.  **1st Grade - ELA**  SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and  texts with peers and adults in small and larger groups.  **2nd Grade - ELA**  SL.2.1: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. | | | |
| **Career Readiness, Life Literacies and Key Skills** | 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals  9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource | | | |
| **Computer Science and Design Thinking** | 8.2.2.ITH.5: Design a solution to a problem affecting the community in a collaborative team and explain the intended impact of the solution. | | | |

| **Modifications** | | | | |
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| **English Language Learners** | **Special Education** | **At-Risk** | **Gifted and Talented** | **504** |
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| **CPHE: Health**  **Grades K-2** | | | | |
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| **2.1 Personal and Mental Health** | | | | |
| **Disciplinary Concept: Social & Sexual Health** | | | | |
| [***Mental Health***](https://pub.njleg.gov/bills/2018/AL19/222_.HTM) ***- (NJ.S.A.18 A:35-4.39) , Bully Prevention Instruction, Domestic Violence and Child Abuse and Sexual Abuse Awareness,***  ***Diversity Equity and Inclusion - N.J.S.A. 18A:35-4.36a*** | | | | |
| Social and Sexual Health is a person’s ability to communicate and interact with others efficiently. Individuals are able to form meaningful relationships with others and interact in healthy, appropriate ways. They encompass respect and accept differences of an individual’s race, religion, gender identity, gender expression, ethnicity, disability, socioeconomic background, and perspectives of health-related decisions. The extent to which people connect with others in different environments, adapt to various social and sexual situations, feel supported by individuals, institutions, and experience a sense of belonging, all contribute to social and sexual health. | | | | |
| **Core Ideas** | **Performance Expectation Standards** | | | |
| 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. | 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. | | | |
| Families shape the way we think about our bodies, our health and our behaviors. | 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. | | | |
| People have relationships with others in the local community and beyond | 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. | | | |
| Communication is the basis for strengthening relationships and resolving conflict between people. | 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another. | | | |
| Conflicts between people occur, and there are effective ways to resolve them. | 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. | | | |
| **Key Vocabulary** | **Student Learning Objectives** | **Suggested Tasks/Activities** | **Evidence of Learning (Assessment)** | |
| Abuse  Behaviors  Bullying  Choices  Communication  Conflict Resolution  Conflicts  Counciling  Culture  Disagreements  Environment  Expression  Families  Gender  Gender Roles  Kinds of Families  Peer Pressure  Privacy  Relationships  Safety  Stranger  Stereotypes  Teasing  Understanding | Students will be able to discuss how individuals make their own choices about how to express themselves. | **Grade 2:**  Group/Class Discussion about self-confidence and expression. Then write a journal entry about how you express yourself. | * Formal Assessment * Summative Assessment * Projects/Presentations * Exit Ticket * Quiz * Worksheets * Visual Observation | |
| Students will be able to discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior. | **Grade 2:**  [*That’s A (Gender) Stereotype!*](https://www.glsen.org/sites/default/files/Gender-Stereotype-Lesson-GLSEN.pdf) Activity |
| Students will be able to describe different kinds of families locally, nationally, and globally and note similarities in the ways in which they keep their children safe. | **Grade 1:**  Hanging Geneological Tree Activity-choose a shape (star, moon, heart) glue a picture of each family member to the shapes and hang from ahangar or tree branch/twig. |
| Students will be able to determine the factors that contribute to healthy relationships within a family. | **Grade 1:**  Class/Group Work: Create a word bubble of adjectives describing a healthy family relationship. |
| Students will be able to identify the basic social needs of all people. | **Grade 1:**  Students Brainstorm and make a list of what a socially healthy person looks like and why it is important. |
| Students will be able to determine the factors that contribute to healthy relationships. | **Grade 1:**  Students work in groups or independently to create a list of positive and negative factors that contribute towards a healthy relationship. |
| Students will be able to explain healthy ways for friends to express feelings for and to one another. | **Grade K:**  Puppet show to demonstrate healthy ways for friends to express feelings for and to one another |
| Students will be able to demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer). | **Grade K:**  Role-play healthy ways to respond to disagreements. |
| Students will be able to define bullying and teasing and explain why they are wrong and harmful. | **Grade K:**   * Bully/Buddy Sort: Students view illustrations to determine if it’s a kind action or a bullying action. * Anti-Bullying Pledge: Students will sign an anti-bullying pledge that will stay posted in the classroom. |
| **Resources/Materials** | KidsHealth: <https://classroom.kidshealth.org/classroom/>  NJDOE Resources: <https://www.nj.gov/education/standards/chp/>  NJ H&PE Supervisor Resource Hub: <https://sites.google.com/middletownk12.org/njcahpe-resources/home>  NJSLS: https://www.nj.gov/education/standards/chp/Docs/2020\_NJSLS-CHPE\_Kto2.pdf  Children’s Literature   * Ada Twist, Scientist by Ashley Spires * Amazing Grace by Mary Hoffman * Angus All Aglow by Heather Smith * Drum Dream Girl: How One Girl’s Courage Changed Music by Margarita Engle * Hidden Figures by Margot Lee Shetterly * Julian is a Mermaid by Jessica Love * My Princess Boy by Cheryl Kilodavis * My Shadow is Pink by Scott Stuart   The Great Body Shop:<https://www.thegreatbodyshop.net/> | | | |
| **Interdisciplinary Connections** | **Kindergarten - ELA**  SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.  SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.  L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.  L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.  **1st Grade - ELA**  SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and  texts with peers and adults in small and larger groups.  **2nd Grade - ELA**  W.2.8. Recall information from experiences or gather information from provided sources to answer a question.  SL.2.1: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. | | | |
| **Career Readiness, Life Literacies and Key Skills** | 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).  9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). | | | |
| **Computer Science and Design Thinking** | 8.2.2.ITH.5: Design a solution to a problem affecting the community in a collaborative team and explain the intended impact of the solution. | | | |

| **Modifications** | | | | |
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| **English Language Learners** | **Special Education** | **At-Risk** | **Gifted and Talented** | **504** |
| Scaffolding  Word walls  Sentence/paragraph frames  Bilingual dictionaries/translation  Think alouds  Read alouds  Highlight key vocabulary  Annotation guides  Think-pair- share  Visual aides  Modeling  Cognates | Word walls  Visual aides  Graphic organizers  Multimedia  Leveled readers  Assistive technology  Notes/summaries  Extended time  Answer masking  Answer eliminator  Highlighter  Color contrast | Teacher tutoring  Peer tutoring  Study guides  Graphic organizers  Extended time  Parent communication  Modified assignments  Counseling | Curriculum compacting  Challenge assignments  Enrichment activities  Tiered activities  Independent research/inquiry  Collaborative teamwork  Higher level questioning  Critical/Analytical thinking tasks  Self-directed activities | Word walls  Visual aides  Graphic organizers  Multimedia  Leveled readers  Assistive technology  Notes/summaries  Extended time  Answer masking  Answer eliminator  Highlighter  Color contrast  Parent communication  Modified assignments  Counseling |

| **CPHE: Health**  **Grades K-2** | | | | |
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| **2.1 Personal and Mental Health** | | | | |
| **Disciplinary Concept: Community Health Services & Support** | | | | |
| [***Mental Health***](https://pub.njleg.gov/bills/2018/AL19/222_.HTM) ***- (NJ.S.A.18 A:35-4.39)*** | | | | |
| Community Health Services provide informational resources and assistance to communities and individuals to support disease and injury prevention, disaster relief, and improve the quality of services provided to all individuals. Community Health Services promote public health, health equity, healthy lifestyles and reduce health disparities. Services and support can include the provision of Culturally and Linguistically Appropriate Services (CLAS), medical/dental health services, nursing, clothing, shelter, hunger relief, and allied health professional care to people in need, or people maintaining regular wellness screenings in the person’s home, other residential settings, or a community health care facility. | | | | |
| **Core Ideas** | **Performance Expectation Standards** | | | |
| People in the community work to keep us safe. | 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. | | | |
| Individuals face a variety of situations that may result in different type of feelings and learning how to talk about their feelings is important. | 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). | | | |
| **Key Vocabulary** | **Student Learning Objectives** | **Suggested Tasks/Activities** | **Evidence of Learning (Assessment)** | |
| 911  Attire  Climate  Clothing  Doctor  Drill  EMT  Escape  Equipment  Guidance Counselor  Helmet  Natural Disaster  Nurse  Police Officer  Prevention  Safety  School Counselor  Smoke Detector  Stranger  Sunscreen  Sunglasses  Traffic  Weather | Students will be able to identify community professionals and school personnel who address health emergencies and provide reliable health information to us. | **Grade K:**  Cut/Paste Sorting Activity to identify community professionals and school professionals who address health emergencies and provide reliable health information to us. | * Formal Assessment * Summative Assessment * Projects/Presentations * Exit Ticket * Quiz * Worksheets * Visual Observation | |
| Students will be able to determine where to access home, school, and community health professionals. | **Grade 2:**  Class discussion: Some questions: Who are the health care professionals at school? Where can you find them? Who are health care professionals in the community? Where can you find them? |
| Students will be able to demonstrate how to dial and text 911 in case of an emergency. | **Grade K:**  Students will watch a video or puppet show on how to call 911 in case of an emergency. |
| Students will be able to describe how climate change affects the health of individuals, plants, and animals. | **Grade 2:**[Climate Kids: Plants & Animals](https://climatekids.nasa.gov/menu/plants-and-animals/) |
| Students will be able to identify situations that might result in individuals feeling sad, angry, frustrated, or scared. | **Grade 1:**  Play Emotions charades. |
| Students will be able to identify individuals who can assist with expressing one’s feelings (e.g., family members, teachers, counselors, medical professionals). | **Grade 1:**  List and discuss individuals who have assisted you in expressing your feelings. |
| **Resources/Materials** | KidsHealth: <https://classroom.kidshealth.org/classroom/>  NJDOE Resources: <https://www.nj.gov/education/standards/chp/>  NJ H&PE Supervisor Resource Hub: <https://sites.google.com/middletownk12.org/njcahpe-resources/home>  NJSLS: <https://www.nj.gov/education/standards/chp/Docs/2020_NJSLS-CHPE_Kto2.pdf>  The Great Body Shop:<https://www.thegreatbodyshop.net/> | | | |
| **Interdisciplinary Connections** | **Kindergarten - ELA**  SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.  SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.  L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.  L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.  **1st Grade - ELA**  SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and  texts with peers and adults in small and larger groups.  **2nd Grade - ELA**  SL.2.1: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.  **K-2 - Social Studies**  6.1.2.CivicsPI.2: Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members. | | | |
| **Career Readiness, Life Literacies and Key Skills** | 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job  9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2). | | | |
| **Computer Science and Design Thinking** | 8.2.2.NT.1: Model and explain how a product works after taking it apart, identifying the relationship of each part, and putting it back together. | | | |

| **Modifications** | | | | |
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| **English Language Learners** | **Special Education** | **At-Risk** | **Gifted and Talented** | **504** |
| Scaffolding  Word walls  Sentence/paragraph frames  Bilingual dictionaries/translation  Think alouds  Read alouds  Highlight key vocabulary  Annotation guides  Think-pair- share  Visual aides  Modeling  Cognates | Word walls  Visual aides  Graphic organizers  Multimedia  Leveled readers  Assistive technology  Notes/summaries  Extended time  Answer masking  Answer eliminator  Highlighter  Color contrast | Teacher tutoring  Peer tutoring  Study guides  Graphic organizers  Extended time  Parent communication  Modified assignments  Counseling | Curriculum compacting  Challenge assignments  Enrichment activities  Tiered activities  Independent research/inquiry  Collaborative teamwork  Higher level questioning  Critical/Analytical thinking tasks  Self-directed activities | Word walls  Visual aides  Graphic organizers  Multimedia  Leveled readers  Assistive technology  Notes/summaries  Extended time  Answer masking  Answer eliminator  Highlighter  Color contrast  Parent communication  Modified assignments  Counseling |

| **CPHE: Health**  **Grades K-2** | | | | |
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| **2.2 Physical Wellness** | | | | |
| **Disciplinary Concept: Nutrition** | | | | |
| Nutrition is the intake of food, considered in relation to the body’s dietary needs. An adequate and well-balanced diet, in combination with regular physical activity, is a cornerstone of physical wellness. Nutritional wellness necessitates learning how to develop good eating habits, including choosing healthy foods and understanding the effects that portion size, sugars, fats, and high cholesterol foods have on a body. Additionally, balancing food intake with exercise, tempered by factors such as age, lifestyle, and hereditary are vitally important components of nutritional wellness. | | | | |
| **Core Ideas** | **Performance Expectation Standards** | | | |
| Nutritious food choices promote wellness and are the basis for healthy eating habits. | 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. | | | |
| **Key Vocabulary** | **Student Learning Objectives** | **Suggested Tasks/Activities** | **Evidence of Learning (Assessment)** | |
| Bread  Breakfast  Calcium  Calories  Carbohydrates  Dairy  Dinner  Fats  Food Groups  Food Guide Pyramid  Fruits  Fuel  Grains  Hungry  Hydration  Lunch  Meats/Fish  Minerals  Nutrients  Obesity  Proteins  Snack  Sugar  Vegetables  Vitamins  Water | Students will be able to explore different types of foods and food groups. | **Grade K:**  Identify “everyday foods” and “once in a while foods” using pictures and game play. Connect pictures of foods to the category the food belongs through drawings, or game play. | * Formal Assessment * Summative Assessment * Projects/Presentations * Exit Ticket * Quiz * Worksheets * Visual Observation | |
| Students will be able to explain why some foods are healthier to eat than others. | **Grade 1:**  Create a collage of “everyday foods” versus “once in a while” foods. |
| Students will be able to differentiate between healthy and unhealthy eating habits. | **Grade 2:**  Students create a personalized list of foods regularly eaten and identify why each food is healthy for the body. Students provide a healthy alternative for foods that may be unhealthy. |
| **Resources/Materials** | KidsHealth: <https://classroom.kidshealth.org/classroom/>  NJDOE Resources: <https://www.nj.gov/education/standards/chp/>  NJ H&PE Supervisor Resource Hub: <https://sites.google.com/middletownk12.org/njcahpe-resources/home>  NJSLS: <https://www.nj.gov/education/standards/chp/Docs/2020_NJSLS-CHPE_Kto2.pdf>  The Great Body Shop:<https://www.thegreatbodyshop.net/> | | | |
| **Interdisciplinary Connections** | **Kindergarten - ELA**  L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.  L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.  **1st Grade - ELA**  SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and  texts with peers and adults in small and larger groups.  **2nd Grade - ELA**  SL.2.1: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.  **Science**  2-LS2-1 Plan and conduct an investigation to determine if plants need sunlight and water to grow. | | | |
| **Career Readiness, Life Literacies and Key Skills** | 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource | | | |
| **Computer Science and Design Thinking** | 8.2.2.ITH.2: Explain the purpose of a product and its value. | | | |

| **Modifications** | | | | |
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| **English Language Learners** | **Special Education** | **At-Risk** | **Gifted and Talented** | **504** |
| Scaffolding  Word walls  Sentence/paragraph frames  Bilingual dictionaries/translation  Think alouds  Read alouds  Highlight key vocabulary  Annotation guides  Think-pair- share  Visual aides  Modeling  Cognates | Word walls  Visual aides  Graphic organizers  Multimedia  Leveled readers  Assistive technology  Notes/summaries  Extended time  Answer masking  Answer eliminator  Highlighter  Color contrast | Teacher tutoring  Peer tutoring  Study guides  Graphic organizers  Extended time  Parent communication  Modified assignments  Counseling | Curriculum compacting  Challenge assignments  Enrichment activities  Tiered activities  Independent research/inquiry  Collaborative teamwork  Higher level questioning  Critical/Analytical thinking tasks  Self-directed activities | Word walls  Visual aides  Graphic organizers  Multimedia  Leveled readers  Assistive technology  Notes/summaries  Extended time  Answer masking  Answer eliminator  Highlighter  Color contrast  Parent communication  Modified assignments  Counseling |

| **CPHE: Health**  **Grades K-2** | | | | |
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| **2.3 Safety** | | | | |
| **Disciplinary Concept: Personal Safety** | | | | |
| ***Accident and Fire Prevention (N.J.S.A. 18A:6-2)*** | | | | |
| Personal Safety involves being aware of your surroundings and understanding of how certain situations and/or unhealthy behaviors can lead to injury, illness or death. The ability to identify potential risks and an awareness of the steps that can likely prevent injuries and diseases are key to being safe. In addition, it is essential that individuals understand that there are circumstances that may make them feel uncomfortable or are unsafe/dangerous that are beyond their control. In those circumstances, it is essential that individuals know where and how to seek help and do not blame themselves. | | | | |
| **Core Ideas** | **Performance Expectation Standards** | | | |
| The environment can impact personal health and safety in different ways. | 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. | 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. | 2.3.2.PS.5: Define bodily autonomy and personal boundaries.  2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else’s personal boundaries including friends and family.  2.3.2.PS.7: Identify behaviors that would be considered child abuse (e.g., emotional, physical, sexual). | | | |
| **Key Vocabulary** | **Student Learning Objectives** | **Suggested Tasks/Activities** | **Evidence of Learning (Assessment)** | |
| Abuse  Behaviors  Boundaries  Choices  Clean  Communication  Consent  Crossinguards  Crosswalk  Decisions  Drill  Environment  Escape  Equipment  Helmets  Life Guards  Life Vests  Natural Disaster  Personal Space  Prevention  Respect  Safety  Seatbelts  Smoke Detector  Stranger  Symbols  Traffic  Traffic Lights  Unwanted Touch  Warning Labels  Water Safety | Students will be able to demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe. | **Grade K:**  Color in the ways to keep self and others healthy and safe | * Formal Assessment * Summative Assessment * Projects/Presentations * Exit Ticket * Quiz * Worksheets * Visual Observation | |
| Students will be able to discuss healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicle, water, weather safety). | **Grade K:**  Design a bike helmet**.** Sort safe and unsafe choices |
| Students will be able to 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). | **Grade 1:**  Role playing Stop, Drop, & Roll Activity. Discuss emergencies and emergency workers and practice “calling” 911 |
| Students will be able to develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol). | **Grade 1:**  Matching activity for warning symbols and their meanings |
| Students will be able to define bodily autonomy and personal boundaries. | **Grade 2:**  Read the book My Body! What I say Goes! By Jayneen Sanders and discuss how to stand up for themselves and ask for help |  | |
| Students will be able to demonstrate how to communicate personal boundaries and show respect for someone else’s personal boundaries including friends and family. |
| Students will be able to identify behaviors that would be considered child abuse (e.g., emotional, physical, sexual). | **Grade 2:**  Scenarios: “What if” questions about abuse such as “What if someone touched you without your consent?”  [Literature](https://www.beautythroughimperfection.com/books-about-abuse/) |
| **Resources/Materials** | KidsHealth: <https://classroom.kidshealth.org/classroom/>  NJDOE Resources: <https://www.nj.gov/education/standards/chp/>  NJ H&PE Supervisor Resource Hub: <https://sites.google.com/middletownk12.org/njcahpe-resources/home>  NJSLS: <https://www.nj.gov/education/standards/chp/Docs/2020_NJSLS-CHPE_Kto2.pdf>  The Great Body Shop:<https://www.thegreatbodyshop.net/> | | | |
| **Interdisciplinary Connections** | **Kindergarten - ELA**  SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.  SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.  SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.  L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.  L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.  **1st Grade - ELA**  SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and  texts with peers and adults in small and larger groups.  **Second Grade - ELA**  SL.2.1: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. | | | |
| **Career Readiness, Life Literacies and Key Skills** | 9.1.2.RM.1: Describe how valuable items might be damaged or lost and ways to protect them.  9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet | | | |
| **Computer Science and Design Thinking** | 8.2.2.ITH.5: Design a solution to a problem affecting the community in a collaborative team and explain the intended impact of the solution. | | | |

| **Modifications** | | | | |
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| **English Language Learners** | **Special Education** | **At-Risk** | **Gifted and Talented** | **504** |
| Scaffolding  Word walls  Sentence/paragraph frames  Bilingual dictionaries/translation  Think alouds  Read alouds  Highlight key vocabulary  Annotation guides  Think-pair- share  Visual aides  Modeling  Cognates | Word walls  Visual aides  Graphic organizers  Multimedia  Leveled readers  Assistive technology  Notes/summaries  Extended time  Answer masking  Answer eliminator  Highlighter  Color contrast | Teacher tutoring  Peer tutoring  Study guides  Graphic organizers  Extended time  Parent communication  Modified assignments  Counseling | Curriculum compacting  Challenge assignments  Enrichment activities  Tiered activities  Independent research/inquiry  Collaborative teamwork  Higher level questioning  Critical/Analytical thinking tasks  Self-directed activities | Word walls  Visual aides  Graphic organizers  Multimedia  Leveled readers  Assistive technology  Notes/summaries  Extended time  Answer masking  Answer eliminator  Highlighter  Color contrast  Parent communication  Modified assignments  Counseling |

| **CPHE: Health**  **Grades K-2** | | | | |
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| **2.3 Safety** | | | | |
| **Disciplinary Concept: Health Conditions, Diseases, and Medicines** | | | | |
| ***Lyme Disease Prevention (N.J.S.A.18A:35-5.1)*** | | | | |
| Health conditions are acute or chronic illnesses and diseases, which can be either controllable or life threatening. People contract different types of diseases, such as communicable diseases, Vector-borne diseases and Zoonotic diseases to name a few. Access to care and facilities affect the conditions of health. Health-enhancing behaviors help a person avoid and reduce health risks, and diseases. Early detection, treatment, screenings, and vaccines assist in preventing (personal, community and global) illnesses and outbreaks. Medicines are substances that treat or relieve diseases and pain. Medications are prescribed by a physician or can be accessed over the counter. Medications can be misused and abused if not taken properly. | | | | |
| **Core Ideas** | **Performance Expectation Standards** | | | |
| People need food, water, air, waste removal, and a particular range of temperatures in their environment to stay healthy. | 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). | | | |
| **Key Vocabulary** | **Student Learning Objectives** | **Suggested Tasks/Activities** | **Evidence of Learning (Assessment)** | |
| Air  Bath  Coat/Jacket  Conditioner  Floss  Food  Germs  Gloves/Mittens  Hairbrush  Hand Sanitizer  Hat  Healthy  Hydration  Hygiene  Medicine  Nutrition  Scarves  Shampoo  Shower  Soap  Sunscreen  Sunglasses  Toothbrush  Water | Students will be able to explain the consequences on a person’s health if he or she does not have adequate food and a clean environment. | **Grade 1:**  Watch video on [Healthy Weight](https://kidshealth.org/en/kids/healthy-weight-movie.html#catmovies). Make a collage of healthy foods | * Formal Assessment * Summative Assessment * Projects/Presentations * Exit Ticket * Quiz * Worksheets * Visual Observation | |
| Students will be able to 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). | **Grade K:**  Cut/Paste/Sort good and bad personal hygiene habits. |
| Students will be able to explain strategies and develop skills to prevent the spread of communicable diseases and health conditions (e.g., Lyme disease, influenza, cardiovascular diseases). | **Grade 2:**  Open-ended: How can we prevent the spread of germs?  Read Article: [What Are Germs? (for Kids)](https://kidshealth.org/en/kids/germs.html#catbody)  Post in classroom: [Poster: Don't Share Germs](https://classroom.kidshealth.org/classroom/prekto2/personal/hygiene/dont_spread_germs_k5.pdf) |
| **Resources/Materials** | KidsHealth: <https://classroom.kidshealth.org/classroom/>  NJDOE Resources: <https://www.nj.gov/education/standards/chp/>  NJ H&PE Supervisor Resource Hub: <https://sites.google.com/middletownk12.org/njcahpe-resources/home>  NJSLS: <https://www.nj.gov/education/standards/chp/Docs/2020_NJSLS-CHPE_Kto2.pdf>  The Great Body Shop:<https://www.thegreatbodyshop.net/> | | | |
| **Interdisciplinary Connections** | **Kindergarten - ELA**  L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.  L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.  SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.  **1st Grade - ELA**  SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and  texts with peers and adults in small and larger groups.  **2nd Grade - ELA**  SL.2.1: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. | | | |
| **Career Readiness, Life Literacies and Key Skills** | 9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet | | | |
| **Computer Science and Design Thinking** | 8.2.2.ITH.2: Explain the purpose of a product and its value. | | | |

| **Modifications** | | | | |
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| **English Language Learners** | **Special Education** | **At-Risk** | **Gifted and Talented** | **504** |
| Scaffolding  Word walls  Sentence/paragraph frames  Bilingual dictionaries/translation  Think alouds  Read alouds  Highlight key vocabulary  Annotation guides  Think-pair- share  Visual aides  Modeling  Cognates | Word walls  Visual aides  Graphic organizers  Multimedia  Leveled readers  Assistive technology  Notes/summaries  Extended time  Answer masking  Answer eliminator  Highlighter  Color contrast | Teacher tutoring  Peer tutoring  Study guides  Graphic organizers  Extended time  Parent communication  Modified assignments  Counseling | Curriculum compacting  Challenge assignments  Enrichment activities  Tiered activities  Independent research/inquiry  Collaborative teamwork  Higher level questioning  Critical/Analytical thinking tasks  Self-directed activities | Word walls  Visual aides  Graphic organizers  Multimedia  Leveled readers  Assistive technology  Notes/summaries  Extended time  Answer masking  Answer eliminator  Highlighter  Color contrast  Parent communication  Modified assignments  Counseling |

| **CPHE: Health**  **Grades K-2** | | | | |
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| **2.3 Safety** | | | | |
| **Disciplinary Concept: Alcohol, Tobacco, and Other Drugs** | | | | |
| ***Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids (N.J.S.A. 18A:40A-1)*** | | | | |
| Alcohol, other drugs and tobacco can be found in a variety of forms. The use of alcohol and other drugs has both short-term and long-term effects. Alcohol and other drugs use refer to all types of legal and illicit drugs. Over the counter medicines and prescription medications, when taken correctly are drugs used to treat pain and illness. These drugs have both benefits and risks. There are many types of tobacco products such as cigarettes, e-cigarettes, and marijuana to name a few that can cause damage both physically and mentally. Tobacco, alcohol, and other illicit drug products can adversely affect the user, family members, and those in the community. | | | | |
| **Core Ideas** | **Performance Expectation Standards** | | | |
| The use of alcohol, tobacco, and other drugs in unsafe ways is harmful to one's health. | 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. | | | |
| **Key Vocabulary** | **Student Learning Objectives** | **Suggested Tasks/Activities** | **Evidence of Learning (Assessment)** | |
| Addiction  Alcohol  Drugs  Effects  Medicine  Prescription  Prevention  Risks  Smoking  Tobacco | Students will be able to explain what medicines are, how they are used, and the importance of utilizing medications properly. | **Grade K:**  Open discussion on what medicine is, the difference between good medication and unhealthy medication, when medicine is needed, and who it is safe to take medicine from (pediatrician, parent(s), school nurse, etc.). | * Formal Assessment * Summative Assessment * Projects/Presentations * Exit Ticket * Quiz * Worksheets * Visual Observation | |
| Students will be able to identify ways in which drugs, including some medicines, can be harmful. | **Grade 1:**  Read story: [Medicine Is Not Candy](https://melliehaprimary.files.wordpress.com/2020/05/medicine-is-not-candy-story-yr3.pdf) and have a classroom discussion. |
| Students will be able to explain the effects of tobacco use on personal hygiene, health, and safety. | **Grade 2:**  Read article: [Smoking Stinks!](https://kidshealth.org/en/kids/smoking.html#catbody) |
| **Resources/Materials** | KidsHealth: <https://classroom.kidshealth.org/classroom/>  NJDOE Resources: <https://www.nj.gov/education/standards/chp/>  NJ H&PE Supervisor Resource Hub: <https://sites.google.com/middletownk12.org/njcahpe-resources/home>  NJSLS: <https://www.nj.gov/education/standards/chp/Docs/2020_NJSLS-CHPE_Kto2.pdf>  The Great Body Shop:<https://www.thegreatbodyshop.net/> | | | |
| **Interdisciplinary Connections** | **Kindergarten - ELA**  SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.  L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.  L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.  **1st Grade - ELA**  SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and  texts with peers and adults in small and larger groups.  **Second Grade - ELA**  S.L.2.1: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. | | | |
| **Career Readiness, Life Literacies and Key Skills** | 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource. | | | |
| **Computer Science and Design Thinking** | 8.2.2.ITH.2: Explain the purpose of a product and its value. | | | |

| **Modifications** | | | | |
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| **English Language Learners** | **Special Education** | **At-Risk** | **Gifted and Talented** | **504** |
| Scaffolding  Word walls  Sentence/paragraph frames  Bilingual dictionaries/translation  Think alouds  Read alouds  Highlight key vocabulary  Annotation guides  Think-pair- share  Visual aides  Modeling  Cognates | Word walls  Visual aides  Graphic organizers  Multimedia  Leveled readers  Assistive technology  Notes/summaries  Extended time  Answer masking  Answer eliminator  Highlighter  Color contrast | Teacher tutoring  Peer tutoring  Study guides  Graphic organizers  Extended time  Parent communication  Modified assignments  Counseling | Curriculum compacting  Challenge assignments  Enrichment activities  Tiered activities  Independent research/inquiry  Collaborative teamwork  Higher level questioning  Critical/Analytical thinking tasks  Self-directed activities | Word walls  Visual aides  Graphic organizers  Multimedia  Leveled readers  Assistive technology  Notes/summaries  Extended time  Answer masking  Answer eliminator  Highlighter  Color contrast  Parent communication  Modified assignments  Counseling |

| **CPHE: Health**  **Grades K-2** | | | | |
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| **2.3 Safety** | | | | |
| **Disciplinary Concept: Dependency, Substances Disorder and Treatment** | | | | |
| ***Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids (N.J.S.A. 18A:40A-1)*** | | | | |
| Dependency is when a person develops a tolerance and an increased need for a drug or substance. There are types of dependency such as physical, and psychological addictions. Disorder or a substance use disorder is when casual or experimental use of alcohol or other substances (including illegal drugs, medications prescribed or not) escalates. Treatment includes programs and facilities a person can enroll in, to seek assistance and to receive help to recovery. There are many types of treatment facilities for a person to receive help to recovery. Students should know who to see and where to go for resources in the school and in the community (e.g., teacher, coach, school counselor, SAC, school nurse, resource officer, peer leadership individual, mental health specialist, parents, social worker). | | | | |
| **Core Ideas** | **Performance Expectation Standards** | | | |
| Substance abuse is caused by a variety of factors. | 2.3.2.DSDT.1: Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs. | | | |
| There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems. | 2.3.2.DSDT.2: Explain that individuals who abuse alcohol, tobacco, and other drugs can get help. | | | |
| **Key Vocabulary** | **Student Learning Objectives** | **Suggested Tasks/Activities** | **Evidence of Learning (Assessment)** | |
| Alcohol  Tobacco  Drugs  Addiction  Brain  Blood Vessels  Heart  Liver  Stomach  Trusted Adults | Students will be able to recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs. | **Grade 1:**  Cut/Paste/Sort pictures (alcohol, tobacco, drugs, addiction) | * Formal Assessment * Summative Assessment * Projects/Presentations * Exit Ticket * Quiz * Worksheets * Visual Observation | |
| Students will be able to explain that individuals who abuse alcohol, tobacco, and other drugs can get help. | **Grade 2:**  Complete handout: [Helping Hands](https://classroom.kidshealth.org/classroom/prekto2/problems/drugs/alcohol_handout1.pdf) |
| **Resources/Materials** | KidsHealth: <https://classroom.kidshealth.org/classroom/>  NJDOE Resources: <https://www.nj.gov/education/standards/chp/>  NJ H&PE Supervisor Resource Hub: <https://sites.google.com/middletownk12.org/njcahpe-resources/home>  NJSLS: <https://www.nj.gov/education/standards/chp/Docs/2020_NJSLS-CHPE_Kto2.pdf>  The Great Body Shop:<https://www.thegreatbodyshop.net/> | | | |
| **Interdisciplinary Connections** | **Kindergarten - ELA**  texts with peers and adults in small and larger groups.  L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.  L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.  **1st Grade - ELA**  SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and  texts with peers and adults in small and larger groups.  **Second Grade - ELA**  S.L.2.1: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. | | | |
| **Career Readiness, Life Literacies and Key Skills** | 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource. | | | |
| **Computer Science and Design Thinking** | 8.2.2.ITH.2: Explain the purpose of a product and its value. | | | |

| **Modifications** | | | | |
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| **English Language Learners** | **Special Education** | **At-Risk** | **Gifted and Talented** | **504** |
| Scaffolding  Word walls  Sentence/paragraph frames  Bilingual dictionaries/translation  Think alouds  Read alouds  Highlight key vocabulary  Annotation guides  Think-pair- share  Visual aides  Modeling  Cognates | Word walls  Visual aides  Graphic organizers  Multimedia  Leveled readers  Assistive technology  Notes/summaries  Extended time  Answer masking  Answer eliminator  Highlighter  Color contrast | Teacher tutoring  Peer tutoring  Study guides  Graphic organizers  Extended time  Parent communication  Modified assignments  Counseling | Curriculum compacting  Challenge assignments  Enrichment activities  Tiered activities  Independent research/inquiry  Collaborative teamwork  Higher level questioning  Critical/Analytical thinking tasks  Self-directed activities | Word walls  Visual aides  Graphic organizers  Multimedia  Leveled readers  Assistive technology  Notes/summaries  Extended time  Answer masking  Answer eliminator  Highlighter  Color contrast  Parent communication  Modified assignments  Counseling |