

Long Beach Island Consolidated School District Curriculum Guide

Grade: K-2

Content Area: Health

Introduction:

Students in the K-2 Health Program will complete four units of study involving overall wellness, character education, drugs, medicine and alcohol and relationships. All Health units follow the NJ Student Learning Objectives. Student progress will be measured in a variety of methods.

Original Adoption: October 23, 2018

Revised on: July 25, 2019

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Revised by: C. McBride, C. Sheplin, J. Oldham

Recommended Pacing Guide	
Unit 1: Wellness	10 Days
Unit 2: Character Education	10 Days
Unit 3: Drugs and Medicines	10 Days
Unit 4: Relationships	10 Days

Unit 1: Wellness	Duration: 10 Days
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Standards/Learning Targets

New Jersey Student Learning Focus Standards:

- **2.1 Wellness:** All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.
- **2.6 Fitness:** All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle

New Jersey Student Learning Supporting Standards:

- **2.1- Wellness**
- **A .Personal growth and development** Developing self-help skills and personal hygiene skills promotes healthy habits.
 - 2.1.P.A.1 Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).
 - 2.1.P.A.2 Demonstrate emerging self-help skills (e.g., develop independence when pouring, serving, and using utensils and when dressing and brushing teeth).
 - 2.1.2.A.1 Explain what being “well” means and identify self-care practices that support wellness.
 - 2.1.2.A.2 Use correct terminology to identify body parts, and explain how body parts work together to support wellness.
- **B. Nutrition**
- 2.1.P.B.1 Explore foods and food groups (e.g., compare and contrast foods representative of various cultures by taste, color, texture, smell, and shape).
- 2.1.P.B.2 Develop awareness of nutritious food choices (e.g., participate in classroom cooking activities, hold conversations with knowledgeable adults about daily nutritious meal and snack offerings).

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- 2.1.2.B.1 Explain why some foods are healthier to eat than others.
- 2.1.2.B.2 Explain how foods in the food pyramid differ in nutritional content and value.
- 2.1.2.B.3 Summarize information about food found on product labels.

- **C. Diseases and Health conditions**
- 2.1.P.C.1 Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather). 2 Knowledge about diseases and disease prevention promotes health-enhancing behaviors.
- 2.1.2.C.1 Summarize symptoms of common diseases and health conditions.
- 2.1.2.C.2 Summarize strategies to prevent the spread of common diseases and health conditions.
- 2.1.2.C.3 Determine how personal feelings can affect one's wellness.

- **D. Safety**
- 2.1.2.D.1 Identify ways to prevent injuries at home, school and in the community (e.g., fire safety, poison safety, accident prevention).
- 2.1.2.D.2 Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches.
- 2.1.2.D.3 Identify procedures associated with pedestrian, bicycle, and traffic safety.
- **E. Social and Emotional Health**
- 2.1.2.E.1 Identify basic social and emotional needs of all people.
- 2.1.2.E.2 Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.
- 2.1.2.E.3 Explain healthy ways of coping with common stressful situations experienced by children.

Primary Interdisciplinary Connections:

- Infused within the unit are connections to the NJSLs for Mathematics, Language Arts Literacy, Science
- SL.1.1. Participate in collaborative conversations with diverse partners about grades K, 1 and 2 topics and texts with peers and adults in small and larger groups. A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. C. Ask questions to clear up any confusion about the topics and texts under discussion.
- SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- SL.1.6. Produce complete sentences when appropriate to task and situation.

Technology Standards:

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- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
- A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations
- C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
- E. Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
- F. Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

21st Century Themes/Career Readiness:

- CRP3. Attend to personal health and financial well-being.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.

21st Century Life and Career Standards

- 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
- 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Evidence of Student Learning

Formative Tasks:

- Teacher Observation
- Teacher Checklist
- Verbal question & answer
- Self-evaluation of performance and progress

Alternative Assessments:

- End of unit project

Summative Assessments:

- Student participation

Benchmark Assessments:

- Baseline SGO

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<ul style="list-style-type: none"> ● Rubric score ● Performance Test 	<ul style="list-style-type: none"> ● Mid-year SGO ● End of year SGO
Knowledge & Skills	
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● I will protect others and myself from germs. ● I can make choices to keep myself safe. ● I can share my concerns and fears with trusted adults. ● An individual’s health at different life stages is dependent on heredity, environmental factors and lifestyle choices ● I can make informed decisions about taking care of myself. ● I understand the basic concept of hygiene, disease prevention, and good health habits ● I will protect others and myself from germs. ● I can be a friend to students with Asthma and Allergies ● Being aware of the environment and taking safety precautions can reduce the risk of injury to oneself and others. ● An individual’s health at different life stages is dependent on heredity, environmental factors and lifestyle choices ● Current and future personal wellness is dependent upon applying health-related concepts and skills in everyday lifestyle behaviors. ● We have body parts inside and out that must work together to keep us alive and healthy. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How do I understand myself so that I can communicate with others? ● How can I understand and communicate my feelings appropriately? ● How do I recognize and communicate my needs effectively? ● How do I recognize the feelings and needs of others? ● How do I understand myself so that I can communicate with others? ● How can I understand and communicate my feelings appropriately? ● How do I recognize and communicate my needs effectively? ● How do I recognize the feelings and needs of others? ● What causes optimal growth and development? ● To what extent can we keep ourselves disease free? ● What’s inside our body? ● What roles do body systems have in keeping us alive? ● What makes a food healthy? ● Why do I choose to eat what I do? ● Can children make their own healthy choices? ● How can you learn to like yourself?
Core Instructional & Supplemental Materials	

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Suggested Activities/Resources: <ul style="list-style-type: none">● Healthy Hand Washing● How the Body Works Whole-Group Quizzes● Scholastic Virtual Articles● Digging In the Dirt School Garden Website	Varied Levels of Text: <ul style="list-style-type: none">● www.myplate.gov/kids/ Food Plate for kids● https://digginginthedirt.org/● www.heart.org/HEARTORG/GettingHealthy/HealthierKids/ActivitiesforKids● www.cdc.gov/family/kids● www.nih.gov/health● www.fankids.org● www.nhlbi.nih.gov/health/prof/lung/asthma/school● www.crestkids.com● https://jr.brainpop.com/● www.cpsc.gov● https://kidshealth.org/● https://www.amazeworks.org/● https://www.heart.org/en● https://www.captainmcfinn.com/● From Head to Toe by Eric Carle
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Accommodations/Modifications

English Language Learners:

- Pair ELL student with student who speaks English and understands/ able to communicate with student's native language
- Simplify content
- Google Translator
- Multi-language health vocabulary word wall
- Use visuals during instructional time
- Provide extended time
- Speak clearly and slowly, avoid slang and idiomatic expressions

Special Education/504 Plans/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- Allow answers to be given orally or dictated

Students at Risk of Failure:

- Incorporate social/emotional discussions
- Leveled texts according to ability
- Encourage and monitor positive peer collaboration
- Maintain expectations while offering choice and soliciting input
- Provide incentives to increase motivation, enjoyment and collaboration

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Economically Disadvantaged:

- Build a safe and nurturing atmosphere
- Provide needed academic resources (paper, pencils, computer time)
- Be flexible with assignments

Culturally Diverse:

- Involve families in student learning
- Provide immediate praise and feedback
- Use of Bilingual Dictionary
- Respect cultural traditions
- Provided students with necessary academic resources and materials
- Provide visuals

Unit 2: Character Education

Duration: 10 Days

Standards/Learning Targets

New Jersey Student Learning Focus Standards:

- **2.2 Integrated Skills:** All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

New Jersey Student Learning Supporting Standards:

- **2.2 Integrated Skills**
- **A. Interpersonal Communication**
- **2.2.2.A.1** Express needs, wants, and feelings in health-and safety-related situations.
- **B. Decision-Making and Goal Setting**
- **2.2.2.B.1** Explain what a decision is and why it is advantageous to think before acting
- **2.2.2.B.2** Relate decision-making by self and others to one's health
- **2.2.2.B.3** Determine ways parents, peers, technology, culture, and the media influence health decisions
- **2.2.2.B.4** Select a personal health goal and explain why setting a goal is important.
- **C. Character Development**
- **2.2.2.C.1** Explain the meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others.
- **2.2.2.C.2** Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities.

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- **D. Advocacy and Service**
- **2.2.2.D.1** Determine the benefits for oneself and others of participating in a class or school service activity.
- **E. Health Services and Information**
- **2.2.2.E.1** Determine where to access home, school, and community health professionals.

Primary Interdisciplinary Connections:

- Infused within the unit are connections to the NJSLs for Mathematics, Language Arts Literacy, Science
- SL.1.1. Participate in collaborative conversations with diverse partners about grades K, 1 and 2 topics and texts with peers and adults in small and larger groups. A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. C. Ask questions to clear up any confusion about the topics and texts under discussion.
- SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- SL.1.6. Produce complete sentences when appropriate to task and situation.

Technology Standards:

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
- A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations
- B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology.
- C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
- F. Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

21st Century Themes/Career Readiness:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP7. Employ valid and reliable research strategies.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP12. Work productively in teams while using cultural global competence.

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21st Century Life and Career Standards

- 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
- 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Evidence of Student Learning

Formative Tasks:

- Teacher Observation
- Teacher Checklist
- Verbal question & answer
- Self-evaluation of performance and progress

Alternative Assessments:

- End of unit project

Summative Assessments:

- Student participation
- Rubric score
- Performance Test

Benchmark Assessments:

- Baseline SGO
- Mid-year SGO
- End of Year SGO

Knowledge & Skills

Enduring Understandings:

- Making a decision is a process.
- Students have the ability to make thoughtful decisions.
- Understanding goal setting as a process is valuable.
- Effective communication skills enhance a person's ability to express and defend their beliefs.
- Communication is both verbal and non-verbal.
- The ability to identify and express one's feelings as well as the feelings of others; feelings enhances positive communication.

Essential Questions:

- What do you need to think about when making a decision?
- Why might people make poor decisions?
- Who affects the decisions you make?
- Who do you go to for help with decisions?
- How do I set goals?
- How do I choose healthy goals?
- How do I understand myself so that I can communicate with others?
- How can I understand and communicate my feelings appropriately?
- How do I recognize and communicate my needs effectively?

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<ul style="list-style-type: none"> ● Communication skills are essential components of being able to have well-being, health, and safety needs met. ● Healthy relationships are essential to overall wellness. ● Promoting the Positive Character Traits of Respect, Responsibility, Trustworthiness, Fairness, Citizenship, and Caring contributes to a whole health school community. ● Each student can contribute positively to their class, school, and town and world community. 	<ul style="list-style-type: none"> ● How do I recognize the feelings and needs of others?
Core Instructional & Supplemental Materials	
<p>Suggested Activities/Resources:</p> <ul style="list-style-type: none"> ● Roleplay appropriate communication ● Conflict resolution role play ● Character Skillastics Game ● Goal setting and problem solving skill sheet ● Construct a personal “health” poster ● Practicing problem solving and conflict resolution ● Group participation/discussions ● Various games to practice kindness, build community and teach conflict resolution ● Monthly character education principles focus ● Win-Win Guidelines (Bullying, conflict resolution, peer mediation) (NJ Law Foundation) ● Bucket Filling school projects 	<p>Varied Levels of Text:</p> <ul style="list-style-type: none"> ● Scholastic health videos ● “Pete the Cat” (perseverance, honesty, kindness, courage) ● “Captain McFinn” ● https://creducation.net/teachers/ ● https://www.edutopia.org/social-emotional-learning ● https://www.playworks.org/resources/get-the-sel-game-guide/ ● https://toogoodprograms.org/ ● <u>Have You Filled a Bucket Today?</u> By Carol McCloud ● <u>The Bucket Squad</u> by Lisa K. Hansen ● <u>Sippi: The Canine With Character</u> by Chad and Carrie Mason ● <u>Breathe Like a Bear: 30 Mindful Moments for Kids to Feel Calm and Focused Anytime, Anywhere</u> by Kira Willey ● <u>Friendliness</u> by Raatma, Lucia ● <u>Honesty</u> by Raatma, Lucia ● <u>Patience</u> by Raatma, Lucia ● <u>Responsibility</u> by Raatma, Lucia ● <u>Tolerance</u> by Raatma, Lucia

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Accommodations/Modifications

English Language Learners:

- Pair ELL student with student who speaks English and understands/ able to communicate with student's native language
- Simplify content
- Google Translator
- Multi-language health vocabulary word wall
- Use visuals during instructional time
- Provide extended time
- Speak clearly and slowly, avoid slang and idiomatic expressions

Special Education/504 Plans/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- Allow answers to be given orally or dictated

Students at Risk of Failure:

- Incorporate social/emotional discussions
- Leveled texts according to ability
- Encourage and monitor positive peer collaboration
- Maintain expectations while offering choice and soliciting input
- Provide incentives to increase motivation, enjoyment and collaboration

Economically Disadvantaged:

- Build a safe and nurturing atmosphere
- Provide needed academic resources (paper, pencils, computer time)
- Be flexible with assignments

Culturally Diverse:

- Involve families in student learning
- Provide immediate praise and feedback
- Use of Bilingual Dictionary
- Respect cultural traditions
- Provided students with necessary academic resources and materials
- Provide visuals

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Unit 3: Drugs and Medicines	Duration: 10 Days
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Standards/Learning Targets

New Jersey Student Learning Focus Standards:

- **2.3 Drugs and Medicines:** All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.

New Jersey Student Learning Supporting Standards:

A. Medicines

- **2.3.2.A.1** Explain what medicines are and when some types of medicines are used.
- **2.3.2.A.2** Explain why medicines should be administered as directed.

B. Alcohol, Tobacco, and Other Drugs

- **2.3.2.B.1** Identify ways that drugs can be abused.
- **2.3.2.B.2** Explain effects of tobacco use on personal hygiene, health, and safety.
- **2.3.2.B.3** Explain why tobacco smoke is harmful to nonsmokers.
- **2.3.2.B.4** Identify products that contain alcohol.
- **2.3.2.B.5** List substances that should never be inhaled and explain why.

C. Dependency/Addiction and Treatment

- **2.3.2.C.1** Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.
- **2.3.2.C.2** Explain that people who abuse alcohol, tobacco, and other drugs can get help.

Primary Interdisciplinary Connections:

- Infused within the unit are connections to the NJSLs for Mathematics, Language Arts Literacy, Science
- SL.1.1. Participate in collaborative conversations with diverse partners about grades K, 1 and 2 topics and texts with peers and adults in small and larger groups. A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. C. Ask questions to clear up any confusion about the topics and texts under discussion.
- SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- SL.1.6. Produce complete sentences when appropriate to task and situation.

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Technology Standards:

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
- A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations
- C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
- E. Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
- F. Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

21st Century Themes/Career Readiness:

- CRP3. Attend to personal health and financial well-being.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP9. Model integrity, ethical leadership and effective management.

21st Century Life and Career Standards

- 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
- 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Evidence of Student Learning

Formative Tasks:

- Teacher Observation
- Teacher Checklist
- Verbal question & answer
- Self-evaluation of performance and progress

Alternative Assessments:

- End of unit project

Summative Assessments:

- Student participation
- Rubric score

Benchmark Assessments:

- Baseline SGO
- Mid-year SGO

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<ul style="list-style-type: none"> ● Performance Test 	<ul style="list-style-type: none"> ● End of year SGO
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Knowledge & Skills

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Medicines and common household products contain drugs (chemicals) and may be helpful or harmful. ● Learning to say “no” means knowing when a situation is unsafe: Saying “no”, getting away, and telling someone. ● Research had clearly established that alcohol, tobacco and other drugs have a variety of harmful effects on the human body. ● I can get accurate answers to my questions by seeking a trusted adult (parent or guardian). ● Harmful substances can also be found in nature (i.e: berries, wild mushrooms), nothing should be ingested that is not known to be safe. ● Why must medicines be used correctly? ● Who can give me medicine? ● How can medicines help you? ● What are the risks of confusing medicine with candy? ● Who can I safely go to for accurate answers to my questions? ● Medicine must be used correctly in order to be safe and have the maximum benefit. ● Just because its medicine doesn't mean it's good for you. ● You can't tell a medicine just by looking at it. ● Only take medicine from a parent, guardian, or trusted adult. ● Medicines are helpful kinds of drugs prescribed by a doctor to help you get better. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How do I make the “right”decisions in the face of peer, media, and other pressures? (students will effectively communicate their ability to say “no” to harmful substances) ● Why can't you tell what a drug/chemical is by looking at it? ● What are the harmful effects of drugs? ● What ways can drugs harm the body and mind? ● How can habits be healthy or unhealthy? ● Who can I safely go to for accurate answers to my questions? ● Why must medicines be used correctly? ● Who can give me medicine? ● How can medicines help you? ● What are the risks of confusing medicine with candy? ● Who can I safely go to for accurate answers to my questions?
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<ul style="list-style-type: none">• I can get accurate answers to my questions by seeking a trusted adult (parent or guardian).	
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Core Instructional & Supplemental Materials

Suggested Activities/Resources: <ul style="list-style-type: none">• DrugFreeWorld.org• Read Aloud Scholastic News Articles• Read Aloud short texts	Varied Levels of Text: <ul style="list-style-type: none">• Scholastic.com• https://www.drugabuse.gov/publications/brain-power/brain-power-grades-k-1• DrugFreeWorld.org• BrainPopJr.com
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Accommodations/Modifications

English Language Learners:

- Pair ELL student with student who speaks English and understands/ able to communicate with student's native language
- Simplify content
- Google Translator
- Multi-language health vocabulary word wall
- Use visuals during instructional time
- Provide extended time
- Speak clearly and slowly, avoid slang and idiomatic expressions

Special Education/504 Plans/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- Allow answers to be given orally or dictated

Students at Risk of Failure:

- Incorporate social/emotional discussions
- Leveled texts according to ability
- Encourage and monitor positive peer collaboration
- Maintain expectations while offering choice and soliciting input
- Provide incentives to increase motivation, enjoyment and collaboration

Economically Disadvantaged:

- Build a safe and nurturing atmosphere
- Provide needed academic resources (paper, pencils, computer time)
- Be flexible with assignments

Culturally Diverse:

- Involve families in student learning
- Provide immediate praise and feedback
- Use of Bilingual Dictionary
- Respect cultural traditions
- Provided students with necessary academic resources and materials
- Provide visuals

Unit 4: Relationships

Duration: 10 Days

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Standards/Learning Targets

New Jersey Student Learning Focus Standards:

- **2.4 Human Relationships and Sexuality:** All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

New Jersey Student Learning Supporting Standards:

- 2.4.2.A.1 Compare and contrast different kinds of families locally and globally.
- 2.4.2.A.2 Distinguish the roles and responsibilities of different family members.
- 2.4.2.A.3 Determine the factors that contribute to healthy relationships.
- 2.4.2.B.1 Compare and contrast the physical differences and similarities of the genders.
- 2.4.2.C.1 Explain the factors that contribute to a mother having a healthy baby

Primary Interdisciplinary Connections:

- Infused within the unit are connections to the NJSLs for Mathematics, Language Arts Literacy, Science
- SL.1.1. Participate in collaborative conversations with diverse partners about grades K, 1 and 2 topics and texts with peers and adults in small and larger groups. A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. C. Ask questions to clear up any confusion about the topics and texts under discussion.
- SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- SL.1.6. Produce complete sentences when appropriate to task and situation.

Technology Standards:

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
- C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
- E. Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
- F. Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

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21st Century Themes/Career Readiness:

- CRP4. Communicate clearly and effectively and with reason.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP12. Work productively in teams while using cultural global competence.

21st Century Life and Career Standards

- 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
- 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Evidence of Student Learning

Formative Tasks:

- Teacher Observation
- Teacher Checklist
- Verbal question & answer
- Self-evaluation of performance and progress

Alternative Assessments:

- End of unit project

Summative Assessments:

- Student participation
- Rubric score
- Fitnessgram
- Performance Test

Benchmark Assessments:

- Baseline SGO
- Mid-year SGO
- End of year SGO

Knowledge & Skills

Enduring Understandings:

- People change as they grow.
- Growth is affected by your health so it is important to eat the right food and be physically active.
- I know where to find information and who to talk to about me and my body.
- A mother's health affects the health of her unborn child.
- Identify change as a normal part of growing up.

Essential Questions:

- How do you grow from baby to elderly person? What are the stages of life?
- How are we different?
- What habits contribute to a healthy lifestyle?
- Who can I talk to if I have questions about me and my body?
- Why does a woman have to eat healthy when she is pregnant?
- What are ways a mother takes care of her unborn baby?

Long Beach Island Consolidated School District Curriculum Guide

Grade: K-2	Content Area: Health
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<ul style="list-style-type: none"> ● Tolerance, appreciation and understanding of individual differences are necessary in order to establish healthy relationships. ● There are many different types of families. ● It is important to respect these different structures. ● Families change just like people change. ● Families and friends are important at all ages. ● Everyone’s role in a relationship is important. ● I can get accurate answers to my questions by seeking a trusted adult (parent or guardian) 	<ul style="list-style-type: none"> ● I can get accurate answers to my questions by seeking a trusted adult (parent or guardian). ● What is a family? ● What is my role in my family? ● How and in what ways do families change over time? ● How and why is it important to communicate in a family? With friends? ● How do we learn to understand and respect diversity in relationships? ● What makes a good friend? ● Do I know how to get accurate answers to my questions by seeking a trusted adult?.
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Core Instructional & Supplemental Materials
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<p>Suggested Activities/Resources:</p> <ul style="list-style-type: none"> ● Staying Safe Books ● Fire Safety Posters ● Dental Health Posters 	<p>Varied Levels of Text:</p> <ul style="list-style-type: none"> ● http://www.pecentral.org/ ● https://kidshealth.org/ ● https://www.amazeworks.org/ ● https://www.heart.org/en ● https://www.captainmcfinn.com/ ● <u>Fire Safety</u> by Sheila Rivera ● <u>All Families are Special</u> by Norma Simon
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Accommodations/Modifications

<p>English Language Learners:</p> <ul style="list-style-type: none"> ● Pair ELL student with student who speaks English and understands/ able to communicate with student’s native language ● Simplify content ● Google Translator
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Long Beach Island Consolidated School District Curriculum Guide

Grade: K-2

Content Area: Health

- Multi-language health vocabulary word wall
- Use visuals during instructional time
- Provide extended time
- Speak clearly and slowly, avoid slang and idiomatic expressions

Special Education/504 Plans/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- Allow answers to be given orally or dictated

Students at Risk of Failure:

- Incorporate social/emotional discussions
- Leveled texts according to ability
- Encourage and monitor positive peer collaboration
- Maintain expectations while offering choice and soliciting input
- Provide incentives to increase motivation, enjoyment and collaboration

Economically Disadvantaged:

- Build a safe and nurturing atmosphere
- Provide needed academic resources (paper, pencils, computer time)
- Be flexible with assignments

Culturally Diverse:

- Involve families in student learning
- Provide immediate praise and feedback
- Use of Bilingual Dictionary
- Respect cultural traditions
- Provided students with necessary academic resources and materials
- Provide visuals