

NEPTUNE CITY SCHOOL DISTRICT

Elementary Health Curriculum Grade 1



NEPTUNE CITY SCHOOL DISTRICT
Office of the Chief School Administrator, Principal
210 West Sylvania Avenue
Neptune City, NJ 07753

The Neptune City School District is appreciative and proud to accept and align the curriculum of the NEPTUNE CITY School District to properly prepare the Neptune City students for successful integration into the NEPTUNE CITY High School Educational Program.

April 1, 2025

Document C1#1

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SCHOOL DISTRICT MISSION STATEMENT

The Neptune City School District, in partnership with the parents and the community, will support and sustain an excellent system of learning, promote pride in diversity, and expect all students to achieve the New Jersey Student Learning Standards at all grade levels to become responsible and productive citizens.

NEPTUNE CITY SCHOOL DISTRICT

HEALTH GRADE 1

CURRICULUM

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NEPTUNE CITY SCHOOL DISTRICT

Health Grade 1

Acknowledgements

The NEPTUNE CITY School District is dedicated to preparing our students with the skills and knowledge necessary to be healthy individuals throughout their lives. The Elementary Health curriculum for grade 1 is aligned with the 2014 NJSLs for Comprehensive Health and Physical Education.

It was developed to promote quality physical health in our students. As students advance through the grades, they will master the lifestyle skills needed to keep their bodies healthy through physical activity and healthy lifestyle choices.

The guidelines for this curriculum were created by the collaborative efforts of the curriculum steering committee, inclusive of Dawn Reinhardt, Department Chairpersons for Physical Education and Health, Stacie Ferrara, Ed.D., Interim Supervisor of STEM, and Sally A. Millaway, Ed.D., Director of Curriculum, Instruction, and Assessment.

NEPTUNE CITY SCHOOL DISTRICT

DISTRICT MISSION STATEMENT

The primary mission of the NEPTUNE CITY School District is to prepare students for a life-long learning process in a complex and diverse world. It is with high expectations that our schools foster:

- A strong foundation in academic and modern technologies.
- A positive and varied approach to teaching and learning.
- An emphasis on critical thinking skills and problem-solving techniques.
- A respect for and an appreciation of our world, its resources, and its people.
- A sense of responsibility, good citizenship, and accountability.
- An involvement by the parents and the community in the learning process.

NEPTUNE CITY School District

Educational Outcome Goals

The students in the NEPTUNE CITY schools will become life-long learners and will:

- Become fluent readers, writers, speakers, listeners, and viewers with comprehension and critical thinking skills.
- Acquire the mathematical skills, understandings, and attitudes that are needed to be successful in their careers and everyday life.
- Understand fundamental scientific principles, develop critical thinking skills, and demonstrate safe practices, skepticism, and open-mindedness when collecting, analyzing, and interpreting information.
- Become technologically literate.
- Demonstrate proficiency in all New Jersey Student Learning Standards (NJSLS).
- Develop the ability to understand their world and to have an appreciation for the heritage of America with a high degree of literacy in civics, history, economics and geography.
- Develop a respect for different cultures and demonstrate trustworthiness, responsibility, fairness, caring, and citizenship.
- Become culturally literate by being aware of the historical, societal, and multicultural aspects and implications of the arts.
- Demonstrate skills in decision-making, goal setting, and effective communication, with a focus on character development.
- Understand and practice the skills of family living, health, wellness and safety for their physical, mental, emotional, and social development.
- Develop consumer, family, and life skills necessary to be a functioning member of society.
- Develop the ability to be creative, inventive decision-makers with skills in communicating ideas, thoughts and feelings.
- Develop career awareness and essential technical and workplace readiness skills, which are significant to many aspects of life and work.

Unit Plan Title	Unit 1: Social & Emotional Health and Family Life
Suggested Time Frame	7 weeks

Overview / Rationale
Healthy living requires one to make choices that contribute to their physical and mental well-being. It requires healthy relationships with family members and setting health goals to maintain a healthy body.

Stage 1 – Desired Results
<p>Established Goals: New Jersey Student Learning Standards for Comprehensive Health and Physical Education</p> <p>2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</p> <p>Personal Growth and Development</p> <ul style="list-style-type: none"> ● 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. <p>Social and Emotional Health</p> <ul style="list-style-type: none"> ● 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. <p>2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</p> <p>Interpersonal Communication</p> <ul style="list-style-type: none"> ● 2.2.2.A.1 Express needs, wants, and feelings in health- and safety-related situations.

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.
- 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.

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.

Relationships

- 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.

Essential Questions:

- What is healthful living?
- How does my relationship with my friends and family affect my health?
- Are you healthy? How would you know?
- How could healthy living for one person be unhealthy for another?
- What are things that you, your family and friends do have a healthy life?

Enduring Understandings:

Students will understand that...

- Healthy choices contribute to physical and mental health.
- Healthful living requires an individual to practice wise decision-making.
- Setting health goals contribute to good life skill practices.
- The actions they choose contributes to a healthy mind.
- Interpersonal communication skills enhance health.
- Getting along with their family enhances health.

Knowledge:

Students will know...

Skills:

Students will be able to...

<ul style="list-style-type: none"> ● A family cares for its members. ● The four ways to stay in good health. ● The six ways to show good character. ● How to act out to say “no” to an unwise decision. ● How to show feelings; and four things to do when feeling angry. ● Three things to do when they make a mistake. ● How to identify ways that they and others are special. ● Signs of stress. ● Explain what to do if they make a mistake. ● How to practice the four steps in setting health goals. ● How families are alike and different. ● How to name things that can be learned in a family. ● How members of a family help one another. ● How to identify feelings related to changes in the family. ● Characteristics of adults they can trust to talk to about family change. ● Ways to show respect for others. ● Ways to be a good friend. ● Skills in helping others to be healthy. ● How to make wise decisions with friends. ● Positive ways to resolve conflicts and work out conflicts. 	<ul style="list-style-type: none"> ● Identify ways a family cares for its members. ● Name the four ways to stay in good health. ● Describe the six ways to show good character. ● Demonstrate skills in making decisions. ● Identify healthful ways to show feelings. ● Name four things to do when you feel angry. ● Identify three things to do when you make a mistake. ● Identify ways that they and others are special. ● Identify signs of stress. ● Demonstrate the four steps in setting health goals. ● Identify ways families are alike and different. ● Name things that can be learned in a family. ● Name ways the members of a family help one another. ● Identify feelings related to changes in the family.
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Technology Integration

X **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 create and communicate knowledge.

 8.2 Technology Integration, Engineering, Design and Computational Thinking - Programming

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

INTEGRATED SOCIAL AND EMOTIONAL LEARNING COMPETENCIES

The following social and emotional competencies are integrated in this curriculum document:

Self-Awareness

- x Recognize one's own feelings and thoughts
- x Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths and limitations
- x Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- x Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- x Recognize the skills needed to establish and achieve personal and educational goals
- x Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- x Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds

- ☒ Demonstrate an understanding of the need for mutual respect when viewpoints differ
- ☒ Demonstrate an awareness of the expectations for social interactions in a variety of setting

Responsible Decision Making

- ☒ Develop, implement and model effective problem solving and critical thinking skills
- ☐ Identify the consequences associated with one's action in order to make constructive choices
- ☐ Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- ☒ Establish and maintain healthy relationships
- ☒ Utilize positive communication and social skills to interact effectively with others
- ☐ Identify ways to resist inappropriate social pressure
- ☒ Demonstrate the ability to present and resolve interpersonal conflicts in constructive ways
- ☐ Identify who, when, where, or how to seek help for oneself or others when needed

In this unit plan, the following 21st Century Life and Careers skills are addressed:				
Check ALL that apply – 21 st Century Themes		Indicate whether these skills are: <ul style="list-style-type: none"> • E – encouraged • T – taught • A – assessed Career Ready Practices		
9.1	Personal Financial Literacy		E	CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers			CRP2. Apply appropriate academic and technical skills.
	Money Management		ETA	CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management		ETA	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		ETA	CRP5. Consider the environmental, social and economic impacts of decisions.

	Becoming a Critical Consumer			CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility			CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting		ETA	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation			CRP9. Model integrity, ethical leadership and effective management.
X	Career Awareness			CRP10. Plan education and career paths aligned to personal goals.
X	Career Exploration		E	CRP11. Use technology to enhance productivity.
	Career Preparation			CRP12. Work productively in teams while using cultural global competence.

Interdisciplinary Connections

New Jersey Student Learning Standards

RI.1.1. Ask and answer questions about key details in a text.

RI.1.2. Identify the main topic and retell key details of a text.

RI.1.3 Describe the connection between two individuals, events, ideas or pieces of information in a text.

NJSLSA.W4. Produced clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Student Resources

Key Vocabulary:	angry, character, feeling, health, mistake, wise decision/rule, chore, conflict, cooperate, family, friend, respect
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Teacher Resources

Websites:

- <http://www.mypyramid.gov/>
- www.health.gov/dietaryguidelines/
- <http://www.healthfinder.gov/scripts/SearchContext.asp?topic=14314>
- <http://www.healthfinder.gov/>
- <http://www.fruitsandveggiesmorematters.org/>
- <http://www.foodchamps.org/>
- <http://www.americanheart.org/presenter.jhtml?identifier=2360>

- <http://www.nutritionexplorations.org/>
- <https://www.healthykids.org/>
- <https://www.bam.gov/index.html>
- <http://www.actionforhealthykids.org/>

Stage 2 – Assessment Evidence

Performance Task: Make a Heart Chart

- Teacher’s Edition “Performance Assessment” page 22.
- Students will draw a heart on drawing paper then think about what they think of when they see the heart.
- Students will make a Heart Chart to help them track how many times they are kind and caring for a week.

Performance Task: My Health and Me

- Students can develop a four-step plan to stay healthy during their first grade experience and throughout the school year.
- They write a letter to the classroom teacher to explain their plan.

Formative Assessments:

Teacher-developed quizzes, tests, academic prompts, homework, etc.

Summative Assessments:

- Unit Vocabulary Test
- Chapter Tests

Stage 3 – Learning Plan

Suggested Learning Activities

Writing:

- Students can write about something that they would like to do with someone special in their family. This will allow the children to realize the importance of their families, and how important it is to spend time together, cooperate, and get along.
- Students can plan an imaginary class trip (unless you have one coming up in the near future, then it can be a plan for an actual experience). As a class you can decide on a destination, and write a plan for their trip which should include: what to eat for lunch and what rules they will need to follow. Lastly, you can refer to pg. 7 in

	<p>Chapter 1, and answer the six questions used for making a wise decision to see if they created a healthful plan.</p> <ul style="list-style-type: none"> ● Making Lists/Creating Mini-books: Students can make lists or create mini-books on any of the following topics: <ul style="list-style-type: none"> ● “Things You Should Say No To”- to reinforce making wise decisions. ● “Things That May Make You Angry and How to Stay Calm”-to teach children that sometimes they will feel certain emotions but there are healthy ways to face and deal with these emotions. ● “Mistakes That I’ve Made”-which will allow children to see that everyone makes mistakes, and people can learn from their mistakes. ● “Ways That I Can Help at Home”-this will encourage the children to participate in household chores. ● “How to Resolve Conflicts”-this will allow students the opportunity to think of ways to problem solve and work out disagreements that may occur. <p>Text Read Aloud Strategies:</p> <ul style="list-style-type: none"> ● “Whole Group Read Aloud” ● “Buddy Reading”-students read with a partner and are given a post-it note/paper to record the most interesting thing they learned about the lesson, or a word which they thought was the most important. Students then share their ideas/responses aloud. ● “Small Group”-assign students to groups to read. Give groups chart paper and have them write some concepts that they thought were important, or give each group a word/concept to find and describe its meaning. <p>Lesson Closure Activities:</p> <p>Role Playing - Assign roles to students. Give students scenario cards and have children act out and play roles. Ideas:</p> <ul style="list-style-type: none"> ● “What Do You Do?” cards-Give students cards with unsafe scenarios on them, or situations that do not show good character, and then ask, “What do you do?” Some examples can include:
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	<ul style="list-style-type: none"> ● Your friend dares you to jump into your neighbor's pool when they're not home, what do you do? ● Your mom asked you to clean your room before you started playing, but you really didn't want to clean, what do you do? ● These activities will allow students the opportunity to think before making decisions, and realize that there are wise decisions and decisions that can result in negative consequences. ● Emotions Activity: Give students different emotion cards to express, and have the students act out the emotions. Allow the students the opportunity to describe how they are feeling and what has made them feel this way. You can also probe students with situations while feeling a certain emotion and ask them how they may react to them while feeling a certain way. This will teach students how to communicate about their <p>Health Center Ideas:</p> <ul style="list-style-type: none"> ● Make a Fan: Teacher's Edition p. 42-Students will take a sheet of paper and fold to make a fan. Students will write about ways to enjoy a calm and quiet moment when using their fans to resolve conflicts. ● Make a Families Quilt: Teacher's Edition p. 23-students can all draw a picture of something that reminds them of their family, or something that makes their family special on a square. The class will put their squares together to create a quilt which will emphasize that there are many differences as well as similarities between human beings, and everyone should be grateful for who they are.
Modifications and Accommodations	<p>Special Education Students: <i>(These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each individual child's IEP or 504 plan.)</i></p> <ul style="list-style-type: none"> ● Pre-teach or preview vocabulary ● Repeat or reword directions ● Have students repeat directions ● Use of small group instruction

	<ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments ● Repetition and time for additional practice ● Model skills/techniques to be mastered ● Repetition and additional practice ● Use of assistive technology (as appropriate) ● Assign a peer buddy ● Check for understanding with more frequency ● Provide oral reminders and check student work during independent practice ● Chunk the assignment - broken up into smaller units, work submitted in phases ● Provide regular home/school communication <p>English Language Learners:</p> <ul style="list-style-type: none"> ● Pre-teach or preview vocabulary ● Repeat or reword directions ● Have students repeat directions ● Use of small group instruction ● Scaffold language based on their Can Do Descriptors ● Alter materials and requirements according to Can Do Descriptors ● TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi-sensory forms such as with body language, intonation ● Pair visual prompts with verbal presentations ● Repetition and additional practice ● Model skills and techniques to be mastered ● Native Language translation (peer, assistive technology, bilingual dictionary) ● Emphasize key words or critical information by highlighting ● Check for understanding with more frequency ● Use of self-assessment rubrics ● Increase one-on-one conferencing; frequent check ins ● Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring ● Extended time ● Projects completed individually or with partners ● Use online dictionary that includes images for words: http://visual.merriamwebster.com/. ● Use online translator to assist students with pronunciation:
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http://www.reverso.net/text_translation.aspx?lang=EN.

Students at Risk of Failure:

- Use of self-assessment rubrics for check-in
- Pair visual prompts with verbal presentations
- Ask students to restate information and/or directions
- Opportunity for repetition and additional practice
- Model skills/techniques to be mastered
- Extended time
- Strategic seating with a purpose
- Provide students opportunity to make corrections and/or explain their answers
- Support organizational skills
- Encourage student to proofread work
- Assign a peer buddy
- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

High Achieving Students:

- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more complex material
- Allow opportunities for peer collaboration and team-teaching
- Set individual goals
- Conduct research and provide presentation of appropriate topics
- Provide students opportunity to design surveys to generate and analyze data to be used in discussion
- Allow students to move through the assignment at their own pace, as appropriate.

Unit Plan Title	Unit 2: Growth and Nutrition
Suggested Time Frame	9 weeks

Overview / Rationale
As we grow, our bodies change. Taking care of our body is essential to our physical well-being. We can do this through a nutritious diet and maintaining a healthy weight to reduce health risks.

Stage 1 – Desired Results
<p>Established Goals: New Jersey Student Learning Standards for Comprehensive Health and Physical Education</p> <p>2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</p> <p>Personal Growth and Development</p> <ul style="list-style-type: none"> ● 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. <p>Nutrition</p> <ul style="list-style-type: none"> ● 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. <p>Diseases and Health Conditions</p> <ul style="list-style-type: none"> ● 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. <p>Social and Emotional Health</p> <ul style="list-style-type: none"> ● 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.

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

Interpersonal Communication

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

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.

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

Fitness and Physical Activity

- 2.6.2.A.1 Explain the role of regular physical activity in relation to personal health.
- 2.6.2.A.2 Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.
- 2.6.2.A.3 Develop a fitness goal and monitor progress towards achievement of the goal.

Essential Questions:

- How will you change as you grow?
- Why should we take care of our body?
- What makes you special?
- Does the food we eat have an effect on the way we grow?
- Are you healthy? How would you know?

Enduring Understandings:

Students will understand that...

- Everyone grows differently.
- Each person is special and can do something unique.
- They have five senses.
- Taking care of their body promotes healthful living.
- They have important body parts, such as bones, muscles, heart, lungs, and brain.
- The Food Guide Pyramid sorts foods according to food groups and food sources.

	<ul style="list-style-type: none"> ● A healthful diet contributes to a healthy body and mind. ● Healthful meals and snacks are important and promotes healthful living. ● Information on food and product labels promotes healthful eating habits. ● Proper self-care practices are important to prevent germs in food. ● Maintaining a healthful weight demonstrates the ability to practice good health habits and reduces health risks. ● Setting health goals contribute to good life skill practices.
<p>Knowledge: <i>Students will know...</i></p> <ul style="list-style-type: none"> ● How individuals grow and learn in unique ways. ● The stages of human development. ● Habits that contribute to a healthful lifestyle. ● The five senses and how they are used ● Important body parts that promote healthful living. ● The function and care of key parts of the body. ● How to make wise decisions. ● How to use the Food Guide Pyramid to choose healthful nutrition for growth and development. ● The benefits of a healthful diet. ● Food labels are used to identify food. ● Ways ads can influence food choices. ● Ways to keep germs out of food. ● Reasons to wash hands before you prepare or eat foods. 	<p>Skills: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Describe how individuals grow and learn in unique ways. ● Identify ways that they and others are special. ● Identify ways people age. ● Identify the stages of human development. ● Identify and practice healthful habits. ● Identify the five senses and how they are used. ● Name important body parts that promote healthful living. ● Identify how to care for body parts, such as bones, muscles, heart, lungs, and brain. ● Describe the function of bones and muscles and ways to care for them. ● Describe the function of the heart and lungs and ways to care for them. ● Describe the function of the stomach and ways to care for it.

<ul style="list-style-type: none"> • The correct hand-washing technique. • Ways to show respect in our everyday lives and routines. • That people have responsibility for their good health. • Skills for helping others to be healthy. 	<ul style="list-style-type: none"> • Describe the function of the brain and ways to care for it. • Use wise decision-making skills. • Name foods that belong to each of the food groups in the Food Guide Pyramid. • Discuss how the five food groups are needed for growth. • Explain how to use the Food Guide Pyramid to choose healthful snacks. • Identify ways to choose a healthful diet. • Identify food labels. • Importance of healthful meals. • Discuss ways ads can influence food choices. • Name ways to keep germs out of food. • Discuss the reasons to wash hands before you prepare or eat foods. • Demonstrate the correct hand-washing technique. • Discuss ways to show respect. • Use good table manners. • Explain that people have responsibility for their good health. • Identify the benefits of a healthful diet. • Demonstrate skills for helping others to be healthy.
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Technology Integration
<u> X </u> 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 create and communicate knowledge.
<u> </u> 8.2 Technology Integration, Engineering, Design and Computational Thinking - Programming All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

INTEGRATED SOCIAL AND EMOTIONAL LEARNING COMPETENCIES

The following social and emotional competencies are integrated in this curriculum document:

Self-Awareness

- ☒ Recognize one's own feelings and thoughts
- ☒ Recognize the impact of one's feelings and thoughts on one's own behavior
- ☒ Recognize one's personal traits, strengths and limitations
- ☒ Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- ☒ Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- ☒ Recognize the skills needed to establish and achieve personal and educational goals
- ☒ Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- ☒ Recognize and identify the thoughts, feelings, and perspectives of others
- ☐ Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- ☒ Demonstrate an understanding of the need for mutual respect when viewpoints differ
- ☒ Demonstrate an awareness of the expectations for social interactions in a variety of setting

Responsible Decision Making

- ☒ Develop, implement and model effective problem solving and critical thinking skills
- ☐ Identify the consequences associated with one's action in order to make constructive choices
- ☐ Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- ☒ Establish and maintain healthy relationships
- ☒ Utilize positive communication and social skills to interact effectively with others
- ☐ Identify ways to resist inappropriate social pressure
- ☒ Demonstrate the ability to present and resolve interpersonal conflicts in constructive ways
- ☐ Identify who, when, where, or how to seek help for oneself or others when needed

In this unit plan, the following 21st Century Life and Careers skills are addressed:				
Check ALL that apply – 21 st Century Themes			Indicate whether these skills are: <ul style="list-style-type: none"> • E – encouraged • T – taught • A – assessed Career Ready Practices	
9.1	Personal Financial Literacy		E	CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers			CRP2. Apply appropriate academic and technical skills.
	Money Management		ETA	CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management		ETA	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		ETA	CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer			CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility			CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting		ETA	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation			CRP9. Model integrity, ethical leadership and effective management.
X	Career Awareness			CRP10. Plan education and career paths aligned to personal goals.
X	Career Exploration		E	CRP11. Use technology to enhance productivity.
	Career Preparation			CRP12. Work productively in teams while using cultural global competence.
Interdisciplinary Connections				
New Jersey Student Learning Standards				
RI.1.1. Ask and answer questions about key details in a text.				
RI.1.2. Identify the main topic and retell key details of a text.				
RI.1.3 Describe the connection between two individuals, events, ideas or pieces of information in a text.				

NJSLSA.W4. Produced clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Student Resources	
Key Vocabulary:	age, special, senses, bones, exercise, muscles, heart, lungs, stomach, brain/diet, breakfast, energy, food group, My Pyramid, snacks, food labels, food ads, germ
Teacher Resources	
Additional Texts: Websites: <ul style="list-style-type: none">● http://www.mypyramid.gov/● www.health.gov/dietaryguidelines/● http://www.healthfinder.gov/scripts/SearchContext.asp?topic=14314● http://www.healthfinder.gov/● http://www.fruitsandveggiesmorematters.org/● http://www.foodchamps.org/● http://www.americanheart.org/presenter.jhtml?identifier=2360● http://www.nutritionexplorations.org/● https://www.healthykids.org/● https://www.bam.gov/index.html● http://www.actionforhealthykids.org/	

Stage 2 – Assessment Evidence

Performance Task: Healthy Heart Basket

- Teacher’s Edition “Performance Assessment” page 66.
- Teacher will prepare baskets for students from construction paper or paper bags.
- Decorate each basket with a healthy heart.
- Provide students with small objects of pictures representing things that are healthful and a few things that are not healthful.
- Students will sort only healthy items in their baskets.
- Students will choose one item and tell why they chose it.

Performance Task: Meal Time

- Teacher’s Edition “Performance Assessment” page 88.
- Students will name the five food groups. Then, draw a healthful meal on a paper plate.
- Students will plan a healthy meal that their family will enjoy.
- Students will write 1-2 sentences about their healthy meal.

Formative Assessments:

- Teacher-developed quizzes, tests, academic prompts, homework, etc.

Summative Assessments:

- Unit Vocabulary Test
- Chapter Tests

Stage 3 – Learning Plan

<p>Suggested Learning Activities</p>	<p>Introductory Activity Ideas:</p> <p>Writing:</p> <ul style="list-style-type: none"> • Children can create goals for themselves that they may have pertaining to new things that they would like to try/experience in their lives. • Making lists: Healthy Foods to Eat, Good Ways to Exercise, etc. • Mini-Books: Some ideas can include: “Parts of the Body”-students can write a sentence about each body part, and draw a picture of what each part looks like, Ways I Like to Exercise, etc. • Science integration: Children can plant lima bean seeds and record their growth. This project will integrate Science into the Health curriculum by teaching the students that all living things grow at a different rate, and that every living thing is different. • Social Studies integration: Students can create time lines of their lives and talk about some of the changes that may have occurred at each stage. This will encourage students to think about how people and things change as they grow. <p>Text Read Aloud Strategies:</p> <ul style="list-style-type: none"> • “Whole Group Read Aloud • “Buddy Reading”-students read with a partner and are given a post-it note/paper to record the most interesting thing they learned about the lesson on, or a word which they thought was the most important. Students then share their ideas/responses aloud. • “Small Group”-assign students to groups to read. Give groups chart paper and have them write some concepts that they thought were important, or give each group a word/concept to find and describe its meaning. <p>Lesson Closure Activities:</p> <ul style="list-style-type: none"> • Five Senses Walk (Pedometer Walk) - invite students to walk (wearing their pedometers) around the school and think about everything that they hear, see, smell, touch, and taste. When you return to the classroom, have the class share their ideas with the class. Create a group data chart recording all the students’ ideas under each of the five senses that they relate to. This will allow
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	<p>students the opportunity to explore their senses and realize how often they are used in their everyday lives. Create a second chart recording the number of steps taken individually and by the class.</p> <ul style="list-style-type: none"> ● Parts of the Body Poster: Group the students into partners. Instruct the students to trace their partner's outlines by lying down on a large piece of bulletin board paper. Each student should trace their partner and then, allow their partner to trace them. Each student should end up with a large outline of themselves. Next, write the major body parts (head, shoulders, knees, elbow, hand, finger, etc.) on the board, and discuss them with the students. Then, have the students label the major body parts on their individual outlines. Later in the unit, the other organs (heart, stomach, brain, lungs, etc.) can also be added. Once the unit has been completed, hang the bodies to be displayed. ● Music Integration: sing a Health Song or play one from the Health Songs CD that relates to the lesson. ● Health Center Ideas: "The Food Groups"- students can use magazines and cut out different types of foods. They can create their own food group chart, or you can make one for them which contains all the major food groups. The students can decide which foods belong in each of the different food groups and glue them on to their food group poster.
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Modifications and Accommodations	<p>Special Education Students: <i>(These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each individual child's IEP or 504 plan.)</i></p> <ul style="list-style-type: none"> ● Pre-teach or preview vocabulary ● Repeat or reword directions ● Have students repeat directions ● Use of small group instruction ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments ● Repetition and time for additional practice ● Model skills/techniques to be mastered ● Repetition and additional practice ● Use of assistive technology (as appropriate)
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	<ul style="list-style-type: none"> ● Assign a peer buddy ● Check for understanding with more frequency ● Provide oral reminders and check student work during independent practice ● Chunk the assignment - broken up into smaller units, work submitted in phases ● Provide regular home/school communication <p>English Language Learners:</p> <ul style="list-style-type: none"> ● Pre-teach or preview vocabulary ● Repeat or reword directions ● Have students repeat directions ● Use of small group instruction ● Scaffold language based on their Can Do Descriptors ● Alter materials and requirements according to Can Do Descriptors ● TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi-sensory forms such as with body language, intonation ● Pair visual prompts with verbal presentations ● Repetition and additional practice ● Model skills and techniques to be mastered ● Native Language translation (peer, assistive technology, bilingual dictionary) ● Emphasize key words or critical information by highlighting ● Check for understanding with more frequency ● Use of self-assessment rubrics ● Increase one-on-one conferencing; frequent check ins ● Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring ● Extended time ● Projects completed individually or with partners ● Use online dictionary that includes images for words: http://visual.merriamwebster.com/. ● Use online translator to assist students with pronunciation: http://www.reverso.net/text_translation.aspx?lang=EN. <p>Students at Risk of Failure:</p> <ul style="list-style-type: none"> ● Use of self-assessment rubrics for check-in
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	<ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information and/or directions ● Opportunity for repetition and additional practice ● Model skills/techniques to be mastered ● Extended time ● Strategic seating with a purpose ● Provide students opportunity to make corrections and/or explain their answers ● Support organizational skills ● Encourage student to proofread work ● Assign a peer buddy ● Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal <p>High Achieving Students:</p> <ul style="list-style-type: none"> ● Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them ● Allow students to pursue independent projects based on their individual interests ● Provide enrichment activities that include more complex material ● Allow opportunities for peer collaboration and team-teaching ● Set individual goals ● Conduct research and provide presentation of appropriate topics ● Provide students opportunity to design surveys to generate and analyze data to be used in discussion ● Allow students to move through the assignment at their own pace, as appropriate.
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Unit Plan Title	Unit 3: Personal Health and Safety
Suggested Time Frame	8 weeks

Overview / Rationale
We keep our bodies healthy by health-related concepts and skills in everyday lifestyle behaviors. To overcome feelings of inadequacy and low self-esteem, we develop coping skills to support our social and emotional health. Effective communication skills enhance a person's ability to express and defend their beliefs.

Stage 1 – Desired Results
<p>Established Goals: New Jersey Student Learning Standards for Comprehensive Health and Physical Education</p> <p>2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</p> <p>Personal Growth and Development</p> <ul style="list-style-type: none"> ● 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. <p>Safety</p> <ul style="list-style-type: none"> ● 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. <p>Social and Emotional Health</p> <ul style="list-style-type: none"> ● 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.

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

Interpersonal Communication

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

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.

Advocacy, and Service

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

Health Services and Careers

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

Essential Questions:

- How would you keep yourself healthy?
- What are safe things to do?
- What are the consequences of being unsafe?
- What do you do if someone makes you feel uncomfortable?

Enduring Understandings:

Students will understand that...

- Current and future personal wellness is dependent upon applying health-related concepts and skills in everyday lifestyle behaviors.
- Developing self-esteem, resiliency, tolerance and coping skills support social and emotional health.
- Making good health decisions requires the ability to access and evaluate reliable resources.
- Effective communication skills enhance a person's ability to express and defend their beliefs.
- Decision-making can be affected by a variety of influences that may not be in a person's best interest.

	<ul style="list-style-type: none"> ● Leadership and advocacy to promote personal and community wellness can impact the immediate community and society as a whole. ● There are numerous health and fitness programs available that provide a variety of services; not all are created equal.
Knowledge: <i>Students will know...</i> <ul style="list-style-type: none"> ● Being active every day, grooming, and sleep are all important to their health. ● Walking, playing, swimming, biking, or playing an active game are ways to exercise. ● Regular checkups are needed to prevent or cure health problems. ● Brushing and flossing your teeth is important to your personal health. ● Fire safety, bus safety, car safety, and street safety rules. ● Ways to minimize the effects of weather on one's health. ● Appropriate actions to take if they are lost. ● Simple first aid procedures, and what to do to get help if they are sick/hurt. ● How to say, "No!" (refusal skills) 	Skills: <i>Students will be able to...</i> <ul style="list-style-type: none"> ● Describe ways to be well groomed and look their best. ● Demonstrate how to sit and stand with correct posture. ● Name ways that sleep help their mind and body. ● Explain what happens at a health and dental check-up. ● Identify tools that doctors and dentists use. ● Demonstrate how to brush their teeth properly. ● Make a list of healthful things to do. ● Identify safety rules to follow at home, at school, and during indoor and outdoor play time. ● Compare and contrast between someone they may know versus a stranger. ● Distinguish between a good touch and a bad touch, and describe what to do if they feel uncomfortable.

Technology Integration

X 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 create and communicate knowledge.

8.2 Technology Integration, Engineering, Design and Computational Thinking - Programming

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

INTEGRATED SOCIAL AND EMOTIONAL LEARNING COMPETENCIES

The following social and emotional competencies are integrated in this curriculum document:

Self-Awareness

- ☒ Recognize one's own feelings and thoughts
- ☒ Recognize the impact of one's feelings and thoughts on one's own behavior
- ☒ Recognize one's personal traits, strengths and limitations
- ☒ Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- ☒ Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- ☒ Recognize the skills needed to establish and achieve personal and educational goals
- ☒ Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- ☒ Recognize and identify the thoughts, feelings, and perspectives of others
- ☐ Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- ☒ Demonstrate an understanding of the need for mutual respect when viewpoints differ
- ☐ Demonstrate an awareness of the expectations for social interactions in a variety of setting

Responsible Decision Making

- ☒ Develop, implement and model effective problem solving and critical thinking skills
- ☐ Identify the consequences associated with one's action in order to make constructive choices
- ☐ Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- ☒ Establish and maintain healthy relationships
- ☒ Utilize positive communication and social skills to interact effectively with others
- ☒ Identify ways to resist inappropriate social pressure
- ☒ Demonstrate the ability to present and resolve interpersonal conflicts in constructive ways
- ☒ Identify who, when, where, or how to seek help for oneself or others when needed

In this unit plan, the following 21st Century Life and Careers skills are addressed:				
Check ALL that apply – 21 st Century Themes			Indicate whether these skills are: <ul style="list-style-type: none"> • E – encouraged • T – taught • A – assessed Career Ready Practices	
9.1	Personal Financial Literacy		E	CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers			CRP2. Apply appropriate academic and technical skills.
	Money Management		ETA	CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management		ETA	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		ETA	CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer			CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility			CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting		ETA	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation			CRP9. Model integrity, ethical leadership and effective management.
X	Career Awareness			CRP10. Plan education and career paths aligned to personal goals.
X	Career Exploration		E	CRP11. Use technology to enhance productivity.

	Career Preparation		CRP12. Work productively in teams while using cultural global competence.
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Interdisciplinary Connections

New Jersey Student Learning Standards

RI.1.1. Ask and answer questions about key details in a text.

RI.1.2. Identify the main topic and retell key details of a text.

RI.1.3 Describe the connection between two individuals, events, ideas or pieces of information in a text.

NJSLSA.W4. Produced clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Student Resources

Key Vocabulary:

exercise, posture, checkup, cavity, dentist, floss, seat belt, stranger, good touch, bad touch, 911, first aid, safety rules, poison, fire hazards

Teacher Resources

Websites:

- <http://www.mypyramid.gov/>
- www.health.gov/dietaryguidelines/
- <http://www.healthfinder.gov/scripts/SearchContext.asp?topic=14314>
- <http://www.healthfinder.gov/>
- <http://www.fruitsandveggiesmorematters.org/>
- <http://www.foodchamps.org/>
- <http://www.americanheart.org/presenter.jhtml?identifier=2360>
- <http://www.nutritionexplorations.org/>
- <https://www.healthykids.org/>
- <https://www.bam.gov/index.html>
- <http://www.actionforhealthykids.org/>

Stage 2 – Assessment Evidence

Performance Task:

- Students will be invited to bring in a new toothbrush from home to use to demonstrate and practice correct brushing techniques. (See School Nurse for possible programs being offered.)

Formative Assessments:

- Teacher-developed quizzes, tests, academic prompts, homework, etc.

Summative Assessments:

- Unit Vocabulary Test

<ul style="list-style-type: none"> Students can make posters of safety rules for the playground and the school and hang them up around the school for everyone to see and follow. 	<ul style="list-style-type: none"> Chapter Tests
Stage 3 – Learning Plan	
Suggested Learning Activities	<p>Introductory Activity Ideas:</p> <ul style="list-style-type: none"> Warm-up Stretches: simple stretching activities in seats (rolling head, shoulders, reaching, etc.), breathing exercises, group walks around the classroom-can walk like/imitate certain animals, etc. and describe to students the importance of exercising, sleeping, and practicing breathing techniques. Writing: <ul style="list-style-type: none"> Children can write or draw directions for how to care for their teeth. Students can write about or draw a picture of one of their dentist/doctor experiences, an experience when/place where they may get lost, and what to do to prevent that from happening, times to be safe around fire, etc. Making lists: students can make lists involving any of the following topics/ideas: People Who They Trust, People to Call if They are in Trouble, etc. Mini-Books or “Foldables,” directions on Pages 152-153 in Teacher’s Edition Ideas: <i>Ways to Say, “No!” Fire Safety Rules, Ways to Look and Feel Your Best, About Me Book</i>, which could include contact information such as: their full name, parents’ names, home address, telephone number, and other important personal information, etc. <p>Text Read Aloud Strategies:</p> <ul style="list-style-type: none"> “Whole Group Read Aloud” “Buddy Reading”-students read with a partner and are given a post-it note/paper to record the most interesting thing they learned during the lesson, or a word which they thought was the most important. Students then share their ideas/responses aloud.

	<ul style="list-style-type: none"> ● “Small Group”-assign students to groups to read. Give groups chart paper and have them write some concepts that they thought were important, or give each group a word/concept to find and describe its meaning. <p>Lesson Closure Activities:</p> <ul style="list-style-type: none"> ● Role Playing <ul style="list-style-type: none"> ● Assign roles to students. Give students scenario cards and have children act out and play roles. ● Ideas: Convince the others to break the rules (Ex: Swimming when no adult/lifeguard is around, etc.), acting as strangers and try to convince them to come with them, doing harmful things to others, etc. Then, have other students practice using effective refusal skills to say, “No!” You can also do “lost situations” and have the children act out how to get help. ● Practice the “Stop, Drop, and Roll” Fire Safety strategy. ● Have students create street signs. Then have the students demonstrate what the signs mean. ● Sing Health Song or play one from the Health Songs CD that relates to the lesson. ● Graph what exercise activities/sports children like best. ● Health Center Ideas: Teacher’s Edition Pg. 89-Egg “Teeth” Floss-using an egg carton and string to practice proper flossing techniques.
<p>Modifications and Accommodations:</p>	<p>Special Education Students: <i>(These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each individual child’s IEP or 504 plan.)</i></p> <ul style="list-style-type: none"> ● Pre-teach or preview vocabulary ● Repeat or reword directions ● Have students repeat directions ● Use of small group instruction ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments ● Repetition and time for additional practice ● Model skills/techniques to be mastered ● Repetition and additional practice

	<ul style="list-style-type: none"> ● Use of assistive technology (as appropriate) ● Assign a peer buddy ● Check for understanding with more frequency ● Provide oral reminders and check student work during independent practice ● Chunk the assignment - broken up into smaller units, work submitted in phases ● Provide regular home/school communication <p>English Language Learners:</p> <ul style="list-style-type: none"> ● Pre-teach or preview vocabulary ● Repeat or reword directions ● Have students repeat directions ● Use of small group instruction ● Scaffold language based on their Can Do Descriptors ● Alter materials and requirements according to Can Do Descriptors ● TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi-sensory forms such as with body language, intonation ● Pair visual prompts with verbal presentations ● Repetition and additional practice ● Model skills and techniques to be mastered ● Native Language translation (peer, assistive technology, bilingual dictionary) ● Emphasize key words or critical information by highlighting ● Check for understanding with more frequency ● Use of self-assessment rubrics ● Increase one-on-one conferencing; frequent check ins ● Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring ● Extended time ● Projects completed individually or with partners ● Use online dictionary that includes images for words: http://visual.merriamwebster.com/. ● Use online translator to assist students with pronunciation: http://www.reverso.net/text_translation.aspx?lang=EN. <p>Students at Risk of Failure:</p> <ul style="list-style-type: none"> ● Use of self-assessment rubrics for check-in
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	<ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information and/or directions ● Opportunity for repetition and additional practice ● Model skills/techniques to be mastered ● Extended time ● Strategic seating with a purpose ● Provide students opportunity to make corrections and/or explain their answers ● Support organizational skills ● Encourage student to proofread work ● Assign a peer buddy ● Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal <p>High Achieving Students:</p> <ul style="list-style-type: none"> ● Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them ● Allow students to pursue independent projects based on their individual interests ● Provide enrichment activities that include more complex material ● Allow opportunities for peer collaboration and team-teaching ● Set individual goals ● Conduct research and provide presentation of appropriate topics ● Provide students opportunity to design surveys to generate and analyze data to be used in discussion ● Allow students to move through the assignment at their own pace, as appropriate.
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Unit Plan Title	Unit 4: Diseases, Drugs, and Medicine
Suggested Time Frame	7 weeks

Overview / Rationale
Drug usage prevents one from living a healthy lifestyle. Medicines must be used correctly in order to be safe and have the maximum benefit. Tobacco has harmful effects on the human body.

Treatment of drug abuse can help people live longer by implementing a plan to reach realistic wellness goals.

Stage 1 – Desired Results

Established Goals:

New Jersey Student Learning Standards for Comprehensive Health and Physical Education

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

Diseases and Health Conditions

- 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.

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

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.

2.3 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.

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.

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.

Dependency/Addiction and Treatment

<ul style="list-style-type: none"> ● 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. 	
Essential Questions: <ul style="list-style-type: none"> ● What can drugs do to your health? ● Who can help people who have a drug or alcohol problem? ● What does smoking do that's harmful? ● What is medicine for? 	Enduring Understandings: <i>Students will understand that...</i> <ul style="list-style-type: none"> ● Current and emerging diagnostic, prevention and treatment strategies can help people live healthier and longer than ever before. ● Decision-making can be affected by a variety of influences that may not be in a person's best interest. ● Developing and implementing a plan to reach realistic wellness goals increases the likelihood of reaching those goals. ● Medicines must be used correctly in order to be safe and have the maximum benefit. ● Research has clearly established that alcohol, tobacco and other drugs have a variety of harmful effects on the human body. ● There are common indicators, stages and influencing factors of chemical dependency.

Knowledge: <i>Students will know...</i> <ul style="list-style-type: none"> ● Medicine can be helpful when you are sick, and some people need to take medicine daily to stay well. ● There are different kinds/types of medicine used for different people and illnesses. ● Safe ways to use medicine and where it should be stored. 	Skills: <i>Students will be able to...</i> <ul style="list-style-type: none"> ● Distinguish between healthful drinks and alcohol. ● Give examples of harmful drugs and discuss how they affect people's health. ● Make a list of people in the community who can help if someone wants to stop using tobacco.
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<ul style="list-style-type: none"> ● The harmful effects of alcohol, tobacco, and drugs, and what they do to a person's body. ● Laws that pertain to drugs, alcohol, and smoking. ● Smoking also harms non-smokers who are around them. ● Some people cannot control their use of alcohol and drugs and may need to get help. ● People who can help if someone has an alcohol or drug related problem. ● Different germs can cause disease. ● People have a responsibility over their health and should make healthy choices. ● There are ways to try to prevent diseases, such as cancer. 	<ul style="list-style-type: none"> ● Describe reasons why people should be drug-free. ● Compare/contrast drugs and alcohol. ● Recognize signs of a drug/alcohol problem. ● List people who can help someone who has a drug or alcohol problem. ● Identify ways that germs can be spread. ● Discuss common health problems that children may have and symptoms of common childhood diseases. ● Describe common causes of asthma and allergies and ways to control their symptoms. ● List the benefits of a good diet and eating healthy foods. ● Begin to analyze the influence of media on the choices we make. ● Discuss ways to prevent cancer.
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Technology Integration
<u>X</u> 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 create and communicate knowledge.
<u> </u> 8.2 Technology Integration, Engineering, Design and Computational Thinking - Programming

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

INTEGRATED SOCIAL AND EMOTIONAL LEARNING COMPETENCIES

The following social and emotional competencies are integrated in this curriculum document:

Self-Awareness

- ☐ Recognize one's own feelings and thoughts
- ☐ Recognize the impact of one's feelings and thoughts on one's own behavior
- ☐ Recognize one's personal traits, strengths and limitations
- ☐ Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- ☒ Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- ☒ Recognize the skills needed to establish and achieve personal and educational goals
- ☒ Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- ☒ Recognize and identify the thoughts, feelings, and perspectives of others
- ☐ Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- ☐ Demonstrate an understanding of the need for mutual respect when viewpoints differ
- ☐ Demonstrate an awareness of the expectations for social interactions in a variety of setting

Responsible Decision Making

- ☒ Develop, implement and model effective problem solving and critical thinking skills
- ☒ Identify the consequences associated with one's action in order to make constructive choices
- ☒ Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- ☐ Establish and maintain healthy relationships
- ☐ Utilize positive communication and social skills to interact effectively with others
- ☐ Identify ways to resist inappropriate social pressure
- ☐ Demonstrate the ability to present and resolve interpersonal conflicts in constructive ways
- ☐ Identify who, when, where, or how to seek help for oneself or others when needed

In this unit plan, the following 21st Century Life and Careers skills are addressed:				
Check ALL that apply – 21 st Century Themes		Indicate whether these skills are: <ul style="list-style-type: none"> • E – encouraged • T – taught • A – assessed Career Ready Practices		
9.1	Personal Financial Literacy		E	CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers			CRP2. Apply appropriate academic and technical skills.
	Money Management		ETA	CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management		ETA	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		ETA	CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer			CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility			CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting		ETA	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
9.2	Career Awareness, Exploration, and Preparation			CRP9. Model integrity, ethical leadership and effective management.
X	Career Awareness			CRP10. Plan education and career paths aligned to personal goals.
X	Career Exploration		E	CRP11. Use technology to enhance productivity.
	Career Preparation			CRP12. Work productively in teams while using cultural global competence.
Interdisciplinary Connections				
New Jersey Student Learning Standards				
RI.1.1. Ask and answer questions about key details in a text.				
RI.1.2. Identify the main topic and retell key details of a text.				

RI.1.3 Describe the connection between two individuals, events, ideas or pieces of information in a text.

NJSLSA.W4. Produced clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Student Resources	
Key Vocabulary:	medicine, alcohol, drug, tobacco, secondhand smoke, marijuana, drug-free, germ, vaccine, illness, asthma, allergy, diabetes, cancer, stress, sunscreen
Teacher Resources	
Websites: <ul style="list-style-type: none"> • http://www.mypyramid.gov/ • www.health.gov/dietaryguidelines/ • http://www.healthfinder.gov/scripts/SearchContext.asp?topic=14314 • http://www.healthfinder.gov/ • http://www.fruitsandveggiesmorematters.org/ • http://www.foodchamps.org/ • http://www.americanheart.org/presenter.jhtml?identifier=2360 • http://www.nutritionexplorations.org/ • https://www.healthykids.org/ • https://www.bam.gov/index.html • http://www.actionforhealthykids.org/ 	
Stage 2 – Assessment Evidence	
Performance Task: Students write a health goal for themselves and create a chart to keep track of every time they accomplish their goal. Goals can include: Washing hands before eating, after bathroom, etc.; eating a healthy snack, covering their mouth when they cough or sneeze, etc.	Formative Assessments: <ul style="list-style-type: none"> • Teacher-developed quizzes, tests, academic prompts, homework, etc. Summative Assessments: <ul style="list-style-type: none"> • Unit Vocabulary Test • Chapter Tests

Stage 3 – Learning Plan	
Suggested Learning Activities	<p>Introductory Activity Ideas:</p> <p>Group Discussion:</p> <ul style="list-style-type: none"> ● Talk about how seeing young people smoke on TV or in magazines, could influence their opinions about smoking. ● Follow Up Activity: Make ads teaching people why it's not good to smoke. ● Picture cards: show the students different pictures of healthy and unhealthy habits and have the children give thumbs up or down for whether they think they are healthy choices or not. <p>Writing:</p> <ul style="list-style-type: none"> ● Children can write or draw directions for ways to say no to drugs and alcohol ● Students can make “No Smoking” posters/signs and hang them around the school. ● Making lists/graphic organizers: Students can create lists based upon the following topics/ideas: Ways to Prevent Cancer, Substances that Should Not be Taken Without Permission from an Adult, Healthy Habits Versus Unhealthy Habits chart, etc. ● Mini-Books or “Foldables,” directions on pgs. 192-193 in Teacher’s Edition-Ideas: Saying No to Drugs and Alcohol, Ways to Be Healthy and Happy, Healthy Things to Do <p>Text Read Aloud Strategies:</p> <ul style="list-style-type: none"> ● “Whole Group Read Aloud” ● “Buddy Reading”-students read with a partner and are given a post-it note/paper to record the most interesting thing they learned within the lesson, or a word which they thought was the most important. Students then share their ideas/responses aloud. ● “Small Group”-assign students to groups to read. Give groups chart paper and have them write some concepts that they thought were important or give each group a word/concept to find and describe its meaning.

	<p>Lesson Closure Activities:</p> <ul style="list-style-type: none"> ● Role Playing: Assign roles to students. Give students scenario cards and have children act out and play roles. ● Ideas: One student may encourage another child to take medicine without permission from parent, or to take someone else's medicine; students should act out saying, "No." Students should discuss why it's important to ask an adult for permission first and only take their own medicine. ● Sing Health Song or play one from the Health Songs CD that relates to the lesson. ● Health Center Ideas: Teacher's Edition Pg. 175-Happy Healthy Day-planning a full day of healthy, happy activities.
Modifications and Accommodations	<p>Special Education Students: <i>(These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each individual child's IEP or 504 plan.)</i></p> <ul style="list-style-type: none"> ● Differentiated Lessons ● Small Group Instruction ● Developmentally Appropriate Strategies <p>English Language Learners:</p> <ul style="list-style-type: none"> ● Visual Aids ● Relating Terminology Amongst Sports i.e. football and soccer ● Partnering Students <p>Students at Risk of Failure:</p> <ul style="list-style-type: none"> ● Multiple Opportunities to Succeed ● Small Group Instruction <p>High Achieving Students:</p> <ul style="list-style-type: none"> ● Activity Extensions ● Advancing the Skills ● Quicker Pacing

Unit Plan Title	Unit 5: Community, Communications, and Leadership
Suggested Time Frame	5 weeks

Overview / Rationale
Developing and implementing a plan to reach realistic wellness goals increases the likelihood of reaching those goals.

Stage 1 – Desired Results
<p>Established Goals: New Jersey Student Learning Standards for Comprehensive Health and Physical Education</p> <p>2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</p> <p>Personal Growth and Development</p> <ul style="list-style-type: none"> ● 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. <p>2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</p> <p>Decision-Making and Goal Setting</p> <ul style="list-style-type: none"> ● 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.

<p>Essential Questions:</p> <ul style="list-style-type: none"> ● Who can teach you about good health? ● What are ads, and what is their purpose? ● What is a healthy choice? 	<p>Enduring Understandings: <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Current and future personal wellness is dependent upon applying health-related concepts and skills in everyday lifestyle behaviors.
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	<ul style="list-style-type: none"> ● Effective communication skills enhance a person's ability to express and defend their beliefs. ● Making good health decisions requires the ability to access and evaluate reliable resources. ● Decision-making can be affected by a variety of influences that may not be in a person's best interest. ● Developing and implementing a plan to reach realistic wellness goals increases the likelihood of reaching those goals.
Knowledge: <i>Students will know...</i> <ul style="list-style-type: none"> ● How we can learn about health through the media and people in the community. ● How service jobs of people in the community contribute to promoting good health. ● Ads try to sell products and can sometimes be misleading. ● How to make wise choices about health products. 	Skills: <i>Students will be able to...</i> <ul style="list-style-type: none"> ● List valid sources of health information. ● Discuss the people in the community that are health helpers and describe what they do for us that is beneficial to our health. ● Distinguish between beneficial health products and products that do not promote good health.

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NJSLSA.W4. Produced clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Student Resources

Key Vocabulary:	community, health helpers, health fact, ad, health product
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Teacher Resources

Websites:

- <http://www.mypyramid.gov/>
- www.health.gov/dietaryguidelines/
- <http://www.healthfinder.gov/scripts/SearchContext.asp?topic=14314>
- <http://www.healthfinder.gov/>
- <http://www.fruitsandveggiesmorematters.org/>
- <http://www.foodchamps.org/>
- <http://www.americanheart.org/presenter.jhtml?identifier=2360>
- <http://www.nutritionexplorations.org/>
- <https://www.healthykids.org/>
- <https://www.bam.gov/index.html>
- <http://www.actionforhealthykids.org/>

Stage 2 – Assessment Evidence	
<p>Performance Tasks:</p> <ul style="list-style-type: none"> • Invite a community worker to come into class to discuss healthful choices to the students. Allow the students the opportunity to ask questions and find out more about what they would like to know. Students can then write about what they learned and share their experience with their families. • Provide students with a chart that is labeled: Healthy Commercials and Unhealthy Commercials. Instruct students to go home, watch TV, and distinguish whether the commercials they see on TV are promoting good health, or are not promoting good health, and write the products they see on their chart in the appropriate column. Students will then bring their charts back to class to share their findings! Summarize in a graph the number of examples found in each category. Some examples may include: healthy commercials: soup, apple juice, milk, toothpaste, soap, etc. and unhealthy commercials: fast food, pizza, candy, cookies, etc. 	<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Teacher-developed quizzes, tests, academic prompts, homework, etc. <p>Summative Assessments:</p> <ul style="list-style-type: none"> • Unit Vocabulary Test • Chapter Tests
Stage 3 – Learning Plan	
Suggested Learning Activities	<p>Introductory Activity Ideas:</p> <p>Writing:</p> <ul style="list-style-type: none"> • Children can write thank you cards to people in the community who they feel may help teach us good health habits and keep us safe. For

	<p>example: school nurse, teachers, police officers, fire fighters, crossing guards, doctors, etc. This activity will demonstrate an appreciation of our community workers, and allow the students to realize how many people in our community promote healthy habits.</p> <ul style="list-style-type: none"> ● Making lists: <ul style="list-style-type: none"> ● Students can make lists of things that they may need to go see a doctor for. For example: tooth ache, stomach pains, ear ache, severe cut, etc. This would allow children to understand that when something is bothering them they should tell someone so that it gets taken care of by a professional health care provider. ● Students can make shopping lists of healthy things to buy at the food store, and then on the other side of their paper, they can list unhealthy things that they shouldn't buy. This activity will promote the understanding of healthy versus unhealthy foods and decision making. <p>Text Read Aloud Strategies:</p> <ul style="list-style-type: none"> ● “Whole Group Read Aloud” ● “Buddy Reading”: Students read with a partner and are given a post-it note/paper to record the most interesting thing they learned about the lesson on, or a word which they thought was the most important. Students then share their ideas/responses aloud. ● “Small Group”: Assign students to groups to read. Give groups chart paper and have them write some concepts that they thought were important, or give each group a word/concept to find and describe its meaning. <p>Lesson Closure Activities:</p> <ul style="list-style-type: none"> ● Role Playing: Assign roles to students. Give students scenario cards and have children act out and play roles. Ideas: <ul style="list-style-type: none"> ● Allow students to act as community workers and have them help other children in the class follow safety rules, take care of people who are sick, teach about healthy choices, etc. ● “Ok/No Way” Game, T.E. Pg. 203- Students can write “Ok” on one side of a piece of paper and “No Way” on the other side. You can call out product names and allow the students to hold
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	<p>up their cards to decide whether think they are ok, or not okay for their health.</p> <ul style="list-style-type: none"> ● As a class, brainstorm a list of ways that ads convince people to buy things, such as: bright colors, cute animals/cartoons, famous people, saying things that may not be true, etc. Then, allow the students to work in groups, assign each group an unhealthy product to try to convince the rest of the class to buy, and allow the students to create their own ad to present to the class. Students can also make paper bag puppets to use them to try to sell their product! This will allow students to see that anyone can create ads and sometimes the ads do not tell the truth and may contain products that are unhealthy for you. ● Music: Sing Health Song or play one from the Health Songs CD that relates to the lesson. ● Math integration: Discuss and graph the student's favorite healthy snacks. ● Health Center Ideas: <ul style="list-style-type: none"> ● Teacher's Edition Pg. 195-Our Health Helpers-students will write about people in the community who promote good health and draw the tools they use to help us stay healthy in our daily lives. ● Making collages with magazine pictures of healthy ads to allow the students the opportunity to look through magazines and find ads that promote good health. You could also have the students make a healthy/unhealthy chart and glue the ads on either side of the chart depending upon the product ad.
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Modifications and Accommodations	<p>Special Education Students: <i>(These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each individual child's IEP or 504 plan.)</i></p> <ul style="list-style-type: none"> ● Pre-teach or preview vocabulary ● Repeat or reword directions ● Have students repeat directions ● Use of small group instruction ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments
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	<ul style="list-style-type: none"> ● Repetition and time for additional practice ● Model skills/techniques to be mastered ● Repetition and additional practice ● Use of assistive technology (as appropriate) ● Assign a peer buddy ● Check for understanding with more frequency ● Provide oral reminders and check student work during independent practice ● Chunk the assignment - broken up into smaller units, work submitted in phases ● Provide regular home/school communication <p>English Language Learners:</p> <ul style="list-style-type: none"> ● Pre-teach or preview vocabulary ● Repeat or reword directions ● Have students repeat directions ● Use of small group instruction ● Scaffold language based on their Can Do Descriptors ● Alter materials and requirements according to Can Do Descriptors ● TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi-sensory forms such as with body language, intonation ● Pair visual prompts with verbal presentations ● Repetition and additional practice ● Model skills and techniques to be mastered ● Native Language translation (peer, assistive technology, bilingual dictionary) ● Emphasize key words or critical information by highlighting ● Check for understanding with more frequency ● Use of self-assessment rubrics ● Increase one-on-one conferencing; frequent check ins ● Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring ● Extended time ● Projects completed individually or with partners ● Use online dictionary that includes images for words: http://visual.merriamwebster.com/. ● Use online translator to assist students with pronunciation: http://www.reverso.net/text_translation.aspx?lang=EN.
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	<p>Students at Risk of Failure:</p> <ul style="list-style-type: none"> ● Use of self-assessment rubrics for check-in ● Pair visual prompts with verbal presentations ● Ask students to restate information and/or directions ● Opportunity for repetition and additional practice ● Model skills/techniques to be mastered ● Extended time ● Strategic seating with a purpose ● Provide students opportunity to make corrections and/or explain their answers ● Support organizational skills ● Encourage student to proofread work ● Assign a peer buddy ● Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal <p>High Achieving Students:</p> <ul style="list-style-type: none"> ● Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them ● Allow students to pursue independent projects based on their individual interests ● Provide enrichment activities that include more complex material ● Allow opportunities for peer collaboration and team-teaching ● Set individual goals ● Conduct research and provide presentation of appropriate topics ● Provide students opportunity to design surveys to generate and analyze data to be used in discussion ● Allow students to move through the assignment at their own pace, as appropriate.
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GRADE 1
HEALTH PACING GUIDE

LESSONS	TOPIC	NJSLS	LESSONS	TOPIC	NJSLS
1	Social and Emotional Health and Family Life	2.1	19	Personal Health and Safety	2.1
2	Social and Emotional Health and Family Life	2.1	20	Personal Health and Safety	2.1
3	Social and Emotional Health and Family Life	2.1	21	Personal Health and Safety	2.1
4	Social and Emotional Health and Family Life	2.1	22	Personal Health and Safety	2.1
5	Social and Emotional Health and Family Life	2.1	23	Personal Health and Safety	2.1
6	Social and Emotional Health and Family Life	2.1	24	Personal Health and Safety	2.1
7	Social and Emotional Health and Family Life	2.1	25	Diseases, Drugs and Medicine	2.1
8	Growth and Nutrition	2.1	26	Diseases, Drugs and Medicine	2.1
9	Growth and Nutrition	2.1	27	Diseases, Drugs and Medicine	2.1
10	Growth and Nutrition	2.1	28	Diseases, Drugs and Medicine	2.1
11	Growth and Nutrition	2.1	29	Diseases, Drugs and Medicine	2.1
12	Growth and Nutrition	2.1	30	Diseases, Drugs and Medicine	2.1
13	Growth and Nutrition	2.1	31	Community, Communication and Leadership	2.1
14	Growth and Nutrition	2.1	32	Community, Communication and Leadership	2.1
15	Growth and Nutrition	2.1	33	Community, Communication and Leadership	2.1
16	Growth and Nutrition	2.1	34	Community, Communication and Leadership	2.1
17	Personal Health and Safety	2.1	35	Community, Communication and Leadership	2.1
18	Personal Health and Safety	2.1	36	Community, Communication and Leadership	2.1

NEPTUNE CITY SCHOOL DISTRICT
Office of the Chief School Administrator, Principal
210 West Sylvania Avenue
Neptune City, NJ 07753

An Affirmative Action Equal Opportunity Employer