



Rochelle Park School District

Curriculum Guide

Health Grades: K-2

BOE Approved on August 30, 2022

Overview

The NJSLS-CHPE (New Jersey Student Learning Standards for Comprehensive Health and Physical Education <https://www.nj.gov/education/standards/chp/index.shtml>) highlights the expectation that all students participate in a high-quality, K–12 sequential health and physical education program that emphasizes 21st Century skills and interdisciplinary connections to empower students to live a healthy active lifestyle. The primary focus of the standards consists of the development of concepts and skills that promote and influence healthy behaviors.

All students will acquire the knowledge and skills of what is most essential to become individuals who possess health and physical literacy and pursue a life of wellness. They will develop the habits necessary to live healthy, productive lives that positively impact their families, schools and communities.

The Rochelle Park K-2 Health Curriculum guide supports the implementation of the following disciplinary concepts:

- Personal Growth and Development
- Pregnancy and Parenting
- Emotional Health
- Social and Sexual Health
- Community Health Services and Support
- Movement Skills and Concepts
- Physical Fitness
- Lifelong Fitness
- Nutrition
- Personal Safety
- Health Conditions, Diseases, and Medicine
- Alcohol, Tobacco, and other Drugs
- Dependency, Substances Disorder and Treatment

Section 18A:35-4.7 - Parent's statement of conflict with conscience

Any child whose parent or guardian presents to the school principal a signed statement that any part of the instructions in health, family life education or sex education is in conflict with his conscience, or sincerely held moral or religious beliefs shall be excused from that portion of the course where such instruction is being given and no penalties as to credit or graduation shall result therefrom.

N.J.S. § 18A:35-4.7

L.1979, c.428, s.2, eff. 2/11/1980

CHPE: Health

Grades K-2

Unit 1: Personal and Mental Health

Disciplinary Concept: Personal Growth and Development

Timeframe	3-4 weeks		
Core Ideas	PERFORMANCE EXPECTATIONS		
Individuals enjoy different activities and grow at different rates.	2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy.		
Personal hygiene and self-help skills promote healthy habits.	2.1.2.PGD. 2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth). 2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness. 2.1.2.PGD.4: Use correct terminology to identify body parts and explain how body parts work together to support wellness. 2.1.2.PGD.5: List medically accurate names for body parts, including the genitals		
Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
<ul style="list-style-type: none"> ● Abuse ● Allergies ● Antiperspirant/Deodorant ● Anus ● Arms ● Band-aid ● Bandage ● Body Systems/Cardiovascular/Digestive/Endocrine/Immune/Nervous/Respiratory ● Bones ● Breast ● Cavity ● Choice ● Decay ● Dentist ● Disease ● Doctor ● Exams/Check-ups/Screening 	Students will know and be able to explore how activity helps all human bodies stay healthy.	<p>Grade K:</p> <ul style="list-style-type: none"> ● Open-ended: what do students do in their free time? ● Fill in the blank: healthy activities <p>Grade 1:</p> <ul style="list-style-type: none"> ● Open-ended: what do students do in their free time? ● Fill in the blank: healthy activities <p>Grade 2:</p> <ul style="list-style-type: none"> ● Open-ended: what do students do in their free time? ● Fill in the blank: healthy activities 	<ul style="list-style-type: none"> ● Formal Assessment ● Summative Assessment ● Projects/Presentations ● Exit Ticket ● Quiz ● Worksheets ● Visual Observation
	Students will know and be able to develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).	<p>Grade K:</p> <ul style="list-style-type: none"> ● Open-ended: What are some healthy and unhealthy choices? ● Cut and paste: Sort healthy and unhealthy habits into the correct column. <p>Grade 1:</p>	<ul style="list-style-type: none"> ● Formal Assessment ● Summative Assessment ● Projects/Presentations ● Exit Ticket ● Quiz ● Worksheets ● Visual Observation

<ul style="list-style-type: none"> • Exercise/Physical fitness • Eyes • Feet • Fingers • Floss • Germs • Grooming • Gums • Hands • Head • Hearing • Hormones • Illness • Joints/Shoulder/Knee/Ankle/Wrist/Elbow 		<ul style="list-style-type: none"> • Open-ended: What are some healthy choices that you make every day? • Fill in the blank: healthy habits. <p>Grade 2:</p> <ul style="list-style-type: none"> • Open-ended: What do you need to do to stay healthy? • Vocabulary: Match the vocabulary words to each picture. 	
<ul style="list-style-type: none"> • Legs • Mouth • Mouthwash • Muscles • Obesity • Organs • Penis • Personal & Oral hygiene • Physical fitness • Plaque • Puberty • Relationships • Responsibility • Safety • Scrotum • Senses 	<p>Students will know and be able to explain what being “well” means and identify self-care practices that support wellness.</p>	<p>Grade K:</p> <ul style="list-style-type: none"> • Open-ended: What are some activities you do that make you happy? • Scenarios: Write/Talk about how you’d react to the listed scenario. <p>Grade 1:</p> <ul style="list-style-type: none"> • Open-ended: How do you practice self-care? • Scenarios: Write/Talk about how you’d react to the listed scenario. <p>Grade 2:</p> <ul style="list-style-type: none"> • Open-ended: How do you practice self-care? • Scenarios: Write/Talk about how you’d react to the listed scenario. 	<ul style="list-style-type: none"> • Formal Assessment • Summative Assessment • Projects/Presentations • Exit Ticket • Quiz • Worksheets • Visual Observation
<ul style="list-style-type: none"> • Sight • Skin • Sleep • Sound • Soup • Strangers • Sunscreen 	<p>Students will know and be able to use correct terminology to identify body parts and explain how body parts work together to support wellness.</p>	<p>Grade K:</p> <ul style="list-style-type: none"> • Fill-in diagram or draw/color body parts • Matching vocabulary terms <p>Grade 1:</p> <ul style="list-style-type: none"> • Fill-in diagram or draw/color body parts 	<ul style="list-style-type: none"> • Formal Assessment • Summative Assessment • Projects/Presentations • Exit Ticket • Quiz • Worksheets • Visual Observation

<ul style="list-style-type: none"> • Sunglasses • Taste • Teeth • Testicals • Toothpaste • UV Rays • Vagina • Vision 		<ul style="list-style-type: none"> • Matching vocabulary terms Grade 2: <ul style="list-style-type: none"> • Fill-in diagram or draw/color body parts 		
	Students will know and be able to list medically accurate names for body parts, including the genitals.	Grade K: <ul style="list-style-type: none"> • Fill-in diagram or draw/color body parts • Matching vocabulary terms Grade 1: <ul style="list-style-type: none"> • Fill-in diagram or draw/color body parts • Matching vocabulary terms Grade 2: <ul style="list-style-type: none"> • Fill-in diagram or draw/color body parts • Matching vocabulary terms 	<ul style="list-style-type: none"> • Formal Assessment • Summative Assessment • Projects/Presentations • Exit Ticket • Quiz • Worksheets • Visual Observation 	
Resources/Materials	<ul style="list-style-type: none"> • KidsHealth: https://classroom.kidshealth.org/classroom/ • BrainPop Jr • NJDOE Resources: https://www.nj.gov/education/standards/chp/ • NJ H&PE Supervisor Resource Hub: https://sites.google.com/middletownk12.org/njcahpe-resources/home • NJSLS: https://www.nj.gov/education/standards/chp/Docs/2020_NJSLS-CHPE_Kto2.pdf 			
Interdisciplinary Connections	<p>K-ESS3-1 Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.</p> <p>SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>			
Career Readiness, Life Literacies and Key Skills	<p>9.1.8.FP.5: Determine how spending, investing, and using credit wisely contributes to financial well-being.</p> <p>9.4.2.CI.1: Demonstrate openness to new ideas and perspectives</p>			
Computer Science and Design Thinking	<p>8.2.2.ITH.1: Identify products that are designed to meet human wants or needs.</p>			
Modifications				
English Language Learners	Special Education	At-Risk	Gifted and Talented	504
Scaffolding Word walls	Word walls Visual aides	Teacher tutoring Peer tutoring	Curriculum compacting	Word walls Visual aides

Sentence/paragraph frames Bilingual dictionaries/translation Think alouds Read alouds Highlight key vocabulary Annotation guides Think-pair- share Visual aides Modeling Cognates	Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast	Study guides Graphic organizers Extended time Parent communication Modified assignments Counseling	Challenge assignments Enrichment activities Tiered activities Independent research/inquiry Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities	Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast Parent communication Modified assignments Counseling
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**CPHE: Health
Grades K-2**

Unit 1: Personal and Mental Health

Disciplinary Concept: Pregnancy and Parenting

Timeframe	2-3 weeks		
Core Ideas	PERFORMANCE EXPECTATIONS		
All living things may have the capacity to reproduce.	2.1.2.PP.1: Define reproduction. 2.1.2.PP.2: Explain the ways in which parents may care for their offspring (e.g., animals, people, fish).		
Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
<ul style="list-style-type: none"> ● Abuse ● Adult ● Adolescent ● Animals produce offspring/Lay eggs/Carry offspring ● Birth ● Child ● Females ● Infant ● Males ● Offspring ● Parenting/Different types of parents ● Pre-Adolescent ● Pregnancy ● Reproduction ● Roles/Parenting/Children ● Teenager ● Toddler ● Types of Families 	Students will be able to define reproduction.	<p>Grade K:</p> <ul style="list-style-type: none"> ● Compare how different animals produce offspring. (example: amphibians lay eggs, mammals carry offspring until term.) ● Match vocabulary terms to definitions. <p>Grade 1:</p> <ul style="list-style-type: none"> ● Compare how different animals produce offspring. (example: amphibians lay eggs, mammals carry offspring until term.) ● Match vocabulary terms to definitions. <p>Grade 2:</p> <ul style="list-style-type: none"> ● Compare how different animals produce offspring. (example: amphibians lay eggs, mammals carry offspring until term.) ● Match vocabulary terms to definitions. 	<ul style="list-style-type: none"> ● Formal Assessment ● Summative Assessment ● Projects/Presentations ● Exit Ticket ● Quiz ● Worksheets ● Visual Observation
	Students will be able to explain the ways in which parents may care for their offspring.	<p>Grade K:</p> <ul style="list-style-type: none"> ● Open-ended: What are some things your parents help you do at home? ● Cut and paste: Sort parent and children's roles and responsibilities into the correct 	<ul style="list-style-type: none"> ● Formal Assessment ● Summative Assessment ● Projects/Presentations ● Exit Ticket ● Quiz ● Worksheets ● Visual Observation

		<p>column.</p> <ul style="list-style-type: none"> Literature: Read to class children’s books that promote diverse family structures. <p>Grade 1:</p> <ul style="list-style-type: none"> Open-ended: What are some things your parents help you do at home? Cut and paste: Sort parent and children's roles and responsibilities into the correct column. Literature: Read to class children’s books that promote diverse family structures. <p>Grade: 2</p> <ul style="list-style-type: none"> Open-ended: What are some things your parents help you do at home? Cut and paste: Sort parent and children roles and responsibilities into the correct column. Literature: Read to class children’s books that promote diverse family structures. 	
Resources/Materials	<ul style="list-style-type: none"> KidsHealth: https://classroom.kidshealth.org/classroom/ NJDOE Resources: https://www.nj.gov/education/standards/chp/ NJ H&PE Supervisor Resource Hub: https://sites.google.com/middletownk12.org/njcahpe-resources/home NJSLS: https://www.nj.gov/education/standards/chp/Docs/2020_NJSLS-CHPE_Kto2.pdf 		
Interdisciplinary Connections	<p>K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive.</p> <p>SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>		
Career Readiness, Life Literacies and Key Skills	<p>9.1.8.PB.2: Explain how different circumstances can affect one’s personal budget.</p> <p>9.1.8.PB.4: Construct a simple personal savings and spending plan based on various sources of income and</p>		

	different stages of life (e.g. teenager, young adult, family).			
Computer Science and Design Thinking	8.2.2.ITH.3: Identify how technology impacts or improves life.			
Modifications				
English Language Learners	Special Education	At-Risk	Gifted and Talented	504
Scaffolding Word walls Sentence/paragraph frames Bilingual dictionaries/translation Think alouds Read alouds Highlight key vocabulary Annotation guides Think-pair- share Visual aides Modeling Cognates	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast	Teacher tutoring Peer tutoring Study guides Graphic organizers Extended time Parent communication Modified assignments Counseling	Curriculum compacting Challenge assignments Enrichment activities Tiered activities Independent research/inquiry Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast Parent communication Modified assignments Counseling

**CPHE: Health
Grades K-2**

2.1 Personal and Mental Health

Disciplinary Concept: Emotional Health

Timeframe	5-6 weeks		
Core Ideas	PERFORMANCE EXPECTATIONS		
Many factors influence how we think about ourselves and others.	2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others. 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities. 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).		
There are different ways that individuals handle stress, and some are healthier than others	2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors. 2.1.2.EH.5: Explain healthy ways of coping with stressful situations.		
Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
<ul style="list-style-type: none"> ● Accountability ● Actions ● Anxiety ● Behaviors ● Body Language/Gestures /Posture ● Brave ● Bullying ● Caring ● Character ● Communication ● Conflict Resolution ● Consequences ● Coping ● Counseling ● Culture ● Emotions ● Empathy ● Environment ● Etiquette ● Feelings/Sad/Anger /Happy 	Students will be able to explain the meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others.	Grade K: <ul style="list-style-type: none"> ● Brainstorm good traits to have. (honesty, respect, caring) ● Open-ended: What does it mean to be a person with good character? ● Literature/Sorting Activity: Read "Have You Filled a Bucket Today" by Carol McCloud, then complete "Bucket Filler/Bucket Dipper" cut and paste worksheet. Grade 1: <ul style="list-style-type: none"> ● Think-Pair-Share: Ways individuals can be good characters. Grade 2: <ul style="list-style-type: none"> ● Think-Pair-Share: Ways individuals can be good characters. 	<ul style="list-style-type: none"> ● Formal Assessment ● Summative Assessment ● Projects/Presentations ● Exit Ticket ● Quiz ● Worksheets ● Visual Observation
	Students will be able to identify what it means to be responsible and list	Grade K: <ul style="list-style-type: none"> ● Scenarios: Provide a scenario for students to write/discuss 	<ul style="list-style-type: none"> ● Formal Assessment ● Summative Assessment ● Projects/Presentations

<ul style="list-style-type: none"> ● Honesty ● Humble ● Impulses ● Nervous ● Peer Pressure ● Reflection ● Respect ● Responsibility ● Self-Esteem 	<p>personal responsibilities.</p>	<p>possible responsible reactions.</p> <p>Grade 1:</p> <ul style="list-style-type: none"> ● Scenarios: Provide a scenario for students to write/discuss possible responsible reactions. <p>Grade 2:</p> <ul style="list-style-type: none"> ● Scenarios: Provide a scenario for students to write/discuss possible responsible reactions. 	<ul style="list-style-type: none"> ● Exit Ticket ● Quiz ● Worksheets ● Visual Observation
<ul style="list-style-type: none"> ● Stress ● Stubborn ● Thoughts ● Traits ● Values 	<p>Students will be able to demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).</p>	<p>Grade K:</p> <ul style="list-style-type: none"> ● Think-Pair-Share: Ways individuals cope with stress. ● Roleplay in different stressful scenarios. <p>Grade 1:</p> <ul style="list-style-type: none"> ● Think-Pair-Share: Ways individuals cope with stress. ● Roleplay in different stressful scenarios. <p>Grade 2:</p> <ul style="list-style-type: none"> ● Think-Pair-Share: Ways individuals cope with stress. ● Roleplay in different stressful scenarios. 	<ul style="list-style-type: none"> ● Formal Assessment ● Summative Assessment ● Projects/Presentations ● Exit Ticket ● Quiz ● Worksheets ● Visual Observation
	<p>Students will be able to demonstrate strategies for coping with stressful situations and managing one's own emotions, thoughts and behaviors.</p>	<p>Grade K:</p> <ul style="list-style-type: none"> ● Think-Pair-Share: Ways individuals cope with stress. ● Positive Affirmations: Students will start the day by stating the positive affirmation written on the board. ● Literature: Read to class children's books that promote ways to manage emotions. <p>Grade 1:</p> <ul style="list-style-type: none"> ● Think-Pair-Share: Ways individuals cope with stress. ● Positive Affirmations: 	<ul style="list-style-type: none"> ● Formal Assessment ● Summative Assessment ● Projects/Presentations ● Exit Ticket ● Quiz ● Worksheets ● Visual Observation

		<p>Students will start the day by stating the positive affirmation written on the board.</p> <p>Literature: Read to class children’s books which promote ways to manage emotions.</p> <p>Grade 2:</p> <ul style="list-style-type: none"> • Think-Pair-Share: Ways individuals cope with stress. • Positive Affirmations: Students will start the day by stating the positive affirmation written on the board. • Literature: Read to class children’s books that promote ways to manage emotions. 	
Resources/Materials	<ul style="list-style-type: none"> • KidsHealth: https://classroom.kidshealth.org/classroom/ • BrainPop Jr http://www.brainpopjr.com/ • NJDOE Resources: https://www.nj.gov/education/standards/chp/ • NJ H&PE Supervisor Resource Hub: https://sites.google.com/middletownk12.org/njcahpe-resources/home • NJSLS: https://www.nj.gov/education/standards/chp/Docs/2020_NJSLS-CHPE_Kto2.pdf <p>Children’s Literature</p> <ul style="list-style-type: none"> • A Boy Like You by Frank Murphy 		
Interdisciplinary Connections	<p>SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>		
Career Readiness, Life Literacies and Key Skills	<p>9.1.8.FP.2: Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions</p> <p>9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals</p>		
Computer Science and Design Thinking	<p>8.2.2.ITH.5: Design a solution to a problem affecting the community in a collaborative team and explain the intended impact of the solution.</p>		

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

**CPHE: Health
Grades K-2**

2.1 Personal and Mental Health

Disciplinary Concept: Social & Sexual Health

Timeframe	3-4 weeks		
Core Ideas	PERFORMANCE EXPECTATIONS		
Every individual has unique skills and qualities, which can include the activities they enjoy such as how they may dress, their mannerisms, things they like to do.	2.1.2.SSH.1: Discuss how individuals make their own choices about how to express themselves. 2.1.2.SSH.2: Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.		
Families shape the way we think about our bodies, our health and our behaviors.	2.1.2.SSH.3: Describe different kinds of families locally, nationally and globally and note similarities in the ways in which they keep their children safe. 2.1.2.SSH.4: Determine the factors that contribute to healthy relationships within a family.		
People have relationships with others in the local community and beyond	2.1.2.SSH.5: Identify basic social needs of all people. 2.1.2.SSH.6: Determine the factors that contribute to healthy relationships.		
Communication is the basis for strengthening relationships and resolving conflict between people.	2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another.		
Conflicts between people occur, and there are effective ways to resolve them.	2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer). 2.1.2.SSH.9: Define bullying and teasing and explain why they are wrong and harmful.		
Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
<ul style="list-style-type: none"> ● Abuse ● Behaviors ● Bullying ● Choices ● Communication ● Conflict Resolution ● Conflicts ● Counseling ● Culture ● Disagreements ● Environment ● Expression ● Families 	Students will be able to discuss how individuals make their own choices about how to express themselves.	Grade K: <ul style="list-style-type: none"> ● Group/Class Discussion about self-confidence and expression. ● Poster: “About Me” describing themselves. Grade 1: <ul style="list-style-type: none"> ● Group/Class Discussion about self-confidence and expression. ● Poster: “About Me” describing themselves. Grade 2:	<ul style="list-style-type: none"> ● Formal Assessment ● Summative Assessment ● Projects/Presentations ● Exit Ticket ● Quiz ● Worksheets ● Visual Observation

<ul style="list-style-type: none"> ● Gender ● Gender Roles ● Kinds of Families ● Peer Pressure ● Privacy ● Relationships ● Safety ● Stranger ● Stereotypes ● Teasing ● Understanding 		<ul style="list-style-type: none"> ● Group/Class Discussion about self-confidence and expression. ● Poster: "About Me" describing themselves. 	
	<p>Students will be able to discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.</p>	<p>Grade K:</p> <ul style="list-style-type: none"> ● Group/Class Discussion about stereotypes, how they limit behaviors, and how to combat them. ● Open-Ended: Have students write/draw what they think of when given a specific example (man, woman, etc.) <p>Grade 1:</p> <ul style="list-style-type: none"> ● Group/Class Discussion about stereotypes, how they limit behaviors, and how to combat them. ● Open-Ended: Have students write/draw what they think of when given a specific example (man, woman, etc.) <p>Grade 2:</p> <ul style="list-style-type: none"> ● Group/Class Discussion about stereotypes, how they limit behaviors, and how to combat them. ● Open-Ended: Have students write/draw what they think of when given a specific example (man, woman, etc.) 	<ul style="list-style-type: none"> ● Formal Assessment ● Summative Assessment ● Projects/Presentations ● Exit Ticket ● Quiz ● Worksheets ● Visual Observation
	<p>Students will be able to describe different kinds of families locally, nationally, and globally and note similarities in the ways in which they keep their children safe.</p>	<p>Grade K:</p> <ul style="list-style-type: none"> ● Compare and Contrast: Write/Discuss similarities in how different families protect each other. ● Write a story about a family of a different background. <p>Grade 1:</p>	<ul style="list-style-type: none"> ● Formal Assessment ● Summative Assessment ● Projects/Presentations ● Exit Ticket ● Quiz ● Worksheets ● Visual Observation

		<ul style="list-style-type: none"> ● Compare and Contrast: Write/Discuss similarities in how different families protect each other. ● Write a story about a family of a different background. <p>Grade 2:</p> <ul style="list-style-type: none"> ● Compare and Contrast: Write/Discuss similarities in how different families protect each other. ● Write a story about a family of a different background. 	
	<p>Students will be able to determine the factors that contribute to healthy relationships within a family.</p>	<p>Grade K:</p> <ul style="list-style-type: none"> ● Class/Group Work: Create a word bubble of adjectives describing a healthy family relationship. <p>Grade 1:</p> <ul style="list-style-type: none"> ● Class/Group Work: Create a word bubble of adjectives describing a healthy family relationship. <p>Grade 2:</p> <ul style="list-style-type: none"> ● Class/Group Work: Create a word bubble of adjectives describing a healthy family relationship. 	<ul style="list-style-type: none"> ● Formal Assessment ● Summative Assessment ● Projects/Presentations ● Exit Ticket ● Quiz ● Worksheets ● Visual Observation
	<p>Students will be able to identify the basic social needs of all people.</p>	<p>Grade K:</p> <ul style="list-style-type: none"> ● Students write/discuss what a socially healthy person looks like and why it is important. ● Students choose “good” or “bad” as a class or in groups after a given social situation for a person. <p>Grade 1:</p> <ul style="list-style-type: none"> ● Students write/discuss what a socially healthy person looks like and why it is important. 	<ul style="list-style-type: none"> ● Formal Assessment ● Summative Assessment ● Projects/Presentations ● Exit Ticket ● Quiz ● Worksheets ● Visual Observation

		<ul style="list-style-type: none"> • Students choose “good” or “bad” as a class or in groups after a given social situation for a person. <p>Grade 2:</p> <ul style="list-style-type: none"> • Students write/discuss what a socially healthy person looks like and why it is important. • Students choose “good” or “bad” as a class or in groups after a given social situation for a person. 	
	<p>Students will be able to determine the factors that contribute to healthy relationships.</p>	<p>Grade K:</p> <ul style="list-style-type: none"> • Students watch a video on factors that contribute towards healthy relationships. • Students work in groups or independently to create a list of good and bad factors that contribute towards a healthy relationship. <p>Grade 1:</p> <ul style="list-style-type: none"> • Students watch a video on factors that contribute towards healthy relationships. • Students work in groups or independently to create a list of good and bad factors that contribute towards a healthy relationship. <p>Grade 2:</p> <ul style="list-style-type: none"> • Students watch a video on factors that contribute towards healthy relationships. • Students work in groups or independently to create a list of good and bad factors that contribute towards a healthy relationship. 	<ul style="list-style-type: none"> • Formal Assessment • Summative Assessment • Projects/Presentations • Exit Ticket • Quiz • Worksheets • Visual Observation

	<p>Students will be able to explain healthy ways for friends to express feelings for and to one another.</p>	<p>Grade K:</p> <ul style="list-style-type: none"> • Students write/discuss healthy ways for friends to express feelings for and to one another. Why is it important? • Students choose “good” or “bad” as a class or in groups after a given social situation for a person. <p>Grade 1:</p> <ul style="list-style-type: none"> • Students write/discuss healthy ways for friends to express feelings for and to one another. Why is it important? • Students choose “good” or “bad” as a class or in groups after a given social situation for a person. <p>Grade 2:</p> <ul style="list-style-type: none"> • Students write/discuss healthy ways for friends to express feelings for and to one another. Why is it important? • Students choose “good” or “bad” as a class or in groups after a given social situation for a person. 	<ul style="list-style-type: none"> • Formal Assessment • Summative Assessment • Projects/Presentations • Exit Ticket • Quiz • Worksheets • Visual Observation
	<p>Students will be able to demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer).</p>	<p>Grade K:</p> <ul style="list-style-type: none"> • Group/class discussions on responding to disagreements. • Scenarios: Provide a scenario for students to write/discuss possible responsible reactions. <p>Grade 1:</p> <ul style="list-style-type: none"> • Group/class discussions on responding to disagreements. • Scenarios: Provide a scenario for students to write/discuss possible responsible reactions. 	<ul style="list-style-type: none"> • Formal Assessment • Summative Assessment • Projects/Presentations • Exit Ticket • Quiz • Worksheets • Visual Observation

		<p>Grade 2:</p> <ul style="list-style-type: none"> ● Group/class discussions on responding to disagreements. ● Scenarios: Provide a scenario for students to write/discuss possible responsible reactions. 	
	<p>Students will be able to define bullying and teasing and explain why they are wrong and harmful.</p>	<p>Grade K:</p> <ul style="list-style-type: none"> ● Class discussion: Some questions that could lead to a class discussion on bullying: “What is bullying?” “How do you think others who are bullied feel?” ● Bully/Buddy Sort: Students will read several statements to determine if it’s a kind statement or a bullying statement. ● Anti-Bullying Pledge: Students will sign an anti-bullying pledge that will stay posted in the classroom. <p>Grade 1:</p> <ul style="list-style-type: none"> ● Class discussion: Some questions that could lead to a class discussion on bullying: “What is bullying?” “How do you think others who are bullied feel?” ● Bully/Buddy Sort: Students will read several statements to determine if it’s a kind statement or a bullying statement. ● Anti-Bullying Pledge: Students will sign an anti-bullying pledge that will stay posted in the classroom. <p>Grade 2:</p> <ul style="list-style-type: none"> ● Class discussion: Some 	<ul style="list-style-type: none"> ● Formal Assessment ● Summative Assessment ● Projects/Presentations ● Exit Ticket ● Quiz ● Worksheets ● Visual Observation

		<p>questions that could lead to a class discussion on bullying: “What is bullying?” “How do you think others who are bullied feel?”</p> <ul style="list-style-type: none"> ● Bully/Buddy Sort: Students will read several statements to determine if it’s a kind statement or a bullying statement. ● Anti-Bullying Pledge: Students will sign an anti-bullying pledge that will stay posted in the classroom. 	
Resources/Materials	<ul style="list-style-type: none"> ● KidsHealth: https://classroom.kidshealth.org/classroom/ ● BrainPop Jr http://www.brainpopjr.com/ ● NJDOE Resources: https://www.nj.gov/education/standards/chp/ ● NJ H&PE Supervisor Resource Hub: https://sites.google.com/middletownk12.org/njcahpe-resources/home ● NJSLS: https://www.nj.gov/education/standards/chp/Docs/2020_NJSLS-CHPE_Kto2.pdf <p>Children’s Literature</p> <ul style="list-style-type: none"> ● Ada Twist, Scientist by Ashley Spires ● Amazing Grace by Mary Hoffman ● Angus All Aglow by Heather Smith ● Drum Dream Girl: How One Girl’s Courage Changed Music by Margarita Engle ● Hidden Figures by Margot Lee Shetterly ● Julian is a Mermaid by Jessica Love ● My Princess Boy by Cheryl Kilodavis ● My Shadow is Pink by Scott Stuart 		
Interdisciplinary Connections	<p>W.2.8. Recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>		
Career Readiness, Life	<p>9.1.8.FP.4: Analyze how familial and cultural values influence savings rates, spending, and other financial</p>		

Literacies and Key Skills	decisions. 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6). 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).			
Computer Science and Design Thinking	8.2.2.ITH.5: Design a solution to a problem affecting the community in a collaborative team and explain the intended impact of the solution.			
Modifications				
English Language Learners	Special Education	At-Risk	Gifted and Talented	504
Scaffolding Word walls Sentence/paragraph frames Bilingual dictionaries/translation Think alouds Read alouds Highlight key vocabulary Annotation guides Think-pair- share Visual aides Modeling Cognates	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast	Teacher tutoring Peer tutoring Study guides Graphic organizers Extended time Parent communication Modified assignments Counseling	Curriculum compacting Challenge assignments Enrichment activities Tiered activities Independent research/inquiry Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast Parent communication Modified assignments Counseling

**CPHE: Health
Grades K-2**

2.1 Personal and Mental Health

Disciplinary Concept: Community Health Services & Support

Timeframe	3-4 weeks		
Core Ideas	PERFORMANCE EXPECTATIONS		
People in the community work to keep us safe.	2.1.2.CHSS.1: Identify community professionals and school personnel who address health emergencies and provide reliable health information to us. 2.1.2.CHSS.2: Determine where to access home, school and community health professionals. 2.1.2.CHSS.3: Demonstrate how to dial and text 911 in case of an emergency. 2.1.2.CHSS.4: Describe how climate change affects the health of individuals, plants and animals.		
Individuals face a variety of situations that may result in different types of feelings and learning how to talk about their feelings is important.	2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared. 2.1.2.CHSS.6: Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals).		
Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
<ul style="list-style-type: none"> ● 911 ● Attire ● Climate ● Clothing ● Doctor ● Drill ● EMT ● Escape ● Equipment ● Guidance Counselor ● Helmet ● Natural Disaster ● Nurse ● Police Officer ● Prevention ● Safety ● School Counselor ● Smoke Detector ● Stranger ● Sunscreen 	Students will be able to identify community professionals and school personnel who address health emergencies and provide reliable health information to us.	Grade K: <ul style="list-style-type: none"> ● Students list/discuss community professionals and school personnel who address health emergencies and provide reliable health information to us. Why is this important? Grade 1: <ul style="list-style-type: none"> ● Students list/discuss community professionals and school personnel who address health emergencies and provide reliable health information to us. Why is this important? Grade 2:	<ul style="list-style-type: none"> ● Formal Assessment ● Summative Assessment ● Projects/Presentations ● Exit Ticket ● Quiz ● Worksheets ● Visual Observation

<ul style="list-style-type: none"> • Sunglasses • Traffic • Weather 		<ul style="list-style-type: none"> • Students list/discuss community professionals and school personnel who address health emergencies and provide reliable health information to us. Why is this important? 	
	<p>Students will be able to determine where to access home, school, and community health professionals.</p>	<p>Grade K:</p> <ul style="list-style-type: none"> • Show pictures of health professionals. Question: Where can I find this health care professional? <p>Grade 1:</p> <ul style="list-style-type: none"> • Class discussion: Some questions: Who are the health care professionals at school? Where can you find them? Who are health care professionals in the community? Where can you find them? <p>Grade 2:</p> <ul style="list-style-type: none"> • Class discussion: Some questions: Who are the health care professionals at school? Where can you find them? Who are health care professionals in the community? Where can you find them? 	<ul style="list-style-type: none"> • Formal Assessment • Summative Assessment • Projects/Presentations • Exit Ticket • Quiz • Worksheets • Visual Observation
	<p>Students will be able to demonstrate how to dial and text 911 in case of an</p>	<p>Grade K:</p> <ul style="list-style-type: none"> • Students will watch a video on how to call 	<ul style="list-style-type: none"> • Formal Assessment • Summative Assessment • Projects/Presentations

	emergency.	<p>911 in case of an emergency.</p> <p>Grade 1:</p> <ul style="list-style-type: none"> • Students will watch a video on how to call 911 in case of an emergency. <p>Grade 2:</p> <ul style="list-style-type: none"> • Students will watch a video on how to call 911 in case of an emergency. 	<ul style="list-style-type: none"> • Exit Ticket • Quiz • Worksheets • Visual Observation
	Students will be able to describe how climate change affects the health of individuals, plants, and animals.	<p>Grade K:</p> <ul style="list-style-type: none"> • Draw the four seasons and demonstrate its impact on the environment. <p>Grade 1:</p> <ul style="list-style-type: none"> • Show a “timelapse” of climate change throughout the years to demonstrate its effects on the planet and animals. Discuss how the climate has changed throughout your lifetime. <p>Grade 2:</p> <ul style="list-style-type: none"> • Classroom Discussion: How has the climate changed throughout your lifetime? Lite What impact has it had on plants and animals? 	<ul style="list-style-type: none"> • Formal Assessment • Summative Assessment • Projects/Presentations • Exit Ticket • Quiz • Worksheets • Visual Observation
	Students will be able to identify situations that might result in individuals feeling sad, angry, frustrated, or scared.	<p>Grade K:</p> <ul style="list-style-type: none"> • Show pictures of interactions that include facial 	<ul style="list-style-type: none"> • Formal Assessment • Summative Assessment • Projects/Presentations • Exit Ticket

		<p>expressions/body language. Students will identify how the person feels.</p> <p>Grade 1:</p> <ul style="list-style-type: none"> Scenarios: Provide a scenario for students to write/discuss possible responsible reactions <p>Grade 2:</p> <ul style="list-style-type: none"> Role play activities that identify individual feelings of sad, angry, frustration, or scared. 	<ul style="list-style-type: none"> Quiz Worksheets Visual Observation
	<p>Students will be able to identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals).</p>	<p>Grade K:</p> <ul style="list-style-type: none"> Create a collage of individuals who can assist with expressing one's feelings. <p>Grade 1:</p> <ul style="list-style-type: none"> List and discuss one individual who has assisted you in expressing your feelings. <p>Grade 2:</p> <ul style="list-style-type: none"> Write a journal entry about a time when you had to express your feelings to someone. 	<ul style="list-style-type: none"> Formal Assessment Summative Assessment Projects/Presentations Exit Ticket Quiz Worksheets Visual Observation
Resources/Materials	<ul style="list-style-type: none"> KidsHealth: https://classroom.kidshealth.org/classroom/ BrainPop Jr http://www.brainpopjr.com/ NJDOE Resources: https://www.nj.gov/education/standards/chp/ NJ H&PE Supervisor Resource Hub: https://sites.google.com/middletownk12.org/njcahpe-resources/home NJSLS: https://www.nj.gov/education/standards/chp/Docs/2020_NJSLS-CHPE_Kto2.pdf 		
Interdisciplinary Connections	<p>6.1.2.CivicsPI.2: Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members.</p>		

	<p>SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>
Career Readiness, Life Literacies and Key Skills	<p>9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job</p> <p>9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).</p>
Computer Science and Design Thinking	<p>8.2.2.NT.1: Model and explain how a product works after taking it apart, identifying the relationship of each part, and putting it back together.</p>

Modifications

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

**CPHE: Health
Grades K-2**

2.2 Physical Wellness

Disciplinary Concept: Nutrition

Timeframe	4-5 weeks		
Core Ideas	PERFORMANCE EXPECTATIONS		
Nutritious food choices promote wellness and are the basis for healthy eating habits.	2.2.2.N.1: Explore different types of foods and food groups. 2.2.2.N.2: Explain why some foods are healthier to eat than others. 2.2.2.N.3: Differentiate between healthy and unhealthy eating habits.		
Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
<ul style="list-style-type: none"> ● Bread ● Breakfast ● Calcium ● Calories ● Carbohydrates ● Dairy ● Dinner ● Fats ● Food Groups ● Food Guide Pyramid ● Fruits ● Fuel ● Grains ● Hungry ● Hydration ● Lunch ● Meats/Fish ● Minerals ● Nutrients ● Obesity ● Proteins ● Snack ● Sugar ● Vegetables ● Vitamins ● Water 	Students will be able to explore different types of foods and food groups.	<p>Grade K:</p> <ul style="list-style-type: none"> ● Identify “everyday foods” and “once in a while foods” using pictures and game play. <p>Grade 1:</p> <ul style="list-style-type: none"> ● Open discussion of food groups and which foods belong in each food group. ● Connect pictures of foods to the category the food belongs through drawings, or game play. <p>Grade 2:</p> <ul style="list-style-type: none"> ● Use myplate to chart a meal. Discuss which food groups were present, which food groups were missing, and how can the myplate meal be changed to target all food groups. 	<ul style="list-style-type: none"> ● Formal Assessment ● Summative Assessment ● Projects/Presentations ● Exit Ticket ● Quiz ● Worksheets ● Visual Observation
	Students will be able to explain why some foods are healthier to eat than others.	<p>Grade K:</p> <ul style="list-style-type: none"> ● Identify “everyday foods” and “once in a while foods” using pictures and game 	<ul style="list-style-type: none"> ● Formal Assessment ● Summative Assessment ● Projects/Presentations ● Exit Ticket

		<p>play.</p> <p>Grade 1:</p> <ul style="list-style-type: none"> • Open discussion regarding what makes some foods healthier than others. • Design a drawing identifying “everyday foods” versus “once in a while” foods. <p>Grade 2:</p> <ul style="list-style-type: none"> • As a class, list foods regularly eaten and identify why each food is healthy for the body, or unhealthy for the body. 	<ul style="list-style-type: none"> • Quiz • Worksheets • Visual Observation
	<p>Students will be able to differentiate between healthy and unhealthy eating habits.</p>	<p>Grade K:</p> <ul style="list-style-type: none"> • Illustrate healthy eating through a class “Healthy Eating” picnic/party. <p>Grade 1:</p> <ul style="list-style-type: none"> • Open discussion/pictures/clips on portion sizes and how parts of the body such as the palm, fist, and thumb can be used as a guide in measuring portion sizes. <p>Grade 2:</p> <ul style="list-style-type: none"> • Students create a personalized list of foods regularly eaten and identify why each food is healthy for the body. Students provide a healthy alternative for foods that may be unhealthy. 	<ul style="list-style-type: none"> • Formal Assessment • Summative Assessment • Projects/Presentations • Exit Ticket • Quiz • Worksheets • Visual Observation
<p>Resources/Materials</p>	<ul style="list-style-type: none"> • KidsHealth: https://classroom.kidshealth.org/classroom/ • BrainPop Jr http://www.brainpopjr.com/ • NJDOE Resources: https://www.nj.gov/education/standards/chp/ • NJ H&PE Supervisor Resource Hub: https://sites.google.com/middletownk12.org/njcahpe-resources/home 		

	<ul style="list-style-type: none"> NJSLS: https://www.nj.gov/education/standards/chp/Docs/2020_NJSLS-CHPE_Kto2.pdf
Interdisciplinary Connections	<ul style="list-style-type: none"> 2-LS2-1 Plan and conduct an investigation to determine if plants need sunlight and water to grow. L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
Career Readiness, Life Literacies and Key Skills	9.1.8.PB.7: Brainstorm techniques that will help decrease expenses including comparison shopping, negotiating, and day-to-day expense management.
Computer Science and Design Thinking	8.2.2.ITH.2: Explain the purpose of a product and its value.

Modifications

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

**CPHE: Health
Grades K-2**

2.3 Safety

Disciplinary Concept: Personal Safety

Timeframe	3-4 weeks		
Core Ideas	PERFORMANCE EXPECTATIONS		
The environment can impact personal health and safety in different ways.	2.3.2.PS.1: Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.		
Potential hazards exist in personal space, in the school, in the community, and globally.	2.3.2.PS.2: Discuss healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicle, water, weather safety). 2.3.2. PS.3: Recognize and demonstrate safety strategies to prevent injuries at home, school, in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention). 2.3.2. PS.4: Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol).		
Any time children feel uncomfortable or in an unsafe situation, they should reach out to a trusted adult for help.	2.3.2.PS.5: Define bodily autonomy and personal boundaries. 2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family. 2.3.2.PS.7: Identify behaviors that would be considered child abuse (e.g., emotional, physical, sexual).		
Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
<ul style="list-style-type: none"> ● Abuse ● Behaviors ● Boundaries ● Choices ● Clean ● Communication ● Consent ● Crossingguards ● Crosswalk ● Decisions ● Drill ● Environment ● Escape ● Equipment ● Helmets ● Life Guards ● Life Vests ● Natural Disaster ● Personal Space 	Students will be able to demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.	Grade K: <ul style="list-style-type: none"> ● Color in the ways to keep self and others healthy and safe Grade 1: <ul style="list-style-type: none"> ● Compare and Contrast Healthy and Unhealthy habits. Cut and Paste activity Grade 2: <ul style="list-style-type: none"> ● Show a video on personal hygiene and discuss ways to keep self and others healthy, clean and safe. 	<ul style="list-style-type: none"> ● Formal Assessment ● Summative Assessment ● Projects/Presentations ● Exit Ticket ● Quiz ● Worksheets ● Visual Observation
	Students will be able to discuss healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike	Grade K: <ul style="list-style-type: none"> ● Design a bike helmet Grade 1: <ul style="list-style-type: none"> ● Sort safe and unsafe choices 	<ul style="list-style-type: none"> ● Formal Assessment ● Summative Assessment ● Projects/Presentations ● Exit Ticket ● Quiz

<ul style="list-style-type: none"> ● Prevention ● Respect ● Safety ● Seatbelts ● Smoke Detector ● Stranger ● Symbols ● Traffic ● Traffic Lights ● Unwanted Touch ● Warning Labels ● Water Safety 	helmets, vehicle, water, weather safety).	Grade 2: <ul style="list-style-type: none"> ● Discuss bike safety and complete a True & False of Bike safety Activity 	<ul style="list-style-type: none"> ● Worksheets ● Visual Observation
	Students will be able to recognize and demonstrate safety strategies to prevent injuries at home, school, in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention).	Grade K: <ul style="list-style-type: none"> ● Make a bathtub safety book Grade 1: <ul style="list-style-type: none"> ● Role playing Stop, Drop, & Roll Activity Grade 2: <ul style="list-style-type: none"> ● Discuss emergencies and emergency workers and practice “calling” 911 	<ul style="list-style-type: none"> ● Formal Assessment ● Summative Assessment ● Projects/Presentations ● Exit Ticket ● Quiz ● Worksheets ● Visual Observation
	Students will be able to develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol).	Grade K: <ul style="list-style-type: none"> ● Students illustrate a book of warning symbols Grade 1: <ul style="list-style-type: none"> ● Matching activity for warning symbols and their meanings Grade 2: <ul style="list-style-type: none"> ● Drag and drop activity for warning symbols and their meanings 	<ul style="list-style-type: none"> ● Formal Assessment ● Summative Assessment ● Projects/Presentations ● Exit Ticket ● Quiz ● Worksheets ● Visual Observation
	Students will be able to define bodily autonomy and personal boundaries.	Grade K: <ul style="list-style-type: none"> ● Think-Pair-Share: What is personal space? ● Read literature on personal space to class. ● Read the book Your Body Belongs to You by Cornelia Spelman. Role-play how to show or tell someone no and get help from a trusted adult Grade 1: <ul style="list-style-type: none"> ● Read the book No Means No! By Janeen Sanders. Role Play saying No Grade 2:	<ul style="list-style-type: none"> ● Formal Assessment ● Summative Assessment ● Projects/Presentations ● Exit Ticket ● Quiz ● Worksheets ● Visual Observation
	Students will be able to demonstrate how to communicate personal boundaries and show respect for someone else’s personal boundaries including friends and family.		<ul style="list-style-type: none"> ● Formal Assessment ● Summative Assessment ● Projects/Presentations ● Exit Ticket ● Quiz ● Worksheets ● Visual Observation

		<ul style="list-style-type: none"> Read the book My Body! What I say Goes! By Jayneen Sanders and discuss how to stand up for themselves and ask for help 	
	Students will be able to identify behaviors that would be considered child abuse (e.g., emotional, physical, sexual).	<p>Grade K:</p> <ul style="list-style-type: none"> Scenarios: Use puppets to demonstrate different types of abuse. <p>Grade 1:</p> <ul style="list-style-type: none"> Scenarios: “What if” questions about abuse such as “What if someone said you’re bad, you can’t do anything right?” <p>Grade 2:</p> <ul style="list-style-type: none"> Scenarios: “What if” questions about abuse such as “What if someone touched you without your consent?” <p>*Literature</p>	<ul style="list-style-type: none"> Formal Assessment Summative Assessment Projects/Presentations Exit Ticket Quiz Worksheets Visual Observation
Resources/Materials	<ul style="list-style-type: none"> KidsHealth: https://classroom.kidshealth.org/classroom/ BrainPop Jr http://www.brainpopjr.com/ NJDOE Resources: https://www.nj.gov/education/standards/chp/ NJ H&PE Supervisor Resource Hub: https://sites.google.com/middletownk12.org/njcahpe-resources/home NJSLS: https://www.nj.gov/education/standards/chp/Docs/2020_NJSLS-CHPE_Kto2.pdf 		
Interdisciplinary Connections	<p>SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>		
Career Readiness, Life Literacies and Key Skills	<p>9.1.2.RM.1: Describe how valuable items might be damaged or lost and ways to protect them.</p> <p>9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet</p>		
Computer Science and Design Thinking	<p>8.2.2.ITH.5: Design a solution to a problem affecting the community in a collaborative team and explain the intended impact of the solution.</p>		

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

**CPHE: Health
Grades K-2**

2.3 Safety

Disciplinary Concept: Health Conditions, Diseases, and Medicines

Timeframe	2-3 weeks		
Core Ideas	PERFORMANCE EXPECTATIONS		
People need food, water, air, waste removal, and a particular range of temperatures in their environment to stay healthy.	<p>2.3.2.HCDM.1: Explain the consequences on a person’s health if he or she does not have adequate food and a clean environment.</p> <p>2.3.2.HCDM.2: Demonstrate personal hygiene and the use of necessary and appropriate health-enhancing behaviors that can keep a person healthy (e.g., precautions to avoid illnesses, handle food hygienically, brush teeth, regular physical activity, adequate sleep, appropriate dress for various weather conditions).</p> <p>2.3.2.HCDM.3: Explain strategies and develop skills to prevent the spread of communicable diseases and health conditions (e.g., Lyme disease, influenza, cardiovascular diseases).</p>		
Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
<ul style="list-style-type: none"> ● Air ● Bath ● Coat/Jacket ● Conditioner ● Floss ● Food ● Germs ● Gloves/Mittens ● Hairbrush ● Hand Sanitizer ● Hat ● Healthy ● Hydration ● Hygiene ● Medicine ● Nutrition ● Scarves ● Shampoo ● Shower ● Soap ● Sunscreen ● Sunglasses ● Toothbrush ● Water 	Students will be able to explain the consequences on a person’s health if he or she does not have adequate food and a clean environment.	<p>Grade K:</p> <ul style="list-style-type: none"> ● Sort pictures of healthy vs unhealthy foods ● Watch video on Healthy Weight and <p>Grade 1:</p> <ul style="list-style-type: none"> ● Make a collage of healthy foods <p>Grade 2:</p> <ul style="list-style-type: none"> ● Discuss and make a list of healthy foods 	<ul style="list-style-type: none"> ● Formal Assessment ● Summative Assessment ● Projects/Presentations ● Exit Ticket ● Quiz ● Worksheets ● Visual Observation
	Students will be able to demonstrate personal hygiene and the use of necessary and appropriate health-enhancing behaviors that can keep a person healthy (e.g., precautions to avoid illnesses, handle food hygienically, brush teeth, regular physical activity, adequate sleep, appropriate dress for various weather conditions).	<p>Grade K:</p> <ul style="list-style-type: none"> ● Open-ended: What are some healthy daily personal hygiene habits? ● Sort good and bad personal hygiene habits. <p>Grade 1:</p> <ul style="list-style-type: none"> ● Open-ended: What are some healthy daily habits? ● Draw a picture of one personal hygiene habit and write a sentence to go along with your picture. 	<ul style="list-style-type: none"> ● Formal Assessment ● Summative Assessment ● Projects/Presentations ● Exit Ticket ● Quiz ● Worksheets ● Visual Observation

		<p>Grade 2:</p> <ul style="list-style-type: none"> Open-ended: What are some daily personal hygiene habits? 	
	Students will be able to explain strategies and develop skills to prevent the spread of communicable diseases and health conditions (e.g., Lyme disease, influenza, cardiovascular diseases).	<p>Grade K:</p> <ul style="list-style-type: none"> Open-ended: How can we prevent the spread of germs? Complete worksheet: Washing Hands Post in classroom: Poster: Don't Share Germs <p>Grade 1:</p> <ul style="list-style-type: none"> Open-ended: How can we prevent the spread of germs? Complete worksheet: Washing Hands Post in classroom: Poster: Don't Share Germs <p>Grade 2:</p> <ul style="list-style-type: none"> Open-ended: How can we prevent the spread of germs? Read Article: What Are Germs? (for Kids) Post in classroom: Poster: Don't Share Germs 	<ul style="list-style-type: none"> Formal Assessment Summative Assessment Projects/Presentations Exit Ticket Quiz Worksheets Visual Observation
Resources/Materials	<ul style="list-style-type: none"> KidsHealth: https://classroom.kidshealth.org/classroom/ BrainPop Jr http://www.brainpopjr.com/ NJDOE Resources: https://www.nj.gov/education/standards/chp/ NJ H&PE Supervisor Resource Hub: https://sites.google.com/middletownk12.org/njcahpe-resources/home <ul style="list-style-type: none"> NJSLS: https://www.nj.gov/education/standards/chp/Docs/2020_NJSLS-CHPE_Kto2.pdf 		
Interdisciplinary Connections	<p>SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>		
Career Readiness, Life Literacies and Key Skills	<p>9.1.8.PB.2: Explain how different circumstances can affect one's personal budget.</p> <p>9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet</p>		
Computer Science and Design Thinking	<p>8.2.2.ITH.2: Explain the purpose of a product and its value.</p>		

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

**CPHE: Health
Grades K-2**

2.3 Safety

Disciplinary Concept: Alcohol, Tobacco, and Other Drugs

Timeframe	2-3 weeks		
Core Ideas	PERFORMANCE EXPECTATIONS		
The use of alcohol, tobacco, and other drugs in unsafe ways is harmful to one's health.	2.3.2.ATD.1: Explain what medicines are, how they are used, and the importance of utilizing medications properly. 2.3.2.ATD.2: Identify ways in which drugs, including some medicines, can be harmful. 2.3.2.ATD.3: Explain effects of tobacco use on personal hygiene, health, and safety.		
Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
<ul style="list-style-type: none"> ● Addiction ● Alcohol ● Drugs ● Effects ● Medicine ● Prescription ● Prevention ● Risks ● Smoking ● Tobacco 	Students will be able to explain what medicines are, how they are used, and the importance of utilizing medications properly.	<p>Grade K:</p> <ul style="list-style-type: none"> ● Open discussion on what medicine is, the difference between good medication and unhealthy medication, when medicine is needed, and who it is safe to take medicine from (pediatrician, parent(s), school nurse, etc.). <p>Grade 1:</p> <ul style="list-style-type: none"> ● Present visuals of different types of medications such as liquid medications, medication in pill form, topical creams, etc.) <p>Grade 2:</p> <ul style="list-style-type: none"> ● Role play scenarios. Determine the situations in which medicine is safe to take and the situations in which medicine is unsafe to take. 	<ul style="list-style-type: none"> ● Formal Assessment ● Summative Assessment ● Projects/Presentations ● Exit Ticket ● Quiz ● Worksheets ● Visual Observation
	Students will be able to identify ways in which drugs, including some medicines, can be harmful.	<p>Grade K:</p> <ul style="list-style-type: none"> ● Display poster: Medicine Is Not Candy! 	

		<ul style="list-style-type: none"> • Have a classroom discussion with students on the importance of only taking medicine that their guardians give them. <p>Grade 1:</p> <ul style="list-style-type: none"> • Read story: Medicine Is Not Candy and have a classroom discussion. <p>Grade 2:</p> <ul style="list-style-type: none"> • Read article: Prescription Drug Abuse • Complete worksheet: What Should You Do? 	<ul style="list-style-type: none"> • Exit Ticket • Quiz • Worksheets • Visual Observation
	Students will be able to explain the effects of tobacco use on personal hygiene, health, and safety.	<p>Grade K:</p> <ul style="list-style-type: none"> • Use picture cards to show effects of tobacco on personal hygiene (yellow teeth, bad breath, smelly clothes) <p>Grade 1:</p> <ul style="list-style-type: none"> • Watch video on the effects of tobacco use on personally hygiene <p>Grade 2:</p> <ul style="list-style-type: none"> • Read article: Smoking Stinks! 	<ul style="list-style-type: none"> • Formal Assessment • Summative Assessment • Projects/Presentations • Exit Ticket • Quiz • Worksheets • Visual Observation
Resources/Materials	<ul style="list-style-type: none"> • KidsHealth: https://classroom.kidshealth.org/classroom/ • BrainPop Jr http://www.brainpopjr.com/ • NJDOE Resources: https://www.nj.gov/education/standards/chp/ • NJ H&PE Supervisor Resource Hub: https://sites.google.com/middletownk12.org/njcahpe-resources/home • NJSLS: https://www.nj.gov/education/standards/chp/Docs/2020_NJSLS-CHPE_Kto2.pdf 		
Interdisciplinary Connections	<p>SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>		
Career Readiness, Life Literacies and Key Skills	9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.		

Computer Science and Design Thinking	8.2.2.ITH.2: Explain the purpose of a product and its value.			
Modifications				
English Language Learners	Special Education	At-Risk	Gifted and Talented	504
Scaffolding Word walls Sentence/paragraph frames Bilingual dictionaries/translation Think alouds Read alouds Highlight key vocabulary Annotation guides Think-pair- share Visual aides Modeling Cognates	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast	Teacher tutoring Peer tutoring Study guides Graphic organizers Extended time Parent communication Modified assignments Counseling	Curriculum compacting Challenge assignments Enrichment activities Tiered activities Independent research/inquiry Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast Parent communication Modified assignments Counseling

2.3 Safety

Disciplinary Concept: Dependency, Substances Disorder and Treatment

Dependency is when a person develops a tolerance and an increased need for a drug or substance. There are types of dependency such as physical, and psychological addictions. Disorder or a substance use disorder is when casual or experimental use of alcohol or other substances (including illegal drugs, medications prescribed or not) escalates. Treatment includes programs and facilities a person can enroll in, to seek assistance and to receive help to recover. There are many types of treatment facilities for a person to receive help to recover. Students should know who to see and where to go for resources in the school and in the community (e.g., teacher, coach, school counselor, SAC, school nurse, resource officer, peer leadership individual, mental health specialist, parents, social worker).

Timeframe	1-2 weeks		
Core Ideas	PERFORMANCE EXPECTATIONS		
Substance abuse is caused by a variety of factors.	2.3.2.DSDT.1: Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.		
There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.	2.3.2.DSDT.2: Explain that individuals who abuse alcohol, tobacco, and other drugs can get help.		
Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
<ul style="list-style-type: none"> ● Alcohol ● Tobacco ● Drugs ● Addiction ● Brain ● Blood Vessels ● Heart ● Liver ● Stomach ● Trusted Adults 	Students will be able to recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.	<p>Grade K:</p> <ul style="list-style-type: none"> ● Students will match key vocabulary words to definitions. (alcohol, tobacco, drugs, addiction) <p>Grade 1:</p> <ul style="list-style-type: none"> ● Students will match key vocabulary words to definitions. (alcohol, tobacco, drugs, addiction) <p>Grade 2:</p> <ul style="list-style-type: none"> ● Students will match key vocabulary words to definitions. (alcohol, tobacco, drugs, addiction) 	<ul style="list-style-type: none"> ● Formal Assessment ● Summative Assessment ● Projects/Presentations ● Exit Ticket ● Quiz ● Worksheets ● Visual Observation

	Students will be able to explain that individuals who abuse alcohol, tobacco, and other drugs can get help.	Grade K: <ul style="list-style-type: none"> Complete handout: Helping Hands Complete handout: Trusted Adults Grade 1: <ul style="list-style-type: none"> Complete handout: Helping Hands Complete handout: Trusted Adults Grade 2: <ul style="list-style-type: none"> Complete handout: Helping Hands Complete handout: Trusted Adults 	<ul style="list-style-type: none"> Formal Assessment Summative Assessment Projects/Presentations Exit Ticket Quiz Worksheets Visual Observation 	
Resources/Materials	<ul style="list-style-type: none"> KidsHealth: https://classroom.kidshealth.org/classroom/ BrainPop Jr http://www.brainpopjr.com/ NJDOE Resources: https://www.nj.gov/education/standards/chp/ NJ H&PE Supervisor Resource Hub: https://sites.google.com/middletownk12.org/njcahpe-resources/home NJSLS: https://www.nj.gov/education/standards/chp/Docs/2020_NJSLS-CHPE_Kto2.pdf 			
Interdisciplinary Connections	SL.2.1: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.			
Career Readiness, Life Literacies and Key Skills	9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.			
Computer Science and Design Thinking	8.2.2.ITH.2: Explain the purpose of a product and its value.			
Modifications				
English Language Learners	Special Education	At-Risk	Gifted and Talented	504
Scaffolding Word walls Sentence/paragraph frames Bilingual	Word walls Visual aides Graphic organizers Multimedia Leveled readers	Teacher tutoring Peer tutoring Study guides Graphic organizers Extended time	Curriculum compacting Challenge assignments Enrichment	Word walls Visual aides Graphic organizers Multimedia Leveled readers

dictionaries/translation Think alouds Read alouds Highlight key vocabulary Annotation guides Think-pair- share Visual aides Modeling Cognates	Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast	Parent communication Modified assignments Counseling	activities Tiered activities Independent research/inquiry Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities	Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast Parent communication Modified assignments Counseling
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