



**Totowa Public Schools**

**Health**

**Grades K-2**

**Aligned to NJ: 2020 SLS: Comprehensive Health and Physical Education Standards**

**BOE Adopted: 8/31/2022**

**Revised: 12/14/2022**

## Units of Study & Pacing Guide

<u>Unit of Study</u>	<u>Timeline</u>	<u>Notes</u>
Unit 1: Personal and Mental Health	8 Weeks	
Unit 2: Drugs & Medicine	8 Weeks	
Unit 3: Inegrated Wellness Skills	8 Weeks	
Unit 4: Safety	8 Weeks	
Unit 5: Family Life	4 Weeks	Learning objectives in this unit are further broken down by grade level.
		<a href="#">Curricular Mandate List</a>

<b>Unit Title</b>	Personal Health
<b>Unit Duration</b>	8 Weeks
<b>Unit Summary &amp; Rationale</b>	<i>It is important for students to begin to acquire skills and knowledge necessary to lead a healthy lifestyle. Being knowledgeable about health allows us to make better and more informed decisions about our wellness.</i>
<b>Unit Goals</b>	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• Students will recognize the components of a healthy and active lifestyle and justify the importance with reasoning.</li> </ul>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>• There are specific health skills that we can use to promote our own wellness.</li> </ul>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Identify germs, the prevention of spreading germs, and the common illnesses they can cause.</li> <li>• Demonstrate proper hand washing techniques.</li> <li>• Explain why covering our mouth when we cough, and sneeze is important.</li> <li>• Explain the importance of good hygiene, including dental hygiene and lice identification &amp; prevention.</li> <li>• Explain and use the proper dental habits and care.</li> <li>• Explain how the human body is a collection of systems that work together to allow the body to function and maintain health.</li> <li>• Identify our five senses and explain how they all work and interact.</li> <li>• Explain the food groups and choose foods and drinks that are healthful.</li> <li>• Explain how and why our body requires proper nutrition.</li> <li>• Demonstrate good decision making when selecting healthy foods.</li> </ul>

<b>Assessment Evidence</b>	
<b>Formative</b>	Class discussions, in-class activities, Graphic Organizers, Kahoot, Exit Tickets
<b>Summative</b>	Test, Quiz, Project, Writing Assessments, Problem Based Learning, Student Presentations.
<b>Alternative and Benchmark</b>	<p>Alternative - Read to the student and chart oral responses, graphic organizers, observations, portfolios of student work, orally administered assessments, Project based-learning.</p> <p>Benchmark – LinkIt Benchmark Assessment, Teacher generated summative assessments</p> <p><a href="#">Formative, Summative, Alternative and Benchmark Assessments</a></p>
<b>Resources to Promote Learning</b>	
<b>Resources and Equipment</b>	<p>Textbooks, Laptops, Smart Board, Primary &amp; Secondary Source Documents.</p> <p>PE Games and Activities Kit, Ken Lumsdden, Parker Publishing Co.;2001</p> <p>Coaches Guide to Teaching Sport Skills, Robert W. Christina, Human Kinetics Books; 1988</p> <p><a href="http://www.myplate.gov">www.myplate.gov</a></p> <p><a href="https://openphysed.org/">https://openphysed.org/</a></p> <p><a href="http://pe.dadeschools.net/healthliteracy/healthlit_curriculum/elementaryk-5healthcurriculum.pdf">http://pe.dadeschools.net/healthliteracy/healthlit_curriculum/elementaryk-5healthcurriculum.pdf</a></p> <p><a href="http://www.choosemyplate.gov">www.choosemyplate.gov</a> <a href="http://www.learn360.com">www.learn360.com</a></p> <p>Video: Our Wonderful Body: Eat Well: Grow Well; 1993 Phoenix Learning Group</p> <p>Choose MyPlate- A Kids Guide to Healthy Eating; Mazzarella Media</p> <p>What’s on MyPlate Guide to Good Nutrition; 2011 Slim Good Body</p>

	<p>Health: Focus on You; 1990 Merrill Publishing Company</p> <p><a href="http://www.edpuzzle.com">www.edpuzzle.com</a></p> <p><a href="http://www.goformative.com">www.goformative.com</a></p> <p><a href="#">Approved Class Resource List</a></p>
<b>Content &amp; Interdisciplinary Standards</b>	
<b>NJ: 2020 SLS: Comprehensive Health and Physical Education</b>	
<b>Core Ideas</b>	<b>NJSLS Performance Expectations</b>
Individuals enjoy different activities and grow at different rates.	<ul style="list-style-type: none"> <li>• 2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy.</li> </ul>
Personal hygiene and self-help skills promote healthy habits.	<ul style="list-style-type: none"> <li>• 2.1.2.PGD. 2: Develop an awareness of healthy habits.</li> <li>• 2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness.</li> <li>• 2.1.2.PGD.4: Use correct terminology to identify body parts and explain how body parts work together to support wellness.</li> <li>• 2.1.2.PGD.5: List medically accurate names for body parts, including the genitals.</li> </ul>
Nutritious food choices promote wellness and are the basis for healthy eating habits.	<ul style="list-style-type: none"> <li>• 2.2.2.N.1: Explore different types of foods and food groups.</li> <li>• 2.2.2.N.2: Explain why some foods are healthier to eat than others.</li> <li>• 2.2.2.N.3: Differentiate between healthy and unhealthy eating habits.</li> </ul>
<b>Comprehensive Health and Physical Education Practices</b>	
<p>The ten Comprehensive Health and Physical Education practices describe the ways in which individuals in these field engage in their careers as well as reflect the actions and behaviors of active, informed, responsible individuals and contributing community members. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their</p>	

students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations.

Comprehensive Health and Physical Education Practices

- Acting as responsible and contributing member of society
- Building and maintaining healthy relationships
- Communicating clearly and effectively (verbal and nonverbal)
- Resolving conflict
- Attending to personal health, emotional, social and physical well-being
- Making decisions
- Managing-self
- Setting goals
- Using technology tools responsibly

**NJ: 2016 SLS: English Language Arts**

- RI.K.1. With prompting and support, ask and answer questions about key details in a text.
- RI.K.2. With prompting and support, identify the main topic and retell key details of a text.
- RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- RI.1.1. Ask and answer questions about key details in a text.
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- SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- RI.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.
- W.2.8. Recall information from experiences or gather information from provided sources to answer a question.
- SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**2020 SLS: Computer Science & Design Thinking**

Core Ideas	NJSLs Performance Expectations (By the end of 2nd Grade)
Individuals use computing devices to perform a variety of tasks accurately and quickly. Computing devices interpret and follow the instructions they are given literally.	<ul style="list-style-type: none"> <li>• 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.</li> </ul>
Complex tasks can be broken down into simpler instructions, some of which can be broken down even further.	<ul style="list-style-type: none"> <li>• 8.1.2.AP.4: Break down a task into a sequence of steps.</li> </ul>
Technology has changed the way people live and work. Various tools can improve daily tasks and quality of life.	<ul style="list-style-type: none"> <li>• 8.2.2.ITH.3: Identify how technology impacts or improves life.</li> </ul>

**2020 SLS: Career Readiness, Life Literacies, and Key Skills**

<b>Core Ideas</b>	<b>NJSLS Performance Expectations (By the end of 2nd Grade)</b>
There are actions an individual can take to help make this world a better place.	<ul style="list-style-type: none"> <li>● 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.</li> </ul>
Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.	<ul style="list-style-type: none"> <li>● 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).</li> <li>● 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).</li> </ul>
Digital tools have a purpose.	<ul style="list-style-type: none"> <li>● 9.4.2.TL.2: Create a document using a word processing application.</li> </ul>
Digital tools and media resources provide access to vast stores of information that can be searched.	<ul style="list-style-type: none"> <li>● 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.</li> </ul>
<b>Interdisciplinary Connections / 21st Century Connections</b>	
Science	<ul style="list-style-type: none"> <li>● K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change (e.g., climate change) to define a simple problem that can be solved through the development of a new or improved object or tool.</li> </ul>
21 <sup>st</sup> Century Connections	<ul style="list-style-type: none"> <li>● Critical Thinking</li> <li>● Civic Responsibility</li> <li>● Technology Literacy</li> </ul>



	<ul style="list-style-type: none"> <li>• Information and Media Literacy</li> </ul>
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<b>Unit Title</b>	Drugs and Medicine
<b>Unit Duration</b>	8 Weeks
<b>Unit Summary &amp; Rationale</b>	<i>It is important for students to begin to acquire skills and knowledge necessary to lead a healthy lifestyle. Being knowledgeable about health allows us to make better and more informed decisions about our wellness. In this unit, students will examine the importance of medicines and the impact that drugs and alcohol have on leading a healthy lifestyle.</i>
<b>Unit Goals</b>	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• Why and how does medicine help us?</li> <li>• Who can give us medicine?</li> </ul>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>• There are specific health skills that we can use to promote our own wellness. We use these skills and knowledge to make good/healthy decisions that allow us to lead a healthy lifestyle.</li> </ul>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Explain with reason medicines that can help you when you use them safely, while other drugs can harm you.</li> <li>• Demonstrate how to be safe around medicine.</li> <li>• Explain how people use medicines safely.</li> <li>• Identify that medicines come in all shapes, sizes, and tastes (e.g., powder, cream, pills, liquid)</li> <li>• Identify and explain what poisons are.</li> </ul>

	<ul style="list-style-type: none"> <li>• Explain the importance of saying NO to drugs and how it will keep you safe and healthy.</li> <li>• Explain how alcohol and tobacco are drugs that can harm you.</li> <li>• Explain what caffeine is and how it affects the body.</li> <li>• Identify the harmful effects that tobacco could have on personal hygiene, health and safety.</li> <li>• Determine the harmful effects of alcohol, tobacco, and other drugs and how it impacts the personal wellness of the user and nonuser.</li> </ul>
<b>Assessment Evidence</b>	
<b>Formative</b>	Class discussions, in-class activities, Graphic Organizers, Kahoot, Exit Tickets
<b>Summative</b>	Test, Quiz, Project, Writing Assessments, Problem Based Learning, Student Presentations.
<b>Alternative and Benchmark</b>	<p>Alternative - Read to the student and chart oral responses, graphic organizers, observations, portfolios of student work, orally administered assessments, Project based-learning.</p> <p>Benchmark – LinkIt Benchmark Assessment, Teacher generated summative assessments</p> <p><a href="#">Formative, Summative, Alternative and Benchmark Assessments</a></p>
<b>Resources to Promote Learning</b>	
<b>Resources and Equipment</b>	Textbooks, Laptops, Smart Board, Primary & Secondary Source Documents, <a href="http://pe.dadeschools.net/healthliteracy/healthlit_curriculum/elementaryk-5healthcurriculum.pdf">http://pe.dadeschools.net/healthliteracy/healthlit_curriculum/elementaryk-5healthcurriculum.pdf</a>

	<p>www.learn360.com  Video: Life Skills 101- Media Wise; 2003 Slim Goodbody  Handouts: Focus On You- Level K- Unit 6; 1990 Media Publishing Company  Heart Starters; 1992 American Heart Association  Health: Focus on You; 1990 Merrill Publishing Company  <a href="http://www.edpuzzle.com">www.edpuzzle.com</a>  <a href="http://www.goformative.com">www.goformative.com</a>  <a href="#">Approved Class Resource List</a></p>
<b>Content &amp; Interdisciplinary Standards</b>	
<b>NJ: 2020 SLS: Comprehensive Health and Physical Education</b>	
<b>Core Ideas</b>	<b>NJSLS Performance Expectations</b>
<p>People need food, water, air, waste removal, and a particular range of temperatures in their environment to stay healthy.</p>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● 2.3.2.HCDM.2: Demonstrate personal hygiene and the use of necessary and appropriate health-enhancing behaviors that can keep a person healthy.</li> <li>● 2.3.2.HCDM.3: Explain strategies and develop skills to prevent the spread of communicable diseases and health conditions</li> </ul>
<p>The use of alcohol, tobacco, and other drugs in unsafe ways is harmful to one's health.</p>	<ul style="list-style-type: none"> <li>● 2.3.2.ATD.1: Explain what medicines are, how they are used, and the importance of utilizing medications properly.</li> <li>● 2.3.2.ATD.2: Identify ways in which drugs, including some medicines, can be harmful.</li> <li>● 2.3.2.ATD.3: Explain effects of tobacco use on personal hygiene, health, and safety.</li> </ul>

Substance abuse is caused by a variety of factors.	<ul style="list-style-type: none"> <li>• 2.3.2.DSDT.1: Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.</li> </ul>
There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.	<ul style="list-style-type: none"> <li>• 2.3.2.DSDT.2: Explain that individuals who abuse alcohol, tobacco, and other drugs can get help.</li> </ul>
<b>Comprehensive Health and Physical Education Practices</b>	
<p>The ten Comprehensive Health and Physical Education practices describe the ways in which individuals in these field engage in their careers as well as reflect the actions and behaviors of active, informed, responsible individuals and contributing community members. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations.</p>	
Comprehensive Health and Physical Education Practices	<ul style="list-style-type: none"> <li>• Acting as responsible and contributing member of society</li> <li>• Communicating clearly and effectively (verbal and nonverbal)</li> <li>• Resolving conflict</li> <li>• Attending to personal health, emotional, social and physical well-being</li> <li>• Making decisions</li> <li>• Managing-self</li> <li>• Using technology tools responsibly</li> </ul>
<b>NJ: 2016 SLS: English Language Arts</b>	
<ul style="list-style-type: none"> <li>• RI.K.1. With prompting and support, ask and answer questions about key details in a text.</li> <li>• RI.K.2. With prompting and support, identify the main topic and retell key details of a text.</li> <li>• RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</li> </ul>	

- W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- 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.
- W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
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- L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- RI.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.
- W.2.8. Recall information from experiences or gather information from provided sources to answer a question.
- SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

**2020 SLS: Computer Science & Design Thinking**

<b>Core Ideas</b>	<b>NJSLS Performance Expectations (By the end of 2nd Grade)</b>
Individuals use computing devices to perform a variety of tasks accurately and quickly.	<ul style="list-style-type: none"> <li>• 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.</li> </ul>

Computing devices interpret and follow the instructions they are given literally.	
Engineering design is a creative process for meeting human needs or wants that can result in multiple solutions.	<ul style="list-style-type: none"> <li>• 8.2.2.ED.1: Communicate the function of a product or device.</li> <li>• 8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.</li> </ul>
<b>2020 SLS: Career Readiness, Life Literacies, and Key Skills</b>	
<b>Core Ideas</b>	<b>NJSLS Performance Expectations (By the end of 2nd Grade)</b>
Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.	<ul style="list-style-type: none"> <li>• 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).</li> </ul>
Digital tools have a purpose.	<ul style="list-style-type: none"> <li>• 9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).</li> </ul>
<b>Interdisciplinary Connections / 21<sup>st</sup> Century Connections</b>	
Visual and Performing Art	<ul style="list-style-type: none"> <li>• 1.2.2.Cr1b: Brainstorm and improvise multiple ideas using a variety of tools, methods and materials.</li> </ul>
21st Century Connections	<ul style="list-style-type: none"> <li>• Critical Thinking</li> <li>• Technology Literacy</li> </ul>

<b>Unit Title</b>	Integrated Wellness
<b>Unit Duration</b>	8 Weeks

<b>Unit Summary &amp; Rationale</b>	<i>It is important for students to begin to acquire skills and knowledge necessary to lead a healthy lifestyle. Being knowledgeable about health allows us to make better and more informed decisions about our wellness. In this unit, students will examine the importance of medicines and the impact that drugs and alcohol have on leading a healthy lifestyle. This includes learning who to turn to for help, developing relationships skills, and emotional self-awareness.</i>
<b>Unit Goals</b>	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How can I express myself, including my needs, wants, and feelings in health and safety situations?</li> <li>• How do words and actions impact the way one feels and thinks about oneself and others.</li> </ul>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>• There are specific health skills that we can use to promote our own wellness. We use the skills and knowledge to make decisions that allow us to lead a healthy lifestyle.</li> </ul>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Define responsibility and identify ways to be responsible.</li> <li>• Explain why it is important to lead a healthy lifestyle.</li> <li>• Explain the importance of being a good listener.</li> <li>• Explain the difference between conflict, bullying, and teasing.</li> <li>• Explain how I can make a friend.</li> <li>• What are the characteristics of being a good friend?</li> <li>• Explain why bullying and teasing are wrong and hurtful.</li> <li>• Identify healthy ways to respond to conflict.</li> <li>• Identify differences and similarities between themselves and other students.</li> <li>• Explain the term “disability” and demonstrate understanding that people with disabilities are more like us than different.</li> </ul>

	<ul style="list-style-type: none"> <li>• Explain why it is important to treat everyone how you would want to be treated and why it is important to treat everyone fairly.</li> <li>• Explain why it is important to not judge anyone by their differences.</li> <li>• Demonstrate how to be respectful and friendly.</li> <li>• Determine how parents, family members, technology, culture, and the media influence their healthy decision making.</li> <li>• Identify common feelings and demonstrate their expression.</li> <li>• Explain why it is advantageous to think before acting and how those decisions impact the health of you and others.</li> <li>• Differentiate between different emotions and feelings and identify situations that may result in different emotions.</li> <li>• Identify strategies for managing one's own emotions, thoughts, and behaviors.</li> </ul>
<b>Assessment Evidence</b>	
<b>Formative</b>	Class discussions, in-class activities, Graphic Organizers, Kahoot, Exit Tickets
<b>Summative</b>	Test, Quiz, Project, Writing Assessments, Problem Based Learning Student Presentations.
<b>Alternative and Benchmark</b>	<p>Alternative - Read to the student and chart oral responses, graphic organizers, observations, portfolios of student work, orally administered assessments, Project based-learning.</p> <p>Benchmark – LinkIt Benchmark Assessment, Teacher generated summative assessments</p> <p><a href="#">Formative, Summative, Alternative and Benchmark Assessments</a></p>



### Resources to Promote Learning

#### Resources & Equipment Needed

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 Health: Focus on You; 1990 Merrill Publishing Company  
 Video: Safety First- Rule's Have A Reason; 2004 Sunburst Visual Media  
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[Approved Class Resource List](#)

### Content & Interdisciplinary Standards

#### NJ: 2020 SLS: Comprehensive Health and Physical Education

#### Core Ideas

#### NJSLS 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.

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.

<p>Every individual has unique skills and qualities, which can include the activities they enjoy such as how they may dress, their mannerisms, things they like to do.</p>	<ul style="list-style-type: none"> <li>• 2.1.2.SSH.1: Discuss how individuals make their own choices about how to express themselves.</li> <li>•</li> </ul>
<p>People have relationships with others in the local community and beyond.</p>	<ul style="list-style-type: none"> <li>• 2.1.2.SSH.5: Identify basic social needs of all people.</li> <li>• 2.1.2.SSH.6: Determine the factors that contribute to healthy relationships.</li> </ul>
<p>Communication is the basis for strengthening relationships and resolving conflict between people.</p>	<ul style="list-style-type: none"> <li>• 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another.</li> </ul>
<p>Conflicts between people occur, and there are effective ways to resolve them.</p>	<ul style="list-style-type: none"> <li>• 2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with others.</li> <li>• 2.1.2.SSH.9: Define bullying and teasing and explain why they are wrong and harmful.</li> </ul>
<p>Individuals face a variety of situations that may result in different type of feelings and learning how to talk about their feelings is important</p>	<ul style="list-style-type: none"> <li>• 2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared.</li> <li>• 2.1.2.CHSS.6: Identify individuals who can assist with expressing one’s feelings.</li> </ul>
<p><b>Comprehensive Health and Physical Education Practices</b></p>	
<p>The ten Comprehensive Health and Physical Education practices describe the ways in which individuals in these field engage in their careers as well as reflect the actions and behaviors of active, informed, responsible individuals and contributing community members. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations.</p>	

Comprehensive Health and Physical Education Practices

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**NJ: 2016 SLS: English Language Arts**

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- SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- RI.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.
- W.2.8. Recall information from experiences or gather information from provided sources to answer a question.
- SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

**2020 SLS: Computer Science & Design Thinking**

Core Ideas	NJSLs Performance Expectations (By the end of Grade 2)
Individuals use computing devices to perform a variety of tasks accurately and quickly. Computing devices interpret and follow the instructions they are given literally.	<ul style="list-style-type: none"> <li>8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.</li> </ul>
Engineering design is a creative process for meeting human needs or wants that can result in multiple solutions	<ul style="list-style-type: none"> <li>8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.</li> </ul>
The availability of technology for essential tasks varies in different parts of the world.	<ul style="list-style-type: none"> <li>8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.</li> </ul>
<b>2020 SLS: Career Readiness, Life Literacies, and Key Skills</b>	
Core Ideas	NJSLs Performance Expectations (By the end of Grade 2)
There are actions an individual can take to help make this world a better place.	<ul style="list-style-type: none"> <li>9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.</li> <li>9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.</li> </ul>
Brainstorming can create new, innovative ideas.	<ul style="list-style-type: none"> <li>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).</li> <li>9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).</li> </ul>

<p>Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.</p>	<ul style="list-style-type: none"> <li>• 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).</li> <li>• 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).</li> </ul>
<p>Individuals should practice safe behaviors when using the Internet.</p>	<ul style="list-style-type: none"> <li>• 9.4.2.DC.4: Compare information that should be kept private to information that might be made public.</li> </ul>
<p>Digital communities allow for social interactions that can result in positive or negative outcomes.</p>	<ul style="list-style-type: none"> <li>• 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.</li> </ul>
<p><b>Interdisciplinary Connections / 21st Century Connections</b></p>	
<p><b>Social Studies</b></p>	<ul style="list-style-type: none"> <li>• 6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.</li> <li>• 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).</li> <li>• 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.</li> </ul>
<p><b>21st Century Connections</b></p>	<ul style="list-style-type: none"> <li>• Critical Thinking</li> <li>• Civic Responsibility</li> <li>• Creativity and Innovation</li> <li>• Digital Citizenship</li> </ul>

<b>Unit Title</b>	Family Life
<b>Unit Duration</b>	8 Weeks
<b>Unit Summary &amp; Rationale</b>	<i>It is important for students to begin to acquire skills and knowledge necessary to lead a healthy lifestyle. Being knowledgeable about health allows us to make better and more informed decisions about our wellness. In this unit, students will learn skills and strategies to develop meaningful relationships with others, as well as interact with others in a healthy and appropriate manner. Students will acquire knowledge on the physical, emotional, and social aspects of relationships as they relate to supporting a healthy and active lifestyle.</i>
<b>Unit Goals</b>	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• Students will explain the basic function of the human body and understand how families support and influence development.</li> <li>• How do words and actions impact the way one feels and thinks about oneself and others.</li> </ul>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>• There are specific health skills that we can use to promote our own wellness. We use the skills and knowledge to make decisions that allow us to lead a healthy lifestyle.</li> </ul>
<b>Learning Outcomes</b>	<p><b><u>Grades K, 1, and 2</u></b></p> <ul style="list-style-type: none"> <li>• Identify different kinds of family units that exist.</li> <li>• Identify activities that families can do together to promote a healthy and active lifestyle.</li> <li>• Demonstrate how students can show respect for other.</li> <li>• Explain how living things differ from non-living things?</li> </ul>

- Explain that family members have certain rights and responsibilities that contribute to the successful functioning of the family.
- Explain ways that families can get help and support if they need it.
- Identify appropriate ways for children to be caring and show affection and discuss ways to develop healthy relationships.
- Identify who we can trust I our community.

**Grade 2**

- Explain the similarities and differences between boys and girls and discuss how boys and girls can have similar interests.
- Define the word reproduction and discuss ways parents (e.g., animals, fish, people) care for their children.
- Explain how our family cares for us and helps us grow.
- Explain that human babies develop inside their birth mother and must be cared for (fed and cleaned) and nurtured when they are born.

<b>Assessment Evidence</b>	
<b>Formative</b>	Class discussions, in-class activities, Graphic Organizers, Kahoot, Exit Tickets
<b>Summative</b>	Test, Quiz, Project, Writing Assessments, Problem Based Learning Student Presentations.
<b>Alternative and Benchmark</b>	Alternative - Read to the student and chart oral responses, graphic organizers, observations, portfolios of student work, orally administered assessments, Project based-learning.  Benchmark – LinkIt Benchmark Assessment, Teacher generated summative assessments



[Formative, Summative, Alternative and Benchmark Assessments](#)

**Resources to Promote Learning**

**Resources and Equipment**

Textbooks, Maps, Laptops, Smart Board, Primary & Secondary Source Documents

Video: All About Families; 1999 Colman Communications

5healthcurriculum.pdf

Handouts: Kindergarten Critical Thinking Self Awareness; 1992 Instructional Fair, Inc

Health: Focus on You; 1990 Merrill Publishing Company

[www.learn360.com](http://www.learn360.com) [Approved Class Resource List](#)

**Content & Interdisciplinary Standards**

**NJ: 2020 SLS: Comprehensive Health and Physical Education**

**Core Ideas**

**NJSLS 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 people.

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.2: Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.

<p>Families shape the way we think about our bodies, our health and our behaviors.</p>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● 2.1.2.SSH.4: Determine the factors that contribute to healthy relationships within a family.</li> </ul>
<p>People have relationships with others in the local community and beyond.</p>	<ul style="list-style-type: none"> <li>● 2.1.2.SSH.6: Determine the factors that contribute to healthy relationships.</li> </ul>
<p>Communication is the basis for strengthening relationships and resolving conflict between people.</p>	<ul style="list-style-type: none"> <li>● 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another.</li> </ul>
<p>Any time children feel uncomfortable or in an unsafe situation, they should reach out to a trusted adult for help.</p>	<ul style="list-style-type: none"> <li>● 2.3.2.PS.5: Define bodily autonomy and personal boundaries.</li> <li>● 2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else’s personal boundaries including friends and family.</li> <li>● 2.3.2.PS.7: Identify behaviors that would be considered child abuse.</li> </ul>
<p><b>Comprehensive Health and Physical Education Practices</b></p>	
<p>The ten Comprehensive Health and Physical Education practices describe the ways in which individuals in these field engage in their careers as well as reflect the actions and behaviors of active, informed, responsible individuals and contributing community members. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations.</p>	
<p>Comprehensive Health and Physical Education Practices</p>	<ul style="list-style-type: none"> <li>● Acting as responsible and contributing member of society</li> <li>● Communicating clearly and effectively (verbal and nonverbal)</li> <li>● Resolving conflict</li> </ul>

- Attending to personal health, emotional, social and physical well-being
- Making decisions
- Managing-self
- Using technology tools responsibly

**NJ: 2016 SLS: English Language Arts**

- RI.K.1. With prompting and support, ask and answer questions about key details in a text.
- RI.K.2. With prompting and support, identify the main topic and retell key details of a text.
- RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- 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.
- W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- RI.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.
- W.2.8. Recall information from experiences or gather information from provided sources to answer a question.

- SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

**2020 SLS: Computer Science & Design Thinking**

<b>Core Ideas</b>	<b>NJSLS Performance Expectations (By the end of Grade 2)</b>
Technology has changed the way people live and work. Various tools can improve daily tasks and quality of life.	<ul style="list-style-type: none"> <li>• 8.2.2.ITH.3: Identify how technology impacts or improves life.</li> </ul>
The availability of technology for essential tasks varies in different parts of the world.	<ul style="list-style-type: none"> <li>• 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.</li> </ul>

**2020 SLS: Career Readiness, Life Literacies, and Key Skills**

<b>Core Ideas</b>	<b>NJSLS Performance Expectations (By the end of Grade 2)</b>
There are actions an individual can take to help make this world a better place.	<ul style="list-style-type: none"> <li>• 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.</li> </ul>
Brainstorming can create new, innovative ideas.	<ul style="list-style-type: none"> <li>• 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).</li> </ul>

	<ul style="list-style-type: none"> <li>9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).</li> </ul>
Digital artifacts can be owned by individuals or organizations.	<ul style="list-style-type: none"> <li>9.4.2.DC.2: Explain the importance of respecting digital content of others.</li> </ul>
Individuals should practice safe behaviors when using the Internet.	<ul style="list-style-type: none"> <li>9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).</li> <li>9.4.2.DC.4: Compare information that should be kept private to information that might be made public.</li> </ul>
<b>Interdisciplinary Connections / 21st Century Connections</b>	
Science	<ul style="list-style-type: none"> <li>K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive.</li> <li>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.</li> </ul>
21st Century Connections	<ul style="list-style-type: none"> <li>Critical Thinking</li> <li>Civic Responsibility</li> <li>Creativity and Innovation</li> <li>Digital Citizenship</li> </ul>

<b>Unit Title</b>	Safety
<b>Unit Duration</b>	4 Weeks

<b>Unit Summary &amp; Rationale</b>	<i>It is important for students to begin to acquire skills and knowledge necessary to lead a healthy lifestyle. Being knowledgeable about health allows students to make better and more informed decisions about our wellness. In this unit, students will learn the importance of being aware, and of self-awareness.</i>
<b>Unit Goals</b>	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• Students will explain the basic function of the human body and understand how families support and influence development.</li> <li>• How do words and actions impact the way one feels and thinks about oneself and others.</li> </ul>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>• There are specific health skills that we can use to promote our own wellness. We use the skills and knowledge to make decisions that allow us to lead a healthy lifestyle.</li> </ul>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Identify the need for school safety rules (proper safe school behavior, bus safety, and playground safety).</li> <li>• Explain how refusal skills help us maintain personal safety and information.</li> <li>• Identify the workers and their contributions that keep the community healthy and safe.</li> <li>• Identify ways to improve community health.</li> <li>• State the steps to take in an emergency and the process to contact emergency sources for help.</li> <li>• Explain home safety (outlets, cooking, family meeting place in case of emergency).</li> <li>• Explain how students can stay safe from fires, strangers, at school, in a car, biking, and around animals.</li> </ul>

- Identify what private information is; and explain how to use the internet safely and responsibly.
- Explain how climate change affects individuals, plants, and animals.

<b>Assessment Evidence</b>	
<b>Formative</b>	Class discussions, in-class activities, Graphic Organizers, Kahoot, Exit Tickets
<b>Summative</b>	Test, Quiz, Project, Writing Assessments, Problem Based Learning Student Presentations.
<b>Alternative and Benchmark Assessments</b>	<p>Alternative - Read to the student and chart oral responses, graphic organizers, observations, portfolios of student work, orally administered assessments, Project based-learning.</p> <p>Benchmark – LinkIt Benchmark Assessment, Teacher generated summative assessments</p> <p><a href="#">Formative, Summative, Alternative and Benchmark Assessments</a></p>
<b>Resources to Promote Learning</b>	
<b>Resources and Equipment</b>	<p>Textbooks, Maps, Laptops, Smart Board, Primary &amp; Secondary Source Documents</p> <p>Health: Focus on You; 1990 Merrill Publishing Company</p> <p><a href="#">Approved Class Resource List</a></p>
<b>Content &amp; Interdisciplinary Standards</b>	
<b>NJ: 2020 SLS: Comprehensive Health and Physical Education</b>	

Core Ideas	NJSLs Performance Expectations
<p>People in the community work to keep us safe.</p>	<ul style="list-style-type: none"> <li>● 2.1.2.CHSS.1: Identify community professionals and school personnel who address health emergencies and provide reliable health information to us.</li> <li>● 2.1.2.CHSS.2: Determine where to access home, school and community health professionals.</li> <li>● 2.1.2.CHSS.3: Demonstrate how to dial and text 911 in case of an emergency.</li> <li>● 2.1.2.CHSS.4: Describe how climate change affects the health of individuals, plants and animals.</li> </ul>
<p>Individuals face a variety of situations that may result in different type of feelings and learning how to talk about their feelings is important.</p>	<ul style="list-style-type: none"> <li>● 2.1.2.CHSS.6: Identify individuals who can assist with expressing one’s feelings.</li> </ul>
<p>The environment can impact personal health and safety in different ways.</p>	<ul style="list-style-type: none"> <li>● 2.3.2.PS.1: Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.</li> </ul>
<p>Potential hazards exist in personal space, in the school, in the community, and globally.</p>	<ul style="list-style-type: none"> <li>● 2.3.2.PS.2: Discuss healthy and safe choices both indoors and outdoors.</li> <li>● 2.3.2. PS.3: Recognize and demonstrate safety strategies to prevent injuries at home, school, in the community.</li> <li>● 2.3.2. PS.4: Develop an awareness of warning symbols and their meaning.</li> </ul>
<p>Any time children feel uncomfortable or in an unsafe situation, they should reach out to a trusted adult for help.</p>	<ul style="list-style-type: none"> <li>● 2.3.2.PS.8: Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous.</li> </ul>
<p><b>Comprehensive Health and Physical Education Practices</b></p>	



The ten Comprehensive Health and Physical Education practices describe the ways in which individuals in these field engage in their careers as well as reflect the actions and behaviors of active, informed, responsible individuals and contributing community members. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations.

Comprehensive Health and Physical Education Practices

- Acting as responsible and contributing member of society
- Communicating clearly and effectively (verbal and nonverbal)
- Resolving conflict
- Attending to personal health, emotional, social and physical well-being
- Making decisions
- Managing-self
- Using technology tools responsibly

**NJ: 2016 SLS: English Language Arts**

- RI.K.1. With prompting and support, ask and answer questions about key details in a text.
- RI.K.2. With prompting and support, identify the main topic and retell key details of a text.
- RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- 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.
- W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

- SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- RI.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.
- W.2.8. Recall information from experiences or gather information from provided sources to answer a question.
- SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

**2020 SLS: Computer Science & Design Thinking**

Core Ideas	NJSLs Performance Expectations (By the end of Grade 2)
Technology has changed the way people live and work. Various tools can improve daily tasks and quality of life.	<ul style="list-style-type: none"> <li>• 8.2.2.ITH.3: Identify how technology impacts or improves life.</li> <li>• 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.</li> </ul>
The availability of technology for essential tasks varies in different parts of the world.	<ul style="list-style-type: none"> <li>• 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.</li> </ul>

**2020 SLS: Career Readiness, Life Literacies, and Key Skills**

Core Ideas	NJSLs Performance Expectations (By the end of Grade 2)
Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.	<ul style="list-style-type: none"> <li>9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.</li> </ul>
Brainstorming can create new, innovative ideas.	<ul style="list-style-type: none"> <li>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).</li> <li>9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).</li> </ul>
Individuals should practice safe behaviors when using the Internet.	<ul style="list-style-type: none"> <li>9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).</li> <li>9.4.2.DC.4: Compare information that should be kept private to information that might be made public.</li> </ul>
Young people can have a positive impact on the natural world in the fight against climate change.	<ul style="list-style-type: none"> <li>9.4.2.DC.7: Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1).</li> </ul>
<b>Interdisciplinary Connections / 21st Century Connections</b>	
Science	<ul style="list-style-type: none"> <li>K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change (e.g., climate change) to define a simple problem that can be solved through the development of a new or improved object or tool.</li> </ul>
Social Studies	<ul style="list-style-type: none"> <li>6.3.2.GeoGI.2: Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.</li> </ul>

21st Century Connections	<ul style="list-style-type: none"> <li>• Critical Thinking</li> <li>• Civic Responsibility</li> <li>• Digital Citizenship</li> </ul>
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<b>Accommodations &amp; Modifications</b>		
<b>Special Education Students, 504 students, English Language Learners, Students at-Risk Based on Students' Individual Needs</b>		
<p align="center"><b>Time/General</b></p> <ul style="list-style-type: none"> <li>• Allow extra time</li> <li>• Repeat and clarify directions</li> <li>• Provide breaks in between tasks</li> <li>• Have student verbalize directions</li> <li>• Provide timelines/due dates for reports and projects</li> </ul>	<p align="center"><b>Processing</b></p> <ul style="list-style-type: none"> <li>• Provide extra response time</li> <li>• Have student verbalize steps</li> <li>• Repeat directions</li> <li>• Provide small group instruction</li> <li>• Include partner work</li> </ul>	<p align="center"><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• Provide reading material on student's level</li> <li>• Have student underline important points</li> <li>• Assist student on how to use context clues to identify words/phrases</li> <li>• Ensure short manageable tasks</li> </ul>
<p align="center"><b>Tests/Quizzes/Grading</b></p> <ul style="list-style-type: none"> <li>• Provide extended time</li> <li>• Provide study guides</li> <li>• Limit number of responses</li> </ul>	<p align="center"><b>Behavior/Attention</b></p> <ul style="list-style-type: none"> <li>• Establish classroom rules</li> <li>• Write a contract with the student specifying expected behaviors</li> <li>• Provide preferential seating</li> <li>• Re-focus student as needed</li> <li>• Reinforce student for staying on task</li> </ul>	<p align="center"><b>Organization</b></p> <ul style="list-style-type: none"> <li>• Monitor the student and provide reinforcement of directions</li> <li>• Verify the accurateness of homework assignments</li> <li>• Display a written agenda</li> </ul>
<b>ELL, Enrichment, Gifted &amp; Talented Strategies</b>		

## Accommodations Based on Students' Individual Needs

### ELL Strategies

- Provide explicit, systematic instruction in vocabulary.
- Ensure that ELLs have ample opportunities to talk with both adults and peers and provide ongoing feedback and encouragement.
- Expose ELLs to rich language input.
- Scaffolding for ELLs language learning.
- Encourage continued L1 language development.
- Alphabet knowledge
- Phonological awareness
- Print awareness
- Design instruction that focuses on all of the foundational literacy skills.
- Recognize that many literacy skills can transfer across languages.
- English literacy development by helping ELLs make the connection between what they know in their first language and what they need to know in English.
- Graphic organizers
- Modified texts
- Modified assessments
- Written/audio instruction
- Shorter paragraph/essay length
- Homogeneously grouped by level

## Accommodations Based on Students' Individual Needs:

### Enrichment Strategies

- Evaluate vocabulary
- Elevate Text Complexity
- Incorporate inquiry based assignments and projects
- Extend curriculum
- Balance individual, small group and whole group instruction

- Provide tiered/multi-level activities
- Include purposeful learning centers
- Provide open-ended activities and projects
- Offer opportunities for heterogeneous grouping to work with age and social peers as well as homogeneous grouping to provide time to work with individual peers
- Provide pupils with experiences outside the ‘regular’ curriculum
- Alter the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level
- Require a higher quality of work than the norm for the given age group
- Promote higher level of thinking and making connections.
- Focus on process learning skills such as brainstorming, decision making and social skills
- Use supplementary materials in addition to the normal range of resources.
- Encourage peer to peer mentoring
- Integrate cross-curricular lessons
- Incorporate real-world problem solving activities
- Facilitate student-led questioning and discussions

#### Gifted & Talented Strategies

- More elaborate, complex, and in-depth study of major ideas, problems, and themes that integrate knowledge within and across systems of thought.
- Development and application of productive thinking skills to enable students to reconceptualize existing knowledge and/or generate new knowledge.
- Explore constantly changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.
- Encourage exposure to, selection, and use of appropriate and specialized resources.
- Promote self-initiated and self-directed learning and growth.
- Provide for the development of self-understanding and the understanding of one's relationship to persons, societal institutions, nature, and culture.
- Flexible pacing
- Use of more advanced or complex concepts, abstractions, and materials
- Encourage students to move through content areas at their own pace. If they master a particular unit, they need to be provided with more advanced learning activities, not more of the same activity.

- Questions that require a higher level of response and/or open-ended questions that stimulate inquiry, active exploration, and discovery.
- Encourage students to think about subjects in more abstract and complex ways
- Activity selection based on student interests, that encourage self-directed learning
- Group interaction and simulations
- Guided self-management
- Encourage students to demonstrate what they have learned in a wide variety of forms that reflect both knowledge and the ability to manipulate ideas.
- Engage students in active problem-finding and problem-solving activities and research.
- Provide students opportunities for making connections within and across systems of knowledge by focusing on issues, themes, and ideas.