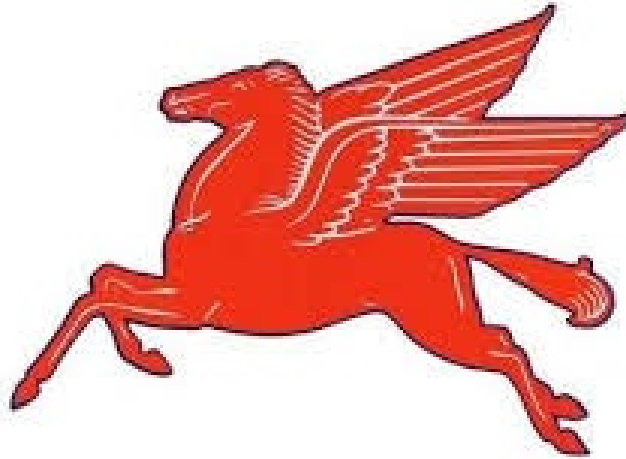


Curriculum Management System

PAULSBORO PUBLIC SCHOOLS



Health K-2

UPDATED 2022

For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy.

Board Approved: 2022

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Paulsboro Public Schools

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Paulsboro Public Schools

Mission Statement

The mission of the Paulsboro School District is to work with students, parents, educators, and community to develop excellence in education while preparing each student to be viable and productive citizens in society. Our goal is to develop the unique potential of the whole student by creating a challenging and diverse learning climate that prepares students for the 21st Century and is rich in tradition and pride.

K-2 GRADE PACING CHART (2021-2022)

| TOPIC | # OF DAYS | DATES | COMMENTS |
|---|-----------|----------------|-------------------------|
| Emotional Health | 7 | September-June | Cross-curricular topics |
| Community Health Service & Support | 2 | September-June | Cross-curricular topics |
| Nutrition | 6 | September-June | Cross-curricular topics |
| Personal Safety | 6 | September-June | Cross-curricular topics |
| Personal Growth & Development | 5 | September-June | Cross-curricular topics |
| Pregnancy & Parenting | 1 | September-June | Cross-curricular topics |
| Social & Sexual Health | 1 | September-June | Cross-curricular topics |
| Health Conditions, Diseases & Medicines | 4 | September-June | Cross-curricular topics |
| Alcohol, Tobacco & Other Drugs | 3 | September-June | Cross-curricular topics |
| Dependency, Substances Disorder & Treatment | 3 | September-June | Cross-curricular topics |
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In hopes of meeting all New Jersey Student Learning Standards for Health and Physical Education, Paulsboro Public Schools will be inviting New Jersey Child Assault Prevention to schools serving students in grades K-8. NJ CAP will organize comprehensive prevention workshops for children, parents and school staff. Topics covered in the workshops will relate to elements found in the Personal and Mental Health, Physical Wellness and Safety standards for HPE.

**Focus Standard:
Emotional Health**

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| NJSLS - HPE | Critical Knowledge and Skills | |
| <p>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.</p> <p>2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities.</p> <p>2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).</p> <p>2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts, and behaviors.</p> <p>2.1.2.EH.5: Explain healthy ways of coping with stressful situations.</p> <p>Related Interdisciplinary Standards: ELA: NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> | <p>Concept(s)/Core Idea: Many factors influence how we think about ourselves and others. There are different ways that individuals handle stress, and some are healthier than others. What are several emotions that we can experience? Why do people have different emotions toward the same situation? How can we express our emotions in a positive way? How does character influence thoughts and actions? What does responsibility mean? How can an individual practice self-control in a variety of settings and situations? How can you cope with a stressful situation? What are different ways an individual can express themselves? What does it mean to be tolerant toward others? How does one develop a positive self-image? How can you resolve a conflict with your friend? Why is bullying considered inappropriate? Who can we go to when we feel that we have a problem?</p> | |
| | Students are able to (performance expectations): | Learning Goal(s)/Activity: |
| | <p>People live a healthier life when they reduce outside stressors. Character is reflected in an individual's thoughts and actions of oneself and others. A person is responsible for their thoughts and actions and how they express themselves. A person has the ability to control their thoughts and actions in a variety of settings. There are healthy and unhealthy ways to cope with stress. Bullying and teasing are wrong and damaging to others. Developing self-esteem and tolerance to be able to cope with different types of people is beneficial when handling a conflict.</p> | <p>Define character. Illustrate ways to demonstrate character through thoughts, feelings, and actions as they pertain to oneself and others. Define responsibility and categorize ways to be responsible at home, in school, and in the community. Create a poster to display strategies for using self-control in a variety of settings (e.g., classrooms, playgrounds, special programs). In small groups examine different emotional scenarios and how one can make it more positive vs negative.</p> |

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| <p>NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>Arts / Music / Visual and Performing Arts:</p> <p>1.2.2.Cn11a: Discuss and demonstrate how media artworks, messages, environments, and ideas relate to everyday and cultural life, such as daily activities, popular media, connections with family and friends.</p> <p>1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.</p> <p>1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.</p> | <p>There are healthy ways to resolve conflicts and issues with peers.</p> <p>It is important to identify trusted adults who can provide support and assistance in coping with difficult situations.</p> | <p>Sketch appropriate ways to express wants, needs, and emotions.</p> <p>Color in an outline of a person with an emotion on their face of what color each emotion represents to them (ex: red = anger , blue = sad).</p> <p>Summarize the relationship between feelings and behavior.</p> <p>Discuss and identify stressful situations.</p> <p>Practice strategies for managing one's own feelings and using self- and impulse-control.</p> <p>Create a brochure to demonstrate healthy ways to deal with stress</p> <p>Use self-control and impulse-control strategies to promote health.</p> |
| <p>Mathematics:</p> <p>2.MD.D.10. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simply put together, take-apart, and compare problems⁴ using information presented in a bar graph.</p> <p>Science:</p> <p>K-LS1-1: Use observations to describe patterns of what plants and animals (including humans) need to survive.</p> <p>Social Studies:</p> <p>6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</p> <p>6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.</p> | <p>Formative/Summative Assessments</p> <p>FORMATIVE:</p> <ul style="list-style-type: none"> • Teacher observation • Student participation • Verbal Q&A (Check for understanding) • Self-evaluation of performance and progress • Exit ticket • Thumbs up/sideways/down • Classroom discussion • Anecdotal Notes <p>SUMMATIVE:</p> <ul style="list-style-type: none"> • Student participation • Rubric Score • Socrative (Test/Quiz) • Google Forms (Test/Quiz) • Project-based activities | <p>Primary & Supplementary Resources</p> <ul style="list-style-type: none"> • BrainPop.com • KidsHealth.org • EdPuzzle.com • NewsELA.com • CATCH.org • Blooket.com • BrainPOP - Nutrition, Personal Health, Disease, Injury, and Conditions Topics • Construct a personal health poster • Classroom.kidshealth.org • Great Body Shop • Group participation/discussions • Guest presenters from community members • Heart.org |

6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.

6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.

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).

6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.

SEL:

Self-Awareness: Recognize one's feelings and thoughts; Recognize the impact of one's feelings and thoughts on one's own behavior

Self-Management: Understand and practice strategies for managing one's own emotions, thoughts, and behaviors

Relationship Skills: Establish and maintain healthy relationships; Utilize positive communication and social skills to interact effectively with others

Social Awareness: Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds; Demonstrate an understanding of the need for mutual respect when viewpoints differ

Responsible Decision Making: Develop, implement, and model effective problem-solving and critical thinking skills

- Interview community members in varying jobs.
- Kahoot.com
- Role-playing scenarios

21st Century Life & Careers

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school, and community.

9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

Career Ready Practices

CRP1. Act as a responsible and contributing citizen and employee.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Technology

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.

8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.

8.1.2.NI.2: Describe how the Internet enables Individuals to connect with others worldwide.

8.2.2.ITH.3: Identify how technology impacts or improves life.

8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.

8.2.2.NT.2: Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.
8.2.2.ETW.1: Classify products as resulting from nature or produced as a result of technology.
8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

MODIFICATIONS:

Advanced Learner:

Provide options, alternatives, and choices to differentiate and broaden the curriculum
Offer extended learning activities
Propose interest-based extension activities
Encourage students to think about subjects in more abstract and complex ways
Encourage students to demonstrate what they have learned in a wide variety of forms that reflect both knowledge and the ability to manipulate ideas
Promote creativity and critical thinking

Students with Disabilities:

Follow specific student accommodations and modifications as listed in individual student IEP or 504 plan
Provide special furniture (e.g., desks, trays, seating)
Redirect attention
Provide optimal seating that best accommodates the needs of the student
Simplify directions
Rephrase/repeat directions
Use a behavior modification system
Use visual cues
Allow additional processing time
Provide verbal praise and/or feedback
Modify work/tasks

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| <p>Break down tasks into manageable units Extended time/modifications on tests and/or assignments Provide organizational aids: folders, class notes, schedules, planners, etc.</p> <p>English Language Learners: Utilize Google Translator Multi - language word wall Preview lesson to help build student background knowledge Provide extended time Extend time requirements Adjust assignment requirements Provide optimal seating that best accommodates the needs of the student Assign a peer student for support Providing verbal praise and/or immediate feedback Check often for understanding and review Plan cooperative learning experiences Introduce new vocabulary in context Limit the number of vocabulary items Use speech that is appropriate for students' language proficiency Make the explanation of the task clear using a step-by-step manner with visuals/chunking Allow ample wait time for response Provide hands-on materials or manipulatives</p> | | |
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Focus Standard
Community Health Services and Support

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| NJSLS - HPE | Critical Knowledge and Skills | |
| <p>2.1.2.CHSS.1: Identify community professionals and school personnel who address health emergencies and provide reliable health information to us.</p> <p>2.1.2.CHSS.2: Determine where to access home, school, and community health professionals.</p> <p>2.1.2.CHSS.3: Demonstrate how to dial and text 911 in case of an emergency.</p> <p>2.1.2.CHSS.4: Describe how climate change affects the health of individuals, plants, and animals.</p> <p>2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared.</p> <p>2.1.2.CHSS.6: Identify individuals who can assist with expressing one’s feelings (e.g., family members, teachers, counselors, medical professionals).</p> <p>Related Interdisciplinary Standards:</p> <p>ELA:</p> <p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> | <p>Concept(s)/Core Idea: People in the community work to keep us safe. Individuals face a variety of situations that may result in different types of feelings and learning how to talk about their feelings is important. Who are trusted community workers that help keep us safe? Who can support my effort to live and maintain a healthy lifestyle? Is it acceptable for me to feel a different way than my peers as it relates to the same situation? Who can help if I am not feeling physically or emotionally well? When does a want look like or feel like a need? What can you do in an emergency situation? What do I need to know to make good decisions and stay healthy? How do decisions we make each day influence our health and wellness? What is climate change? How has climate change impacted my community and surroundings? When is it appropriate to call 911? What information would I need to provide if I call 911?</p> | |
| | Students are able to (performance expectations): | Learning Goal(s)/Activity: |
| | <p>How to recognize school and community professionals who can assist with addressing health emergencies and providing accurate health information</p> <p>How to describe the ways humans, plants, and animals are impacted by climate change.</p> <p>The importance of learning how to talk about their feelings when faced with difficult situations or challenges</p> | <p>Identify health related assistance and trusted adults at home, school, and in the community.</p> <p>Discuss and illustrate different types of emergency situations at home, school, and in the community and how to handle and seek potential solutions.</p> <p>Demonstrate and sketch how to call 9-1-1 for help in an emergency and stay on the line for instructions on what to do.</p> <p>Differentiate between climate and weather.</p> |

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| <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> | | <p>Discuss contributing factors to climate change.</p> <p>Create a group poster of solutions to reduce climate change.</p> <p>Identify situations that might result in individuals feeling sad, angry, frustrated, or scared.</p> <p>Describe why people may react differently to the same situation.</p> <p>Illustrate individuals who can assist with expressing one's feelings, such as family members, teachers, counselors, and/or medical professionals.</p> |
| <p>Arts / Music / Visual and Performing Arts:</p> <p>1.2.2.Cn11a: Discuss and demonstrate how media artworks, messages, environments, and ideas relate to everyday and cultural life, such as daily activities, popular media, connections with family and friends.</p> <p>1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.</p> <p>1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.</p> <p>Mathematics:</p> <p>2.MD.D.10. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put together, take-apart, and compare problems using information presented in a bar graph.</p> <p>Science:</p> | <p>Formative/Summative Assessments</p> <p>FORMATIVE:</p> <ul style="list-style-type: none"> • Teacher observation • Student participation • Verbal Q&A (Check for understanding) • Self-evaluation of performance and progress • Exit ticket • Thumbs up/sideways/down • Classroom discussion • Anecdotal Notes <p>SUMMATIVE:</p> <ul style="list-style-type: none"> • Student participation • Rubric Score • Socrative (Test/Quiz) • Google Forms (Test/Quiz) • Project-based activities | <p>Primary & Supplementary Resources</p> <ul style="list-style-type: none"> • BrainPop.com • KidsHealth.org • EdPuzzle.com • NewsELA.com • CATCH.org • Blooket.com • BrainPOP - Nutrition, Personal Health, Disease, Injury, and Conditions Topics • Construct a personal health poster • Classroom.kidshealth.org • Great Body Shop • Group participation/discussions • Guest presenters from community members • Heart.org • Interview community members in varying jobs. • Kahoot.com |

K-ESS3-3: Communicate solutions that will reduce the impact of climate change and humans on the land, water, air, and/or other living things in the local environment.

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.

Social Studies:

6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.

6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.

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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).

6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.

6.1.2.CivicsPI.2: Investigate the importance of services provided by the local government to meet

- Role-playing scenarios

the needs and ensure the safety of community members.

6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.

6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).

6.3.2.Geo.GI.1: Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world.

SEL:

Self-Awareness: Recognize one's feelings and thoughts; Recognize the impact of one's feelings and thoughts on one's own behavior

Self-Management: Understand and practice strategies for managing one's own emotions, thoughts, and behaviors

Relationship Skills: Establish and maintain healthy relationships; Utilize positive communication and social skills to interact effectively with others

Social Awareness: Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds; Demonstrate an understanding of the need for mutual respect when viewpoints differ

Responsible Decision Making: Develop, implement, and model effective problem-solving and critical thinking skills

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CRP1. Act as a responsible and contributing citizen and employee.

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CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Technology

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.

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8.2.2.ETW.1: Classify products as resulting from nature or produced as a result of technology.
8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

MODIFICATIONS:

Advanced Learner:

- Provide options, alternatives, and choices to differentiate and broaden the curriculum
- Offer extended learning activities
- Propose interest-based extension activities
- Encourage students to think about subjects in more abstract and complex ways
- Encourage students to demonstrate what they have learned in a wide variety of forms that reflect both knowledge and the ability to manipulate ideas
- Promote creativity and critical thinking

Students with Disabilities:

- Follow specific student accommodations and modifications as listed in individual student IEP or 504 plan
- Provide special furniture (e.g., desks, trays, seating)
- Redirect attention
- Provide optimal seating that best accommodates the needs of the student
- Simplify directions
- Rephrase/repeat directions
- Use a behavior modification system
- Use visual cues
- Allow additional processing time
- Provide verbal praise and/or feedback
- Modify work/tasks
- Break down tasks into manageable units
- Extended time/modifications on tests and/or assignments

Provide organizational aids: folders, class notes, schedules, planners, etc.

English Language Learners:

Utilize Google Translator

Multi - language word wall

Preview lesson to help build student background knowledge

Provide extended time

Extend time requirements

Adjust assignment requirements

Provide optimal seating that best accommodates the needs of the student

Assign a peer student for support

Providing verbal praise and/or immediate feedback

Check often for understanding and review

Plan cooperative learning experiences

Introduce new vocabulary in context

Limit the number of vocabulary items

Use speech that is appropriate for students' language proficiency

Make the explanation of the task clear using a step-by-step manner with visuals/chunking

Allow ample wait time for response

Provide hands-on materials or manipulatives

Focus Standard Nutrition

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| Focus Standard Nutrition | | |
| <p>NJSLS - HPE 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.</p> <p>Related Interdisciplinary Standards: ELA: NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> | Critical Knowledge and Skills | |
| | <p>Concept(s)/Core Idea: Nutritious food choices promote wellness and are the basis for healthy eating habits. How can I choose nutritious foods for each meal that incorporate the different food groups? Why are some foods healthier than others? What contributes to healthy and unhealthy eating habits?</p> | |
| | Students are able to (performance activity): | Learning Goal(s)/Activity: |
| | <p>Nutritious food choices promote wellness and are the basis for healthy eating habits Lifestyle choices have an impact on all aspects of health and wellness Cultural and personal preferences can impact an individual's nutritional choices. There are different food groups that should be incorporated into daily food intake. Following a healthy eating plan is necessary for growth and development The role of food choices and food amounts that contribute to staying healthy throughout life Water is important for maintaining good health How to read a food label</p> | <p>Differentiate between healthy and unhealthy foods. Explain why some foods are healthier than others and the importance of choosing healthy food. Name the food groups and a variety of nutritious food choices for each food group. Describe the types of foods that should be limited. Illustrate a favorite meal and evaluate how healthy it is. Paraphrase the benefits of eating breakfast every day. Identify which foods belong in each of the food groups. o "Eat the Rainbow" (colorful plate) Work in small groups to create sample menus of healthy, well-balanced meals. Identify the importance of drinking water and staying hydrated.</p> |

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| <p>NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>Arts / Music / Visual and Performing Arts: 1.2.2.Cn11a: Discuss and demonstrate how media artworks, messages, environments, and ideas relate to everyday and cultural life, such as daily activities, popular media, connections with family and friends. 1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems. 1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.</p> <p>Mathematics: 2.MD.D.10. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put together, take-apart, and compare problems⁴ using information presented in a bar graph.</p> <p>Science: K-LS1-1: Use observations to describe patterns of what plants and animals (including humans) need to survive.</p> <p>Social Studies: 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions. 6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.</p> | | <p>Describe the benefits of eating plenty of fruits and vegetables. Classify foods that are healthy snacks. Summarize information found on food labels. ○ Serving size, calories, etc.</p> |
| | <p>Formative/Summative Assessments</p> <p>FORMATIVE:</p> <ul style="list-style-type: none"> • Teacher observation • Student participation • Verbal Q&A (Check for understanding) • Self-evaluation of performance and progress • Exit ticket • Thumbs up/sideways/down • Classroom discussion • Anecdotal Notes <p>SUMMATIVE:</p> <ul style="list-style-type: none"> • Student participation • Rubric Score • Socratic (Test/Quiz) • Google Forms (Test/Quiz) • Project-based activities | <p>Primary & Supplementary Resources</p> <ul style="list-style-type: none"> • BrainPop.com • KidsHealth.org • EdPuzzle.com • NewsELA.com • CATCH.org • Blooket.com • BrainPOP - Nutrition, Personal Health, Disease, Injury, and Conditions Topics • Construct a personal health poster • Classroom.kidshealth.org • Great Body Shop • Group participation/discussions • Guest presenters from community members • Heart.org • Interview community members in varying jobs. • Kahoot.com • Role-playing scenarios |

6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.

6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.

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).

6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

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SEL:

Self-Awareness: Recognize one's feelings and thoughts; Recognize the impact of one's feelings and thoughts on one's own behavior

Self-Management: Understand and practice strategies for managing one's own emotions, thoughts, and behaviors

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21* Century Life & Careers

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Career Ready Practices

CRP1. Act as a responsible and contributing citizen and employee.

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CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Technology

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.

8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.

8.1.2.NI.2: Describe how the Internet enables Individuals to connect with others worldwide.

8.2.2.ITH.3: Identify how technology impacts or improves life.

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8.2.2.ETW.1: Classify products as resulting from nature or produced as a result of technology.
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MODIFICATIONS:

Advanced Learner:

Provide options, alternatives, and choices to differentiate and broaden the curriculum
Offer extended learning activities
Propose interest-based extension activities
Encourage students to think about subjects in more abstract and complex ways
Encourage students to demonstrate what they have learned in a wide variety of forms that reflect both knowledge and the ability to manipulate ideas
Promote creativity and critical thinking

Students with Disabilities:

Follow specific student accommodations and modifications as listed in individual student IEP or 504 plan
Provide special furniture (e.g., desks, trays, seating)
Redirect attention
Provide optimal seating that best accommodates the needs of the student
Simplify directions
Rephrase/repeat directions
Use a behavior modification system
Use visual cues
Allow additional processing time
Provide verbal praise and/or feedback
Modify work/tasks

Break down tasks into manageable units
Extended time/modifications on tests and/or assignments
Provide organizational aids: folders, class notes, schedules, planners, etc.

English Language Learners:
Utilize Google Translator
Multi - language word wall
Preview lesson to help build student background knowledge
Provide extended time
Extend time requirements
Adjust assignment requirements
Provide optimal seating that best accommodates the needs of the student
Assign a peer student for support
Providing verbal praise and/or immediate feedback
Check often for understanding and review
Plan cooperative learning experiences
Introduce new vocabulary in context
Limit the number of vocabulary items
Use speech that is appropriate for students' language proficiency
Make the explanation of the task clear using a step-by-step manner with visuals/chunking
Allow ample wait time for response
Provide hands-on materials or manipulatives

**Focus Standard
Personal Safety**

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| <p>NJSLS - HPE</p> <p>2.3.2.PS.1: Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.</p> <p>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).</p> <p>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).</p> <p>2.3.2. PS.4: Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol).</p> <p>2.3.2.PS.5: Define bodily autonomy and personal boundaries.</p> <p>2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else’s personal boundaries including friends and family.</p> <p>2.3.2.PS.7: Identify behaviors that would be considered child abuse (e.g., emotional, physical, sexual).</p> <p>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 (e.g., bullying, teasing, child sexual abuse).</p> <p>Related Interdisciplinary Standards: ELA:</p> | Critical Knowledge and Skills | |
| | <p>Concept(s)/Core Idea:</p> <p>The environment can impact personal health and safety in different ways. Potential hazards exist in personal space, in the school, in the community, and globally. Any time children feel uncomfortable or in an unsafe situation, they should reach out to a trusted adult for help.</p> <p>How do hazards in the environment impact personal health and safety? How can I contribute to the safety and cleanliness of the environment? Why are emergency drills, warning signs, and rules important? Why is it important to follow the correct bike safety procedures? What indoor and outdoor healthy practices should I be utilizing in order to prevent injuries? Why do we need to be safe while using the internet? How can I use the internet safely? What are the different types of abuse? What does it mean to have personal boundaries? How do I know who I can talk to about an uncomfortable or dangerous situation?</p> | |
| | <p>Students are able to (performance expectations):</p> <p>Environmental hazards in the environment impact personal health and safety. Participating in emergency drills and Fire Safety procedures helps us prepare for an emergency situation. Bike riders need to practice and be aware of bike safety measures. Car seats and seat belts are measures that are used to keep us safe. It is important to be able to identify warning symbols (Safety Signs) and their meanings. First-aid can be helpful in different ways. There are ways to remain safe while using the internet.</p> | <p>Learning Goal(s)/Activity:</p> <p>Evaluate and list personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe. Create posters/flyers/brochures to describe safety precautions, equipment, and rules associated with preventing injuries at home, school, and in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention). Differentiate between the healthy and safe choices that must be made indoors and outdoors (e.g., using equipment, wearing</p> |

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| <p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>Arts / Music / Visual and Performing Arts:</p> <p>1.2.2.Cn11a: Discuss and demonstrate how media artworks, messages, environments, and ideas relate to everyday and cultural life, such as daily activities, popular media, connections with family and friends.</p> <p>1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.</p> <p>1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of</p> | <p>Water safety measures should be practiced. There are different types of behaviors that constitute abuse.</p> <p>If you are in an uncomfortable or dangerous situation regarding your personal boundaries, you should talk to a trusted adult.</p> | <p>bike helmets, vehicle, water, weather, playground safety).</p> <p>Explain the outcomes of not wearing protective equipment.</p> <p>Identify different signals from the body that can help an individual recognize an injury.</p> <p>List reasons we practice safety drills.</p> <p>Create an escape plan for fire drills at home.</p> <p>Identify warning symbols, their meanings, and where they are found (e.g., red light, stop sign, poison symbol).</p> <p>Compile a list of basic rules about remaining safe while using the internet, including not divulging personal information.</p> <p>Analyze how emotions can influence safety behaviors.</p> <p>Write about the potential positive and negative outcomes from a decision related to safety.</p> <p>Describe and write about how they feel when they are safe.</p> <p>Illustrate things they do to stay safe.</p> <p>Practice what to say if you are feeling unsafe.</p> <p>Explain how to communicate personal boundaries and show respect for someone else's personal boundaries.</p> <p>List trusted adults that students can speak to if personal boundaries are being crossed.</p> |
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| <p>the world, and in response to personal interests and curiosity.</p> <p>Mathematics: 2.MD.D.10. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put together, take-apart, and compare problems⁴ using information presented in a bar graph.</p> | | |
| <p>Science: K-LS1-1: Use observations to describe patterns of what plants and animals (including humans) need to survive. K-ESS2-2: Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs. K-ESS3-2 Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.</p> <p>Social Studies: 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions. 6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities. 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good. 6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights. 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems</p> | <p>Formative/Summative Assessments</p> <p>FORMATIVE:</p> <ul style="list-style-type: none"> • Teacher observation • Student participation • Verbal Q&A (Check for understanding) • Self-evaluation of performance and progress • Exit ticket • Thumbs up/sideways/down • Classroom discussion • Anecdotal Notes <p>SUMMATIVE:</p> <ul style="list-style-type: none"> • Student participation • Rubric Score • Socrative (Test/Quiz) • Google Forms (Test/Quiz) • Project-based activities | <p>Primary & Supplementary Resources</p> <ul style="list-style-type: none"> • BrainPop.com • KidsHealth.org • EdPuzzle.com • NewsELA.com • CATCH.org • Blooket.com • BrainPOP - Nutrition, Personal Health, Disease, Injury, and Conditions Topics • Construct a personal health poster • Classroom.kidshealth.org • Great Body Shop • Group participation/discussions • Guest presenters from community members • Heart.org • Interview community members in varying jobs. • Kahoot.com • Role-playing scenarios |

(e.g., open-mindedness, compassion, civility, persistence).

6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

6.1.2.Geo.SV.2: Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom).

6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.

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.

6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.

6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).

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8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.

8.1.2.NI.2: Describe how the Internet enables Individuals to connect with others worldwide.

8.1.2.NI.3: Create a password that secures access to a device. Explain why it is important to create unique passwords that are not shared with others.
8.1.2.NI.4: Explain why access to devices need to be secured.
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.
8.2.2.ITH.3: Identify how technology impacts or improves life.
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Students with Disabilities:

Follow specific student accommodations and modifications as listed in individual student

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| <p>IEP or 504 plan Provide special furniture (e.g., desks, trays, seating) Redirect attention Provide optimal seating that best accommodates the needs of the student Simplify directions Rephrase/repeat directions Use a behavior modification system Use visual cues Allow additional processing time Provide verbal praise and/or feedback Modify work/tasks Break down tasks into manageable units Extended time/modifications on tests and/or assignments Provide organizational aids: folders, class notes, schedules, planners, etc.</p> <p>English Language Learners: Utilize Google Translator Multi - language word wall Preview lesson to help build student background knowledge Provide extended time Extend time requirements Adjust assignment requirements Provide optimal seating that best accommodates the needs of the student Assign a peer student for support Providing verbal praise and/or immediate feedback Check often for understanding and review Plan cooperative learning experiences Introduce new vocabulary in context Limit the number of vocabulary items Use speech that is appropriate for students' language proficiency</p> | | |
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| <p>Make the explanation of the task clear using a step-by-step manner with visuals/chunking Allow ample wait time for response Provide hands-on materials or manipulatives</p> | | |
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Focus Standard Personal Growth & Development

| NJSLS - HPE | Critical Knowledge and Skills | |
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| <p>2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy.</p> <p>2.1.2.PGD.2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).</p> <p>2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness.</p> <p>2.1.2.PGD.4: Use correct terminology to identify body parts and explain how body parts work together to support wellness.</p> <p>2.1.2.PGD.5: List medically accurate names for body parts, including genitals.</p> <p>Related Interdisciplinary Standards:</p> <p>ELA:</p> <p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with</p> | <p>Concept(s)/Core Idea:</p> <p>Individuals enjoy different activities and grow at different rates.</p> <p>Personal hygiene and self-help skills promote healthy habits.</p> <p>How can we keep our bodies healthy?</p> <p>What are different ways to maintain good hygiene?</p> <p>What are the correct medical terms for the parts of the body?</p> <p>How do the different body systems impact and affect one another?</p> <p>How do you identify a trusted adult to converse with regarding personal health matters?</p> | |
| | Students are able to (performance expectation): | Learning Goal(s)/Activity: |
| | <p>Individuals enjoy different activities and grow at different rates.</p> <p>Personal hygiene and self-help skills promote healthy habits.</p> <p>Healthy lifestyle choices are directly related to how well the body systems function in conjunction with one another.</p> <p>Everyone has special and unique qualities.</p> <p>There are a plethora of trusted adults who can be consulted regarding personal health matters.</p> <p>Identify the medically accurate terminology for parts of the body.</p> | <p>Define wellness, including its physical and mental aspects.</p> <p>Explain what healthy habits are and list examples.</p> <p>Identify the benefits and make a brochure of personal health care practices such as hand washing, brushing teeth, bathing regularly, covering your mouth/nose when coughing/sneezing, etc.</p> <p>Explain why sleep and rest are important for proper growth and good health.</p> <p>Identify the recommended amount of physical activity for children and explain ways to be active every day and support others in remaining physically active.</p> <p>Brainstorm self-care practices that support wellness.</p> <p>List and identify medically accurate names for body parts (digestive system, skeletal system, nervous system, circulatory system).</p> |

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| <p>diverse partners, building on others' ideas and expressing their own clearly and persuasively. NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>Arts / Music / Visual and Performing Arts: 1.2.2.Cn11a: Discuss and demonstrate how media artworks, messages, environments, and ideas relate to everyday and cultural life, such as daily activities, popular media, connections with family and friends. 1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems. 1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.</p> <p>Mathematics: 2.MD.D.10. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put together, take-apart, and compare problems using information presented in a bar graph.</p> <p>Science: K-LS1-1: Use observations to describe patterns of what plants and animals (including humans) need to survive.</p> <p>Social Studies: 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</p> | <p>Formative/Summative Assessments</p> <p>FORMATIVE:</p> <ul style="list-style-type: none"> • Teacher observation • Student participation • Verbal Q&A (Check for understanding) • Self-evaluation of performance and progress • Exit ticket • Thumbs up/sideways/down • Classroom discussion • Anecdotal Notes <p>SUMMATIVE:</p> <ul style="list-style-type: none"> • Student participation • Rubric Score • Socrative (Test/Quiz) • Google Forms (Test/Quiz) • Project-based activities | <p>Correctly identify body parts (that are visible while clothed) and how they work together.</p> <p>Primary & Supplementary Resources</p> <ul style="list-style-type: none"> • BrainPop.com • KidsHealth.org • EdPuzzle.com • NewsELA.com • CATCH.org • Blooket.com • BrainPOP - Nutrition, Personal Health, Disease, Injury, and Conditions Topics • Construct a personal health poster • Classroom.kidshealth.org • Great Body Shop • Group participation/discussions • Guest presenters from community members • Heart.org • Interview community members in varying jobs. • Kahoot.com • Role-playing scenarios |
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6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.

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21st Century Life & Careers

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| <p>Use visual cues Allow additional processing time Provide verbal praise and/or feedback Modify work/tasks Break down tasks into manageable units Extended time/modifications on tests and/or assignments Provide organizational aids: folders, class notes, schedules, planners, etc.</p> <p>English Language Learners: Utilize Google Translator Multi - language word wall Preview lesson to help build student background knowledge Provide extended time Extend time requirements Adjust assignment requirements Provide optimal seating that best accommodates the needs of the student Assign a peer student for support Providing verbal praise and/or immediate feedback Check often for understanding and review Plan cooperative learning experiences Introduce new vocabulary in context Limit the number of vocabulary items Use speech that is appropriate for students' language proficiency Make the explanation of the task clear using a step-by-step manner with visuals/chunking Allow ample wait time for response Provide hands-on materials or manipulatives</p> | | |
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Focus Standard Pregnancy & Parenting

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| <p>NJSLS - HPE 2.1.2.PP.1: Define reproduction.</p> <ul style="list-style-type: none"> • 2.1.2.PP.2: Explain the ways in which parents may care for their offspring (e.g., animals, people, fish). <p>Related Interdisciplinary Standards: ELA: NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> | Critical Knowledge and Skills | |
| | <p>Concept(s)/Core Idea: All living things may have the capacity to reproduce. How do we classify something as living or nonliving? What does reproduction mean? How do parents or guardians take care of their offspring?</p> | |
| | Students are able to (performance expectation): | Learning Goal(s)/Activity: |
| | <p>All living things may have the capacity to reproduce. Parents or guardians care for their offspring and family.</p> | <p>Describe how animals, including humans, change as they grow. Name ways that parents care for their offspring</p> |
| | Formative/Summative Assessments | Primary & Supplementary Resources |
| <p>FORMATIVE:</p> <ul style="list-style-type: none"> • Teacher observation • Student participation • Verbal Q&A (Check for understanding) • Self-evaluation of performance and progress • Exit ticket • Thumbs up/sideways/down • Classroom discussion • Anecdotal Notes <p>SUMMATIVE:</p> <ul style="list-style-type: none"> • Student participation | <ul style="list-style-type: none"> • BrainPop.com • KidsHealth.org • EdPuzzle.com • NewsELA.com • CATCH.org • Blooket.com • BrainPOP - Nutrition, Personal Health, Disease, Injury, and Conditions Topics • Construct a personal health poster • Classroom.kidshealth.org • Great Body Shop • Group participation/discussions • Guest presenters from community members | |

Arts / Music / Visual and Performing Arts:

1.2.2.Cn11a: Discuss and demonstrate how media artworks, messages, environments, and ideas relate to everyday and cultural life, such as daily activities, popular media, connections with family and friends.

1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.

1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.

Mathematics:

2.MD.D.10. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put together, take-apart, and compare problems⁴ using information presented in a bar graph.

Science:

K-LS1-1: Use observations to describe patterns of what plants and animals (including humans) need to survive.

Social Studies:

6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.

6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.

- Rubric Score
- Socrative (Test/Quiz)
- Google Forms (Test/Quiz)
- Project-based activities

- Heart.org
- Interview community members in varying jobs.
- Kahoot.com
- Role-playing scenarios

6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.

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).

6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.

SEL:

Self-Awareness: Recognize one's feelings and thoughts; Recognize the impact of one's feelings and thoughts on one's own behavior

Self-Management: Understand and practice strategies for managing one's own emotions, thoughts, and behaviors

Relationship Skills: Establish and maintain healthy relationships; Utilize positive communication and social skills to interact effectively with others

Social Awareness: Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds; Demonstrate an understanding of the need for mutual respect when viewpoints differ

Responsible Decision Making: Develop, implement, and model effective problem-solving and critical thinking skills

MODIFICATIONS:

Advanced Learner:

Provide options, alternatives, and choices to differentiate and broaden the curriculum
Offer extended learning activities
Propose interest-based extension activities
Encourage students to think about subjects in more abstract and complex ways
Encourage students to demonstrate what they have learned in a wide variety of forms that reflect both knowledge and the ability to manipulate ideas
Promote creativity and critical thinking

Students with Disabilities:

Follow specific student accommodations and modifications as listed in individual student IEP or 504 plan
Provide special furniture (e.g., desks, trays, seating)
Redirect attention
Provide optimal seating that best accommodates the needs of the student
Simplify directions
Rephrase/repeat directions
Use a behavior modification system
Use visual cues
Allow additional processing time
Provide verbal praise and/or feedback
Modify work/tasks
Break down tasks into manageable units
Extended time/modifications on tests and/or assignments
Provide organizational aids: folders, class notes, schedules, planners, etc.

English Language Learners:

Utilize Google Translator
Multi - language word wall
Preview lesson to help build student background knowledge

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| <p>Provide extended time Extend time requirements Adjust assignment requirements Provide optimal seating that best accommodates the needs of the student Assign a peer student for support Providing verbal praise and/or immediate feedback Check often for understanding and review Plan cooperative learning experiences Introduce new vocabulary in context Limit the number of vocabulary items Use speech that is appropriate for students' language proficiency Make the explanation of the task clear using a step-by-step manner with visuals/chunking Allow ample wait time for response Provide hands-on materials or manipulatives</p> <p>21* Century Life & Careers 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school, and community. 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves. 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving. 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.</p> <p>Career Ready Practices CRP1. Act as a responsible and contributing citizen and employee. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies.</p> | | |
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CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Technology

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.

8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.

8.1.2.NI.2: Describe how the Internet enables Individuals to connect with others worldwide.

8.2.2.ITH.3: Identify how technology impacts or improves life.

8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.

8.2.2.NT.2: Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.

8.2.2.ETW.1: Classify products as resulting from nature or produced as a result of technology.

8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world

Focus Standard Social & Sexual Health

| NJSLS - HPE | Critical Knowledge and Skills | |
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| <p>2.1.2.SSH.1: Discuss how individuals make their own choices about how to express themselves.</p> <p>2.1.2.SSH.2: Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.</p> <p>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.</p> <p>2.1.2.SSH.4: Determine the factors that contribute to healthy relationships within a family.</p> <p>2.1.2.SSH.5: Identify basic social needs of all people.</p> <p>2.1.2.SSH.6: Determine the factors that contribute to healthy relationships.</p> <p>2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another.</p> <p>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).</p> <p>2.1.2.SSH.9: Define bullying and teasing and explain why they are wrong and harmful.</p> <p>Related Interdisciplinary Standards: ELA: NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the</p> | <p>Concept(s)/Core Idea: 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. Families shape the way we think about our bodies, our health, and our behaviors. People have relationships with others in the local community and beyond. Communication is the basis for strengthening relationships and resolving conflict between people. Conflicts between people occur, and there are effective ways to resolve them. What are the different ways you can express yourself based on your unique skills and qualities? How are families different locally, nationally, and globally? What are the various ways in which families keep each other safe? What are the defining characteristics of a healthy relationship with both family members and peers? What are the different relationships you may have in your life? Why is it important to express your feelings? What are the basic social needs of all people?</p> | |
| | Students are able to (performance expectation): | Learning Goal(s)/Activity: |
| | <p>Every individual has unique skills and qualities. Individuals make their own choices and express themselves in different ways. Families shape our thoughts and behaviors. Families strive to keep each other safe. There are a variety of different families locally, nationally, and globally. Communication and acceptance are the basis for forging healthy relationships and resolving conflict between people.</p> | <p>Illustrate ways they are unique and special. Compare and contrast similarities and differences with peers. Evaluate and write why it is important to accept differences in others. Illustrate their Family Tree with family roles clearly labeled. Identify a family's impact on an individual and the effects that can come from the family dynamic.</p> |

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| <p>effective selection, organization, and analysis of content.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>Arts / Music / Visual and Performing Arts:</p> <p>1.2.2.Cn11a: Discuss and demonstrate how media artworks, messages, environments, and ideas relate to everyday and cultural life, such as daily activities, popular media, connections with family and friends.</p> <p>1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.</p> <p>1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.</p> | <p>Humans have basic social needs that must be met.</p> | <p>Complete and share a Family Culture/ Background Project.</p> <p>Analyze the ways families are alike and different.</p> <p>Identify the basic social needs of all people.</p> <p>Explain the benefits of having healthy relationships with family and peers.</p> <p>List how their family helps them be healthy.</p> <p>Discuss sibling rivalries.</p> <p>Create a poster describing and listing qualities of a friend.</p> <p>Model communication skills that apply to maintaining healthy relationships.</p> <p>Role-play healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer).</p> <p>Differentiate between bullying and teasing.</p> <p>Identify ways to avoid bullying or being a bystander to bullying.</p> <p>Explain what to do if someone is being bullied.</p> <p>Write about why it's wrong to tease or bully others.</p> |
| <p>Mathematics:</p> <p>2.MD.D.10. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put together,</p> | <p>Formative/Summative Assessments</p> <p>FORMATIVE:</p> <ul style="list-style-type: none"> • Teacher observation • Student participation | <p>Primary & Supplementary Resources</p> <ul style="list-style-type: none"> • ● BrainPop.com • KidsHealth.org • EdPuzzle.com • NewsELA.com • CATCH.org |

take-apart, and compare problems⁴ using information presented in a bar graph.

Science:

K-LS1-1: Use observations to describe patterns of what plants and animals (including humans) need to survive.

Social Studies:

6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.

6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.

6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.

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).

6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.

SEL:

Self-Awareness: Recognize one's feelings and thoughts; Recognize the impact of one's feelings and thoughts on one's own behavior

- Verbal Q&A (Check for understanding)
- Self-evaluation of performance and progress
- Exit ticket
- Thumbs up/sideways/down
- Classroom discussion
- Anecdotal Notes

SUMMATIVE:

- Student participation
- Rubric Score
- Socrative (Test/Quiz)
- Google Forms (Test/Quiz)
- Project-based activities

- Blooket.com
- BrainPOP - Nutrition, Personal Health, Disease, Injury, and Conditions Topics
- Construct a personal health poster
- Classroom.kidshealth.org
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- Group participation/discussions
- Guest presenters from community members
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- Interview community members in varying jobs.
- Kahoot.com
- Role-playing scenarios

Self-Management: Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors

Relationship Skills: Establish and maintain healthy relationships; Utilize positive communication and social skills to interact effectively with others

Social Awareness: Demonstrate an awareness of the differences among individuals, groups, and others’ cultural backgrounds; Demonstrate an understanding of the need for mutual respect when viewpoints differ

Responsible Decision Making: Develop, implement, and model effective problem-solving and critical thinking skills

21* Century Life & Careers

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school, and community.

9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

Career Ready Practices

CRP1. Act as a responsible and contributing citizen and employee.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Technology

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.

8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.

8.1.2.NI.2: Describe how the Internet enables Individuals to connect with others worldwide.

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8.2.2.ETW.1: Classify products as resulting from nature or produced as a result of technology.

8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

8.2.2.ETW.4: Explain how the disposal of or reusing a product affects the local and global environment.

MODIFICATIONS:

Advanced Learner:

Provide options, alternatives, and choices to differentiate and broaden the curriculum

Offer extended learning activities

Propose interest-based extension activities

Encourage students to think about subjects in more abstract and complex ways

Encourage students to demonstrate what they have learned in a wide variety of forms that reflect both knowledge and the ability to manipulate ideas
Promote creativity and critical thinking

Students with Disabilities:

Follow specific student accommodations and modifications as listed in individual student IEP or 504 plan
Provide special furniture (e.g., desks, trays, seating)
Redirect attention
Provide optimal seating that best accommodates the needs of the student
Simplify directions
Rephrase/repeat directions
Use a behavior modification system
Use visual cues
Allow additional processing time
Provide verbal praise and/or feedback
Modify work/tasks
Break down tasks into manageable units
Extended time/modifications on tests and/or assignments
Provide organizational aids: folders, class notes, schedules, planners, etc.

English Language Learners:

Utilize Google Translator
Multi - language word wall
Preview lesson to help build student background knowledge
Provide extended time
Extend time requirements
Adjust assignment requirements
Provide optimal seating that best accommodates the needs of the student
Assign a peer student for support

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| <p>Providing verbal praise and/or immediate feedback Check often for understanding and review Plan cooperative learning experiences Introduce new vocabulary in context Limit the number of vocabulary items Use speech that is appropriate for students' language proficiency Make the explanation of the task clear using a step-by-step manner with visuals/chunking Allow ample wait time for response Provide hands-on materials or manipulatives</p> | | |
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Focus Standard
Health Conditions, Diseases & Medicines

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| <p>NJSLS - HPE</p> <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> <p>Related Interdisciplinary Standards: ELA: NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> | Critical Knowledge and Skills | |
| | <p>Concept(s)/Core Idea: People need food, water, air, waste removal, and a particular range of temperatures in their environment to stay healthy. Why is it important to have a sufficient amount of food as well as a clean environment? What are healthy practices and routines that can be used regularly to help prevent illness? What are common diseases? How can the spread of common diseases be prevented?</p> | |
| | <p>Students are able to (performance expectations):</p> <p>Adequate food and a clean environment can positively impact a person’s health and wellbeing. Common diseases and other health related conditions and associated symptoms can be treated. Healthy, consistent practices can help prevent disease and health conditions. Bacteria and germs are all around us and transmitting and spreading can be prevented.</p> | <p>Learning Goal(s)/Activity:</p> <p>Discuss the importance of adequate food and a clean environment as it relates to an individual’s health. Describe common health conditions and diseases. Explain how germs are spread and ways to prevent the spread of germs. Create a poster to promote healthy habits that can help prevent illness and the potential spread of germs (e.g., precautions to avoid illnesses, handle food hygienically, brush teeth, regular physical activity, adequate sleep, appropriate dress for various weather conditions). Demonstrate the steps for proper handwashing. Identify and describe different types of symptoms and signals in the body that can help them recognize an illness. Summarize why it is important to seek health care.</p> |

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| <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> | | |
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and investigation of the world, and in response to personal interests and curiosity.

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- Role-playing scenarios

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| <p>6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.</p> <p>6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.</p> <p>SEL:</p> <p>Self-Awareness: Recognize one's feelings and thoughts; Recognize the impact of one's feelings and thoughts on one's own behavior</p> <p>Self-Management: Understand and practice strategies for managing one's own emotions, thoughts, and behaviors</p> <p>Relationship Skills: Establish and maintain healthy relationships; Utilize positive communication and social skills to interact effectively with others</p> <p>Social Awareness: Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds; Demonstrate an understanding of the need for mutual respect when viewpoints differ</p> <p>Responsible Decision Making: Develop, implement, and model effective problem-solving and critical thinking skills</p> <p>21* Century Life & Careers</p> <p>9.1.2.CR.1: Recognize ways to volunteer in the classroom, school, and community.</p> <p>9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.</p> | | |
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9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.

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Career Ready Practices

CRP1. Act as a responsible and contributing citizen and employee.

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Focus Standard
Alcohol, Tobacco & Other Drugs

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| NJSLS - HPE | Critical Knowledge and Skills | |
| <p>2.3.2.ATD.1: Explain what medicines are, how they are used, and the importance of utilizing medications properly.</p> <p>2.3.2.ATD.2: Identify ways in which drugs, including some medicines, can be harmful.</p> <p>2.3.2.ATD.3: Explain effects of tobacco use on personal hygiene, health, and safety.</p> <p>Related Interdisciplinary Standards:</p> <p>ELA:</p> <p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building</p> | <p>Concept(s)/Core Idea:</p> <p>The use of alcohol, tobacco, and other drugs in unsafe ways is harmful to one's health. How can habits be healthy or unhealthy?</p> <p>What is the difference between a prescription drug and an over-the-counter drug?</p> <p>Why is it important not to take anyone else's medication?</p> <p>Why must medicines be used correctly?</p> <p>Who can give me medication?</p> <p>How can we recognize dangerous substances?</p> <p>What are the harmful effects of alcohol, drugs, and tobacco?</p> <p>How do I make the "right" decisions in the face of peer pressure, media, and other pressures?</p> <p>Why can't you tell what a drug/chemical is by looking at it?</p> <p>How does tobacco negatively impact personal hygiene, health, and safety?</p> | |
| | Students are able to (performance expectations): | Learning Goal(s)/Activity: |
| | <p>Medicines and common household products contain drugs (chemicals) and may be helpful or harmful.</p> <p>Just because it is medicine doesn't mean it is good for you.</p> <p>Medicines can help us to feel better if taken appropriately for the illness and person intended.</p> <p>Medicines are used primarily to treat an illness or disease.</p> <p>Medicines must be prescribed by a doctor and given by a parent or trusted adult.</p> <p>Learning to say "no" means knowing when a situation is unsafe.</p> <p>Research has established that alcohol, tobacco, and other drugs have a variety of harmful effects on a person physically, emotionally, and socially.</p> | <p>Explain what medicines are, how they are used, and the importance of utilizing medications properly.</p> <p>Discuss ways to avoid the misuse and abuse of over the counter and prescription drugs.</p> <p>Discuss healthy vs. unhealthy habits.</p> <p>Illustrate the harmful short- and long-term effects of using alcohol, tobacco, or drugs on personal hygiene, health, and safety.</p> <p>Identify a variety of types of tobacco products.</p> <p>Define experimentation.</p> <p>Describe the dangers of experimenting with tobacco.</p> |

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| <p>on others' ideas and expressing their own clearly and persuasively. NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>Arts / Music / Visual and Performing Arts: 1.2.2.Cn11a: Discuss and demonstrate how media artworks, messages, environments, and ideas relate to everyday and cultural life, such as daily activities, popular media, connections with family and friends. 1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems. 1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.</p> <p>Mathematics: 2.MD.D.10. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put together, take-apart, and compare problems⁴ using information presented in a bar graph.</p> <p>Science:</p> | <p>The usage of tobacco negatively affects a person's health and hygiene.</p> | <p>Discuss the importance of encouraging peers to remain alcohol, tobacco, and drug free.</p> |
| | <p>Formative/Summative Assessments</p> <p>FORMATIVE:</p> <ul style="list-style-type: none"> • Teacher observation • Student participation • Verbal Q&A (Check for understanding) • Self-evaluation of performance and progress • Exit ticket • Thumbs up/sideways/down • Classroom discussion • Anecdotal Notes <p>SUMMATIVE:</p> | <p>Primary & Supplementary Resources</p> <ul style="list-style-type: none"> • BrainPop.com • KidsHealth.org • EdPuzzle.com • NewsELA.com • CATCH.org • Blooket.com • BrainPOP - Nutrition, Personal Health, Disease, Injury, and Conditions Topics • Construct a personal health poster • Classroom.kidshealth.org • Great Body Shop |

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| <p>K-LS1-1: Use observations to describe patterns of what plants and animals (including humans) need to survive.</p> <p>Social Studies:</p> <p>6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</p> <p>6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.</p> <p>6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.</p> <p>6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.</p> <p>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).</p> <p>6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.</p> <p>6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual’s beliefs, values, and traditions may change and/or reflect more than one culture.</p> <p>SEL:</p> <p>Self-Awareness: Recognize one’s feelings and thoughts; Recognize the impact of one’s feelings and thoughts on one’s own behavior</p> | <ul style="list-style-type: none"> • Student participation • Rubric Score • Socrative (Test/Quiz) • Google Forms (Test/Quiz) • Project-based activities | <ul style="list-style-type: none"> • Group participation/discussions • Guest presenters from community members • Heart.org • Interview community members in varying jobs. • Kahoot.com • Role-playing scenarios |
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Self-Management: Understand and practice strategies for managing one's own emotions, thoughts, and behaviors

Relationship Skills: Establish and maintain healthy relationships; Utilize positive communication and social skills to interact effectively with others

Social Awareness: Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds; Demonstrate an understanding of the need for mutual respect when viewpoints differ

Responsible Decision Making: Develop, implement, and model effective problem-solving and critical thinking skills

21* Century Life & Careers

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school, and community.

9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

Career Ready Practices

CRP1. Act as a responsible and contributing citizen and employee.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Technology

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.

8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.

8.1.2.NI.2: Describe how the Internet enables Individuals to connect with others worldwide.

8.2.2.ITH.3: Identify how technology impacts or improves life.

8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.

8.2.2.NT.2: Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.

8.2.2.ETW.1: Classify products as resulting from nature or produced as a result of technology.

8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Focus Standard
Dependency, Substance Disorder & Treatment

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| Focus Standard | Dependency, Substance Disorder & Treatment | |
| <p>NJSLS - HPE 2.3.2.DSDT.1: Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs. 2.3.2.DSDT.2: Explain that individuals who abuse alcohol, tobacco, and other drugs can get help.</p> <p>Related Interdisciplinary Standards: ELA: NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building</p> | Critical Knowledge and Skills | |
| | <p>Concept(s)/Core Idea: Substance abuse is caused by a variety of factors. There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems. How can we recognize dangerous substances? How does alcohol, tobacco, and other drugs affect a person? What are the early warning signs that someone is abusing drugs? What is dependency? Who can I trust to accurately answer my questions? How can a person in need of recovery receive help?</p> | |
| | Students are able to (performance expectations): | Learning Goal(s)/Activity: |
| | <p>Healthy decisions affect how we feel physically as well as emotionally. Alcohol, tobacco, and other drugs can have a negative effect on a person physically, emotionally, and socially. An individual can develop a dependency to alcohol, tobacco, and other drugs Seeking a trusted adult will get you accurate answers to your questions as well as resources available in the school and community. There are programs and facilities for individuals in need of assistance for recovery</p> | <p>Differentiate between need vs. want. Define dependence. Identify the factors that contribute to substance abuse. List ways individuals can seek help if they have a substance abuse problem. .</p> |

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| <p>on others' ideas and expressing their own clearly and persuasively.</p> <p>NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>Arts / Music / Visual and Performing Arts:</p> <p>1.2.2.Cn11a: Discuss and demonstrate how media artworks, messages, environments, and ideas relate to everyday and cultural life, such as daily activities, popular media, connections with family and friends.</p> <p>1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.</p> <p>1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.</p> <p>Mathematics:</p> <p>2.MD.D.10. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put together, take-apart, and compare problems⁴ using information presented in a bar graph.</p> <p>Science:</p> | | |
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8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

8.2.2.ETW.4: Explain how the disposal of or reusing a product affects the local and global environment.

Dear Parent or Guardian:

Paulsboro Public Schools is pleased to inform you of the recent revision to the New Jersey State Learning Standards in Comprehensive Health and Physical Education. We invite you to review and discuss the standards and the instructional units with your child(ren) by visiting the following website: <https://www.nj.gov/education/cccs/2020/2020%20NJSLs-CHPE.pdf>. Additionally, the newly revised curriculum for each of our schools can be found on the district website under Curriculum, Assessment and Instruction: <https://www.paulsboro.k12.nj.us/curriculum>.

Paulsboro Public Schools addresses family life education from birth to death through a broad array of topics, including, but not limited to:

- Values
- Relationships
- Sexuality
- Marriage, Parenthood, and Family Living
- Violence in Relationships
- Sexually Transmitted Infections (STIs)
- Pregnancy and Childbirth
- Birth Control Methods
- Personal Wellness and Awareness
- LGBTQ

Pursuant to N.J.S.A. 18A: 35-4.7, any child whose parent or guardian presents to the school a signed statement that any part of instruction in health, family life education, or sex education is in conflict with his or her conscience or sincerely held moral or religious beliefs shall be excused for that portion of the course.

Although we strongly encourage families to have their child(ren) participate in all curricular topics, we wish to acknowledge parents' choice regarding the statement above. Please complete the form below, indicating your preference, and submit the signed form to your child's(ren's) building principal as soon as possible. Students who do not participate will be given an alternate assignment during those identified lessons.

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 instruction 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 which such instruction is being given.

I wish for my child(ren), _____, to be excused from the following topics of the family life/sexuality education unit due to moral, ethical and/or religious beliefs:

Topics:

Parent/Guardian Signature _____ Date _____

Student's Health Teacher _____