

**Califon Public School
Curriculum**



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|---------------------------|-------------------------------|---------------------|--|
| Subject: Health | Grade: Kindergarten | Unit #: 1 | Pacing: 8 weeks (Sept. & Oct.) |
|---------------------------|-------------------------------|---------------------|--|

Unit Title: Personal Growth & Development and Personal Safety

OVERVIEW OF UNIT:

This unit is about learning how to take care of oneself to support wellness. In addition, the students learn about the parts of the body. They will also spend some time looking at common diseases and how they can be prevented.

Big Ideas

- Individuals enjoy different activities and grow at different rates
- Personal hygiene and self-help skills promote healthy habits.
- 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
- Anytime children feel uncomfortable or in an unsafe situation, they should reach out to a trusted adult for help.

Essential Questions

- How does activity help our bodies stay healthy?
- How do habits like washing hands, coughing in our arms and brushing our teeth keep us healthy?
- What self-care practices keep us healthy and “well”?
- How do our body parts work together to support wellness?
- What are the medically accurate names for our body parts?
- Can you demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe?
- Can you explain healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicle, water, weather safety)?
- Can you 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)?
- Can you recognize warning symbols and their meaning (e.g., red light, stop sign, poison symbol)?
- Can you define bodily autonomy and personal boundaries?
- Can you demonstrate how to communicate personal boundaries and show respect for someone else’s personal boundaries including friends and family?
- Can you identify behaviors that would be considered child abuse (e.g., emotional, physical, sexual)?
- Can you 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)?

Objectives

- Students will be able to identify ways in which they are able to keep their bodies healthy
- Students will be able to describe self-care practices that can help keep us healthy and “well”
- Students will be able to identify body parts and explain how they work together
- Students will be able to recognize and demonstrate safety strategies to prevent injuries at home, school, in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention)
- Students will be able to explain healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicle, water, weather safety)
- Students will be able to demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe
- Students will be able to recognize warning symbols and their meaning (e.g., red light, stop sign, poison symbol)
- Students will be able to define bodily autonomy and personal boundaries
- Students will be able to demonstrate how to communicate personal boundaries and show respect for someone else’s personal boundaries including friends and family
- Students will be able to identify trusted adults, including family members, caregivers, and school staff, whom they can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse)

Assessment

Formative Assessment:

- Teacher Observation
- Discussion
- Student -feedback
- Question and answer

Benchmark:

- Assessments/Unit Tests

Alternative:

- Modified assessments

Summative Assessment:

- Written records

Key Vocabulary

- | | |
|-------------------------------|---------------------|
| ● Self-care | ● Body Functions |
| ● Wellness | ● Disease |
| ● Body parts (arm, leg, etc.) | ● Symptoms |
| ● Hygiene | ● Health conditions |
| ● Personal Space | ● trusted adult |
| ● Boundaries | ● warning symbols |
| ● Safety | |

Resources & Materials

- The Great Body Shop
- [K to Grade 2: Human Body Series - KidsHealth in the Classroom](#)

| Technology Infusion | |
|---|--|
| <p>Teacher Technology:</p> <ul style="list-style-type: none"> • Chromebook <p>Student Technology:</p> <ul style="list-style-type: none"> • Chromebook <p>Activities:</p> <ul style="list-style-type: none"> • Students will utilize Chromebooks to watch videos pertaining to proper safety strategies to use at home, school, etc. | |
| Standard | Standard Description |
| 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. |

| Interdisciplinary Integration | |
|--|--|
| <p>Activities:</p> <ul style="list-style-type: none"> • Students will work in groups to collaborate, at times taking leadership roles, to communicate project ideas to the whole class. <p>Resources:</p> <ul style="list-style-type: none"> • Teacher Vision Cross-Curricular Theme Map - https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html • Engineering Go For It! - http://egfi-k12.org/ • US Department of Education STEM - http://www.ed.gov/stem • Intel STEM Resource - http://www.intel.com/content/www/us/en/education/k12/stem.html • NASA STEM - http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko • PBS STEM - http://www.pbs.org/teachers/stem/#content • STEM Works - http://stem-works.com/activities • What Every Educator Should Know About Using Google by Shell Education • Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml • International Literacy Association Read Write Think - http://www.readwritethink.org/ | |
| Standard | Standard Description |
| NJSLS-ELA SL.AS.K.6 | Speak audibly and express thoughts, feelings, and ideas clearly. |

| 21 st Century Life Skills Standards | |
|---|--|
| <p>Activities:</p> <ul style="list-style-type: none"> • Students will work in groups to collaborate, at times taking leadership roles, to communicate project ideas to the whole class. | |
| Standard | Student Learning Objectives |
| 9.4.2.CI.1 | Demonstrate openness to new ideas and perspectives |
| 9.4.2.CI.2 | Demonstrate originality and inventiveness in work |

| Careers | |
|---|---|
| Activities: | |
| <ul style="list-style-type: none"> Students will work in groups to collaborate, at times taking leadership roles, to communicate project ideas to the whole class. | |
| Practice | Description |
| Utilize critical thinking to make sense of problems and persevere in solving them. | Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of the problem and carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through this when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. Their own actions or the actions of others. |

| Standards | |
|--------------|---|
| Standard # | Standard Description |
| 2.1.2.PGD.1: | Explore how activity helps all human bodies stay healthy. |
| 2.1.2.PGD.2: | Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth). |
| 2.1.2.PGD.3: | Explain what being “well” means and identify self-care practices that support wellness. |
| 2.1.2.PGD.4: | Use correct terminology to identify body parts and explain how body parts work together to support wellness. |
| 2.1.2.PGD.5: | List medically accurate names for body parts, including the genitals |
| 2.3.2.PS.1: | Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe. |
| 2.3.2.PS.2: | Discuss healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicle, water, weather safety). |
| 2.3.2. PS.3: | Recognize and demonstrate safety strategies to prevent injuries at home, school, in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention). |
| 2.3.2. PS.4: | Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol). |
| 2.3.2.PS.5: | Define bodily autonomy and personal boundaries. |
| 2.3.2.PS.6: | Demonstrate how to communicate personal boundaries and show respect for someone else’s personal boundaries including friends and family. |
| 2.3.2.PS.7: | Identify behaviors that would be considered child abuse (e.g., emotional, physical, sexual). |
| 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). |

| Differentiation |
|--|
| <p>Students with 504 plans</p> <ul style="list-style-type: none"> ● Preferential seating ● Guided notes ● Extra time ● Teacher check-ins ● Use graphic organizers ● Redirect attention ● Prioritize tasks ● Small group testing ● Provide modifications & accommodations per individual student's 504 plan |
| <p>Special Education</p> <ul style="list-style-type: none"> ● Provide modifications & accommodations as listed in the student's IEP ● Position the student near a helping peer or have quick access to the teacher ● Modify or reduce assignments/tasks ● Reduce the length of the assignment for different modes of delivery ● Increase one-to-one time ● Use graphic organizers ● Use online resources for skill-building ● Provide teacher notes ● Use collaborative grouping strategies, such as small groups ● NJDOE resources - http://www.state.nj.us/education/specialed/ |
| <p>Response to Intervention (RTI)</p> <ul style="list-style-type: none"> ● Tiered interventions following the RTI framework ● Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/ ● Intervention Central - http://www.interventioncentral.org/ |
| <p>English Language Learners (ELL)</p> <ul style="list-style-type: none"> ● Provide text-to-speech ● Use of a translation dictionary or software ● Provide graphic organizers ● NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm ● Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm |
| <p>Enrichment</p> <ul style="list-style-type: none"> ● Process should be modified: higher order thinking skills, open-ended thinking, discovery ● Utilize project-based learning for greater depth of knowledge ● Utilize exploratory connections to higher-grade concepts ● Contents should be modified: real-world problems, audiences, deadlines, evaluations, transformations ● Learning environments should be modified: student-centered learning, independence, openness, complexity, and groups should be varied |

**Califon Public School
Curriculum**



| | | | |
|---------------------------|-------------------------------|---------------------|---|
| Subject: Health | Grade: Kindergarten | Unit #: 2 | Pacing: 8 weeks (Nov. & Dec.) |
|---------------------------|-------------------------------|---------------------|---|

Unit Title: Pregnancy, Parenting, and Nutrition

OVERVIEW OF UNIT:

This unit is learning about how to take care of offspring and how living things reproduce. We will also discuss nutrition as it relates to overall health.

Big Ideas

- All living things may have the capacity to reproduce.
- Nutritious food choices promote wellness and are the basis for healthy eating habits

Essential Questions

- What is reproduction?
- How do different species care for their offspring, like people, fish, or animals?
- What are the different types of foods and food groups?
- Can you explain why some foods are healthier to eat than others?
- How do we differentiate between healthy and unhealthy eating habits?

Objectives

- Students will be able to define reproduction
- Students will be able to describe how different species care for their offspring like people, fish or animals
- Students will be able to identify the different types of foods and food groups
- Students will be able to explain why some foods are healthier to eat than others
- Students will be able to differentiate between healthy and unhealthy eating habits

Assessment

Formative Assessment:

- Teacher Observation
- Discussion
- Student -feedback
- Question and answer

Benchmark:

- Assessments/Unit Tests

Alternative:

- Modified assessments

Summative Assessment:

- Written records

Key Vocabulary

- Pregnancy
- Reproduction
- Cells
- Offspring
- Nutrition
- eating habits
- food groups
- food plate

Resources & Materials

- The Great Body Shop
- [K to Grade 2: Human Body Series - KidsHealth in the Classroom](#)

Technology Infusion

Teacher Technology:

- Chromebook

Student Technology:

- Chromebook

Activities:

- Students will utilize Chromebooks to create collages of healthy and unhealthy nutritional choices.

| Standard | Standard Description |
|------------|--|
| 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. |

Interdisciplinary Integration

Activities:

- Students will work in groups to collaborate, at times taking leadership roles, to communicate project ideas to the whole class.

Resources:

- Teacher Vision Cross-Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- [What Every Educator Should Know About Using Google](#) by Shell Education

| <ul style="list-style-type: none"> Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml International Literacy Association Read Write Think - http://www.readwritethink.org/ | |
|--|--|
| Standard | Standard Description |
| NJSLS-ELA SL.AS.K.6 | Speak audibly and express thoughts, feelings, and ideas clearly. |

21st Century Life Skills Standards

| Activities: | |
|---|--|
| <ul style="list-style-type: none"> Students will work in groups to collaborate, at times taking leadership roles, to communicate project ideas to the whole class. | |
| Standard | Student Learning Objectives |
| 9.4.2.CI.1 | Demonstrate openness to new ideas and perspectives |
| 9.4.2.CI.2 | Demonstrate originality and inventiveness in work |

Careers

| Activities: | |
|---|---|
| <ul style="list-style-type: none"> Students will work in groups to collaborate, at times taking leadership roles, to communicate project ideas to the whole class. | |
| Practice | Description |
| Utilize critical thinking to make sense of problems and persevere in solving them. | Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of the problem and carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through this when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. Their own actions or the actions of others. |

Standards

| Standard # | Standard Description |
|------------|---|
| 2.1.2.PP.1 | Define reproduction. |
| 2.1.2.PP.2 | Explain the ways in which parents may care for their offspring (e.g., animals, people, fish). |
| 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 |

Differentiation

| | |
|---|--|
| Students with 504 plans | |
| <ul style="list-style-type: none"> Preferential seating Guided notes Extra time Teacher check-ins | |

- Use graphic organizers
- Redirect attention
- Prioritize tasks
- Small group testing
- Provide modifications & accommodations per individual student's 504 plan

Special Education

- Provide modifications & accommodations as listed in the student's IEP
- Position the student near a helping peer or have quick access to the teacher
- Modify or reduce assignments/tasks
- Reduce the length of the assignment for different modes of delivery
- Increase one-to-one time
- Prioritize tasks
- Use graphic organizers
- Use online resources for skill-building
- Provide teacher notes
- Use collaborative grouping strategies, such as small groups
- NJDOE resources - <http://www.state.nj.us/education/specialed/>

Response to Intervention (RTI)

- Tiered interventions following the RTI framework
- Effective RTI strategies for teachers - <http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/>
- Intervention Central - <http://www.interventioncentral.org/>

English Language Learners (ELL)

- Provide text-to-speech
- Use of a translation dictionary or software
- Provide graphic organizers
- NJDOE resources - <http://www.state.nj.us/education/aps/cccs/ELL.htm>
- Adapt a Strategy – Adjusting strategies for ESL students - <http://www.teachersfirst.com/content/esl/adaptstrat.cfm>

Enrichment

- Process should be modified: higher order thinking skills, open-ended thinking, discovery
- Utilize project-based learning for greater depth of knowledge
- Utilize exploratory connections to higher-grade concepts
- Contents should be modified: real-world problems, audiences, deadlines, evaluations, transformations
- Learning environments should be modified: student-centered learning, independence, openness, complexity, and groups should be varied
- NJDOE resources

**Califon Public School
Curriculum**



| | | | |
|---------------------------|-------------------------------|---------------------|---|
| Subject: Health | Grade: Kindergarten | Unit #: 3 | Pacing: 8 weeks (Jan. & Feb.) |
|---------------------------|-------------------------------|---------------------|---|

Unit Title: Emotional Health

OVERVIEW OF UNIT:

This unit focuses on the emotional health of individuals in a variety of settings. We will discuss the factors that influence how we feel about ourselves and others. We will also cover healthy and unhealthy ways to deal with stress. We will how the use of alcohol, tobacco, and other drugs in unsafe ways is harmful to one's health.

Big Ideas

- Many factors influence how we think about ourselves and others.
- There are different ways that individuals handle stress, and some are healthier than others.
- The use of alcohol, tobacco, and other drugs in unsafe ways is harmful to one's health.

Essential Questions

- What is character and how is it reflected in thoughts, feelings and actions?
- How do you define responsibility and can you name responsibilities that you have?
- How can you demonstrate self control in the classroom, playground and special programs?
- What are some ways you can manage your emotions, thoughts and behaviors?
- How can you cope with stressful situations?
- Can you explain what medicines are, how they are used, and the importance of utilizing medications properly?
- Can you identify ways in which drugs, including some medicines, can be harmful?
- Can you explain the effects of tobacco use on personal hygiene, health, and safety?

Objectives

- Students will be able to identify character and how is it reflected in thoughts, feelings and actions
- Students will be able to define responsibility and name responsibilities they have at home and school
- Students will be able to identify ways they can manage their emotions, thoughts and behaviors
- Students will be able to describe how to cope with stressful situations
- Students will be able to explain what medicines are, how they are used, and the importance of utilizing medications properly
- Students will be able to identify ways in which drugs, including some medicines, can be harmful
- Students will be able to explain the effects of tobacco use on personal hygiene, health, and safety

Assessment

Formative Assessment:

Benchmark:

- Teacher Observation
 - Discussion
 - Student -feedback
 - Question and answer
 - Assessments/Unit Tests
- Alternative:**
- Modified assessments

Summative Assessment:

- Written records

Key Vocabulary

- Self-esteem
- Stress
- Coping
- drugs
- tobacco
- Fight, Flight or Freeze
- Character
- Accountability
- hygiene

Resources & Materials

- The Great Body Shop
- [K to Grade 2: Human Body Series - KidsHealth in the Classroom](#)

Technology Infusion**Teacher Technology:**

- Chromebook

Student Technology:

- Chromebook

Activities:

- Students will utilize Chromebooks to write about various character traits seen in people

Standard**Standard Description**

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.

Interdisciplinary Integration**Activities:**

- Students will work in groups to collaborate, at times taking leadership roles, to communicate project ideas to the whole class.

Resources:

- Teacher Vision Cross-Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>

| <ul style="list-style-type: none"> • NASA STEM - http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko • PBS STEM - http://www.pbs.org/teachers/stem/#content • STEM Works - http://stem-works.com/activities • <u>What Every Educator Should Know About Using Google</u> by Shell Education • Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml • International Literacy Association Read Write Think - http://www.readwritethink.org/ | |
|---|--|
| Standard | Standard Description |
| NJSLS-ELA SL.AS.K.6 | Speak audibly and express thoughts, feelings, and ideas clearly. |

21st Century Life Skills Standards

| Activities: <ul style="list-style-type: none"> • Students will work in groups to collaborate, at times taking leadership roles, to communicate project ideas to the whole class. | |
|--|--|
| Standard | Student Learning Objectives |
| 9.4.2.CI.1 | Demonstrate openness to new ideas and perspectives |
| 9.4.2.CI.2 | Demonstrate originality and inventiveness in work |

Careers

| Activities: <ul style="list-style-type: none"> • Students will work in groups to collaborate, at times taking leadership roles, to communicate project ideas to the whole class. | |
|--|---|
| Practice | Description |
| Utilize critical thinking to make sense of problems and persevere in solving them. | Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of the problem and carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through this when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. Their own actions or the actions of others. |

Standards

| Standard # | Standard Description |
|-------------|---|
| 2.1.2.EH.1 | Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others. |
| 2.1.2.EH.2 | Identify what it means to be responsible and list personal responsibilities. |
| 2.1.2.EH.3 | Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs). |
| 2.1.2.EH.4 | Demonstrate strategies for managing one's own emotions, thoughts and behaviors. |
| 2.1.2.EH.5 | Explain healthy ways of coping with stressful situations. |
| 2.3.2.ATD.1 | Explain what medicines are, how they are used, and the importance of utilizing medications properly. |

| Differentiation |
|--|
| Students with 504 plans |
| <ul style="list-style-type: none"> ● Preferential seating ● Guided notes ● Extra time ● Teacher check-ins ● Use graphic organizers ● Redirect attention ● Prioritize tasks ● Small group testing ● Provide modifications & accommodations per individual student's 504 plan |
| Special Education |
| <ul style="list-style-type: none"> ● Provide modifications & accommodations as listed in the student's IEP ● Position the student near a helping peer or have quick access to the teacher ● Modify or reduce assignments/tasks ● Reduce the length of the assignment for different modes of delivery ● Increase one-to-one time ● Prioritize tasks ● Use graphic organizers ● Use online resources for skill-building ● Provide teacher notes ● Use collaborative grouping strategies, such as small groups ● NJDOE resources - http://www.state.nj.us/education/specialed/ |
| Response to Intervention (RTI) |
| <ul style="list-style-type: none"> ● Tiered interventions following the RTI framework ● Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/ ● Intervention Central - http://www.interventioncentral.org/ |
| English Language Learners (ELL) |
| <ul style="list-style-type: none"> ● Provide text-to-speech ● Use of a translation dictionary or software ● Provide graphic organizers ● NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm ● Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm |
| Enrichment |
| <ul style="list-style-type: none"> ● Process should be modified: higher order thinking skills, open-ended thinking, discovery ● Utilize project-based learning for greater depth of knowledge ● Utilize exploratory connections to higher-grade concepts ● Contents should be modified: real-world problems, audiences, deadlines, evaluations, transformations |

- Learning environments should be modified: student-centered learning, independence, openness, complexity, and groups should be varied
- NJDOE resources

**Califon Public School
Curriculum**



| | | | |
|---------------------------|-------------------------------|---------------------|---|
| Subject: Health | Grade: Kindergarten | Unit #: 4 | Pacing: 8 weeks (Mar. & Apr.) |
|---------------------------|-------------------------------|---------------------|---|

Unit Title: Social and Sexual Health and Health Conditions, Diseases and Medicines

OVERVIEW OF UNIT:

This unit will cover individuality, families, relationships and conflicts and discuss how communication of self and acceptance are key elements to navigate a socially and sexually healthy life. We will also discuss how people need food, water, air, waste removal, and a particular range of temperatures in their environment to stay healthy.

Big Ideas

- 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.
- People need food, water, air, waste removal, and a particular range of temperatures in their environment to stay healthy.

Essential Questions

- Why is it important to accept an individual's choice on how they express themselves?
- How do gender role stereotypes limit behavior?
- How can different family structures around the world all protect their children in a similar way?
- What are the basic social needs of all people?
- What factors contribute to healthy relationships?
- What are some healthy ways for friends to express feelings for each other?
- How can we respond to conflicts and disagreements in a healthy way?
- Why are bullying and teasing wrong and harmful?
- Can you explain the consequences on a person's health if he or she does not have adequate food and a clean environment?
- Can you 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)?
- Can you explain strategies and develop skills to prevent the spread of communicable diseases and health conditions (e.g., Lyme disease, influenza, cardiovascular diseases)?

Objectives

- Students will be able to explain how it is important to accept an individual's choice on how they express themselves
- Students will be able to describe how gender role stereotypes limit behavior
- Students will be able to identify how different family structures around the world all protect their children in similar ways
- Students will be able to describe the basic social needs of all people
- Students will be able to determine factors that contribute to healthy relationships
- Students will be able to describe healthy ways for friends to express feelings for each other
- Students will be able to respond to conflicts and disagreements in a healthy way
- Students will be able to explain the consequences on a person's health if he or she does not have adequate food and a clean environment
- Students will be able to demonstrate personal hygiene and the use of necessary and appropriate health-enhancing behaviors that can keep a person healthy (e.g., precautions to avoid illnesses, handle food hygienically, brush teeth, regular physical activity, adequate sleep, appropriate dress for various weather conditions)
- Students will be able to explain strategies and develop skills to prevent the spread of communicable diseases and health conditions (e.g., Lyme disease, influenza, cardiovascular diseases)

Assessment

Formative Assessment:

- Teacher Observation
- Discussion
- Student -feedback
- Question and answer

Benchmark:

- Assessments/Unit Tests

Alternative:

- Modified assessments

Summative Assessment:

- Written records

Key Vocabulary

- Stereotypes
- Gender
- Conflict
- Resolution
- Bullying
- Teasing
- Relationships
- communicable disease
- health conditions
- waste removal

Resources & Materials

- The Great Body Shop

- [K to Grade 2: Human Body Series - KidsHealth in the Classroom](#)

Technology Infusion

Teacher Technology:

- Chromebook

Student Technology:

- Chromebook

Activities:

- Students will utilize Chromebooks to watch videos on examples of healthy relationships and unhealthy relationships (age appropriate.)

| Standard | Standard Description |
|-------------|--|
| 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. |

Interdisciplinary Integration

Activities:

- Students will work in groups to collaborate, at times taking leadership roles, to communicate project ideas to the whole class.

Resources:

- Teacher Vision Cross-Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2fIViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- [What Every Educator Should Know About Using Google](#) by Shell Education
- Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

| Standard | Standard Description |
|------------------------|--|
| NJSLS-ELA SL.AS.K.6 | Speak audibly and express thoughts, feelings, and ideas clearly. |

21st Century Life Skills Standards

Activities:

- Students will work in groups to collaborate, at times taking leadership roles, to communicate project ideas to the whole class.

| Standard | Student Learning Objectives |
|----------|-----------------------------|
|----------|-----------------------------|

| | |
|------------|--|
| 9.4.2.CI.1 | Demonstrate openness to new ideas and perspectives |
| 9.4.2.CI.2 | Demonstrate originality and inventiveness in work |

Careers

Activities:

- Students will work in groups to collaborate, at times taking leadership roles, to communicate project ideas to the whole class.

| Practice | Description |
|--|---|
| Utilize critical thinking to make sense of problems and persevere in solving them. | Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of the problem and carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through this when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. Their own actions or the actions of others. |

Standards

| Standard # | Standard Description |
|---------------|---|
| 2.1.2.SSH.1: | Discuss how individuals make their own choices about how to express themselves |
| 2.1.2.SSH.2: | Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior. |
| 2.1.2.SSH.3: | Describe different kinds of families locally, nationally and globally and note similarities in the ways in which they keep their children safe. |
| 2.1.2.SSH.4: | Determine the factors that contribute to healthy relationships within a family. |
| 2.1.2.SSH.5: | Identify basic social needs of all people. |
| 2.1.2.SSH.6: | Determine the factors that contribute to healthy relationships. |
| 2.1.2.SSH.7: | Explain healthy ways for friends to express feelings for and to one another. |
| 2.1.2.SSH.8: | Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer). |
| 2.1.2.SSH.9: | Define bullying and teasing and explain why they are wrong and harmful. |
| 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. |
| 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). |
| 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). |

Differentiation

Students with 504 plans

- Preferential seating
- Guided notes

- Extra time
- Teacher check-ins
- Use graphic organizers
- Redirect attention
- Prioritize tasks
- Small group testing
- Provide modifications & accommodations per individual student's 504 plan

Special Education

- Provide modifications & accommodations as listed in the student's IEP
- Position the student near a helping peer or have quick access to the teacher
- Modify or reduce assignments/tasks
- Reduce the length of the assignment for different modes of delivery
- Increase one-to-one time
- Prioritize tasks
- Use graphic organizers
- Use online resources for skill-building
- Provide teacher notes
- Use collaborative grouping strategies, such as small groups
- NJDOE resources - <http://www.state.nj.us/education/specialed/>

Response to Intervention (RTI)

- Tiered interventions following the RTI framework
- Effective RTI strategies for teachers - <http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/>
- Intervention Central - <http://www.interventioncentral.org/>

English Language Learners (ELL)

- Provide text-to-speech
- Use of a translation dictionary or software
- Provide graphic organizers
- NJDOE resources - <http://www.state.nj.us/education/aps/cccs/ELL.htm>
- Adapt a Strategy – Adjusting strategies for ESL students - <http://www.teachersfirst.com/content/esl/adaptstrat.cfm>

Enrichment

- Process should be modified: higher order thinking skills, open-ended thinking, discovery
- Utilize project-based learning for greater depth of knowledge
- Utilize exploratory connections to higher-grade concepts
- Contents should be modified: real-world problems, audiences, deadlines, evaluations, transformations
- Learning environments should be modified: student-centered learning, independence, openness, complexity, and groups should be varied
- NJDOE resources

**Califon Public School
Curriculum**



| | | | |
|---------------------------|-------------------------------|---------------------|--|
| Subject: Health | Grade: Kindergarten | Unit #: 5 | Pacing: 8 weeks (May & June) |
|---------------------------|-------------------------------|---------------------|--|

Unit Title: Community Health Services and Support

OVERVIEW OF UNIT:

This unit is about learning various forms of safety. Students will also learn about how to differentiate between an acquaintance and a stranger. In addition, they will learn how to access health professionals in the community. We will also discuss dependency, substance disorder and how to get help.

Big Ideas

- 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.
- 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.

Essential Questions

- What are some ways you can keep yourself safe?
- How can you tell if someone is a stranger or a trusted adult?
- Where can you find a trusted adult to talk to when you need help?
- Can you determine which community professional to go to in different situations?
- Can you identify situations that might make someone sad, angry, frustrated, scared, etc.?
- Can you recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs?
- Can you explain how those who abuse alcohol, tobacco, and other drugs can get help?

Objectives

- Students will be able to identify ways they can keep themselves safe
- Students will be able to tell if someone is a stranger or a trusted adult
- Students will be able to identify a trusted adult to talk to when you need help
- Students will be able to determine which community professional to go to in different situations
- Students will be able to identify situations that might make someone sad, angry, frustrated, scared, etc.
- Students will be able to recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs
- Students will be able to explain how who abuse alcohol, tobacco, and other drugs can get help

| Assessment |
|------------|
|------------|

Formative Assessment:

- Teacher Observation
- Discussion
- Student -feedback
- Question and answer

Benchmark:

- Assessments/Unit Tests

Alternative:

- Modified assessments

Summative Assessment:

- Written records

| Key Vocabulary |
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- Injury
- Safety
- Stranger
- Acquaintance
- Appropriate behavior
- Appropriate touches
- Health professional
- 911
- Emergency
- Substance disorder
- dependency
- treatment

| Resources & Materials |
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- The Great Body Shop
- [K to Grade 2: Human Body Series - KidsHealth in the Classroom](#)

| Technology Infusion |
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Teacher Technology:

- Chromebook

Student Technology:

- Chromebook

Activities:

- Students will utilize Chromebooks to create diagrams of people who they may reach out to in case they need help or assistance.

| Standard | Standard Description |
|-------------|--|
| 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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| Standards | |
|---------------|---|
| Standard # | Standard Description |
| 2.1.2.CHSS.1: | Identify community professionals and school personnel who address health emergencies and provide reliable health information to us. |
| 2.1.2.CHSS.2: | Determine where to access home, school and community health professionals. |
| 2.1.2.CHSS.3: | Demonstrate how to dial and text 911 in case of an emergency. |
| 2.1.2.CHSS.4: | Describe how climate change affects the health of individuals, plants and animals. |
| 2.1.2.CHSS.5: | Identify situations that might result in individuals feeling sad, angry, frustrated, or scared. |
| 2.1.2.CHSS.6: | Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals). |
| 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 |

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|--|
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