

Health

Grades K-2

Prepared by:

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Superintendent of Schools:

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Approved by the Midland Park Board of Education on

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K-2 Health

Course Description:

The K-2 health course will introduce age appropriate health issues that affect children's everyday lives. Students will explore physical, emotional and social health topics that will make them better equipped to handle a variety of circumstances that may come up in their lives. The goal of the K-2 health program is to use the knowledge and skills to transform unhealthy habits and behaviors into healthy ones and to prepare students to navigate their physical, emotional and social wellness.

Course Sequence:

Mental, emotional, and social health
Anger Management and Conflict Resolution
Personal Safety
Families and Self-esteem
Disease Prevention and Control
Body Systems
Nutrition
Alcohol, Tobacco, and other Drugs

Pre-requisite:

None

Content Area: Health					
Unit Title: Mental, Emotional, and Social Health					
Grade Level: K-2					
Core Ideas: Students will identify the components of appropriate relationships with their peers, as well as adults					
Standards (Content and Technology):					
CPI#:	Statement:				
Performance Expectations (NJSL)					
2.1.2.PGD.3	Explain what being “well” means and identify self-care practices that support wellness.				
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.SSH.5	Identify basic social needs of all people.				
2.1.2.CHSS.6	Identify individuals who can assist with expressing one’s feelings (e.g., family members, teachers, counselors, medical professionals).				
Career Readiness, Life Literacies, and Key Skills					
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g. inductive, deductive)				
9.4.2.GCA.1	Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals.				
9.4.2.IML.4	Compare and contrast the way information is shared in a variety of contexts. (e.g. social, academic, athletic)				
Computer Science and Design Thinking					
8.1.2.NI.2:	Describe how the Internet enables individuals to connect with others worldwide				
8.1.2.IC.1:	Compare how individuals live and work before and after the implementation of new computing technology.				
Intercultural Statements (Amistad, Holocaust, LGBT, SEL)					
Interdisciplinary Connection					
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.				
<table border="1"> <tr> <td colspan="2"> Unit Essential Question(s): <ul style="list-style-type: none"> - Can we control our emotions? - Can we control the way we react to our emotions? - How do life experiences trigger different emotions? </td></tr> <tr> <td colspan="2"> Unit Enduring Understandings: <ul style="list-style-type: none"> - Students will recognize appropriate reactions to specific emotions. - Students will show an understanding of how others’ emotions may differ from their in in a given situation </td></tr> </table>		Unit Essential Question(s): <ul style="list-style-type: none"> - Can we control our emotions? - Can we control the way we react to our emotions? - How do life experiences trigger different emotions? 		Unit Enduring Understandings: <ul style="list-style-type: none"> - Students will recognize appropriate reactions to specific emotions. - Students will show an understanding of how others’ emotions may differ from their in in a given situation 	
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Unit Enduring Understandings: <ul style="list-style-type: none"> - Students will recognize appropriate reactions to specific emotions. - Students will show an understanding of how others’ emotions may differ from their in in a given situation 					
Formative Assessments: Teacher observation					
Summative/Benchmark Assessment(s): Unit Quiz					

Alternative Assessments: Kahoot Quiz				
Resources/Materials: www.kidshealth.org , “The Recess Queen” book, Faces of Emotions activity.			Key Vocabulary: Emotions, Empathy	
Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete	
Understand Emotions	Students will be able to identify different emotions, and life experiences that can trigger them.	Faces of emotions activity (Grade 2)	1 Day	
Empathy	Students will show an understanding of “putting yourself in someone else's shoes” and the importance of empathy	Read “The Recess Queen” (Grade 1)	1 Day	
Teacher Notes:				
Additional Resources:				
The Great Body Shop				
Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	504 Students
Refer to student’s IEP	Refer to student’s ELL plan	Consult with G and T teacher	Consult I&RS	Refer to 504 plan
Allow errors	Assign a buddy	Provide extension activities	Provide extended time	Allow errors
Rephrase questions and explanations	Allow errors in speaking	Allow students to work as peer leaders	Follow I&RS action plan	Rephrase questions and explanations
Allow extended time to answer questions	Rephrase questions and directions		Consult with classroom teacher on specific behavior plans	Allow extended time to answer questions
Accept participation at any level	Allow extended time to answer questions			Accept participation at any level
Consult with the case manager.	Accept participation at any level			Consult with the case manager.

Content Area: Anger Management/Conflict Resolution	
Unit Title:	
Grade Level: K-2	
Core Ideas: In this unit students will explore appropriate behavior and responses to a variety of social situations. Students will also discuss friendship and conflict resolution.	
Standards (Content and Technology):	
CPI#:	Statement:
Performance Expectations (NJSLs)	
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.
2.1.2.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.
2.1.2.CHSS.5	Identify situations that might result in individuals feeling sad, angry, frustrated, or scared. •
Career Readiness, Life Literacies, and Key Skills	
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g. inductive, deductive)
9.4.2.GCA.1	Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals.
9.4.2.IML.4	Compare and contrast the way information is shared in a variety of contexts. (e.g. social, academic, athletic)
Computer Science and Design Thinking	
8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.	
Intercultural Statements (Amistad, Holocaust, LGBT, SEL)	
Interdisciplinary Connection	
6.1.2.CivicsPR .4	Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights.
Unit Essential Question(s): - How should we react when faced with difficult emotions? - How does our treatment of others affect their emotional well being?	
Unit Enduring Understandings: - Learning anger management and conflict resolution techniques will allow students to more effectively solve problems amongst peers - Having an understanding of empathy will have a positive impact on how students treat each other.	

Formative Assessments: Teacher observation**Summative/Benchmark Assessment(s): Unit quiz****Alternative Assessments: Kahoot quiz****Resources/Materials:****“When Sophie gets Angry” book****“Enemy Pie” book****Key Vocabulary:****Emotions, Anger Management, Conflict resolution**

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Emotions	Students will demonstrate the ability to identify different emotions. Students will demonstrate an understanding of appropriate responses to anger and conflicts.	“Angry? 10 ways to cool down” activity, (Grade 2) “When Sophie gets Angry” book (Kindergarten) “Enemy Pie” book (Grade 1)	2 Days

Teacher Notes:**Additional Resources:**

The Great Body Shop

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	504 Students
Refer to student’s IEP	Refer to student’s ELL plan	Consult with G and T teacher	Consult I&RS	Refer to 504 plan
Allow errors	Assign a buddy	Provide extension activities	Provide extended time	Allow errors
Rephrase questions and explanations	Allow errors in speaking	Allow students to work as peer leaders	Follow I&RS action plan	Rephrase questions and explanations
Allow extended time to answer questions	Rephrase questions and directions		Consult with classroom teacher on specific behavior plans	Allow extended time to answer questions
Accept participation at any level	Allow extended time to answer questions			Accept participation at any level
Consult with the case manager.	Accept participation at any level			Consult with the case manager.

Content Area: Health		
Unit Title: Personal Safety		
Grade Level: K-2		
Core Ideas: In this unit, students will explore situations where there may be a potential for injury. Although it is impossible to avoid all danger, students will learn how to lower the risk of injury in a variety of scenarios. Students will learn strategies to stay safe in a variety of scenarios.		
Standards (Content and Technology):		
CPI#:	Statement:	
Performance Expectations (NJSLs)		
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.PGD.5	List medically accurate names for body parts, including the genitals.	
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)	
Computer Science and Design Thinking		
8.1.2.NI.4: Explain why access to devices need to be secured.		
Career Readiness, Life Literacies, and Key Skills		
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g. inductive, deductive)	
9.4.2.GCA.1	Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals.	
9.4.2.IML.4	Compare and contrast the way information is shared in a variety of contexts. (e.g. social, academic, athletic)	
Intercultural Statements (Amistad, Holocaust, LGBT, SEL)		
Interdisciplinary Connection		
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.	
Unit Essential Question(s): <ul style="list-style-type: none">• How do I stay safe in various situations?• How can I avoid potentially hazardous situations?		Unit Enduring Understandings: <ul style="list-style-type: none">• Students will identify the most practical ways to stay safe in a variety of situations.

		● Students will show an understanding of how to avoid potential hazards.		
Formative Assessments: Teacher observation Summative/Benchmark Assessment(s): Unit Quiz Alternative Assessments: Kahoot Quiz				
Resources/Materials: “bicycle safety camp” video “Trouble with strangers” book “No dragons for tea” book		Key Vocabulary: Helmet, Brain, Bicycle, Stranger, Fire, Smoke Detector		
Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete	
Fire Safety and Prevention	Students will demonstrate the ability to identify fire as a useful, but potentially dangerous tool. Students will demonstrate an understanding of an emergency plan and the importance of practicing that plan.	Create a home escape plan. Attend a visit from the local Fire Department (Grades K-2)	1 Day	
Stranger safety/sexual assault prevention	Students will demonstrate the ability to define a stranger. Students will demonstrate proper protocol if approached by a stranger. Students will demonstrate the ability to differentiate between strangers, acquaintances and trusted adults and identify appropriate behaviors/touches (grade 2)	Red touch green touch activity which discusses the importance of recognizing inappropriate touching child to child or adult to child through class discussion and scenarios. Use appropriate medical terminology to identify body parts. (Grade 2)	2 Days	
Bicycle Safety	Students will demonstrate an understanding of the importance of the brain and protecting it with a helmet while riding. Students will demonstrate the ability to give examples of safe and unsafe bicycle riding practices	Bicycle Safety Camp video. (Grade 2) Design your own helmet. (Grade 1)	2 Days	
Teacher Notes:				
Additional Resources: The Great Body Shop				
Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	504 Students
Refer to student’s IEP Allow errors Rephrase questions and explanations Allow extended time to answer questions	Refer to student’s ELL plan Assign a buddy Allow errors in speaking	Consult with G and T teacher Provide extension activities Allow students to work as peer leaders	Consult I&RS Provide extended time Follow I&RS action plan Consult with classroom teacher on	Refer to 504 plan Allow errors Rephrase questions and explanations Allow extended time to answer questions

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Accept participation at any level	Rephrase questions and directions		specific behavior plans	Accept participation at any level
Consult with the case manager.	Allow extended time to answer questions			Consult with the case manager.
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Content Area:			
Unit Title: Family, Friendships, and self-esteem			
Grade Level: K-2			
Core Ideas: This unit will explore the many factors that contribute to healthy relationships amongst peers and family members. Students will determine how social and cultural influences may impact how they express themselves.			
Standards (Content and Technology):			
CPI#:	Statement:		
Performance Expectations (NJSLs)			
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.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.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.PP.2	Explain the ways in which parents may care for their offspring (e.g., animals, people, fish).		
2.1.2.PP.1	Define reproduction.		
Computer Science and Design Thinking			
8.1.2.NI.2:	Describe how the Internet enables individuals to connect with others worldwide		
8.1.2.IC.1:	Compare how individuals live and work before and after the implementation of new computing technology.		
Career Readiness, Life Literacies, and Key Skills			
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g. inductive, deductive)		
9.4.2.GCA.1	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.		
9.4.2.IML.4	Compare and contrast the way information is shared in a variety of contexts. (e.g. social, academic, athletic)		
Intercultural Statements (Amistad, Holocaust, LGBT, SEL)			
N.J.S.A 18A: 35-28	Viktor Emil Frankl, a Holocaust survivor, became the founder of logotherapy, a school of psychotherapy that describes a search for a life's meaning as the central human motivational force.		
Interdisciplinary Connection			
6.1.2.HistoryC C.3	Make inferences about how past events, individuals, and innovations affect our current lives.		
<table border="1"> <tr> <td> Unit Essential Question(s): <ul style="list-style-type: none"> - What are our responsibilities within our family? - Why do family responsibilities vary amongst peers? - How do we create positive friendships? - How can we express ourselves to our families and friends? - What are the components of a healthy friendship? - How can unhealthy friendships lead to groups of students ganging up on their peers? </td><td> Unit Enduring Understandings: <ul style="list-style-type: none"> - Family responsibilities may vary and are dependent on many cultural, and social factors. - Fostering relationships based on mutual respect and admiration will ensure positive relationships. - Creating an environment based in acceptance and respect can produce a safe and nurturing environment. - Students will gain a preliminary understanding of gang violence prevention. - Students will learn coping skills that will allow them to adjust to the next level of education and potential jobs. </td></tr> </table>		Unit Essential Question(s): <ul style="list-style-type: none"> - What are our responsibilities within our family? - Why do family responsibilities vary amongst peers? - How do we create positive friendships? - How can we express ourselves to our families and friends? - What are the components of a healthy friendship? - How can unhealthy friendships lead to groups of students ganging up on their peers? 	Unit Enduring Understandings: <ul style="list-style-type: none"> - Family responsibilities may vary and are dependent on many cultural, and social factors. - Fostering relationships based on mutual respect and admiration will ensure positive relationships. - Creating an environment based in acceptance and respect can produce a safe and nurturing environment. - Students will gain a preliminary understanding of gang violence prevention. - Students will learn coping skills that will allow them to adjust to the next level of education and potential jobs.
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Formative Assessments: Teacher Observations				
Summative/Benchmark Assessment(s): Unit quiz				
Alternative Assessments: Kahoot quiz				
Resources/Materials: “Patricks Polka Dot Tights” by Kristen McCurry Kidshealth.org		Key Vocabulary: Gender, Self-esteem		
Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete	
Self-esteem	Students will demonstrate the ability to define self-esteem. Students will demonstrate an understanding of the importance of self-esteem in emotional health and suicide prevention. Students demonstrate an understanding of how gender role stereotypes may limit behavior.	Star poster, Chain of compliments activity. (Grade 2) Read “Patricks Polka Dot Tights” by Kristen McCurry (Grade 2)	2 Days	
Families/ Domestic violence and child abuse prevention	Students will demonstrate an understanding of different types of families locally and globally. Students will demonstrate an understanding of reproduction. The fact that a baby comes from a man and woman.	Identify the roles family members have within their household. (Grade 1) Discuss appropriate relationships between family members. Discuss that it takes a man and woman to make a baby. Use examples of younger siblings and their experience with their family in preparing for a new baby. (Grade 2)	1 Day	
Friendship	Students will be able to identify the components of a healthy friendship. Students will demonstrate an understanding of healthy ways to respond to conflicts.	Read “Rosie and Michael” (Grade 2)	1 Day	
Teacher Notes:				
Additional Resources: The Great Body Shop				
Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	504 Students
Refer to student’s IEP Allow errors	Refer to student’s ELL plan Assign a buddy	Consult with G and T teacher Provide extension activities	Consult I&RS Provide extended time	Refer to 504 plan Allow errors

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Rephrase questions and explanations Allow extended time to answer questions Accept participation at any level Consult with the case manager.	Allow errors in speaking Rephrase questions and directions Allow extended time to answer questions Accept participation at any level	Allow students to work as peer leaders	Follow I&RS action plan Consult with classroom teacher on specific behavior plans	Rephrase questions and explanations Allow extended time to answer questions Accept participation at any level Consult with the case manager.
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Content Area: Health	
Unit Title: Disease Prevention and Control	
Grade Level: K-2	
Core Ideas: In this unit students will discuss the causes of disease, as well as ways to prevent the spread of disease.	
Standards (Content and Technology):	
CPI#:	Statement:
Performance Expectations (NJSLS)	
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).
2.1.2.PGD.1	Develop an awareness of healthy habits (e.g. wash hands, cough in arm, brush teeth)
2.1.2.PGD.1	Explain how activity helps all human bodies stay healthy.
Computer Science and Design Thinking	
8.1.2.NI.2:	Describe how the Internet enables individuals to connect with others worldwide
8.1.2.IC.1:	Compare how individuals live and work before and after the implementation of new computing technology.
Career Readiness, Life Literacies, and Key Skills	
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g. inductive, deductive)
9.4.2.GCA.1	Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals.
9.4.2.IML.4	Compare and contrast the way information is shared in a variety of contexts. (e.g. social, academic, athletic)
Intercultural Statements (Amistad, Holocaust, LGBT, SEL)	
N.J.S.A 18A 52:16A-88	In 1993 President Bill Clinton appointed Jocelyn Elders as the first African American Surgeon General.
Interdisciplinary Connection	
RI.2.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
Unit Essential Question(s): <ul style="list-style-type: none">• How can we avoid becoming ill?• If I get sick, how do I get healthy?• What are examples of noncommunicable disease?	Unit Enduring Understandings: <ul style="list-style-type: none">• Students will identify the causes of common illness• Students will identify what to do if they become sick• Students will identify cancer awareness celebrations as a time to support and care for those affected by cancer.

Formative Assessments: Teacher Observations,				
Summative/Benchmark Assessment(s): Unit Quiz				
Alternative Assessments: Kahoot Quiz				
Resources/Materials: “Magic School Bus Inside Ralphie”, Germ glow kit, “Germs Make Me Sick”			Key Vocabulary: Germs, Disease, Contagious, Diabetes, Virus, Bacteria,	
Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete	
Germs and Disease	Students will demonstrate the ability to identify the viruses and bacteria as the most common causes of common illness. Students will demonstrate an understanding of common causes of the spread of germs from person to person, or animal to person (i.e. lyme disease)	Read “Germs Make Me Sick” (Grade 2) Watch “The Magic School Bus, Inside Ralphie” (Grade 1)	2 Days	
Hygiene and Disease prevention	Students will identify properly washing hands as the best defense against the spread of germs. Students will demonstrate the ability to identify proper personal hygiene practices (i.e. bathing, washing clothes, and brushing hair). Students will demonstrate the ability to properly wash their hands	“Germ glo” kit activity. (Grade 2) Read “Dirt Boy” (Kindergarten)	1 Day	
Contagious vs. non contagious diseases	Students will be able to distinguish between communicable and noncommunicable diseases Students will show an understanding of type 1 diabetes as a noncommunicable disease.	Lock and key diabetes activity (Grade 2)	1 Day	
Teacher Notes:				
Additional Resources:				
Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	504 Students
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Accept participation at any level	Rephrase questions and directions		specific behavior plans	Accept participation at any level
Consult with the case manager.	Allow extended time to answer questions			Consult with the case manager.
	Accept participation at any level			

Content Area: Health	
Unit Title: Body Systems	
Grade Level: K-2	
Core Ideas: In this unit students will explore the systems of the human body, as well as physical growth and development. Students will explore the systems of the human body and investigate how the different parts work together to create the whole.	
Standards (Content and Technology):	
CPI#:	Statement:
Performance Expectations (NJSL)	
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.1	Explore how activity helps all human bodies stay healthy
Career Readiness, Life Literacies, and Key Skills	
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g. inductive, deductive)
9.4.2.GCA.1	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.
9.4.2.IML.4	Compare and contrast the way information is shared in a variety of contexts. (e.g. social, academic, athletic)
Computer Science and Design Thinking	
8.1.2.IC.1	Compare how individuals live and work before and after the implementation of new computing technology.
Intercultural Statements (Amistad, Holocaust, LGBT, SEL)	
Interdisciplinary Connection	
RI.2.7.	Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
Unit Essential Question(s): <ul style="list-style-type: none"> - How do the systems of the body work together to keep us healthy? - Why is it important to be able to identify the different parts of our bodies? 	
Unit Enduring Understandings: <ul style="list-style-type: none"> - The students will recognize the systems of the body as a machine that works to keep us healthy. - Allowing students to be comfortable with their bodies and their body systems will make them more likely to seek help when needed. 	

	- Having an understanding of how their bodies work can give students the ability to identify problems, and seek treatment.
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Formative Assessments: Teacher Observations**Summative/Benchmark Assessment(s): Unit Quiz/Projects****Alternative Assessments: Kahoot Quiz****Resources/Materials:**

Body Puzzle, Digestive system project, “Magic School Bus for Lunch” Eye model, Ear model.

Key Vocabulary: Digestive system, Eye, Ear, heart, lungs.

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Growth and Development	Students will demonstrate an understanding of the growth that has taken place from their birth to present	Bulletin board paper body tracing activity. (Kindergarten)	1 Day
Digestive System	Students will demonstrate the ability to identify and label the parts and functions of the digestive system	Digestive system project.(Grade 1)	1 Day
Circulatory/respiratory systems	Students will demonstrate an understanding of the relationship between the heart and lungs	Stethoscopes, Heart pump activity (Grade 1)	2 Days
The Eye	Students will demonstrate the ability to identify and explain the parts of the ear	Eye project using mirrors. (Grade 2)	1 Day
The Ear	Students will demonstrate the ability to identify and explain the parts of the ear. Students will demonstrate and understanding of common reasons for hearing loss and possible remedies for it.	Ear model project, Unfair Spelling Test (Grade 2)	2 Days

Teacher Notes:**Additional Resources:**

The Great Body Shop

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	504 Students
Refer to student's IEP Allow errors Rephrase questions and explanations Allow extended time to answer questions	Refer to student's ELL plan Assign a buddy Allow errors in speaking Rephrase questions and directions	Consult with G and T teacher Provide extension activities Allow students to work as peer leaders	Consult I&RS Provide extended time Follow I&RS action plan Consult with classroom teacher on	Refer to 504 plan Allow errors Rephrase questions and explanations Allow extended time to answer questions

Accept participation at any level	Allow extended time to answer questions		specific behavior plans	Accept participation at any level
Consult with the case manager.	Accept participation at any level			Consult with the case manager.

Content Area: Health	
Unit Title: Nutrition	
Grade Level: K-2	
Core Ideas: A well balanced diet is essential for proper growth and development in elementary school students. In the nutrition unit students will become familiar with the www.choosemyplate.gov guideline to proper nutrition. They will discover that the food they eat has a direct correlation with their energy and focus.	
Standards (Content and Technology):	
CPI#:	Statement:
Performance Expectations (NJSLs)	
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
2.3.2.PS.1	Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.
Computer Science and Design Thinking	
8.1.2.NI.2:	Describe how the Internet enables individuals to connect with others worldwide
8.1.2.IC.1:	Compare how individuals live and work before and after the implementation of new computing technology.
Career Readiness, Life Literacies, and Key Skills	
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g. inductive, deductive)
9.4.2.GCA.1	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.
9.4.2.IML.4	Compare and contrast the way information is shared in a variety of contexts. (e.g. social, academic, athletic)
Intercultural Statements (Amistad, Holocaust, LGBT, SEL)	
Interdisciplinary Connection	
RI.2.7.	Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
Unit Essential Question(s):	
- Why is it important to eat healthy food?	
Unit Enduring Understandings:	

<ul style="list-style-type: none"> - Where does the food we eat come from? - - How does the food we eat become a source of energy for our bodies? 	<ul style="list-style-type: none"> - Students will recognize food as a fuel and energy source. - Students will explore the sources of the food we eat; including plants, animals and factory made food. - Students will become familiar with the process of digestion.
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Formative Assessments: Teacher observations

Summative/Benchmark Assessment(s): Unit Quiz/Project

Alternative Assessments: Kahoot Quiz

Resources/Materials: s: www.choosemyplate.gov www.kidshealth.org	Key Vocabulary: Food Groups, Plants, Animals, Fuel, Digestion
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Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Plants or Animals	Students will demonstrate the ability to identify plants and animals as our food source. Students will demonstrate the ability to differentiate between foods that come from plants, and those that come from animals	Food comes from plants or animals matching activity. (Kindergarten)	1 Day
Food is our fuel	Students will demonstrate the ability to recognize food as our source of fuel for energy.	Compare humans to cars. (Grade 1)	1 Day
Food Groups	Students will demonstrate the ability to identify the five food groups. Students will demonstrate the ability to separate foods by their food group	Dinner menu activity (grade 2)	2 Days

Teacher Notes:

Additional Resources: The Great Body Shop

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	504 Students
Refer to student's IEP Allow errors Rephrase questions and explanations	Refer to student's ELL plan Assign a buddy Allow errors in speaking	Consult with G and T teacher Provide extension activities Allow students to work as peer leaders	Consult I&RS Provide extended time Follow I&RS action plan	Refer to 504 plan Allow errors Rephrase questions and explanations

Allow extended time to answer questions	Rephrase questions and directions		Consult with classroom teacher on specific behavior plans	Allow extended time to answer questions
Accept participation at any level	Allow extended time to answer questions			Accept participation at any level
Consult with the case manager.	Accept participation at any level			Consult with the case manager.

Content Area: K-2 Health	
Unit Title: Alcohol, Tobacco, and other Drugs	
Grade Level: K-2	
Core Ideas: In this unit students will explore the proper use of drugs as medication along with the use of controlled dangerous substances. Students will also be introduced to issues surrounding the use of legal and illegal substances; such as health impacts and addiction.	
Standards (Content and Technology):	
CPI#:	Statement:
Performance Expectations (NJSLS)	
2.3.2.ATD.1	Explain what medicines are, how they are used, and the importance of utilizing medications properly.
2.3.2.ATD.2	Identify ways in which drugs, including some medicines, can be harmful.
2.3.2.ATD.3	Explain effects of tobacco use on personal hygiene, health, and safety.
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.
Computer Science and Design Thinking	
8.1.2.NI.2:	Describe how the Internet enables individuals to connect with others worldwide
8.1.2.IC.1:	Compare how individuals live and work before and after the implementation of new computing technology.
Career Readiness, Life Literacies, and Key Skills	
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g. inductive, deductive)
9.4.2.GCA.1	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.
9.4.2.IML.4	Compare and contrast the way information is shared in a variety of contexts. (e.g. social, academic, athletic)
Intercultural Statements (Amistad, Holocaust, LGBT, SEL)	
Interdisciplinary Connection	
RI.2.7.	Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

Unit Essential Question(s): <ul style="list-style-type: none"> - What is the appropriate way to take medicine? - Why do people use drugs if they know it is an unhealthy habit? 	Unit Enduring Understandings: <ul style="list-style-type: none"> - Students will identify the appropriate use of medicines. - Students will grasp the idea of addiction using age appropriate comparisons (i.e. video games).
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Formative Assessments: Teacher observations

Summative/Benchmark Assessment(s): Unit quiz

Alternative Assessments: Kahoot Quiz

Resources/Materials: Candy/Medicine display, “All about Drugs” binder.	Key Vocabulary: Alcohol, Tobacco, Addiction, Drug, Medicine, Treatment.
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Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Medicines.	Students will demonstrate the ability to identify medicines as drugs that are used to help people who are sick.	“Drug Avengers” body talk Music video. (Grade 2) Candy vs /Medicine display (Kindergarten)	1 Day
Tobacco	Students will demonstrate the ability to identify tobacco/nicotine as a harmful and addictive product that is legal for adults. Students will demonstrate an understanding of the harmful effects of tobacco use.	“All about Drugs” binder tobacco activities. (Grades k-2 age appropriate activities)	1 Day
Alcohol	Students will demonstrate the ability to identify alcohol as a product that is legal for adults. Students will demonstrate an understanding of the term “alcoholic”	“All about Drugs” binder alcohol activities (Grades k-2 age appropriate activities)	1 Day
Addiction	Students will be able to differentiate the difference between legal and illegal drugs Students will demonstrate an understanding of the term “Addiction” Students will demonstrate an understanding of treatment options for those who suffer from addiction	“All about Drugs” binder addiction activities. (Grade 2)	1 Day

Teacher Notes:

Additional Resources: The Great Body Shop

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	504 Students
Refer to student’s IEP Allow errors	Refer to student’s ELL plan Assign a buddy	Consult with G and T teacher	Consult I&RS Provide extended time	Refer to 504 plan Allow errors

Midland Park Public Schools

<p>Rephrase questions and explanations</p> <p>Allow extended time to answer questions</p> <p>Accept participation at any level</p> <p>Consult with the case manager.</p>	<p>Allow errors in speaking</p> <p>Rephrase questions and directions</p> <p>Allow extended time to answer questions</p> <p>Accept participation at any level</p>	<p>Provide extension activities</p> <p>Allow students to work as peer leaders</p>	<p>Follow I&RS action plan</p> <p>Consult with classroom teacher on specific behavior plans</p>	<p>Rephrase questions and explanations</p> <p>Allow extended time to answer questions</p> <p>Accept participation at any level</p> <p>Consult with the case manager.</p>
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Unit 11: Mindfulness Overview

Content Area: Health Education

Unit Title: Mindfulness and SEL

Grade Level: K-2

Unit Summary: Within the Mindfulness unit, students will be taught how to be in the moment and present with their mind, their thoughts, and the environment around them. In this unit, students learn mindful reactions to given emotions. The 7 Mindsets course is an age-appropriate overview of the 7 Mindsets for elementary students. The course is primarily instructor-led but requires extensive student participation. Additionally, some student-led components are included. The course uses developmentally-appropriate games, activities, and videos to create an understanding of the four learning objectives contained in each Mindset. This unit will be taught by elementary certified staff members in the general education classroom for a minimum of 30 minutes each week throughout the duration of the school year during the weekly SEL period.

Learning Targets

Standards (Content and Technology):

CPI#:	Statement:
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.
2.1.2.CHSS.5	Identify situations that might result in individuals feeling sad, angry, frustrated, or scared.
2.2.CHSS.6:	Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals).

Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)

9.1.2.CR.2	List ways to give back, including making donations, volunteering, and starting a business.
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9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives.
Computer Science and Design Thinking (standard 8)	
8.1.2.IC.1	Compare how individual live and work before and after the implementation of new computing technologies.
Interdisciplinary:	
RL.3.1.	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
NJ SEL Competencies:	
Competency 1	Self-Awareness
Competency 2	Self-Management
Competency 3	Social Awareness
Competency 4	Responsible Decision Making
Competency 5	Relationship Skills

Unit Essential Question(s):

- What is mindfulness?
- Why is mindfulness important?
- How can we take small steps to turn mistakes into opportunities?
- How can we align our interests with our core values and our passions with what matters most to us?
- How does surrounding ourselves with people who build us up and inspire us help us to live our best life?
- How can we celebrate successes and setbacks while on the journey to achieve our goals?
- How does seeking the positive in every situation and showing gratitude more often help us feel better and become happier?
- How can we give back through our interests and passions?
- How can we be brave, try new things, and stay focused on the path to achieving our dreams?

Unit Enduring Understandings:

- Students will utilize the skills of mindful listening, and mindful bodies in situations where it is necessary.
- Students will use breathing and other techniques learned to help diffuse situations and emotions.
- Students will be able to embrace creativity and imagination and look on the bright side of things.
- Students will understand that they are all unique individuals with unique passions and talents.
- Students will learn to actively seek ways to offer kindness in order to strengthen these relationships.
- Students will learn to focus their energy on achieving their goals and that their lives are a journey paved with setbacks and celebrations that we learn from all along the way.
- Students will learn to look for the positive in all situations, big or small, and notice how it changes the outcome.
- Students will learn that by giving back through their interests and passions, they will help other people and leave a lasting legacy in the world.
- Students will understand that by being brave, trying new things, and staying focused on the path to achieving our dreams, every step we take should be purposeful and align with our goals and beliefs.

Unit Learning Targets/Objectives:

Students will...

- be able to be present in a moment when faced with a difficult decision.
- utilize mindful listening to try to understand what someone is trying to communicate.
- think before reacting so as to ensure the reaction is purposeful and appropriate.
- Change their mindset to identify the positive in their lives
- Identify their strengths and areas of growth as they reflect on who they are and how they fit into the world.

Evidence of Learning

Formative Assessments:

Teacher observations, Teacher feedback, Pre and post tests on the fundamentals of mindfulness, class discussions and questioning

Summative/Benchmark Assessment(s):

Post survey at the end of the year

Alternative Assessments:

N/A (this course is designed for reflection and social emotional growth)

Resources/Materials (copy hyperlinks for digital resources):

7 Mindsets Link: <https://7mindsets.com/> (See Tech Department for login)

<https://www.edutopia.org/blog/integrating-mindfulness-in-classroom-curriculum-giselle-shardlow>

Modifications:

- Special Education Students

- Consult with case manager and follow IEP accommodations and modifications.
- Allow errors and extended time to complete tasks.

- English Language Learners

- Allow errors in speaking
- Grant extended time to complete assignments.
- Rephrase questions, directions, and explanations.
- Consult with ESL teacher specific to vocabulary

- At-Risk Students

- Follow I&RS action plans.
- Allow extended time to complete assignments.
- Consult with classroom teacher.

- Gifted and Talented Students'

- Provide extension activities
- Allow opportunity for leadership roles

Lesson Plans

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Mindfulness SEL- Everything is Possible	Students will learn how to look at the bright side when things do not go their way.	4-5 weeks
Mindfulness SEL- Passion First	Students will be able to focus on their interests and what makes them unique and align them with their values and passions.	4-5 weeks
Mindfulness SEL- We are Connected	Students will be able to seek out and maximize positive relationships with people that can help us achieve our dreams.	4-5 weeks
Mindfulness SEL- 100% Accountable	Students will be able to understand that we are responsible for our own success and happiness.	4-5 weeks

Mindfulness SEL- Attitude of Gratitude	Students will be able to understand that we are all unique, and if we focus on what we enjoy and what brings us happiness, these things will multiply.	4-5 weeks
Mindfulness SEL- Live to Give	Students will focus on giving love and respect to others, and receiving new and exciting things that come into their lives gracefully.	4-5 weeks
Mindfulness SEL- The Time is Now	Students will learn to find and embrace circumstances that create positive emotions.	4-5 weeks

Teacher Notes:

Mindfulness falls under the Mental/Emotional Health portion of the Midland Park Health Curriculum. It is one unit taught from September through June by an elementary certified teacher for a minimum of 30 minutes each week. A SEL period has been allotted in the schedule however due to unforeseen circumstances and constraints on schedules, this can be spread out over the course of the week as needed. The curriculum is spiraled with new activities based off of 7 mindset resources.

Additional Resources

<https://positivepsychologyprogram.com/mindfulness-for-children-kids-activities/>
<https://www.mindfulschools.org/resources/explore-mindful-resources/>
<http://www.mindfulteachers.org/p/free-resources-and-lesson-plans.html>
<https://www.teachstarter.com/blog/classroom-mindfulness-activities-for-children/>

The 7 Mindsets by Shickler and Waller