

K-2 Physical Education and Health

Caruso School

Full Year

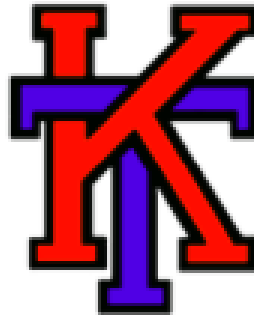


Table of Contents:

Statement of Purpose.....Page #3

Pacing Guide.....Page #4

Unit 1: Personal Growth and Development.....Page #5

Unit 2: Pregnancy and Parenting.....Page #11

Unit 3: Emotional Health/ Social Emotional Learning.....Page #16

Unit 4: Social and Sexual Health.....Page #22

Unit 5: Community Health Services and Medicines.....Page #29

Unit 6: Nutrition.....Page #37

Unit 7: Personal Safety.....Page #43

Unit 8: Health Conditions, Diseases and Medicines.....Page #52

Unit 9: Alcohol Tobacco and other Drugs.....Page #58

Unit 10: Dependency, Substance Disorder and Treatment.....Page #63

Unit 11: Movement Skills.....Page #67

Unit 12: Physical Fitness.....Page #79

Unit 13: Lifelong Fitness.....Page #88

Unit 14: Structured Recess.....Page #96

Statement of Purpose

Successful preparation of students for the opportunities, rigors and advances of the 21st Century cannot be accomplished without a strong and sustained emphasis on the health and wellness of all students. Today's students are continually bombarded with physical, mental, and social influences that affect not only learning in school, but also the lifelong health of the citizens that schools are preparing for graduation. To that end, the New Jersey Student Learning Standards - Comprehensive Health and Physical Education (NJSL-CHPE) were revised to address the need for students to gain knowledge and skills in caring for themselves, interact effectively with others, and analyze the impact of choices and consequences.

Summary of the Course

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

This quality comprehensive health and physical education program fosters a population that:

- Maintains mental health awareness and relies on social/emotional support systems;
- Engages in a physically active lifestyle;
- Maintains awareness of health and wellness and how to access resources;
- Recognizes the influence of media, peers, technology, and cultural norms in making informed health-related decisions as a consumer of health products and wellness services;
- Practices effective cross-cultural communication and conflict resolution skills;
- Builds and maintains healthy relationships;
- Accepts and respects individual and cultural differences; and
- Advocates for personal, family, community, and global wellness and is aware of local, national and global public health and climate change issues.

Pacing Guide

Unit	Timeframe # of Blocks/Weeks (40 sessions total)	Title of Unit
1	1-2 sessions	Personal Growth and Development
2	1-2 session	Pregnancy and Parenting
3	Ongoing Throughout the School in Morning Meeting (Classroom Teacher)	Emotional Health/ Social Emotional Learning
4	1-2 session	Social and Sexual Health
5	1-2 session	Community Health Services and Support
6	1-2 session	Nutrition
7	1-2 session	Personal Safety
8	Ongoing Throughout the School in Morning Meeting (Classroom Teacher)	Health Conditions, Diseases and Medicines
9	1-2 session	Alcohol Tobacco and other Drugs
10	1-2 session	Dependency, Substance Disorder and Treatment
11	10 sessions	Movement Skills and Concepts
12	10 sessions	Physical Fitness
13	10 sessions	Lifelong Fitness
14	Ongoing Throughout the School (Classroom Teacher)	Structured Recess

150 minutes a week of PE/Health

SEL Morning Meeting	20 minutes Daily (x5 days)= 100 minutes
Recess	25 minutes Daily (5 minutes Structured PE x5 days)= 25 minutes weekly
PE/Health	45 minutes weekly Class
TOTAL	170 minutes (REQUIRED 150)

Unit 1: K-2 Personal Growth and Development

Summary of the Unit: Personal Growth and Development are lifelong processes of physical, behavioral, emotional and cognitive change throughout one’s lifetime. Personal Growth and Development pertains to keeping your body healthy and understanding hormonal changes (all body systems) and their impact on sexuality. It encompasses the human condition: who we are, how we grow or evolve, and how interaction with others affects the process of growth physically, mentally, socially, and emotionally from infancy through advanced age.

Assessment and/ or Summative Criteria to Demonstrate Mastery of the Unit:

- 2.1.2.PGD. 1- As part of an alternative assessment, SW draw examples of physical activities that keep the human body healthy.
- 2.1.2.PGD. 2- As part of an alternative assessment, create a journal in response to the following prompt: Three things I will do to stay healthy. Teacher will have student volunteers share their responses with another class.
- 2.1.2.PGD. 3- As part of a Wellness summative assessment, draw three ways to keep yourself healthy. Examples: washing hands, covering when coughing, sneezing, taking a bath, combing hair, etc.
- 2.1.2.PGD. 4- As a part of the formative assessment, label body parts on a worksheet that correspond to the healthy practices associated with care of that part. (SPARK)

Instructional Materials:

Brain Pop videos, EPIC! Schools; YouTube; Direct Instruction; demonstration, Class discussion

**Please include resource links in the boxes above.*

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	NJ Student Learning Standards
Individuals enjoy different activities and grow at different rates.	1-2 sessions	SWBAT Explore how activity helps all human bodies stay healthy.	GRADE K SW view and discuss the BrainPop Jr. "Exercise" video: https://www.youtube.com/watch?v=wJhflxXzO3g GRADE 1 SW view and discuss Brain Pop Jr. "Exercise" video: https://www.youtube.com/watch?v=wJhflxXzO3g	2.1.2.PGD.1

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			<p>GRADE 2 SW view Brain Pop Jr. and discuss vocabulary words of the video. http://www.brainpopjr.com/health/bodies/exercise/; SW draw their favorite type of exercise, or comp</p>	
<p>Personal hygiene and self-help skills promote healthy habits</p>		<p>SWBAT Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).</p>	<p>GRADE K -SW view and discuss the BrainPop Jr. "Washing Hands" video. SW create lists to generate discussion topics about good grooming/personal cleanliness, i.e. bathing, hand washing, grooming, soap and water. Using worksheets to instruct- "Brush Everyday," teacher will read the steps of proper brushing as students look at the pictures. Teacher will read the story, "Why we keep clean" https://www.getepic.com/app/search -SW create an illustrated response to story thought questions on a worksheet. -SW view and discuss the BrainPop Jr. "Losing a Tooth" video.</p> <p>GRADE 1 -Using worksheets regarding "Brush Everyday," teacher will read the steps of proper brushing as students look at the pictures. -SW view and discuss Brain Pop Jr. "Washing Hands" video. -Teacher will read story, "How to Catch a ToothFairy, and students will draw a trap/strategy for the tooth fairy -SW view and discuss Brain Pop Jr. "Losing a tooth" video.</p>	<p>2.1.2.PGD.2 2.1.2.PGD.3 2.1.2.PGD.4 2.1.2.PGD.5</p>

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			<p>GRADE 2</p> <ul style="list-style-type: none"> - SW describe and demonstrate self-care practices that support wellness, such as brushing and flossing teeth, washing hands, and wearing appropriate attire for weather or sports. 	
			<p>GRADE K</p> <ul style="list-style-type: none"> -SW view and discuss the BrainPop Jr. "Going to the Doctor" video. Teacher will begin a whole group discussion by asking students to describe their daily morning routines. Teacher will list responses. -SW brainstorm the things kindergarten students can do to stay healthy and well. <p>GRADE 1</p> <ul style="list-style-type: none"> -SW begin lesson by asking students to discuss their daily morning routines when they get up and give a reason why they perform these tasks. Teacher will list responses. -SW will generate discussion of good grooming/personal cleanliness, i.e. bathing, hand washing, grooming soap, and water -Chromebook game (washing hands): https://chrome.google.com/webstore/detail/edu-games-clean-hands-game/hodeppmhnockelalhfpjngjgceof -Teacher will model proper brushing of teeth using large brush and teeth models. SW share the importance of dental check-ups and regular well visits to their pediatricians. SW 	
		<p>SWBAT</p> <p>Explain what being "well" means and identify self-care practices that support wellness.</p>		

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			<p>discuss what takes place during these exams.</p> <ul style="list-style-type: none"> -Given worksheet labeled "A Molar Tooth," discuss parts of a molar tooth and its function. -Teacher-focused discussion on normal cycle of primary teeth. <p>Distribute information sheets labeled. SW then discuss the importance of dental floss.</p> <ul style="list-style-type: none"> -Optional video: Tooth Brushing Song https://www.youtube.com/watch?v=51troJkekSc <p>Grade 2</p> <ul style="list-style-type: none"> -SW distinguishes between healthy and unhealthy behaviors, by playing a modified version of the children's game, "Red Light, Green Light." Decide if a behavior is a "go" (green), "stop" (red), or "caution" (yellow), and move accordingly to a series of prompts such as: sharing a bottle of soda with a friend; sharing half a candy bar; covering their mouth with their hand when sneezing; taking a short-cut home from school or eating a piece of fruit at lunch each day -SW be given red, yellow, and green cards which they raise in response to the prompt (teachers can use this strategy if there is insufficient space to move). -SW define wellness and explain how making healthy choices and having healthy relationships contribute to wellness. =SW be asked to provide a healthy response when an unhealthy one is selected (e.g., eat an apple instead of a candy bar; sneeze into the elbow not hands). 	
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			-SW read Chapter 1 “Personal Health” Lesson 1 “What is Good Health” (pgs. 2-3) McGraw Hill Health Text Grade 2.	
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**The suggested timeline per topic should total the number of days in the Pacing Guide for each unit.*

Suggested Modifications for Special Education, 504, English Language Learners, RTI and Gifted Students:

*Consistent with individual plans, when appropriate.

[Suggested Modifications by Grade level](#)

Students with Disabilities & 504: Use of visual and multisensory formats, Use of assisted technology, Use of prompts, Modification of content and student products, Testing accommodations, Authentic assessments.

English Language Learners: Pre-teaching of vocabulary and concepts, Visual learning, including graphic organizers, Use of cognates to increase comprehension, Teacher modeling, Pairing students with beginning English language skills with students who have more advanced English language skills, Scaffolding (word walls, sentence frames, think-pair-share, cooperative learning group).

Bilingual: Use of pre-translated Spanish material, allow for extended time and alternate (Spanish language) responses, verbal and written instructions given in Spanish language when needed, one on one conferences, repeat and rephrase often, regularly check for understanding, frequent reviews.

Gifted Students: Adjusting the pace of lessons, Curriculum compacting, Inquiry-based instruction, Independent study, Higher-order thinking skills, Interest based content, Student-driven, Real-world problems and scenarios.

RTI: Ask students to restate information, directions, and assignments, Repetition and practice Model skills / techniques to be mastered, Extended time to complete class work, Graphic organizers, More conferencing time, Partner work.

Suggested Technological Innovations/ Use:

Brain Pop videos, EPIC! Schools; YouTube; NearPod

2020 New Jersey Student Learning Standards – Computer Science and Design Thinking

8.2.2.ITH.5: Design a solution to a problem affecting the community in a collaborative team and explain the intended impact of the solution.

8.2.2.ED.1: Communicate the function of a product or device.

8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.

Interdisciplinary Connections

RI.CR.K.1 With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).

W.IW.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.

SL.PE.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).

W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.

SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

RI.CR.2.1. Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.

RI.CR.2.1. Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.

SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups

[K.OA.1](#) Represent addition and subtraction up to 10 with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

[K.M.A.2](#) Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference.

[K.DL.A.1](#) Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

K.G.A.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*.

1.NBT.A.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral

1.M.A.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.

1.G.A.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.

2.M.A.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.

[2.DL.A.2](#) Identify what could count as data (e.g., visuals, sounds, numbers).

2.G.A.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.

2020 New Jersey Student Learning Standards – Career Readiness, Life Literacies, and Key Skills

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).

9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Unit 2: Pregnancy and Parenting

Summary of the Unit: Pregnancy and parenting are stages in life that impact all aspects on one’s wellness. Regardless of the circumstance, pregnancy and parenting brings changes to an individual’s emotional, financial, physical, mental, and social well-being. These stages can include many happy experiences but can also be the source of great challenges. Like any new skill, parenting takes knowledge, skills, and practice to be successful. However, other factors such as medical and financial challenges can make this stage in life more difficult. Preparation is the key to a healthy pregnancy, delivery and transition to parenting.

Assessment and/ or Summative Criteria to Demonstrate Mastery of the Unit:

2.1.2.PP.1- Elements of this topic can be referenced in the Family Life Curriculum.

Instructional Materials:

Brain Pop videos, EPIC! Schools; YouTube; Direct Instruction; demonstration, Class discussion

**Please include resource links in the boxes above.*

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	NJ Student Learning Standards
All living things may have the capacity to reproduce.	1-2 sessions	SWBAT Define reproduction.	K -Watch: https://www.youtube.com/watch?v=kBL9-RFhnbM -compare images of living things vs non-living things -discuss that living things do three specific things: grow, take in nutrients and reproduce -color pictures of living things that grow, take in nutrients and reproduce 1	2.1.2.PP.1 2.1.2.PP.2

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		<p>SWBAT</p>	<p>-Watch: https://www.youtube.com/watch?v=kBL9-RFhnbM and https://www.youtube.com/watch?v=pCHj1BS_-Ko -discuss and answer questions about living things vs non-living things -discuss that living things do three specific things: grow, take in nutrients and reproduce</p> <p>2</p> <p>-Using a kids dictionary- define "Reproduction" The process by which living things create young or offspring. <i>Reproduction is necessary for a species to survive.</i></p> <p>-watch: https://www.youtube.com/watch?v=6tjDCZrGnxc and Identify endangered species of animals -Look at the slideshow of animals that were restored through conservation and reproduction at zoos https://www.nationalgeographic.com/animals/article/animals-endangered-back-from-brink-conservation-news -Discuss how our personal efforts can help restore a species</p> <p>Possible extension activity -FacePaint- Wear it wild fundraiser for WWF https://support.worldwildlife.org/site/DocServer/Wear-it-Wild-Face-Paintin-g-Guide.pdf OR- Animal masks for awareness: https://www.worldwildlife.org/pages/animal-mask-activity?_ga=2.67756690.2029401909.1657658082-951318138.1657658082</p> <p>K</p>	
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		<p>Explain the ways in which parents may care for their offspring (e.g., animals, people, fish).</p>	<p>-Discuss what a family is, tell the children that we each have different types of families. Some children might have both a mother and a father, some might have grandparents, some might be adopted. Be sensitive to the students who might come from recently divorced families, or families of parents who have passed away.</p> <p>-Have the children make a book of “My Family” and include pets</p> <p>- Discuss care required for animals (pets) to stay healthy and how parents keep children healthy</p> <p>1</p> <p>-Parents may send a family portrait to school with their child. Together the children will share and discuss contributions of family members.</p> <p>-They will use cards to represent members of their own family and place them in an order—Oldest/Youngest, Biggest/Smallest, Tallest/Shortest, First, Second, Third, etc and roles in their respective families</p> <p>-Students bring in a stuffed animal to provide “care” for and write a care manual for their stuffed animal</p> <p>2</p> <p>-Watch “Animal Parents” https://www.youtube.com/watch?v=F5C-rRvaQVQ</p> <p>-Using the internet, research a baby animal and how the animal family is raised (elephants, orangutans, ducks, kangaroos, penguins, seahorses)</p> <p>-Discuss the video and write a book on how their chosen animal raises their babies</p>	
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Keansburg School District - Curriculum Guide

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[K.OA.1](#) Represent addition and subtraction up to 10 with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

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9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Unit 3: Emotional Health

Summary of the Unit: : Emotional Health encompasses the views, feelings, and expressions about oneself. Emotional health includes a person’s emotional, mental, psychological, and social well-being. It also helps determine how to handle stress and make choices related to others. Emotionally healthy people consciously develop coping mechanisms that are situationally appropriate to resolve and gather positive outcomes, develop strategies for mental health emergencies, respond to situations in a positive and appropriate manner, connect with resources and trusted individuals to assist, communicate feelings with confidence, and recognize support systems. **These activities will be utilized by the classroom teacher during “morning meetings.”**

Assessment and/ or Summative Criteria to Demonstrate Mastery of the Unit:

- 2.1.2.EH.1-As part of an alternative assessment, SW use a teacher-created “good character traits worksheet” to identify examples of actions that would indicate good or poor character. (SPARK)
- 2.1.2.EH.4- As part of a summative assessment on Emotional Health, SW create a poster with examples of healthy ways to manage emotions.

Instructional Materials:

Brain Pop videos, EPIC! Schools; YouTube; Direct Instruction; demonstration, Class discussion

**Please include resource links in the boxes above.*

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	NJ Student Learning Standards
Many factors influence how we think about ourselves and others.	(Ongoing in morning meeting in the general classroom)	SWBAT: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.	K -Using the Character Ed. model, SW discuss what qualities a person should have to show good character. As well as how possessing these character traits reflect on oneself. 1 -SW develop a class list of positive character traits they will look for in a	2.1.2.EH.1 2.1.2.EH.2 2.1.2.EH.3

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			<p>friend. What makes a friend a good friend? Video: Sesame Street, What I Am http://www.youtube.com/watch?v=cyVzjoj96vs -Elements of this topic can be referenced in the Family Life Curriculum</p> <p>2 -SW define character and describe characteristics of a person they know exhibits good character traits. Elements of this topic can be referenced in the Family Life Curriculum.</p>	
	<p>(Ongoing in morning meeting in the general classroom)</p>	<p>SWBAT Identify what it means to be responsible and list personal responsibilities.</p>	<p>K -SW define responsibilities and brainstorm a list of personal responsibilities at home and school.</p> <p>1 -SW define "responsibility" and brainstorm a list of personal responsibilities at home and school.</p> <p>2 -SW draw a picture and write 2 sentences describing a chore they do at home. (Examples: feed pet, make bed, clean toys).</p>	
		<p>SWBAT Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).</p>	<p>K -SW describe and demonstrate proper safety practice & procedures on the playground at their school.</p> <p>1 -SW practice safety procedures on the playground at their school.</p>	

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			<p>2</p> <p>-SW discuss the question: "How do my safety and health habits influence the health of people around me?"</p> <p>Teachers will develop different situations or scenarios that describe how people's actions or feelings can have an effect on their overall personal wellness.</p> <p>-SW practice safety procedures on the playground at their school.</p>	
<p>There are different ways that individuals handle stress, and some are healthier than others.</p>	<p>(Ongoing in morning meeting in the general classroom)</p>	<p>SWBAT</p> <p>Demonstrate strategies for managing one's own emotions, thoughts and behaviors.</p>	<p>K</p> <p>-SW view and discuss the BrainPop Jr. "Emotions" video.</p> <p>1</p> <p>-SW view and discuss Brain Pop Jr. "Anger" video.</p> <p>2</p> <p>-SW brainstorm various feelings they have experienced in many different situations -- feeling sad, lonely, angry etc. and healthy strategies to manage emotions.</p> <p>-SW view and discuss Brain Pop Jr. "Anger" video.</p> <p>-Read and discuss Lesson 9, You and Your Feelings, McGraw Hill Health Text.</p>	<p>2.1.2.EH.4</p> <p>2.1.2.EH.5</p>
	<p>(Ongoing in morning meeting in the general classroom)</p>	<p>SWBAT</p> <p>Explain healthy ways of coping with stressful situations</p>	<p>K</p> <p>-SW participate in a school counselor lead discussion about how to seek assistance when they are involved in a stressful situation.</p> <p>1</p>	

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			<p>-SW read and discuss Lesson 12 McGraw Hill Health Textbook Grade 1 titles Dealing with Stress. SW read and discuss Life Skill 4 Manage Stress McGraw Hill Health Textbook Grade 1. -School counselor or guest speaker talks about how to seek assistance when they are involved in a stressful situation.</p> <p>Grade 2 -School counselor or guest speaker talks about how to seek assistance when they are involved in a stressful situation. -Refer to Health, McGraw Hill Handbook section Life Skill 3. Compare and contrast parental/guardian rules with classmates. -SW write ways that they feel stressed and ways that they feel better on the worksheet. Kids Health - Stress Handout. List the sources of help available to them when they are feeling ill, sad, lonely, or bullied.</p>	
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Suggested Modifications for Special Education, 504, English Language Learners, RTI and Gifted Students:
 *Consistent with individual plans, when appropriate.
[Suggested Modifications by Grade level](#)

Students with Disabilities & 504: Use of visual and multisensory formats, Use of assisted technology, Use of prompts, Modification of content and student products, Testing accommodations, Authentic assessments.

Keansburg School District - Curriculum Guide

English Language Learners: Pre-teaching of vocabulary and concepts, Visual learning, including graphic organizers, Use of cognates to increase comprehension, Teacher modeling, Pairing students with beginning English language skills with students who have more advanced English language skills, Scaffolding (word walls, sentence frames, think-pair-share, cooperative learning group).

Bilingual: Use of pre-translated Spanish material, allow for extended time and alternate (Spanish language) responses, verbal and written instructions given in Spanish language when needed, one on one conferences, repeat and rephrase often, regularly check for understanding, frequent reviews.

Gifted Students: Adjusting the pace of lessons, Curriculum compacting, Inquiry-based instruction, Independent study, Higher-order thinking skills, Interest based content, Student-driven, Real-world problems and scenarios.

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Suggested Technological Innovations/ Use: Brain Pop videos, EPIC! Schools; YouTube; NearPod

2020 New Jersey Student Learning Standards – Computer Science and Design Thinking

8.2.2.ITH.5: Design a solution to a problem affecting the community in a collaborative team and explain the intended impact of the solution.

8.2.2.ED.1: Communicate the function of a product or device.

8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.

Interdisciplinary Connections

RI.CR.K.1 With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).

W.IW.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.

SL.PE.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).

W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.

SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

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Keansburg School District - Curriculum Guide

SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups

[K.OA.1](#) Represent addition and subtraction up to 10 with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

[K.M.A.2](#) Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference.

[K.DL.A.1](#) Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

K.G.A.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*.

1.NBT.A.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral

1.M.A.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.

1.G.A.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.

2.M.A.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.

[2.DL.A.2](#) Identify what could count as data (e.g., visuals, sounds, numbers).

2.G.A.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.

2020 New Jersey Student Learning Standards – Career Readiness, Life Literacies, and Key Skills

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

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9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Unit 4: Social and Sexual Health

Summary of the Unit: Social and Sexual Health is a person’s ability to communicate and interact with others efficiently. Individuals are able to form meaningful relationships with others and interact in healthy, appropriate ways. They encompass respect and accept differences of an individual’s race, religion, gender identity, gender expression, ethnicity, disability, socioeconomic background, and perspectives of health-related decisions. The extent to which people connect with others in different environments, adapt to various social and sexual situations, feel supported by individuals, institutions, and experience a sense of belonging, all contribute to social and sexual health.

Assessment and/ or Summative Criteria to Demonstrate Mastery of the Unit:

2.1.2.SSH.7- As part of an alternative assessment, students will create their own “I Message” and share with the class.

Instructional Materials:

Brain Pop videos, EPIC! Schools; YouTube; Direct Instruction; demonstration, Class discussion

**Please include resource links in the boxes above.*

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	NJ Student Learning Standards
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.	1-2 Sessions	SWBAT Discuss how individuals make their own choices about how to express themselves	K -SW view: https://nearpod.com/t/life-skills/kindergarten/happy-happy-happy-songs-about-emotions-L76275543 -SW select and share their favorite color and class discussion about differentiated and making choices will continue. -SW view various faces and describe what the person in the image may be experiencing -Students will label emotions based on images 1	2.1.2.SSH.1 2.1.2.SSH.2

Keansburg School District - Curriculum Guide

			<p>-SW list and discuss: "What are some ways you express yourself every day?"</p> <p>-SW draw and use colors to express a feeling or emotion</p> <p>2</p> <p>-SW list/draw healthy activities which may provide enjoyment, challenge, and/or stress reduction.</p>	
		<p>Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.</p>	<p>K</p> <p>-SW view Nearpod Toy Store lesson and describe the similarities and differences seen in the toy isles.</p> <p>-SW share his/her favorite toy with the class.</p> <p>1</p> <p>-Watch- Who are you, Kids Guide to Gender at: :https://www.youtube.com/watch?v=HIUIQZ1GAbI</p> <p>Discuss: BODY: Do you know any babies who have been born? What did people say about them?</p> <p>EXPRESSION: What do you like? Have the things you like changed since you were younger? Are there things you like sometimes but not other times? Have you ever heard someone talk about 'boy' or 'girl' clothes/hair/toys/colors? How did you feel? IDENTITY: Who are you? What makes you <i>you</i>? How do you know? Has this changed since you were younger? What are the words you use to describe yourself? Are there other words you have heard people use to describe themselves</p>	

Keansburg School District - Curriculum Guide

			<p>2 SW view gender expression video https://www.youtube.com/watch?v=PzGauky20tc - list/draw healthy activities which may provide enjoyment, challenge, and/or stress reduction. Students will share these with one another and complete a class poll for the 2 favorite activities and 2 favorite stress reduction techniques and then participate or practice the group favorites</p>	
<p>Families shape the way we think about our bodies, our health and our behaviors.</p>		<p>SWBAT Describe different kinds of families locally, nationally, and globally and note similarities in the ways in which they keep their children safe and determine the factors that contribute to healthy relationships within a family.</p>	<p>K SW listen to the read aloud: https://www.youtube.com/watch?v=WcvCUBK9s6U Color pictures of their family and discuss that all families are different</p> <p>1 SW work in small groups and complete the following: file:///Users/khudson/Downloads/AllAboutMeAllAboutMyFamily-1.pdf https://www.teacherspayteachers.com/Product/Healthy-Boundaries-and-Personal-Space-Brochure-K-2-6736393?st=aa81863cde93bfd6307761546e84bf67</p> <p>2 SW view:https://www.youtube.com/watch?v=rzEI6ZVmGW8 -SW list healthy and respectful caring behaviors one may exhibit in a family SW- discuss their ability to give or deny "consent" in family and friend relationships</p>	<p>2.1.2.SSH.3 2.1.2.SSH.4</p>

Keansburg School District - Curriculum Guide

			<p>SW View: https://www.youtube.com/watch?v=h3nhM9UJjc -complete the family word search file:///Users/khudson/Downloads/Wo rdSearchWhatMakesaFamily-1.pdf</p>	
<p>People have relationships with others in the local community and beyond</p>		<p>SWBAT Identify basic social needs of all people and determine the factors that contribute to healthy relationships.</p>	<p>K SW view and discuss: https://www.youtube.com/watch?v=cYVJikPjORc 1 -SW be exposed to Maslow’s Heirarchy of Needs: file:///Users/khudson/Downloads/Ma slowsHierarchyofNeedsandBuildingCo mmunity-1.pdf 2 Elements of this topic can be referenced in the Family Life Curriculum.</p>	<p>2.1.2.SSH.5 2.1.2.SSH.6</p>
<p>Communication is the basis for strengthening relationships and resolving conflict between people.</p>		<p>SWBAT Explain healthy ways for friends to express feelings for and to one another.</p>	<p>K Students will create their own “I Message” and share with the class. 1 Students will create their own “I Message” and share with the class. 2 Elements of this topic can be referenced in the Family Life Curriculum.</p>	<p>2.1.2.SSH.7</p>
<p>Conflicts between people occur, and there are effective ways to resolve them</p>		<p>SWBAT 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>K SW brainstorm about an experience when they did not get along with another person and discuss ways they corrected the situation.</p>	<p>2.1.2.SSH.8 2.1.2.SSH.9</p>

Keansburg School District - Curriculum Guide

			<p>1 SW brainstorm experiences when they did not get along with another person and discuss ways they corrected the situation. SW read and discuss Chapter 4 Lessons 14 and 15 of the McGraw Hill Health Text Grade 1. SW read and discuss Life Skill 6 Resolve Conflicts McGraw Hill Health Text Grade 1.</p> <p>2 Read and discuss Lesson 10, Getting Along with Others, McGraw Hill Health Text SW brainstorm experiences when they did not get along with another person and discuss ways they corrected the situation.</p>	
		<p>SWBAT Define bullying and teasing and explain why they are wrong and harmful.</p>	<p>K SW participate in a school counselor guest speaker discussion about bullying.</p> <p>1 School counselor guest speaker about bullying</p> <p>2 School counselor guest speaker about bullying List the sources of help available to them when they are feeling ill, sad, lonely, or bullied.</p>	

**The suggested timeline per topic should total the number of days in the Pacing Guide for each unit.*

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Keansburg School District - Curriculum Guide

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Unit 5: Community Health Services and Support

Summary of the Unit: Community Health Services provide informational resources and assistance to communities and individuals to support disease and injury prevention, disaster relief, and improve the quality of services provided to all individuals. Community Health Services promote public health, health equity, healthy lifestyles and reduce health disparities. Services and support can include medical/dental health services, nursing, clothing, shelter, hunger relief, and allied health professional care.

Assessment and/ or Summative Criteria to Demonstrate Mastery of the Unit:

- 2.1.2.CHSS.1- As part of a formative assessment, SW be given a list of the school's positions and staff in those positions for students to be able to match the name to the job each person holds. Examples: Nurse, Counselor, Principal, Custodian.
- As part of a summative assessment, SW use the same people above that they will be given a situation and have to choose the appropriate person who would help them.
- As part of a summative assessment on the Community Health Services Unit, SW choose a community helper or health care worker and draw a poster reflecting

Instructional Materials:

Brain Pop videos, EPIC! Schools; YouTube; Direct Instruction; demonstration, Class discussion

**Please include resource links in the boxes above.*

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	NJ Student Learning Standards
People in the community work to keep us safe.	1-2 sessions	SWBAT Identify community professionals and school personnel who address health emergencies and provide reliable health information to us.	K SW create a list of community health care workers and discuss their contributions to the community. 1 SW create a list of community helpers and health care workers and discuss their contributions to the community. Draw pictures of "school helpers" to	2.1.2.CHSS.1 2.1.2.CHSS.2 2.1.2.CHSS.3 2.1.2.CHSS.4 2.1.2.CHSS.5 2.1.2.CHSS.6

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			<p>create posters to place around the classroom.</p> <p>2</p> <p>SW create a list of community helpers and health care workers and discuss their contributions to the community. Discuss "school helpers" (e.g., nurse, counselor, custodian, principal) and then take photos of their "school helpers" to create posters to hang around the school.</p>	
		<p>Determine where to access home, school and community health professionals.</p>	<p>K</p> <p>SW describe individuals that help during a school emergency and create posters of our "school helpers" to be placed around the classroom. SW discuss how to access assistance from the "school helpers". Teacher will invite school health care professional to speak to classes (school nurse).</p> <p>1</p> <p>Discuss how to access assistance from the "school helpers"</p> <p>Read and discuss the book, The School Nurse from the Black Lagoon by Mike Thaler</p> <p>Read and discuss Who's Ms. Sand Dollar? A Visit with the School Counselor by Barbara M. King & Laurie Wilcox</p> <p>SW read, discuss, and identify Community Health Care Workers, Lesson 1, "Community Health Care," Chapter 10, McGraw Hill Health text.</p> <p>Video Story: Curious George Visits the Fire Station</p> <p>http://www.youtube.com/watch?v</p>	

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			<p>=Ulgzd_rVbVg&index=6&list=P L5hFHAEVIOoNdtSJdgmpo_cqJ EHrdlzb Invite a health professional to speak to classes (school nurse).</p> <p>2 SW bring in various sources of health information (examples: media, pamphlet from doctor's office, etc.) .Identify health and support services available to them in school and describe how to access those services. SW work with a partner to role play situations where they are seeking assistance from a "school helper." Share with class. Read and discuss Chapter 10, Community and Environmental, Health McGraw Hill Textbook Grade -SW choose a community helper or health care worker and draw a poster reflecting that worker's contribution to community wellness. BrainPopJr.com video: Community Helpers http://www.brainpopjr.com/socialstudies/communities/communityhelpers/ "Community Helpers" Trading Card Activity http://www.brainpopjr.com/socialstudies/communities/communityhelpers/activity/ 12 -SW list the sources of help available to them when they are feeling sad, lonely, angry, etc. (answers: teacher, parent, nurse, doctor, school counselors, principals). SW identify situations (example: another student takes your lunch</p>	
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			<p>money) in which they may need help and discuss who they would turn to for help. School counselor guest speaker about seeking assistance for various reasons</p>	
		<p>§ [REDACTED] Demonstrate how to dial and text 911 in case of an emergency.</p>	<p>K SW demonstrate the proper procedure to call the 911 dispatcher referencing their own home address and phone number.</p> <p>1 SW practice talking to the 911 dispatcher using their own home address and phone number.</p> <p>2 SW practice talking to the 911 dispatcher using their own home address and phone number.</p>	
		<p>§ [REDACTED] Describe how climate change affects the health of individuals, plants and animals.</p>	<p>K SW view and discuss the BrianPop Jr. "Reduce, Reuse, Recycle" video.</p> <p>1 SW view and discuss Brain Pop Jr. "Reduce, Reuse, Recycle" video.</p> <p>2 SW view and discuss Brain Pop Jr. "Reduce, Reuse, Recycle" video. SW create a recycling poster that identifies how young children can contribute to recycling.</p>	
<p>Individuals face a variety of situations that may result in different</p>		<p>SWBAT</p>	<p>K</p>	

Keansburg School District - Curriculum Guide

<p>types of feelings and learning how to talk about their feelings is important.</p>		<p>Identify situations that might result in individuals feeling sad, angry, frustrated, or scared.</p>	<p>SW brainstorm situations that might result in them feeling sad, angry, frustrated, or scared and list healthy coping strategies to deal with each feeling.</p> <p>SW identify situations (example: another student takes your lunch money) in which they may need help and discuss who they would turn to for help.</p> <p>1 SW view and discuss Brain Pop Jr. video "Emotions." SW brainstorm situations that might result in them feeling sad, angry, frustrated, or scared and list healthy coping strategies to deal with each feeling. SW identify situations (example: another student takes your lunch money) in which they may need help and discuss who they would turn to for help.</p> <p>2 SW brainstorm situations in which they are feeling sad, angry, frustrated, or scared and list healthy coping strategies to deal with each feeling. SW identify situations (example: another student takes your lunch money) in which they may need help and discuss who they would turn to for help.</p>	
		<p>SWBAT Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals).</p>	<p>K SW list the sources of help available to them when they are feeling ill, sad, lonely, or bullied (example of possible</p>	

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			<p>answers: teacher, parent, nurse, doctor, school counselors, principal).</p> <p>1 SW list the sources of help available to them when they are feeling ill, sad, lonely, or bullied (example of possible answers: teacher, parent, nurse, doctor, school counselors, principal).</p> <p>2 SW list the sources of help available to them when they are feeling ill, sad, lonely, or bullied (example of possible answers: teacher, parent, nurse, doctor, school counselors, principal).</p>	
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Keansburg School District - Curriculum Guide

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9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Unit 6: Nutrition

Summary of the Unit: Nutrition is the intake of food, considered in relation to the body’s dietary needs. An adequate and well-balanced diet, in combination with regular physical activity, is a cornerstone of physical wellness. Nutritional wellness necessitates learning how to develop good eating habits, including choosing healthy foods and understanding the effects that portion size, sugars, fats, and high cholesterol foods have on a body. Additionally, balancing food intake with exercise, tempered by factors such as age, lifestyle, and hereditary are vitally important components of nutritional wellness.

Assessment and/ or Summative Criteria to Demonstrate Mastery of the Unit:

2.2.2.N.1- As part of a formative assessment, SW will draw their favorite food from each food group.

2.2.2.N.2- As part of a summative assessment, SW be given teacher provided choices (example, white bread vs. whole grain bread). SW identify the more nutritious choice. Class will discuss answers.

As part of an alternative assessment, SW cut, paste, and sort healthy and unhealthy foods.

Instructional Materials:

Brain Pop videos, EPIC! Schools; YouTube; Direct Instruction; demonstration, Class discussion

**Please include resource links in the boxes above.*

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	NJ Student Learning Standards
Nutritious food choices promote wellness and are the basis for healthy eating habits.	1-2 sessions	SWBAT Explore different types of foods and food groups.	K SW view and discuss Brain Pop Jr. “Food Groups” video: https://jr.brainpop.com/health/food/food groups/ 1 SW view and discuss Brain Pop Jr. Food Groups http://www.brainpopjr.com/health/food/food groups/	2.2.2.N.1 2.2.2.N.2 2.2.2.N.3

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		<p>SWBAT</p>	<p>SW participate in Brain Pop Jr. Food Groups activities. SW view the Food Group Song https://www.youtube.com/watch?v=GaLvxVn_n8Yg Given pictures, empty food boxes, etc., SW sort food into groups found on MyPlate. SW be divided into 5 teams. Each team represents 1 part of MyPlate. Given 5 minutes SW brainstorm as many foods as they can for their part of MyPlate. Using a choral response, the SW agree or disagree with each team's answer.</p> <p>2</p> <p>SW differentiate healthy foods vs. unhealthy foods and elaborate on their conclusions. SW participate in an activity where they choose from a variety of food (plastic, pictures, and empty boxes, real) to create a snack or meal. Class will evaluate their choices based on nutrients, minimal or high processing, fiber, healthy or unhealthy fat, etc. SW create a menu for one day which includes all healthy food choices -- they may choose to use a computer or draw this menu. SW view Brain Pop video: Food Groups http://www.brainpopjr.com/health/food/foodgroups/ . SW define with a partner the vocabulary words in the video above and share with class.</p>	
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		<p>Explain why some foods are healthier to eat than others.</p>	<p>K SW identify the sections of MyPlate and discuss the parts with class. SW view and discuss Brain Pop Jr. "Eating Right" video.</p> <p>1 SW read and discuss Lesson 17 Food Variety McGraw Hill Health Text Grade 1. SW identify the sections of the MyPlate and discuss the nutritional value of each section SW complete worksheet foods from plant and animal sources on Protein Smart worksheet. Using an empty place setting, SW create a meal comprised of both plant and animal sources. SW view video, What's on Your Plate (15 min.), and discuss with class.</p> <p>2 SW read and discuss Lessons 18 & 19, Balanced Meals, Healthy Snacks, McGraw Hill Health Text Grade 2. SW complete Show what You Know, Chapter 5, McGraw Hill Health Text Grade 2.</p>	
			<p>K SW sort pictures of healthy and unhealthy foods. SW discuss the importance of having balanced meals to fuel you throughout the day.</p>	
		<p>SWBAT Differentiate between healthy and unhealthy eating habits.</p>		

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			<p>1 SW view food labels on a variety of food packages and identify with the assistance of the teacher the two types of information provided (Ingredients and Nutritional Facts). SW bring various food labels, boxes, or wrappers from home and compare and contrast these labels with classmates. SW identify what is the same and different about the labels during class discussion and class will choose the healthier foods.</p> <p>2 SW bring various food labels, boxes, or wrappers from home and compare and contrast these labels with classmates. SW identify what is the same and different about the labels during class discussion and class will choose the healthier foods.</p>	
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**The suggested timeline per topic should total the number of days in the Pacing Guide for each unit.*

Suggested Modifications for Special Education, 504, English Language Learners, RTI and Gifted Students:

*Consistent with individual plans, when appropriate.

[Suggested Modifications by Grade level](#)

Students with Disabilities & 504: Use of visual and multisensory formats, Use of assisted technology, Use of prompts, Modification of content and student products, Testing accommodations, Authentic assessments.

English Language Learners: Pre-teaching of vocabulary and concepts, Visual learning, including graphic organizers, Use of cognates to increase comprehension, Teacher modeling, Pairing students with beginning English language skills with students who have more advanced English language skills, Scaffolding (word walls, sentence frames, think-pair-share, cooperative learning group).

Bilingual: Use of pre-translated Spanish material, allow for extended time and alternate (Spanish language) responses, verbal and written instructions given in Spanish language when needed, one on one conferences, repeat and rephrase often, regularly check for understanding, frequent reviews.

Gifted Students: Adjusting the pace of lessons, Curriculum compacting, Inquiry-based instruction, Independent study, Higher-order thinking skills, Interest based content, Student-driven, Real-world problems and scenarios.

RTI: Ask students to restate information, directions, and assignments, Repetition and practice Model skills / techniques to be mastered, Extended time to complete class work, Graphic organizers, More conferencing time, Partner work.

Suggested Technological Innovations/ Use:

Brain Pop videos, EPIC! Schools; YouTube; NearPod

2020 New Jersey Student Learning Standards – Computer Science and Design Thinking

8.2.2.ITH.5: Design a solution to a problem affecting the community in a collaborative team and explain the intended impact of the solution.

8.2.2.ED.1: Communicate the function of a product or device.

8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.

Interdisciplinary Connections

RI.CR.K.1 With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).

W.IW.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.

SL.PE.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).

W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.

SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

RI.CR.2.1. Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.

RI.CR.2.1. Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.

SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups

Keansburg School District - Curriculum Guide

[K.OA.1](#) Represent addition and subtraction up to 10 with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

[K.M.A.2](#) Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference.

[K.DL.A.1](#) Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

[K.G.A.1](#) Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*.

[1.NBT.A.1](#) Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral

[1.M.A.1](#) Order three objects by length; compare the lengths of two objects indirectly by using a third object.

[1.G.A.1](#) Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.

[2.M.A.1](#) Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.

[2.DL.A.2](#) Identify what could count as data (e.g., visuals, sounds, numbers).

[2.G.A.1](#) Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.

2020 New Jersey Student Learning Standards – Career Readiness, Life Literacies, and Key Skills

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).

9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Unit 7: Personal Safety

Summary of the Unit: A general recognition and avoidance of possible harmful situations or persons in your surroundings. This Unit will practice the correct safety measures to ensure personal safety in everyday life. concentrating on basic safety topics such as Bike safety, Fire safety, Water safety and internet safety.

Assessment and/ or Summative Criteria to Demonstrate Mastery of the Unit:

2.3.2. PS.3- As part of an alternative assessment, SW practice shoe-tying on practice models and will be visually assessed by the teacher/peer coaching rubrics.
 -As part of a summative assessment on the Personal Safety Unit, SW create a collage of safety equipment that they use in their daily lives. Students may draw or glue pictures in their collage. Class will discuss collages.

Instructional Materials:

Brain Pop videos, EPIC! Schools; YouTube; Direct Instruction; demonstration, Class discussion

**Please include resource links in the boxes above.*

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	NJ Student Learning Standards
The environment can impact personal health and safety in different ways.	1-2 sessions	SWBAT Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.	K SW create a list of ways to keep themselves and others healthy and the environment clean and safe. 1 SW create a list of ways to keep themselves and others healthy and the environment clean and safe. 2 SW create a list of ways to keep themselves and others healthy and the environment clean and safe.	2.3.2.PS.1

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			<p>SW participate in a teacher-led discussion “What are some techniques for good personal hygiene and care in order to prevent the catching and spreading of disease?”</p>	
<p>Potential hazards exist in personal space, in the school, in the community, and globally.</p>		<p>SWBAT Discuss healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicle, water, weather safety).</p>	<p>K SW brainstorm a list of ways to stay safe indoors and outdoors.</p> <p>1 SW brainstorm a list of ways to stay safe indoors and outdoors.</p> <p>2 SW brainstorm the activities they participate in for recreation. SW discuss the possible injuries that can result from these activities. SW brainstorm a list of ways to stay safe indoors and outdoors. SW create safety rules including the use of protective equipment for a given recreational activity.</p>	<p>2.3.2. PS.2 2.3.2. PS.3 2.3.2. PS.4</p>
			<p>SWBAT 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>K Playground/Recess Safety Rules as explained at beginning of school year by Health and PE Educator.</p> <p>SW practice the fine motor skill of shoe-tying in health class via safety centers and in PE class via Shoe-Tying Tag (see Kindergarten PE curriculum for game lesson plan).</p> <p>1 SW creates a collage of safety equipment that they use in their daily</p>

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			<p>lives. Students may draw or glue pictures in their collage. Class will discuss collages.</p> <p>SW practice safety procedures on the playground at their school.</p> <p>SW complete worksheet on playground safety found in Resource Materials.</p> <p>SW complete home fire safety checklist with their parents/guardians.</p> <p>SW practice STOP/DROP/ROLL.</p> <p>SW practice talking to the 911 dispatcher using their own home address and phone number.</p> <p>SW video "Sparky's ABC's of Fire Safety" https://sparky.org/</p> <p>SW view and answer the activity section on BrainPop Jr. Fire Safety plan: http://www.brainpopjr.com/health/besafe/firesafety/</p> <p>2</p> <p>SW read and discuss Chapter 9, Safety and Injury Prevention, in Health Text, McGraw Hill Grade 2 (pgs.75-86).</p> <p>SW create a collage of safety equipment that they use in their daily lives. Students may draw or glue pictures in their collage. Class will discuss collages.</p> <p>SW practice safety procedures on the playground at their school.</p> <p>SW identify the dangers of fire, ways to prevent fires, and what to do in case of fire.</p> <p>SW create a fire escape/safety plan.</p> <p>SW practice talking to the 911 dispatcher using their own home address and phone number.</p>	
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Keansburg School District - Curriculum Guide

			<p>SW view and answer the activity section on BrainPop Jr. Fire Safety plan: http://www.brainpopjr.com/health/besafe/firesafety/</p>	
<p>Any time children feel uncomfortable or in an unsafe situation, they should reach out to a trusted adult for help.</p>		<p>SWBAT Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol).</p>	<p>K SW view and discuss BrainPop Jr. video "Safety Signs."</p> <p>1 SW view and discuss BrainPop Jr. video "Safety Signs."</p> <p>2 SW view and discuss BrainPop Jr. video "Safety Signs."</p>	
		<p>SWBAT Define bodily autonomy and personal boundaries.</p>	<p>K SW view: https://www.youtube.com/watch?v=8iTPPh1d2j8&list=PL_GNAnChekN3T4VBMjC029uUZatrc-PRv And will discuss keeping hands to oneself</p> <p>1 SW View: https://www.youtube.com/watch?v=SilhaV1e1x0 -large and small bubble blowing activity where students will stand inside of a hula hoop and only be able to pop balloons inside of his/her own bubble then transition to "space bubble game" inside hula hoops: https://connectability.ca/2021/04/13/teaching-personal-space-to-children-using-games-and-activities/</p>	<p>2.3.2.PS.5 2.3.2.PS.6 2.3.2.PS.7 2.3.2.PS.8</p>

Keansburg School District - Curriculum Guide

			<p>2 SW View: https://www.youtube.com/watch?v=SilhaV1e1x0 -large and small bubble blowing activity where students will stand inside of a hula hoop and only be able to pop balloons inside of his/her own bubble then transition to “space bubble game” inside hula hoops: https://connectability.ca/2021/04/13/teaching-personal-space-to-children-using-games-and-activities/</p>	
		<p>SWBAT Demonstrate how to communicate personal boundaries and show respect for someone else’s personal boundaries including friends and family.</p>	<p>K SW View: https://www.youtube.com/watch?v=zG4vAUyZTEY And use “airplane arms” to move in space during red light green light activity</p> <p>1 SW View: https://www.youtube.com/watch?v=h3nhM9UIJjc</p> <p>2 SW describe “boundaries” and view: https://www.youtube.com/watch?v=XFAEeOd3H9k</p>	
		<p>SWBAT Identify behaviors that would be considered child abuse (e.g., emotional, physical, sexual).</p>	<p>K -School Counselor will discuss ways to identify behaviors that would be considered child abuse -Page 25: https://www.icfs.org/wp-content/upl</p>	

Keansburg School District - Curriculum Guide

			<p>oads/My-Body-Belongs-To-Me-Toolkit-English.pdf</p> <p>1 School counselor or guest speaker to discuss ways to identify behaviors that would be considered child abuse. -Pages 22-24: https://www.icfs.org/wp-content/uploads/My-Body-Belongs-To-Me-Toolkit-English.pdf</p> <p>2 School counselor or guest speaker to discuss ways to identify behaviors that would be considered child abuse. -Pages: 27-29 https://www.icfs.org/wp-content/uploads/My-Body-Belongs-To-Me-Toolkit-English.pdf</p>	
		<p>SWBAT 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>K Guest speaker- School Resource Officer about bullying and telling trusted adults. View: https://www.youtube.com/watch?v=Ej1LIIN34SM</p> <p>1 Guest speaker- School Resource Officer about bullying and telling trusted adults.</p>	

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			View: https://www.youtube.com/watch?v=telFggvM6hw	
			2 Guest speaker- School Resource Officer about bullying and telling trusted adults. View: https://www.youtube.com/watch?v=pDG1-BCZvTE	

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[1.M.A.1](#) Order three objects by length; compare the lengths of two objects indirectly by using a third object.

Keansburg School District - Curriculum Guide

1.G.A.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.

2.M.A.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.

[2.DL.A.2](#) Identify what could count as data (e.g., visuals, sounds, numbers).

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9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Unit 8: Health Conditions, Diseases and Medicines

Summary of the Unit: Health conditions are acute or chronic illnesses and diseases, which can be either controllable or life threatening. Access to care and facilities affect the conditions of health. Health-enhancing behaviors help a person avoid and reduce health risks, and diseases. Medicines prescribed and provided by a health physician can relieve and aid in one's recovery. **These activities will be utilized by the classroom teacher during "morning meetings."**

Assessment and/ or Summative Criteria to Demonstrate Mastery of the Unit:

2.3.2.HCDM.3- As part of a summative assessment, students will draw a poster that shows strategies to prevent the spread of communicable diseases.

Instructional Materials:

Brain Pop videos, EPIC! Schools; YouTube; Direct Instruction; demonstration, Class discussion

**Please include resource links in the boxes above.*

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	NJ Student Learning Standards
People need food, water, air, waste removal, and a particular range of temperatures in their environment to stay healthy.	(Ongoing in morning meeting in the general classroom)	SWBAT Explain the consequences on a person's health if he or she does not have adequate food and a clean environment.	K SW define "pollution." Explain that pollutants in air or water can make people sick. 1 SW define "pollution." Explain that pollutants in air or water can make people sick. 2 SW define "pollution." Explain that pollutants in air or water can make people sick and explain that they are going to talk about a kind of air pollution. Use pictures of smoke from factories, car exhaust, and smoke	2.3.2.HCDM.1 2.3.2.HCDM.2 2.3.2.HCDM.3

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			<p>from a burning cigarette as examples of air pollution. Talk about how pollution makes the air “dirty” and that we all have to breathe in that air. Explain that when people smoke cigarettes, they pollute the air on the outside but also pollute the air on the inside of the body specifically in the lungs.</p>	
	<p>(Ongoing in morning meeting in the general classroom)</p>	<p>SWBAT 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>K List will generate discussion of good grooming/personal cleanliness, i.e. bathing, hand washing, grooming, soap and water. Using worksheets labeled “Brush Everyday” teacher will read the steps of proper brushing as students look at the pictures.</p> <p>1 List will generate discussion of good grooming/personal cleanliness, i.e. bathing, hand washing, grooming, soap and water. Using worksheets labeled “Brush Everyday” teacher will read the steps of proper brushing as students look at the pictures</p> <p>2 SW list and generate discussion of good grooming/personal cleanliness, i.e. bathing, hand washing, grooming, soap and water. SW create hygiene posters for the classroom, hallways, and lunchroom.</p>	

Keansburg School District - Curriculum Guide

	<p>(Ongoing in morning meeting in the general classroom)</p>	<p>SWBAT Explain strategies and develop skills to prevent the spread of communicable diseases and health conditions (e.g., Lyme disease, influenza, cardiovascular diseases).</p>	<p>K Teacher introduces and shows video, "Don't Get Sick, Wash up Quick with Scrubby Bear." Sid's Health Day: http://www.pbslearningmedia.org/resource/a00f4ff0-7d03-4a76-8d57-bb289073c962/a00f4ff0-7d03-4a76-8d57-bb289073c962/ SW brainstorm facts related to their knowledge of tick bites/Lyme Disease. https://www.state.nj.us/health/cd/topics/lyme.shtml SW discuss video and complete Lyme worksheet 1 SW brainstorm the things 1st graders can do to stay healthy and well. SW brainstorm ways "How one catches a cold." Teacher will create a list on the board of ways you can catch a cold. SW recall getting an immunization from their doctor. Teacher explains how these immunizations prevent certain communicable illnesses. SW brainstorm facts related to their knowledge of tick bites/Lyme Disease. https://www.state.nj.us/health/cd/topics/lyme.shtml SW view and discuss BrainPop Jr. "Cold and Flu" video. Sid's Health Day: http://www.pbslearningmedia.org/resource/a00f4ff0-7d03-4a76-8d57-bb289073c962/a00f4ff0-7d03-4a76-8d57-bb289073c962/</p>	
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Keansburg School District - Curriculum Guide

			<p>073c962/a00f4ff0-7d03-4a76-8d57-b b 289073c962/</p> <p>2</p> <p>SW brainstorm and list the things 2nd graders can do to stay healthy and well.</p> <p>SW identify the differences between a specific communicable disease and non-communicable disease (examples: diabetes vs. chicken pox). Class can create a table on the board listing common communicable and non-communicable diseases and discuss how transmitted.</p> <p>SW view video, The Magic School Bus, Inside Ralphie (30 min.), Scholastic. SW analyze film and how bacteria affect the body.</p> <p>SW read and discuss Lesson 22, Disease and Germs, Health Text Grade 2, McGraw Hill.</p> <p>SW create a graffiti sheet identifying symptoms they have had when they were sick. Students may also create another graffiti sheet of illnesses they have had in the past.</p> <p>SW draw a picture of a human body and identify the ways to protect the body from disease.</p> <p>SW also illustrate other items that can help prevent diseases. (tissues, immunization, wash hands). Refer to Lesson 23 "Preventing Illness" in text Health, McGraw Hill.</p> <p>SW brainstorm facts related to knowledge of tick bites/Lyme Disease.</p> <p>SW discuss video and complete Lyme worksheets found in resource materials.</p> <p>https://www.state.nj.us/health/cd/to pics/lyme.shtml</p>	
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RTI: Ask students to restate information, directions, and assignments, Repetition and practice Model skills / techniques to be mastered, Extended time to complete class work, Graphic organizers, More conferencing time, Partner work.

Suggested Technological Innovations/ Use:

Brain Pop videos, EPIC! Schools; YouTube; NearPod

2020 New Jersey Student Learning Standards – Computer Science and Design Thinking

8.2.2.ITH.5: Design a solution to a problem affecting the community in a collaborative team and explain the intended impact of the solution.

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8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.

Interdisciplinary Connections

RI.CR.K.1 With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).

W.IW.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.

SL.PE.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

Keansburg School District - Curriculum Guide

RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).

W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.

SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

RI.CR.2.1. Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.

RI.CR.2.1. Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.

SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups

[K.OA.1](#) Represent addition and subtraction up to 10 with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

[K.M.A.2](#) Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference.

[K.DL.A.1](#) Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

[K.G.A.1](#) Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*.

[1.NBT.A.1](#) Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral

[1.M.A.1](#) Order three objects by length; compare the lengths of two objects indirectly by using a third object.

[1.G.A.1](#) Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.

[2.M.A.1](#) Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.

[2.DL.A.2](#) Identify what could count as data (e.g., visuals, sounds, numbers).

[2.G.A.1](#) Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.

2020 New Jersey Student Learning Standards – Career Readiness, Life Literacies, and Key Skills

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).

9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Unit 9: Alcohol Tobacco and other Drugs

Summary of the Unit: Alcohol, other drugs and tobacco can be found in a variety of forms. The use of alcohol and other drugs has both short-term and long-term effects. Alcohol and other drugs used refer to all types of legal and illicit drugs. Over the counter medicines and prescription medications, when taken correctly are drugs used to treat pain and illness. These drugs have both benefits and risks. There are many types of tobacco products such as cigarettes, e-cigarettes, and marijuana to name a few that can cause damage both physically and mentally. Tobacco, alcohol, and other illicit drug products can adversely affect the user, family members, and those in the community.

Assessment and/ or Summative Criteria to Demonstrate Mastery of the Unit:

2.3.2.ATD.1- As part of a formative assessment, the teacher will ask students to list some reasons why you might take medicine and what it will do for you.

2.3.2.ATD.3- As part of a formative assessment, students will draw a picture of a healthy lung.

-As part of a formative assessment, SW label the picture of a person who uses tobacco with the appropriate effects. Example: yellow teeth, tar on fingers, bad breath, etc.

-As part of a formative assessment, SW develop graphic organizers that address how tobacco use affects hygiene, health, and safety (e.g. KWL, main idea and details) and a similar graphic organizer that summarizes the effects of tobacco smoke on others.

-As part of a summative assessment, SW create a storybook about tobacco use and share with students in another class.

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Instructional Materials:
 Brain Pop videos, EPIC! Schools; YouTube; Direct Instruction; demonstration, Class discussion

**Please include resource links in the boxes above.*

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	NJ Student Learning Standards
<p>The use of alcohol, tobacco, and other drugs in unsafe ways is harmful to one's health.</p>	<p>1-2 sessions</p>	<p>SWBAT Explain what medicines are, how they are used, and the importance of utilizing medications properly.</p>	<p>K SW view and discuss Brain Pop Jr. video on "medicine." Discuss what medicine is and how it can help, prevent, or cure illness and disease.</p> <p>1 SW brainstorm times in their life they took medicine, why, and who distributed the medicine to them. SW read and discuss Lesson 25, Medicines, Health, and Safety, from Health Text, McGraw Hill Grade 1</p> <p>2 SW brainstorm and generate a list of various medicines. SW participate in a teacher-led discussion "What are the rules to follow for safe use of medicine?" SW view and discuss Brain Pop Jr. "Medicines."</p>	<p>2.3.2.ATD.1 2.3.2.ATD.2 2.3.2.ATD.3</p>
		<p>SWBAT Identify ways in which drugs, including some medicines, can be harmful.</p>	<p>K SW discuss what it means to abuse a drug. How a drug can be misused. What is a drug?</p> <p>1 SW view and discuss Brain Pop Jr. video, "Medicine."</p>	

Keansburg School District - Curriculum Guide

		<p>SWBAT Explain effects of tobacco use on personal hygiene, health, and safety</p>	<p>SW complete activities on Brain Pop Jr., "Medicine."</p> <p>2 SW brainstorm and generate a list of medicines they took when ill. SW view and discuss video: Danger Rangers: Medicine Mix Up (5:08-8:35) http://www.youtube.com/watch?v=cXEAryMHTLk SW view and discuss video: Wise Owl What Is a Medicine? http://www.youtube.com/watch?v=9OK6_OdWxTA</p> <p>K SW view and discuss Brain Pop Jr. "Lungs" video. Discuss how your lungs work and their importance. Then discuss how smoking can cause them to work less efficiently.</p> <p>SW list things they enjoy to do that require healthy lungs and breathing freely. Have them erase those things that you couldn't enjoy as much if you smoked tobacco or had limited breathing.</p> <p>SW list and discuss things tobacco does to your body (yellow teeth, bad breath, poor lung health, etc.).</p> <p>1 SW read and discuss Lesson 26, Tobacco and Health, Grade 1 Health Text, McGraw Hill SW view and discuss Brain Pop Jr. "Lungs" video. Discuss how your lungs work and their importance. Then discuss how smoking can cause them to work less efficiently.</p>	
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Keansburg School District - Curriculum Guide

			<p>SW list and discuss things tobacco does to your body (yellow teeth, bad breath, poor lung health, etc.).</p> <p>2</p> <p>SW read and discuss Tobacco and Health Lesson 26 McGraw Hill Health Text Grade 2.</p> <p>SW summarize the effects of tobacco on hygiene, health, and safety: "How Tobacco Use Affects You" and "How Tobacco Affects Others."</p> <p>SW view and discuss Brain Pop Jr. "Smoking."</p>	
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**The suggested timeline per topic should total the number of days in the Pacing Guide for each unit.*

Suggested Modifications for Special Education, 504, English Language Learners, RTI and Gifted Students:
 *Consistent with individual plans, when appropriate.

[Suggested Modifications by Grade level](#)

Students with Disabilities & 504: Use of visual and multisensory formats, Use of assisted technology, Use of prompts, Modification of content and student products, Testing accommodations, Authentic assessments.

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Interdisciplinary Connections

RI.CR.K.1 With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).

W.IW.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.

SL.PE.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).

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[K.OA.1](#) Represent addition and subtraction up to 10 with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

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9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Unit 10: Dependency, Substance Disorder and Treatment

Summary of the Unit: Dependency is when a person develops a tolerance and an increased need for a drug or substance. There are types of dependency such as physical, and psychological addictions. Disorder or a substance use disorder is when casual or experimental use of alcohol or other

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substances (including illegal drugs, medications prescribed or not) escalates. Treatment includes programs and facilities a person can enroll in, to seek assistance and to receive help to recovery. There are many types of treatment facilities for a person to receive help to recover. Students should know who to see and where to go for resources in the school and in the community (e.g., teacher, coach, school counselor, SAC, school nurse, resource officer, peer leadership individual, mental health specialist, parents, social worker).

Assessment and/ or Summative Criteria to Demonstrate Mastery of the Unit:

2.3.2.DSDT.1- As part of an alternative assessment, use lessons above to assess students' understanding.

Instructional Materials:

Brain Pop videos, EPIC! Schools; YouTube; Direct Instruction; demonstration, Class discussion

**Please include resource links in the boxes above.*

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	NJ Student Learning Standards
Substance abuse is caused by a variety of factors.	1-2 sessions	SWBAT Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.	K During the above lessons, the teacher will discuss how some people will have trouble controlling the ability to use a substance and abuse a substance. 1 SW discuss the saying, "Too much of Anything is NO GOOD" Discuss the consequences if students took too much of their medicine at one time, and explain why some people purposely take too much medicine, and why this is called abusing medicines. 2 SW privately identify people in their life who smoke and if this person smokes all day and every day. Identify this person as a person who cannot control their use of tobacco.	2.3.2.DSDT.1

Keansburg School District - Curriculum Guide

			<p>Discuss the difference between a casual alcoholic beverage vs. continuous consumption of alcoholic beverages.</p>	
<p>There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.</p>		<p>SWBAT Explain that individuals who abuse alcohol, tobacco, and other drugs can get help.</p>	<p>K SW discuss what help is available for someone who abuses different types of substances. 1 SW brainstorm people and places an abuser of medicine can seek help (school counselor, school nurse, parent, teacher, etc.). 2 SW discuss reasons why people can go to a doctor, hospital, or health clinic (student response: when they are sick). SW identify that people who abuse drugs are sick and there are places they can go for help</p>	<p>2.3.2.DSDT.2</p>

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Keansburg School District - Curriculum Guide

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9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Unit 11: K-2 Movement Skills and Concepts

Summary of the Unit:

Movement skills and concepts include learning and investigating the fundamentals of movement. Movement skills fall into three categories: locomotor, non-locomotor and manipulative skills.

Assessment and/ or Summative Criteria to Demonstrate Mastery of the Unit:

Formative-2.2.2.MSC.1 SW perform locomotor skill throughout the general space, such as skip, jump, hop, gallop, leap, slide, or jog. Respond to a cue (e.g., move slowly, freeze) when the music stops.

Formative-2.2.2.MSC.2 SW discuss the different locomotor skills used when music style changed in speed and tempo.

Formative-2.2.2.MSC.5 SW discuss the methods used in understanding how an error was made (i.e., partner assisted) and how correction was achieved.

Instructional Materials:

Brain Pop videos, class discussion, EPIC! Schools; Physical education implements: cones, hula hoops, scarves, bean bags, noodles, balance beam,, various athletic equipment/apparatus

**Please include resource links in the boxes above.*

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	NJ Student Learning Standards NJ Student Learning Standards
The body moves with confidence in a variety of the age appropriate performances of gross, fine, locomotor, non-locomotor, and manipulative skills as it relates to movements, concepts, games, aerobics, dance, sports, and recreational activities.	10 sessions	SWBAT Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running).	K SW develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching). SW engage in Creative Games or other activities and games which require students to utilize gross motor skills to complete tasks. 1	2.2.2.MSC.1 2.2.2.MSC.2 2.2.2.MSC.3 2.2.2.MSC.4

Keansburg School District - Curriculum Guide

			<p>SW develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching). SW perform locomotor skill throughout the general space, such as skip, jump, hop, gallop, leap, slide, or jog. Respond to a cue (e.g., move slowly, freeze) wh SW engage in Creative Games or other activities and games which require students to utilize gross motor skills to complete tasks. (see below)</p> <p>2 SW develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching). SW perform locomotor skill throughout the general space, such as skip, jump, hop, gallop, leap, slide, or jog. Respond to a cue (e.g., move slowly, freeze) wh SW practice locomotor skills with a partner and share positive comments and suggestions for improvement.</p>	
		<p>SWBAT Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling).</p>	<p>K SW play Balance Beam Bend and Grab or other activities and games which require students to utilize fine motor skills to complete tasks.</p> <p>1 SW perform various locomotor skills to music of varying tempos, speeds, and freeze on command. SW play Balance Beam Bend and Grab or other activities and games which require students to utilize fine motor skills to complete tasks.</p>	

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			<p>SW practice locomotor skills with a partner and share positive comments and suggestions for improvement.</p> <p>2</p> <p>SW perform various locomotor skills to music of varying tempos, speeds, and freeze on command.</p> <p>SW play Balance Beam Bend and Grab or other activities and games which require students to utilize fine motor skills to complete tasks.</p> <p>SW practice locomotor skills with a partner and share positive comments and suggestions for improvement.</p>	
		<p>SWBAT</p> <p>Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges.</p>	<p>K</p> <p>SW play Juggling Scarves or activities which require props and or objects to develop spatial and coordination skills.</p> <p>SW follow different paths in Through the Forest Game.</p> <p>1</p> <p>SW play Juggling Scarves or activities which require props and or objects to develop spatial and coordination skills.</p> <p>SW follow different paths in Through the Forest Game.</p> <p>2</p> <p>SW play Juggling Scarves or activities which require props and or objects to develop spatial and coordination skills SW follow different paths in Through the Forest Game.</p>	

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		<p>[REDACTED]</p> <p>SWBAT Differentiate manipulative movements (e.g., throwing, catching, dribbling).</p>	<p>K SW do stations which all focus on a single skill to practice the specific sport skill in different ways (kicking, throwing, bouncing, rolling, etc.). SW juggle scarves to practice hand-eye coordination.</p> <p>1 SW do stations which all focus on a single skill to practice the specific sport skill in different ways (kicking, throwing, bouncing, rolling, etc.) SW juggle scarves to practice hand-eye coordination.</p> <p>2 SW do stations which all focus on a single skill to practice the specific sport skill in different ways (kicking, throwing, bouncing, rolling, etc.) SW juggle scarves to practice hand eye coordination. SW positively participate in the game of throw ball and explain why the game of throw ball has rules.</p>	
<p>Feedback impacts and improves the learning of movement skills and concepts.</p>		<p>SWBAT Adjust and correct movements and skill in response to feedback.</p>	<p>K SW use peer evaluation to respectfully critique classmates on a specific sport skill. SW complete any skill or movement and have students evaluate themselves, peers evaluate each other or teacher evaluation using a rubric.</p> <p>1</p>	<p>2.2.2.MSC.5</p>

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			<p>SW use peer evaluation to respectfully critique classmates on a specific sport skill. SW complete any skill or movement and have students evaluate themselves, peers evaluate each other or teacher evaluation using a rubric. SW discuss the methods used in understanding how an error was made (i.e., partner assisted) and how correction was achieved.</p> <p>2</p> <p>SW use peer evaluation to respectfully critique classmates on a specific sport skill. SW complete any skill or movement and have students evaluate themselves, peers evaluate each other or teacher evaluation using a rubric. SW discuss the methods used in understanding how an error was made (i.e., partner assisted) and how correction was achieved.</p>	
<p>Teamwork consists of effective communication and respect among class and team members.</p>		<p>SWBAT Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.</p>	<p>K</p> <p>SW understand how cooperative behavior affects a team’s performance. SW describe characteristics of good sportsmanship. SW encourage all participants during the activities and emphasize positive participation and sportsmanship.</p> <p>1</p> <p>SW understand how cooperative behavior affects a team’s performance.</p>	<p>2.2.2.MSC.6 2.2.2.MSC.7 2.2.2.MSC.8</p>

Keansburg School District - Curriculum Guide

			<p>SW describe characteristics of good sportsmanship. SW encourage all participants during the activities and emphasize positive participation and sportsmanship.</p> <p>2</p> <p>SW understand how cooperative behavior affects a team's performance. SW describe characteristics of good sportsmanship. SW encourage all participants during the activities and emphasize positive participation and sportsmanship.</p>	
		<p>Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.</p>	<p>K</p> <p>SW demonstrate positive behavior while participating in a game of Bean Bag Rush or other activity and will be able to explain why this game and others have rules. SW use concepts of teamwork including visible and verbal cues during Pin Alley Defender or other sports, games, and movement activities.</p> <p>1</p> <p>SW demonstrate positive behavior while participating in a game of Bean Bag Rush or other activity and will be able to explain why this game and others have rules. SW use concepts of teamwork including visible and verbal cues during Pin Alley Defender or other sports, games, and movement activities.</p> <p>2</p>	

Keansburg School District - Curriculum Guide

			<p>SW demonstrate positive behavior while participating in a game of Bean Bag Rush or other activity and will be able to explain why this game and others have rules.</p> <p>SW use concepts of teamwork including visible and verbal cues during Pin Alley Defender or other sports, games, and movement activities.</p>	
			<p>K SW explain the purpose of offense and defense while playing Pin Alley Defender.</p> <p>1 SW explain the purpose of offense and defense while playing Pin Alley Defender.</p> <p>2 SW explain the purpose of offense and defense while playing Pin Alley Defender.</p>	
		<p>SWBAT Explain the difference between offense and defense.</p>		

Keansburg School District - Curriculum Guide

			<p>Activities for Movement Skills and Concepts</p> <p>Balance Beam Bend and Grab: Have students walk on a balance beam and bend down to collect smaller objects like a tennis ball, puzzle piece, bean bag, etc. Vary level of beam to accommodate students' ability level.</p> <p>Juggling Scarves Students will learn how to juggle scarves. Hold 1 scarf and leave the other 2 on the floor. Lift your arm high across your body, and flick your wrist to release the scarf. Catch the scarf at waist level with the opposite hand (up, catch). Practice with your R and L hands. Hold 2 scarves, 1 in each hand, at waist level. Lift your R arm up and across your body, and release the scarf. Lift your L arm up and across your body, and release the scarf (your arms make an "X"). Catch the scarves at waist level, first with your L hand, then with your R (up, up, catch, catch).</p> <p>Creative Moves Think about how you would move to show: Hop – crawl – gallop – sizzle – splash – dive – swim – pour – sneak – melt – reach – spin – stretch – hammer – fall – twist. Use a variety of gross motor actions to complete a specific activity such as a relay. Creative moves can also be used during station transitions.</p>	
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Keansburg School District - Curriculum Guide

			<p>Freeze Dance Students move in response to music utilizing a variety of gross motor actions. Students will freeze when the music stops or signal is given.</p> <p>Animal Balance/Yoga Poses: Weekly warm-up - Alphabet - students will move like the animal and practice the yoga stretch/posture corresponding to the alphabet letter of the week. Spelling - once the alphabet is complete, words can be achieved - students will move or hold postures that spell out words of the week (articulate with classroom teachers for spelling words of the week).</p> <p>General Space and Creative Moves This activity, with multiple variations, provides students with practice and comprehends the difference between general and safe space. This leads to moving safely in these areas through the use of different locomotor skills. The following link will provide you the lesson plan for this activity: Beep Beep Go Away, Go Home (PE Central).</p> <p>Balance Challenges Bean Bag Body Balance: students stand on poly-spot while holding a beanbag teacher mimic self -exploration Black Cat Balance: students crawl like a cat while balancing a frisbee on their back Egg and Spoon Relay Nature Exploration: balance like a tree, flower, leaf in the wind, etc.</p>	
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Keansburg School District - Curriculum Guide

			<p>Bean Bag Sliders (tests balance, agility, manipulative skill) Split class into 2 teams facing each other divided by a centerline On “Go” students collect 1 bean bag at a time Without crossing the line, students must slide the bean bag to try and hit the foot of the opposing team players If your foot gets hit with a beanbag > step out to the recharge station, complete the activity, and return to play If you toss the beanbag in the air > step out to the recharge station, complete the activity, and return to play.</p> <p>Other activities: Movement Tag In the Jungle: https://www.youtube.com/watch?v=CP97IO19c_A Musical Hoops: https://www.youtube.com/watch?v=_QEnsaWZsoM Stations with focus on fine motor skills Obstacle Courses Spaceship Tag https://www.youtube.com/watch?v=tvGehkXlh4E</p>	
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**The suggested timeline per topic should total the number of days in the Pacing Guide for each unit.*

Suggested Modifications for Special Education, 504, English Language Learners, RTI and Gifted Students:
 *Consistent with individual plans, when appropriate.
[Suggested Modifications by Grade level](#)

Students with Disabilities & 504: Use of visual and multisensory formats, Use of assisted technology, Use of prompts, Modification of content and student products, Testing accommodations, Authentic assessments.

English Language Learners: Pre-teaching of vocabulary and concepts, Visual learning, including graphic organizers, Use of cognates to increase comprehension, Teacher modeling, Pairing students with beginning English language skills with students who have more advanced English language skills, Scaffolding (word walls, sentence frames, think-pair-share, cooperative learning group).

Bilingual: Use of pre-translated Spanish material, allow for extended time and alternate (Spanish language) responses, verbal and written instructions given in Spanish language when needed, one on one conferences, repeat and rephrase often, regularly check for understanding, frequent reviews.

Gifted Students: Adjusting the pace of lessons, Curriculum compacting, Inquiry-based instruction, Independent study, Higher-order thinking skills, Interest based content, Student-driven, Real-world problems and scenarios.

RTI: Ask students to restate information, directions, and assignments, Repetition and practice Model skills / techniques to be mastered, Extended time to complete class work, Graphic organizers, More conferencing time, Partner work.

Suggested Technological Innovations/ Use:

Brain Pop videos, EPIC! Schools; YouTube; NearPod

2020 New Jersey Student Learning Standards – Computer Science and Design Thinking

8.2.2.ITH.5: Design a solution to a problem affecting the community in a collaborative team and explain the intended impact of the solution.

8.2.2.ED.1: Communicate the function of a product or device.

8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.

Interdisciplinary Connections

RI.CR.K.1 With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).

W.IW.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.

SL.PE.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).

W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.

SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

Keansburg School District - Curriculum Guide

RI.CR.2.1. Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.

RI.CR.2.1. Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.

SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups

[K.OA.1](#) Represent addition and subtraction up to 10 with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

[K.M.A.2](#) Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference.

[K.DL.A.1](#) Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

K.G.A.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*.

1.NBT.A.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral

1.M.A.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.

1.G.A.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.

2.M.A.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.

[2.DL.A.2](#) Identify what could count as data (e.g., visuals, sounds, numbers).

2.G.A.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.

2020 New Jersey Student Learning Standards – Career Readiness, Life Literacies, and Key Skills

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).

9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Unit 12: Physical Fitness

Summary of the Unit: Physical Fitness is the ability to move, perform daily tasks and unexpected physical challenges effectively without losing energy reserves. Fitness activities can be performed at many levels (low, moderate, and high) which will impact how efficiently the body functions.

Assessment and/ or Summative Criteria to Demonstrate Mastery of the Unit:

- Formative-2.2.2.PF.1 SW discuss the relevance to specific health and sport fitness used while performing the activity in the obstacle course.
- Formative-2.2.2.PF.3 SW describe characteristics of good sportsmanship.
- Formative-2.2.2.PF.4 SW positively participate in a group game and explain why the game has rules.

Instructional Materials:

Brain Pop videos, class discussion, EPIC! Schools; Physical education implements: cones, hula hoops, scarves, bean bags, noodles, balance beam,, various athletic equipment/apparatus

**Please include resource links in the boxes above.*

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	NJ Student Learning Standards
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Keansburg School District - Curriculum Guide

<p>The ability to move and perform at different levels and different types and amounts of physical activity enhance personal health.</p>	<p>10 sessions</p>	<p>SWBAT Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles).</p>	<p>K SW discuss the social, emotional, and health benefits of physical activity (how it makes them feel, participating with friends, understanding how it positively affects the body). After participating in physical activity, SW understand what body parts were utilized in the activity. SW participate in cardiovascular exercises and understand that when their heart is beating faster they are exercising their heart and other muscles in the body.</p> <p>1 SW discuss the social, emotional, and health benefits of physical activity (how it makes them feel, participating with friends, understanding how it positively affects the body). After participating in physical activity, SW understand what body parts were utilized in the activity. SW participate in cardiovascular exercises and understand that when their heart is beating faster they are exercising their heart and other muscles in the body.</p> <p>2 SW discuss the social, emotional, and health benefits of physical activity (how it makes them feel, participating with friends, understanding how it positively affects the body). SW participate in a station-based activity session that focuses on the five components of physical fitness. SW participate in cardiovascular</p>	<p>2.2.2.PF.1 2.2.2.PF.2 2.2.2.PF.3 2.2.2.PF.4</p>
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			<p>exercises and understand that when their heart is beating faster they are exercising their heart and other muscles in the body.</p>	
		<p>[REDACTED]</p>	<p>K SW will participate in a Body Awareness game in which they identify a body part and complete the movement that the teacher says with that body part. SW understand which body part is used for a specific skill (to kick we use our foot).</p> <p>1 SW perform a movement skill in isolated settings. SW, will participate in a Body Awareness game in which they identify a body part and complete the movement that the teacher says with that body part. SW understand which body part is used for a specific skill (to kick we use our foot).</p> <p>2 SW perform a movement skill in isolated settings. SW will participate in a Body Awareness game in which they identify a body part and complete the movement that the teacher says with that body part. SW understand which body part is used for a specific skill (to kick we use our foot).</p>	
		<p>SWBAT Explore how to move different body parts in a controlled manner.</p>		

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		<p>SWBAT Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building).</p>	<p>K SW participate in appropriate activities that address each skill being taught. Activity: Partner Fitness Fun Before class, set up a number of tasks around the gym. Provide enough equipment at each station so that at least two to three students can be working at that task at one time. A variety of fitness and skill tasks can be set up.</p> <p>1 SW participate in appropriate activities that address each skill/unit being taught. Activity: Partner Fitness Fun Before class, set up a number of tasks around the gym. Provide enough equipment at each station so that at least two to three students can be working at that task at one time. A variety of fitness and skill tasks can be set up.</p> <p>2 SW participate in appropriate activities that address each skill/unit being taught. Activity: Partner Fitness Fun Before class, set up a number of tasks around the gym. Provide enough equipment at each station so that at least two to three students can be working at that task at one time. A variety of fitness and skill tasks can be set up.</p>	
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Keansburg School District - Curriculum Guide

		<p>[REDACTED]</p> <p>SWBAT Demonstrate strategies and skills that enable team and group members to achieve goals.</p>	<p>K SW apply their knowledge of teamwork and explain how their team worked together in the activity that day. SW understand that their team cannot win without the help of every teammate. SW encourage each other to try their best in the activity to help achieve their team goal.</p> <p>1 SW use competitive and cooperative strategies by playing the game Line Soccer. SW apply their knowledge of teamwork and explain how their team worked together in the activity that day. SW understand that their team cannot win without the help of every teammate. SW encourage each other to try their best in the activity to help achieve their team goal.</p> <p>2 SW use competitive and cooperative strategies by playing the game Line Soccer. SW apply their knowledge of teamwork and explain how their team worked together in the activity that day. SW understand that their team cannot win without the help of every teammate.</p>	
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Keansburg School District - Curriculum Guide

			<p>SW encourage each other to try their best in the activity to help achieve their team goal.</p> <p>Activities for Physical Fitness Pin Alley Defender Divide the class into two teams. Each team will line up on the end-lines of the gym to start the game. Ten pins will be standing on each end-line. The goal is to attack the other team's pins while defending your pins. Students attack the pins using an underhand tossing motion with gator skin balls. Students defend pins by standing in front of the pins and blocking balls with hands and feet. Students that attack are on offense. Students that defend are on defense. Neither team can cross the half-court of the gym. Pins knocked down must stay down. Once all ten pins are knocked the team loses and another round is played. Players must switch offense and defense every round and can also switch during the game if needed. Hula Hoop Castle</p> <p>Building / Castles In small groups of 4, students must work together to build a hula hoop castle using 6 hula hoops - practice building, knocking down, and rebuilding at least 3 times. Students can then crawl through their castles - practicing spatial awareness to avoid knocking down their structure.</p> <p>Castles Game Play Split class into 2 teams with 3 castles on each side. Each team will need rotating participants: builders, defenders, cannon-launchers. Without crossing</p>	
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Keansburg School District - Curriculum Guide

			<p>the “moat”, students will throw yarn balls to try and knock over the opposing team’s castles. If the castle is knocked over, the opposing team may rebuild the fallen castle until the music stops and the round of play ends.</p> <p>Scooter Boggle Taking turns in small groups of 3-4 students, 1 student at a time drives the scooter to the center of the gym and collects 1 letter. Bringing the letter back, the team works together to create as many words as possible. Themes can be: healthy foods, emotions, elements of good character, fitness components of health.</p> <p>Other Activities: Line Soccer Sideline Basketball Newcombe Parachute Games Scooter Scramble Olympic Activities Lily Pads Relays PhysEdGames: Barnyard/Puppies https://www.youtube.com/watch?v=UvZwTJQtMC4</p>	
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2.M.A.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.

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9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Unit 13: Lifelong Fitness

Summary of the Unit: Lifelong Fitness requires making fitness a part of a person’s daily life. It is about creating fitness habits that support individuals to plan and stay healthy throughout their lifetime. In addition, a person recognizes the medical consequences of a sedentary lifestyle and that the benefits

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of an active body and mind over time reduces diseases, injuries and pain. Lifelong fitness doesn't focus on competition or high-level skill development, but rather on self-evaluation, personal goal setting, social engagement, sportsmanship, enjoyment of movement, and leisure-time fitness activities.

Assessment and/ or Summative Criteria to Demonstrate Mastery of the Unit:

Formative-2.2.2.LF.1 SW reflect at the end of PE on how today's gym class made them feel. All feelings should be taught to be accepted.

Formative-2.2.2.LF.5 SW identify school, home and community opportunities where they could go to stay active outside of school.

Instructional Materials:

Brain Pop videos, class discussion, EPIC! Schools; Physical education implements: cones, hula hoops, scarves, bean bags, noodles, balance beam,, various athletic equipment/apparatus

**Please include resource links in the boxes above.*

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	NJ Student Learning Standards
Exploring wellness components provide a foundational experience of physical movement activities.	10 sessions	SWBAT Express one's feelings and emotions when involved in movement and physical activities to increase positive behaviors.	K SW reflect at the end of PE on how today's gym class made them feel. All feelings should be taught to be accepted. 1 SW reflect at the end of PE on how today's gym class made them feel. All feelings should be taught to be accepted. 2 SW reflect at the end of PE on how today's gym class made them feel. All feelings should be taught to be accepted.	2.2.2.LF.1 2.2.2.LF.2 2.2.2.LF.3
		<div style="background-color: black; height: 15px; width: 100%;"></div> SWBAT	K	

Keansburg School District - Curriculum Guide

		<p>Perform movement skills that involve controlling and adapting posture and balance, to successfully negotiate different environments (e.g., mats, turf fields, grass fields, hard surfaces, gym floors, sand, water, snow) during physical activity.</p>	<p>SW will participate in Balance Beam Bend and Grab - Have students walk on a balance beam and bend down to collect smaller objects like a tennis ball, puzzle piece, bean bag, etc. Vary level of beam to accommodate students' ability level.</p> <p>1 SW will participate in Balance Beam Bend and Grab - Have students walk on a balance beam and bend down to collect smaller objects like a tennis ball, puzzle piece, bean bag, etc. Vary level of beam to accommodate students' ability level.</p> <p>2 SW will participate in Balance Beam Bend and Grab- Have students walk on a balance beam and bend down to collect smaller objects like a tennis ball, puzzle piece, bean bag, etc. Vary level of beam to accommodate students' ability level.</p>	
		<p>SWBAT Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).</p>	<p>K SW participate in a daily warm up/stretch and understand their importance with physical activity. SW participate in a yoga unit and discover the importance of breathing and stretching.</p> <p>1 SW participate in a daily warm up/stretch and understand their importance with physical activity.</p>	

Keansburg School District - Curriculum Guide

			<p>SW participate in a yoga unit and discover the importance of breathing and stretching.</p> <p>2 SW participate in a daily warm up/stretch and understand their importance with physical activity. SW participate in a yoga unit and discover the importance of breathing and stretching.</p>	
<p>Personal and community resources can support physical activity.</p>		<p>SWBAT Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.</p>	<p>K SW identify school, home and community opportunities where they could go to stay active outside of school.</p> <p>1 SW identify school, home and community opportunities where they could go to stay active outside of school.</p> <p>2 SW identify school, home and community opportunities where they could go to stay active outside of school.</p> <p>Lifelong Fitness Activities Balance Beam Bend and Grab: Have students walk on a balance beam and bend down to collect smaller objects like a tennis ball, puzzle piece, bean bag, etc. Vary level of beam to accommodate students' ability level.</p>	<p>2.2.2.LF.5</p>

Keansburg School District - Curriculum Guide

			<p>Juggling Scarves Students will learn how to juggle scarves: Hold 1 scarf and leave the other 2 on the floor. Lift your arm high across your body, and flick your wrist to release the scarf. Catch the scarf at waist level with the opposite hand (up, catch). Practice with your R and L hands. Hold 2 scarves, 1 in each hand, at waist level. Lift your R arm up and across your body, and release the scarf. Lift your L arm up and across your body, and release the scarf (your arms make an "X"). Catch the scarves at waist level, first with your L hand, then with your R (up, up, catch, catch).</p> <p>Bucket Have teams of students collect a variety of objects, transfer them into a bucket, and place them in a container located in a designated area. Objects should be small and promote fine motor dexterity. Consider using paper clips, pennies, marbles, and ping-pong balls.</p> <p>Creative Moves Think about how you would move to show: Hop – crawl – gallop – sizzle – splash – dive – swim – pour – sneak – melt – reach – spin – stretch – hammer – fall – twist. Use a variety of gross motor actions to complete a specific activity such as a relay. Creative moves can also be used during station transitions.</p> <p>Freeze Dance Students move in response to music utilizing a variety of gross motor</p>	
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			<p>actions. Students will freeze when the music stops or signal is given.</p> <p>Stoplight Tag Students will move in response to the taggers' directions. Taggers will hold yarn balls in the colors of a stoplight: red, yellow, and green. When a student is tagging their peers with the yarn ball, the tagger will shout out the direction that their peer will then move. Switch taggers and locomotor movements after a few minutes and allow each child to be red, yellow, OR green tagger. Red tagger shouts: STOP - peer remains frozen or performing a stationary exercise until tagged by yellow or green Yellow tagger shouts: SLOW - peer moves according to the locomotor movement in "super slow motion" until tagged by red or green Green tagger shouts: GO - peer moves at safe speed according to the locomotor movement until tagged by red or yellow</p> <p>Sharks and Minnows Hula hoops, 1/3 pool noodles Half the class splits into sharks (stand in hula hoops holding pool noodles) and minnows (runners) Minnows run through the designated space If tagged by a shark (using the pool noodles), the minnow and the shark switch places and switch roles Also switch with a shark if: run out of boundary lines, fall/slide to ground</p> <p>Robots and Conductors Conductors hold foam ball and work with 1 to 2 robots standing back-to-back to start On teacher commanded "GO", robots begin</p>	
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Keansburg School District - Curriculum Guide

			<p>marching in a straight line Conductors use the foam ball to tap robots on the shoulders and direct them to turn 90 degrees and resume marching in straight lines Goal is to stop the robots from colliding with other robots and the walls</p> <p>Balance Stations: 8 stations include; balancing a ball on a racket, balance board, bean bag body balance, balance beam, frisbee body balance, twister, balance discs, tightrope walkers on tug of war rope. SuperHero Fitness: tag game that teaches the students about 3 areas of health-related fitness. Use the SuperHero Fitness Lesson Plan.</p> <p>Other activities: Reaction time by a student dropping a ruler between the partners fingers Stations of cardiovascular activities; Students reflect on which stations increased their heart rate the most/least, and their reasoning to their discovery. Jump Rope</p>	
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[Suggested Modifications by Grade level](#)

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Interdisciplinary Connections

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Keansburg School District - Curriculum Guide

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[K.M.A.2](#) Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference.

[K.DL.A.1](#) Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

[K.G.A.1](#) Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*.

[1.NBT.A.1](#) Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral

[1.M.A.1](#) Order three objects by length; compare the lengths of two objects indirectly by using a third object.

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[2.M.A.1](#) Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.

[2.DL.A.2](#) Identify what could count as data (e.g., visuals, sounds, numbers).

[2.G.A.1](#) Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.

2020 New Jersey Student Learning Standards – Career Readiness, Life Literacies, and Key Skills

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[9.4.2.CT.1](#): Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., [K-2-ETS1-1](#), [6.3.2.GeoGI.2](#)).

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2020 New Jersey Student Learning Standards - Visual and Performing Arts

- [1.1.2.Cr1a](#): Demonstrate movement in response to a variety of sensory stimuli (e.g., music, imagery, objects) and suggest additional sources for movement ideas.
- [1.1.2.Cr1b](#): Combine movements using the elements of dance to solve a movement problem.
- [1.1.2.Cr2a](#): Create a movement sequence with a beginning, middle and end. Incorporate the use of a choreographic device.
- [1.1.2.Pr5a](#): Identify personal and general space to share space safely with other dancers. Categorize healthful strategies(e.g., nutrition, injury prevention, emotional health, overall functioning) essential for the dancer.
- [1.1.2.Pr5b](#): Identify basic body parts and joints (e.g., limb, bone) and joint actions (e.g., bend, rotate). Examine how basic body organs (e.g., brain, lungs, heart) relate and respond to dance movements.
- [1.1.2.Pr5c](#): Explore the use of spine and pursue use of elongated spine. Demonstrate body organization (e.g.,core/distal, head/tail, upper/lower half lateral) and explore cross-lateral body organization. Demonstrate holding a shape in the body while traveling through space.



Unit 14: Structured Recess

Summary of the Unit: Structured recess is time that will be utilized for movement, skill refinement, and safe exploration of play that allows students to engage in meaningful activity that enriches physical education and health lessons. These activities will be utilized by the classroom teacher during "recess period"

Assessment and/ or Summative Criteria to Demonstrate Mastery of the Unit:

2.2.5.PF.1 Alternative - As an alternative assessment, SW create a list of the benefits that physical activity has for social, emotional, and intellectual health.

2.2.5.PF.1 Alternative - As an alternative assessment, SW create a goals sheet explaining how they can work on their social, emotional and physical health through physical activity.

2.2.5.PF.2 Summative - SW work in groups to develop a physical activity, dance/exercise routine, or game that is inclusive. The description should include a description, goals, rules and a list of necessary materials.

2.2.5.PF.3 Summative - SW work in groups to create a game that includes a specific sport skill and its application throughout the game. A teacher will grade using a rubric.

2.2.5.PF.3 Summative - Students will keep a personal journal and record their Pre-Physical fitness results. Using this information they will create a workout plan and record their progress for one week. They will end the week with an explanation of steps to take in the future to improve their overall health and fitness.

2.2.5.PF.4 Formative - SW create a short term and long term that they will work towards throughout the week. They will create their goals based on the results of their fitness pre-test.

2.2.5.PF.4 Summative - As part of a personal health portfolio; SW keep a food and exercise log and understand and explain how calories in versus calories out affect one's body composition.

2.2.5.PF.5 Formative - Through discussion, SW answer the questions "What factors can affect an individual's overall health?" and "How does physical activity improve overall health?"

Instructional Materials:

Brain Pop videos, class discussion, EPIC! Schools; Physical education implements: cones, hula hoops, scarves, bean bags, noodles, balance beam,, various athletic equipment/apparatus

Recess Activities

<https://www.playworks.org/game-tags/recess-games/>

Recess Poster

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[Recess Packet Activities](#)

Topic/ Selection	Suggested Timeline per topic	General Objectives	Instructional Activities	NJ Student Learning Standards
Structured recess/ HPE Enrichment	Ongoing during the recess block	<p>Students will receive hands-on learning opportunities to comprehend basic play skills, such as the importance of listening, following directions, and safety rules, to use in an active environment.</p> <p>Students will implement strategies to follow commands and rules to produce outcomes of simple strategies and practice to help improve skill and positively impact physical performance.</p> <p>Students will engage in topics of discussion that intentionally focus on specific skill sets regarding teamwork, sportsmanship and the basic outlining of sporting activities.</p> <p>Students will learn to control body movement to utilize various motor skills.</p>	<p>Recess Activities</p> <p>General movement skills to support wellness, such as:</p> <ul style="list-style-type: none"> o Breathing techniques o Walking meditation o Yoga o Stretching o Dance movement o Warm-ups (jumping jacks, planks, squats, lunges, push-ups, sit-ups) o Aerobics <p>General games to support gross motor development, such as:</p> <ul style="list-style-type: none"> o Tag o Sailors and Ships o Noodle Tag o Spiders and Flies o Parachute Activities <p>Activities that incorporate broad gross motor skills, such as:</p> <ul style="list-style-type: none"> o Walking o Galloping o Hopping o Sliding o Jumping o Leaping o Running o Skipping o Marching <p>Activities that support listening skills and safety awareness, such as:</p>	<p>2.2.2.MSC.1</p> <p>2.2.2.MSC.2</p> <p>2.2.2.MSC.3</p> <p>2.2.2.MSC.4</p> <p>2.2.2.MSC.5</p> <p>2.2.2.MSC.6</p> <p>2.2.2.MSC.7</p> <p>2.2.2.MSC.8</p>

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			<ul style="list-style-type: none"> o Simon Says o Red Light, Green Light o Red Rover o Relay races o Charades <p>Reinforcement of how to productively move in own personal space, such as:</p> <ul style="list-style-type: none"> o Throwing and catching with different size balls o Moving with hula hoops o Playing tag with noodles and clothes pins o Yoga o Stretching o Jump rope <p>Activities that include age-appropriate circuit training, such as:</p> <ul style="list-style-type: none"> o Track & Field (short distance run, relays, softball throw for distance, jumping) o Playground (monkey bars, stairs, ladder climb) <p>General sporting activities that expand team building skills, such as:</p> <ul style="list-style-type: none"> o Soccer o Baseball o Kickball o Basketball 	
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