

BOGOTA PUBLIC SCHOOLS
Bogota, New Jersey

Health

Grade K-2

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Comprehensive Health and Physical Education in the 21st Century

Health Literacy is an integral component of 21st century education. Healthy students are learners who are “knowledgeable, productive, and also emotionally and physically healthy, motivated, civically engaged, prepared for work and economic self-sufficiency, are ready for the world beyond their own borders” (ASCD, 2004). As part of the state’s initiative to prepare students to function optimally as global citizens and workers, the contemporary view of health and physical education focuses on taking personal responsibility for one’s health through an active, healthy lifestyle that fosters a *lifelong* commitment to wellness. The mission and vision for comprehensive health and physical education reflects this perspective:

Mission: *Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibilities to develop physical, social, and emotional wellness.*

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

- Maintains physical, social, and emotional health by practicing healthy behaviors and goal setting.
- Engages in a physically active lifestyle.
- Is knowledgeable about health and wellness and how to access health resources.
- Recognizes the influence of media, technology, and culture in making informed health-related decisions as a consumer of health products and services.
- Practices effective cross-cultural communication, problem solving, negotiations, and conflict resolution skills.
- Is accepting and respectful of individual and cultural differences.
- Advocates for personal, family, community, and global wellness and is knowledgeable about national and international public health and safety issues.

Intent and Spirit of the Comprehensive Health and Physical Education Standards

All students participate in a comprehensive, sequential, health and physical education program that emphasizes the natural interdisciplinary connection between wellness and health and physical education. The standards provide a blueprint for curriculum development, instruction, and assessment that reflects the latest research-based platform for effective health and physical education programs. The primary focus of the standards is on the development of knowledge and skills that influence healthy behaviors within the context of self, family, school, and the local and global community. The 2014 revised standards incorporate the current thinking and best practices found in health and physical education documents published by national content-specific organizations as well as public health and other education organizations and agencies.

Health Literacy includes:

- Obtaining, interpreting, and understanding basic health information and services and using such information and services in ways that are health enhancing.
- Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance, and stress reduction.
- Using available information to make appropriate health-related decisions.
- Establishing and monitoring personal and family health goals.
- Understanding national and international public health and safety issues.

New Jersey Legislative Statutes Summary

- **Accident and Fire Prevention (N.J.S.A. 18A:6-2) requires instruction in accident and fire prevention.**
 - Regular courses of instruction in accident prevention and fire prevention shall be given in every public and private school in this state. Instruction shall be adapted to the understanding of students at different grade levels.
- **Bullying Prevention Programs (N.J.S.A. 18A:37- 17) requires the establishment of bullying prevention programs.**
 - Schools and school districts are encouraged to establish bullying prevention programs and other initiatives involving school staff, students, administrators, volunteers, parents, law enforcement, and community members. To the extent funds are appropriated for these purposes, a school district shall: (1) provide training on the school district's harassment, intimidation, or bullying policies to school employees and volunteers who have significant contact with students; and (2) develop a process for discussing the district's harassment, intimidation, or bullying policy with students. Information regarding the school district policy against harassment, intimidation, or bullying shall be incorporated into a school's employee training program.
- **Cancer Awareness (N.J.S.A. 18A:40-33) requires the development of a school program on cancer awareness.**
 - The Commissioner of Education, in consultation with the State school boards, shall develop a cancer awareness program appropriate for school-aged children.
- **Domestic Violence Education (N.J.S.A. 18A:35-4.23) allows instruction on problems related to domestic violence and child abuse.**
 - A board of education may include instruction on the problems of domestic violence and child abuse in an appropriate place in the curriculum of elementary school, middle school, and high school pupils. The instruction shall enable pupils to understand the psychology and dynamics of family violence, dating violence, and child abuse; the relationship of alcohol and drug use to such violence and abuse; and the relationship of animal cruelty to such violence and abuse; and to learn methods of nonviolent problem-solving.
- **Gang Violence Prevention (18A:35-4.26) requires instruction in gang violence prevention for elementary school students.**
 - Each board of education that operates an educational program for elementary school students shall offer instruction in gang violence prevention and in ways to avoid membership in gangs. The instruction shall take place as part of the district's implementation of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education, and the comprehensive health and physical education curriculum framework shall provide school districts with sample materials that may be used to support implementation of the instructional requirement.
- **Health, Safety, and Physical Education (N.J.S.A.18A:35) requires that all students in grades 1 through 12 participate in at least two and one-half hours of health, safety, and physical education in each school week.**
 - Every pupil, except kindergarten pupils, attending the public schools, insofar as he or she is physically fit and capable of doing so, as determined by the medical inspector,

shall take such courses, which shall be a part of the curriculum prescribed for the several grades, and the conduct and attainment of the pupils shall be marked as in other courses or subjects, and the standing of the pupil in connection therewith shall form a part of the requirements for promotion or graduation. The time devoted to such courses shall aggregate at least two and one-half hours in each school week, or proportionately less when holidays fall within the week.

- **Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids (N.J.S.A. 18A:40A-1) requires instructional programs on drugs, alcohol, anabolic steroids, tobacco, and controlled dangerous substances and the development of curriculum guidelines.**
 - Instructional programs on the nature of drugs, alcohol, anabolic steroids, tobacco, and controlled dangerous substances, as defined in section 2 of P.L.1970, c.226 (C.24:21-2), and their physiological, psychological, sociological, and legal effects on the individual, the family, and society shall be taught in each public school and in each grade from kindergarten through 12 in a manner adapted to the age and understanding of the pupils. The programs shall be based upon the curriculum guidelines established by the Commissioner of Education and shall be included in the curriculum for each grade in such a manner as to provide a thorough and comprehensive treatment of the subject.
- **Lyme Disease Prevention (N.J.S.A. 18A:35-5.1) requires the development of Lyme disease curriculum guidelines.**
 - The guidelines shall emphasize disease prevention and sensitivity for victims of the disease. The Commissioner of Education shall periodically review and update the guidelines to insure that the curriculum reflects the most current information available.
- **Sexual Assault Prevention (N.J.S.A. 18A:35-4.3) requires the development of a sexual assault prevention education program.**
 - The Department of Education in consultation with the advisory committee shall develop and establish guidelines for the teaching of sexual assault prevention techniques for utilization by local school districts in the establishment of a sexual assault prevention education program. Such program shall be adapted to the age and understanding of the pupils and shall be emphasized in appropriate places of the curriculum sufficiently for a full and adequate treatment of the subject.
- **Stress Abstinence (N.J.S.A. 18A:35-4.19-20), also known as the “AIDS Prevention Act of 1999,” requires sex education programs to stress abstinence.**
 - Any sex education that is given as part of any planned course, curriculum, or other instructional program and that is intended to impart information or promote discussion or understanding in regard to human sexual behavior, sexual feelings and sexual values, human sexuality and reproduction, pregnancy avoidance or termination, HIV infection or sexually transmitted diseases, regardless of whether such instruction is described as, or incorporated into, a description of “sex education,” “family life education,” “family health education,” “health education,” “family living,” “health,” “self-esteem,” or any other course, curriculum program, or goal of education, and any materials including, but not limited, to handouts, speakers, notes, or audiovisuals presented on school property concerning methods for the prevention of acquired immune deficiency syndrome (HIV/AIDS), other sexually transmitted diseases, and of avoiding pregnancy, shall stress that abstinence from sexual activity is the only completely reliable means of eliminating the sexual transmission of HIV/AIDS and other sexually transmitted diseases and of

avoiding pregnancy.

- **Suicide Prevention (N.J.S.A. 18A: 6-111) requires instruction in suicide prevention in public schools.**
 - Instruction in suicide prevention shall be provided as part of any continuing education that public school teaching staff members must complete to maintain their certification; and inclusion of suicide prevention awareness shall be included in the New Jersey Student Learning Standards in Comprehensive Health and Physical Education.

New Jersey Student Learning Standards

Standard 2.1 Wellness : All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

- A. Personal Growth and Development
- B. Nutrition
- C. Diseases and Health Conditions
- D. Safety
- E. Social and Emotional Health

Standard 2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

- A. Interpersonal Communication
- B. Decision-Making and Goal Setting
- C. Character Development
- D. Advocacy and Service
- E. Health Services and Information

Standard 2.3 Drugs and medicines: All students will acquire knowledge about alcohol, tobacco and other drugs and medicines and apply these concepts to support a healthy, active lifestyle.

- A. Medicines
- B. Alcohol, Tobacco and Other Drugs
- C. Dependency/Addiction and Treatment

Standard 2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

- A. Relationships
- B. Sexuality
- C. Pregnancy and Parenting

Standard 2.5 Motor Skills Development: All students will utilize safe, efficient and effective movement to develop and maintain a healthy, active lifestyle.

- A. Movement Skills and Concepts
- B. Strategy
- C. Sportsmanship, Rules and Safety

Standard 2.6 Fitness: All students will apply health-related and skill related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

- A. Fitness and Physical Activity

Health

COURSE OUTLINE:

The following curriculum areas and instructional activities should be utilized during the course of study:

<p>2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</p>	
<p>A. Personal Growth and Development – Health-enhancing behaviors contribute to wellness.</p>	
<p>By the End of Grade 2</p>	<p>Suggested Activities</p>
<ul style="list-style-type: none"> • 2.1.2.A.1 Explain what being “well” means and identify self-care practices that support wellness. • 2.1.2.A.2 Use correct terminology to identify body parts, and explain how body parts work together to support wellness. 	<ul style="list-style-type: none"> • Distinguish between healthy and non-healthy behaviors, by playing a version of “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 soda with a friend; covering their mouth when sneezing; taking a short cut home from school or eating a piece of fruit every day. • Create an electronic journal in response to the prompt: Three things I will do to say healthy. • Working in small groups and using a skeleton puzzle, assemble a skeleton. Start by placing a major body organ.
<p>NJSLS SL.2.1.A; SL.2.1.B; SL.2.2, SL.2.3, SL.2.4</p> <p>21st Century Life & Career Skills CRP1 – CPR12 9.1.4.A.1; 9.1.4.B.1; 9.1.4.B.4; 9.1.4.B.5; 9.1.4.C.4; 9.1.4.D.1; 9.1.4.G.1</p>	

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.	
B. Nutrition – Choosing a balanced variety of nutritious foods contributes to wellness.	
By the End of Grade 2	Suggested Activities
<ul style="list-style-type: none"> • 2.1.2.B.1 Explain why some foods are healthier to eat than others. • 2.1.2.B.2 Explain how foods on MyPlate differ in nutritional content and value. • 2.1.2.B.3 Summarize information about food found on product labels. 	<ul style="list-style-type: none"> • Develop a personal or class group by food group to help record the kinds and number of healthy foods eaten in a time period. • Create a collage of healthy foods. • Examine the school cafeteria menu and organize it into a food group chart. Explain why some cafeteria foods are healthier than others based on the chart. • Have students bring in food labels from home and have them compare it to others.
NJSLS SL.2.1.A; SL.2.1.B; SL.2.2, SL.2.3, SL.2.4 21st Century Life & Career Skills 9.1.4.A.1; 9.1.4.B.1; 9.1.4.B.4; 9.1.4.B.5; 9.1.4.C.4; 9.1.4.D.1; 9.1.4.G.1	

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.	
C. Disease and Health Conditions – Knowledge about diseases and disease prevention promotes health-enhancing behaviors.	
By the End of Grade 2	Suggested Activities
<ul style="list-style-type: none"> • 2.1.2.C.1 Summarize symptoms of common diseases and health conditions. • 2.1.2.C.2 Summarize strategies to prevent the spread of common diseases and health conditions. • 2.1.2.C.3 Determine how personal feelings can affect one’s wellness. 	<ul style="list-style-type: none"> • List and pantomime “the hand washing steps” with students. Predict consequences for not keeping clean. Follow the same directions for brushing teeth, washing hair, taking a bath. Summarize strategies to prevent the spread of common disease and health conditions. • Invite the nurse to discuss treatments for common school-aged illnesses.
NJSLS SL.2.1.A; SL.2.1.B; SL.2.2, SL.2.3, SL.2.4 21st Century Life & Career Skills CRP1 – CPR12 9.1.4.A.1; 9.1.4.B.1; 9.1.4.B.4; 9.1.4.B.5; 9.1.4.C.4; 9.1.4.D.1; 9.1.4.G.1	

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.	
D. Safety – Using personal safety strategies reduces the number of injuries to self and others.	
By the End of Grade 2	Suggested Activities
<ul style="list-style-type: none"> • 2.1.2.D.1 Identify ways to prevent injuries at home, school, and in the community (e.g. fire safety, poison safety, accident prevention). • 2.1.2.D.2 Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches. • 2.1.2.D.3 Identify procedures associated with pedestrian, bicycle and traffic safety. 	<ul style="list-style-type: none"> • Brainstorm a list of places in the home where safety hazards can occur. Discuss how these hazards can be prevented. Do the same for school and community places. • Make surefire safety, poison safety, accident prevention, pedestrian safety, bicycle safety and traffic safety are discussed. • Students create a “How-To” manual to demonstrate the appropriate ways to interact including physical contact with strangers, acquaintances and trusted adults.
<p>NJSLS SL.2.1.A; SL.2.1.B; SL.2.2, SL.2.3, SL.2.4</p> <p>21st Century Life & Career Skills CRP1 – CPR12 9.1.4.A.1; 9.1.4.B.1; 9.1.4.B.4; 9.1.4.B.5; 9.1.4.C.4; 9.1.4.D.1; 9.1.4.G.1</p>	

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.	
E. Social and Emotional Health – Many factors at home, school, and in the community impact social and emotional health.	
By the End of Grade 2	Suggested Activities
<ul style="list-style-type: none"> • 2.1.2.E.1 Identify basic social and emotional needs of all people. • 2.1.2.E.2 Determine possible causes of conflict between people and appropriate ways to prevent and resolve them. • 2.1.2.E.3 Explain healthy ways of coping with common stressful situations experienced by children. 	<ul style="list-style-type: none"> • Create a personal book that expresses the feelings of happy, sad, angry and scared and how to deal with those emotions appropriately. • Sort through magazines and find pictures that express feelings. • Have students chart their feelings throughout the week. • During your morning meeting, discuss how they are feeling.
NJSLS SL.2.1.A; SL.2.1.B; SL.2.2, SL.2.3, SL.2.4 21st Century Life & Career Skills CRP1 – CPR12 9.1.4.A.1; 9.1.4.B.1; 9.1.4.B.4; 9.1.4.B.5; 9.1.4.C.4; 9.1.4.D.1; 9.1.4.G.1	

2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.	
A. Interpersonal Communication – Effective communication may be a determining factor in the outcome of health- and safety-related situations.	
By the End of Grade 2	Suggested Activities
<ul style="list-style-type: none"> • 2.2.2.A.1 Express needs, wants, and feelings in health- and safety-related situations. 	<ul style="list-style-type: none"> • Create a mobile: hanging rectangles will have a want, need or emotion written on one side and a drawing of the appropriate way to communicate that want, need or emotion on the other side.
NJSLS SL.2.1.A; SL.2.1.B; SL.2.2, SL.2.3, SL.2.4 21st Century Life & Career Skills CRP1 – CPR12 9.1.4.A.1; 9.1.4.B.1; 9.1.4.B.4; 9.1.4.B.5; 9.1.4.C.4; 9.1.4.D.1; 9.1.4.G.1	

2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.	
B. Decision-Making and Goal Setting – Effective decision-making skills foster healthier lifestyle choices.	
By the End of Grade 2	Suggested Activities
<ul style="list-style-type: none"> • 2.2.2.B.1 Explain what a decision is and why it is advantageous to think before acting. • 2.2.2.B.2 Relate decision-making by self and others to one’s health. • 2.2.2.B.3 Determine ways parents, peers, technology, culture, and the media influence health decisions. • 2.2.2.B.4 Select a personal goal and explain why setting a goal is important. 	<ul style="list-style-type: none"> • The teacher will provide groups of students (groups of 3-4) scenarios of real life situations that 2nd graders may face where a decision would need to be made. Within each scenario the result of the decision made will be made clear (i.e. at recess, a friend asks you to play a game, but to not include a certain classmate. You choose to go ahead and play the game, however, your classmate leaves the scene in tears feeling left out). Each group will be given time to plan how they will act out the scenario for the class. After each group acts out their given scenario, the class will hold a discussion about what the decision was that had to be made. Teacher then works with students (through discussion) to define “decision”. The class will then determine a better decision than the one in the scenario and surmise that it is important and advantageous to think before acting.
NJSLS SL.2.1.A; SL.2.1.B; SL.2.2, SL.2.3, SL.2.4 21st Century Life & Career Skills CRP1 – CPR12 9.1.4.A.1; 9.1.4.B.1; 9.1.4.B.4; 9.1.4.B.5; 9.1.4.C.4; 9.1.4.D.1; 9.1.4.G.1	

2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.	
C. Character Development – Character traits are often evident in behaviors exhibited by individuals when interacting with others.	
By the End of Grade 2	Suggested Activities
<ul style="list-style-type: none"> • 2.2.2.C.1 Explain the meaning of <u>Character</u> and how it is reflected in the thoughts, feelings, and actions of oneself and others. • 2.2.2.C.2 Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities. 	<ul style="list-style-type: none"> • Role-play good character traits and have the class identify a trait and explain why or why not it exemplifies good character. • Create a class “Good Character” book and illustrate. • Read and discuss books about characters with disabilities. Explain the importance of appropriate behavior by identifying specific interactions.
<p>NJSLS SL.2.1.A; SL.2.1.B; SL.2.2 SL.2.3, SL.2.4</p> <p>21st Century Life & Career Skills CRP1 – CPR12 9.1.4.A.1; 9.1.4.B.1; 9.1.4.B.4; 9.1.4.B.5; 9.1.4.C.4; 9.1.4.D.1; 9.1.4.G.1</p>	

2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.	
D. Advocacy and Service – <u>Service projects</u> provide an opportunity to have a positive impact on the lives of self and others.	
By the End of Grade 2	Suggested Activities
<ul style="list-style-type: none"> • 2.2.2.D.1 Determine the benefits for oneself and others of participating in a class or school service activity. 	<ul style="list-style-type: none"> • Participate in Jump Rope for Heart Fund Raiser • Explain who benefits from Jump Rope for Heart Funds • Participate in school based service activities
NJSLS SL.2.1.A; SL.2.1.B; SL.2.2 SL.2.3, SL.2.4 21st Century Life & Career Skills CRP1 – CPR12 9.1.4.A.1; 9.1.4.B.1; 9.1.4.B.4; 9.1.4.B.5; 9.1.4.C.4; 9.1.4.D.1; 9.1.4.G.1	

2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.	
E. Health Services and Information – Knowing how to locate health professionals in the home, at schools, and in the community assists in addressing health emergencies and obtaining reliable information.	
By the End of Grade 2	Suggested Activities
<ul style="list-style-type: none"> • 2.2.2.E.1 Determine where to access home, school, and community health professionals. 	<ul style="list-style-type: none"> • “People, Places, Things” Chart-Make a list of people, places and things where we can go to get well.
NJSLS SL.2.1.A; SL.2.1.B; SL.2.2 SL.2.3, SL.2.4 21st Century Life & Career Skills CRP1 – CPR12 9.1.4.A.1; 9.1.4.B.1; 9.1.4.B.4; 9.1.4.B.5; 9.1.4.C.4; 9.1.4.D.1; 9.1.4.G.1	

2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.	
A. Medicines – Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.	
By the End of Grade 2	Suggested Activities
<ul style="list-style-type: none"> • 2.3.2.A.1 Explain what medicines are and when some types of medicines are used. • 2.3.2.A.2 Explain why medicines should be administered as directed. 	<ul style="list-style-type: none"> • Using a KWL chart, students share what they know, what to know and learned about medicines. • Brainstorm and list what would happen if we took medicine when we were not sick. Explain why medicines should be administered as directed.
<p>NJSLS SL.2.1.A; SL.2.1.B; SL.2.2, SL.2.3, SL.2.4</p> <p>21st Century Life & Career Skills CRP1 – CPR12 9.1.4.A.1; 9.1.4.B.1; 9.1.4.B.4; 9.1.4.B.5; 9.1.4.C.4; 9.1.4.D.1; 9.1.4.G.1</p>	

2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.	
B. Alcohol, Tobacco, and Other Drugs – Use of drugs in unsafe ways is dangerous and harmful.	
By the End of Grade 2	Suggested Activities
<ul style="list-style-type: none"> • 2.3.2.B.1 Identify ways that drugs can be abused. • 2.3.2.B.2 Explain effects of tobacco use on personal hygiene, health, and safety. • 2.3.2.B.3 Explain why tobacco smoke is harmful to nonsmokers. • 2.3.2.B.4 Identify products that contain alcohol. • 2.3.2.B.5 List substances that should never be inhaled and explain why. 	<ul style="list-style-type: none"> • Sing “No Drugs! No Way!” and introduce terms “medicine” and “drugs”. Have students vote to the following questions: do you think medicines are drugs? Do you think medicines are ok for everyone to take whenever they want? Do you think it is ok to give yourself medicine? • Create a class set of warning signs. Students pick a substance that should not be consumed or inhaled (including drugs, tobacco, alcohol, hand sanitizer, cough syrup, glue, cleaning fluids)
<p>NJSLS SL.2.1.A; SL.2.1.B; SL.2.2, SL.2.3, SL.2.4</p> <p>21st Century Life & Career Skills CRP1 – CPR12 9.1.4.A.1; 9.1.4.B.1; 9.1.4.B.4; 9.1.4.B.5; 9.1.4.C.4; 9.1.4.D.1; 9.1.4.G.1</p>	

2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.	
C. Dependency/Addiction and Treatment – Substance abuse is caused by a variety of factors.	
By the End of Grade 2	Suggested Activities
<ul style="list-style-type: none"> • 2.3.2.C.1 Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs. 	<ul style="list-style-type: none"> • Tell the class to think what they might want to be when they grow up. Discuss how the use of substances might interfere with obtaining that dream.
C. Dependency/Addiction and Treatment – There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.	
By the End of Grade 2	Suggested Activities
<ul style="list-style-type: none"> • 2.3.2.C.2 Explain that people who abuse alcohol, tobacco, and other drugs can get help. 	<ul style="list-style-type: none"> • Tell the class to think what they might want to be when they grow up. Discuss how the use of substances might interfere with obtaining that dream.
<p>NJSLS SL.2.1.A; SL.2.1.B; SL.2.2, SL.2.3, SL.2.4</p> <p>21st Century Life & Career Skills CRP1 – CPR12 9.1.4.A.1; 9.1.4.B.1; 9.1.4.B.4; 9.1.4.B.5; 9.1.4.C.4; 9.1.4.D.1; 9.1.4.G.1</p>	

<p>2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.</p>	
<p>A. Relationships – The family unit encompasses the diversity of family forms in contemporary society.</p>	
<p>By the End of Grade 2</p>	<p>Suggested Activities</p>
<ul style="list-style-type: none"> • 2.4.2.A.1 Compare and contrast different kinds of families locally and globally. • 2.4.2.A.2 Distinguish the roles and responsibilities of different family members. • 2.4.2.A.3 Determine the factors that contribute to healthy relationships. 	<ul style="list-style-type: none"> • Have students teach the class about their families. Create a poster and present to class. The poster must include: a photograph, names and ages of family members, favorite things to do as a family, traditions/holidays celebrated. • Create a “friend” flower. Write the word “friend” or the name of a friend in the center and each petal should identify why that friends is a good one.
<p>NJSLS SL.2.1.A; SL.2.1.B; SL.2.2, SL.2.3, SL.2.4</p> <p>21st Century Life & Career Skills CRP1 – CPR12 9.1.4.A.1; 9.1.4.B.1; 9.1.4.B.4; 9.1.4.B.5; 9.1.4.C.4; 9.1.4.D.1; 9.1.4.G.1</p>	

<p>2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.</p>	
<p>B. Sexuality – Gender-specific similarities and differences exist between males and females.</p>	
<p>By the End of Grade 2</p>	<p>Suggested Activities</p>
<ul style="list-style-type: none"> • 2.4.2.B.1 Compare and contrast the physical differences and similarities of the genders. 	<ul style="list-style-type: none"> • Whole group discussion: Teacher asks; “How do you know if you are a boy or a girl? How do you know for sure? When you born the doctor determined your gender. (Explain gender means male or female). How can he tell? By your hair? By your face? By your size? By your weight? The only way to know for sure is by your body! • Read book “What’s the Big Secret?” Discussion, question and answer. • Ask the students “what does private mean?” Ask “what does public mean?” after a brief discussion, explain that all boys and girls have “private body parts” that make us different.
<p>NJSLS SL.2.1.A; SL.2.1.B; SL.2.2, SL.2.3, SL.2.4</p> <p>21st Century Life & Career Skills CRP1 – CPR12 9.1.4.A.1; 9.1.4.B.1; 9.1.4.B.4; 9.1.4.B.5; 9.1.4.C.4; 9.1.4.D.1; 9.1.4.G.1</p>	

<p>2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.</p>	
<p>C. Pregnancy and Parenting – The health of the birth mother impacts the development of the fetus.</p>	
<p>By the End of Grade 2</p>	<p>Suggested Activities</p>
<ul style="list-style-type: none"> • 2.4.2.B.1 Compare and contrast the physical differences and similarities of the genders. 	<ul style="list-style-type: none"> • Using the prompt, “ What things do you need now, what did you need when you were born?” Have students discuss these needs in groups and complete a Venn Diagram. Extend discussion to include what moms can do while pregnant that contribute to the health or non-health of a baby.
<p>NJSLS SL.2.1.A; SL.2.1.B; SL.2.2, SL.2.3, SL.2.4</p> <p>21st Century Life & Career Skills CRP1 – CPR12 9.1.4.A.1; 9.1.4.B.1; 9.1.4.B.4; 9.1.4.B.5; 9.1.4.C.4; 9.1.4.D.1; 9.1.4.G.1</p>	

Pacing Guide for Health K-2

Time Frame	Activities
Trimester 1	Wellness and Integrated Skills (Character Development should be emphasized during the Week of Respect)
Trimester 2	Integrated Skills
Trimester 3	Drugs and Medicines and Human Relationships

BENCHMARKS/ASSESSMENTS

Kindergarten:

TRIMESTER 1	Wellness Wall
TRIMESTER 3	Family Poster

Grade 1:

TRIMESTER 1	Book of Feelings
TRIMESTER 3	Friend Flower

Grade 2:

TRIMESTER 1	Sample Breakfast Menu
TRIMESTER 3	Happy Helpers

INSTRUCTIONAL STRATEGIES

Strategies to Accommodate Gifted and Talented Students

- Pair Gifted & Talented students with other students to spark dialogue and diverse viewpoints
- Request Gifted & Talented students to model and verbalize processes used to perform creative problem solving.
- Invoke multiple intelligences and Bloom's Revised Taxonomy in higher-ordered thinking skills in all areas of curriculum.
- Vary instructional groupings.
- Invoke real life problems that students can identify with.
- Explore curriculum objectives in greater depth.
- Provide ample examples.
- Invoke technological resources.
- Invoke multi-media resources.

Strategies to Accommodate English Language Learners

- Provide additional instructions.
- Extend time for assignment completion.
- Shorten assignments
- Provide repeated reviews and drills using varied teaching strategies.
- Read directions, text to students as needed.
- Note taking assistance
- Reading strategies (peer, guided, small group)
- Provide outlines
- Increase verbal response time/opportunity to respond orally.
- Encourage student to verbalize steps needed to complete task to check understanding.
- Have the students do hands-on activities.
- Vary instructional grouping (individual, pair and small groups)
- Pair ELL students with bilingual speakers.
- Model and verbalize processes used to solve problems.
- Use visual diagrams such as pictures, guess and check and/or tables.
- Role-play and act out.
- Be aware of differences in algorithms (Mathematics).

Suggested activities to differentiate instruction

- Incorporate flashcards, note outlines, review guides
- Use different tactile materials for activities
- Use picture/power point presentations to engage learners
- Model appropriate behavior
- Demonstrate what is expected
- Break problems into smaller parts and outline possible solutions

- Tell the students what is expected before the task is given
- Make sure the student is focused on the task at hand
- Give multiple completion options for assignments.
- Give students a choice of projects
- Use partners and small groups

MATERIALS/ENVIRONMENT

- Use assignments, notebooks and prompts.
- Help student keep a journal for reflections, review, questions
- Underline key words/phrases in directions, charts, etc.
- Use hands-on materials for concrete development.

ASSESSMENTS

- Projects
- Tests
- Quizzes
- Fitness Log

PROGRAM MODIFICATIONS & ADAPATIONS

Modifications/Adaptations for General Education & Special Education Classes

This list represents possible accommodation and modifications for students with special needs. Please refer to individual IEPs for student specific accommodations and modifications.

Environment:

- Preferential Seating Clear Work Area Other (specify) _____

Material/Books/Equipment:

- Alternate Text Consumable Workbooks Modified Worksheets Calculator
 Tape Recorder Supplementary Visuals Large Print Text Manipulatives
 Spell Check Access to computer Assistive Device: (specify) _____
 Other: (specify) _____

Instructional Strategies:

- Check Work in Progress Immediate Feedback Pre-teach Content Extra Drill/Practice
 Review Sessions Have Student Restate Info Review Directions Use Manipulatives
 Modified Content Provide Lecture Notes/Outline Assign Study Partner Monitor Assignments
 Provide Models Computer Assisted Instruction Repeat Instructions Multi-Sensory Approach
 Highlight Key Words Oral Reminders Display Key Vocab Visual Reinforcement
 Pictures/Charts Visual Reminders Mimed Clues/Gestures Concrete Examples
 Use Mnemonics Personalized Examples Number Line Use Vocab Word Bank
 Support Auditory Presentations with Visuals Other: (specify) _____

Organization:

- Provide Study Outlines Desktop List of Tasks List Sequential Steps Post Routines
 Post Assignments Give One Paper at a Time Folders to Hold Work Pencil Box for Tools
 Pocket Folder for Work Assignment Pad Daily Assignment List Daily Homework List
 Worksheet Format Extra Space for Work Assign Partner
 Assistive Device: _____ Other: (specify) _____

Tests/Quizzes/Time:

- Prior Notice of Test Preview Test Procedures Test Study Guides Simplify Test Wording
 Oral Testing Shortened Tasks Limited Multiple Choice Hands-on Projects
 Reduced Reading Alternative Tests Objective Tests Extra Credit Options
 Extra Time-Written Work Extra Time-Tests Extra Time-Projects Extra Response Time
 Modified Tests Test Read Pace Long Term Projects On Computer
 Rephrase Test Questions/Directions Other: _____

Grading:

- No Spelling Penalty No Handwriting Penalty Grade Effort + Work Grade Improvement
 Course Credit Base Grade on IEP Base Grade on Ability Modify Grades
 Pass/Fail Audit Course Other: (specify) _____

Behavior Management/Support:

- Daily Feedback to Student Chart Progress Behavior Contract Positive Reinforcement
 Collect Baseline Data Parent/Guardian Sign Homework Set/Post Class Rules Parent sign Behavior Chart
 Cue Expected Behavior Structure Transitions Break Between Tasks Proximity/Touch Control
 Contingency Plan Time Out from Positive Reinforcement
 Other: (specify) _____

PROFICIENCY LEVELS

This curriculum is appropriate for all students in grades K-2.

METHODS OF ASSESSMENT

Student progress and achievements are assessed through a variety of formal methods of assessment that include, but are not limited to, the following:

Formal

1. Teacher-created cycle test
2. Physical Fitness Testing
3. Assessment check list (participation and preparation)

Informal

1. Students respond to essential questions
2. Students use vocabulary in their speaking
3. Student performance/application of skills in game/movement settings
4. Class participation
5. Cooperative teamwork
6. Effort, behavior and respect
7. Teacher observation
8. Question, answer and discussion

Teacher/Curriculum Assessment

This is a living document. Teachers are encouraged to make suggestions for improving and changing the curriculum to the Director of Curriculum on an ongoing basis.

RESOURCES

- **Guest Speakers**

Teachers are encouraged to contact community groups, parents and organizations to obtain speakers to enhance the curriculum with the approval of the administration.

- **Technology**

Students shall use computers for independent review, research, and enrichment. Teachers shall also use appropriate technology to enhance their lessons.

- **Supplemental Material**

<http://teammnutrition.usda.gov/Resources/2biteclu.html>

http://kidshealth.org/kid/stay_healthy/food/pyramid.html

<http://kidshealth.org/kid/watch/house/smoking.html>

<http://www.scholastic.com/teachers/lesson-plan/books-teaching-about-families>

<http://www.pecentral.org/assessment/assessmenttips.html>

<http://www.scholastic.com/teachers/lesson-plan/books-teaching-about-families>

METHODOLOGIES

A wide variety of methodologies will be used. The following are suggestions, not limitations, as to how the curriculum may be implemented and facilitated:

- Print rich environment
- Whole class instruction
- Small group instruction
- Guided reading in the content area
- Cooperative learning groups
- Individual assignments
- Technology-aided instruction
- Socratic seminar
- Simulations

ENRICHMENT ACTIVITIES

Students will be provided with many enrichment-learning activities through the year. The following are suggestions, not limitations:

- Projects
- Guest Speakers
- Field Trips
- Supplemental reading
- Film Viewing and Reflection

- Project based learning activities

PROFESSIONAL DEVELOPMENT

Teachers shall continue to improve their expertise by participating in a variety of professional development opportunities made available by the Board of Education and other organizations.

INTERDISCIPLINARY INSTRUCTION

The above curriculum has numerous possibilities for interdisciplinary connections. These content areas can be connected with Visual and Performing Arts, comprehensive Health and Physical Education, Mathematics, Social Studies and Technology and Career Education.

<p>Content Area Unit Name</p> <p>ELEMENTARY K-5 PE & HEALTH</p>	<p>Physical Education and Health</p>
<p>Interdisciplinary Connections</p> <p><i>(including WIDA standards if applicable)</i></p>	<p>Featured <i>interdisciplinary</i> lessons:</p> <ul style="list-style-type: none"> ● Dramatize self-care practices that support wellness, such as brushing and flossing teeth, washing hands, and wearing appropriate attire for weather and sports. ● Identify ways to prevent injuries, including seat belts and child safety seats in motor vehicles, protective gear (bike and pedestrian safety), and fire, bus and traffic safety procedures. ● Describe the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, on the Internet and in the community. ● Describe health and fitness services provided in the school and community. <p>Interdisciplinary lessons include:</p> <p><i>SCIENCE: LS1A Structure & Function</i></p> <p>2.3A Medicine</p> <p>2.3B Alcohol, Tobacco & Other Drugs</p> <p><i>SCIENCE: LS1B Growth & Development of Organisms</i></p> <p>2.1A Personal Growth & Development</p> <p>2.1C Disease</p> <p>2.2E Health Services</p> <p>2.3A Medicine</p>

2.3B Alcohol, Tobacco & Other Drugs

2.4B Sexuality

2.4C Pregnancy & Parenting

SCIENCE: LSIC Organization for Matter & Energy Flow in Organisms

2.1B Nutrition

SOCIAL STUDIES:

Similar connections may be made between social studies content areas and the following areas of content such as interpersonal communication skills, social, health services and relationships:

6.3.4.A.1: Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling).

6.3.4.A.2: Examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials.

6.3.4.A.3: Select a local issue and develop a group action plan to inform school and/or community members about the issue.

6.3.4.D.1: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

LANGUAGE ARTS LITERACY:

PRODUCTION AND DISTRIBUTION OF WRITING

NJSLSA.W4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W6

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

RESEARCH TO BUILD AND PRESENT KNOWLEDGE

NJSLSA.W8

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

	<p>RANGE OF WRITING</p> <p>NJSLSA.W10</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>CCSS.MATH PRACTICES1 and 2</p> <p>Make sense of problems and reason abstractly during physical education classes and health data analysis goal setting.</p> <p>WIDA English Language Development Standard 1</p> <p>English language learners communicate for social and instructional purposes within the school setting.</p>
<p>Core Instructional Materials (including digital tools)</p>	<p>Each teacher shall utilize, where possible, research based instructional materials that allow for student access to the practicing of healthy behaviors and goal setting; allows them to engage in a physically active environment; access to health resources with current information both online and in print; allows for the practicing of skills including problem solving, conflict resolution, cross-cultural communication, and negotiation; advocated for family, safety, and wellness issues.</p>
<p>21st Century Themes and Skills</p>	<p>As part of their regular instruction, teachers will be sure to integrate the following standards and skills:</p> <p>9.2.4.A.1: Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.</p> <p>9.2.4.A.2: Identify various life roles and civic and work-related activities in the schools, home, and community.</p>

	<p>9.2.4.A.4: Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health (and financial) well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP 5. Consider the environmental, social, and economic impacts of decisions.</p> <p>CRP 8. Utilize critical thinking to make sure of problems and persevere in solving them.</p> <p>CRP 9. Model integrity, ethical leadership, and effective management.</p>
<p>8.1 Educational Technology</p> <p>8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming</p>	<p>As teaching, learning, and curriculum across New Jersey evolves to better meet student needs, when addressing Physical Education & Health topics, teachers are expected to integrate the adopted 8.1 Educational Technology, 8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming, and 21st Century Skills into their classroom practice. To that end, teachers will be expected to apply the following anchor standards into their classroom practice as part of regular instruction:</p> <p>8.1.8.D.1: Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.</p> <p>8.1.8.D.5: Understand appropriate uses for social media and the negative consequences of misuse.</p>

	8.2.2.B.1: Identify how technology impacts or improves life.
Pacing Guide	<p>The Comprehensive Health and Physical Education curriculum is taught over the school year, covering the content areas of Wellness, Integrated Skills, Drugs and Medicine, Human Relationships, Motor Skills and Fitness. The scope and sequence of the content covered is determined locally based upon the way the curriculum is delivered.</p> <p>The following are suggested units that may be implemented, depending on district resources:</p> <ol style="list-style-type: none"> 1. Basic Movement Skills/Concepts/Fine and Gross Motor Skills 2. Team Sports & Officiating 3. Individual Sports 4. Fitness and Physical Activity/Core Strength and Fitness Training 5. Project Adventure/Team Building/Problem Solving 6. Guided Discovery
Assessments	<p>According to the Comprehensive Health & Physical Education standards, the objectives of <i>health literacy</i> include the following:</p> <ul style="list-style-type: none"> ● Obtaining, interpreting, and understanding basic health information and services and using such information and services in ways that are health enhancing. ● Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance, and stress reduction. ● Using available information to make appropriate health-related decisions. ● Establishing and monitoring personal and family health goals. ● Understanding national and international public health and safety issues.

Assessments should be developed to monitor student progress related to these objectives throughout unit.

Differentiation/Modifications

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<p><i>(Content, process, product and learning environment)</i></p> <p>Teachers differentiate learning for high achieving students by providing a <i>specialized setting</i> in each district for students identified as eligible for Gifted and Talented <i>services</i> through a Screening/Identification Process.</p> <p>During the development process, <i>appropriate standards</i> are referenced from the Common Core, and the National Association for Gifted Children's Gifted Program Standards Pre-K - Grade 12.</p> <p>Based upon a student's ability, the teacher can adjust instruction, content, and environment based upon a student's interest, ability, and learning</p>	<p>In general, ELL students have the following accommodations:</p> <ul style="list-style-type: none"> ● Use of a bilingual dictionary during class and during assessments ● Extended time (time-and-a-half) for all assessments ● Word banks for tests and quizzes ● Access to teacher-created notes ● Simplification of requirements (for example, accepting a 2-page paper rather than 5 that focuses on key concepts, or accepting a PowerPoint vs. paper) ● Use of TPR (Total Physical Response) linked to physical actions which are designed to 	<p><i>(Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)</i></p> <p>Special needs students receive a high quality specialized education to meet their individual social, emotional and educational needs. Within each individual school district there are programs designed to meet the needs of students in the "least restrictive environment". These programs, from least restrictive to most restrictive, include:</p> <ul style="list-style-type: none"> ● In-Class-Support, whereby a special education teacher or instructional aide is assigned to assist special education students in the general education classroom. 	<p>At risk students will be identified via the Intervention and Referral Services process. The purpose of the Intervention and Referral Team (I&RS) is to provide in-house professional assistance to an administrator or teacher for a pupil who demonstrates social, emotional or educational problems. The I&RS provides assistance in understanding the pupil's problem(s) in developing strategies, which will, hopefully, help the pupil overcome the problem.</p> <p>When a child encounters a problem, the teacher, after in-class interventions and ongoing parental contact/conferences, identify the student to the I&RS Committee. The I&RS Committee will convene to review the form and determine if follow-up is warranted. If necessary, an action plan will be created with</p>

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<p>profile. Needs assessments should be used to modify and differentiate instruction and assessment for these students.</p>	<p>reinforce comprehension of particular basic skills.</p> <ul style="list-style-type: none"> • Students are expected to perform for the five ELL proficiency levels - Entering, Beginning, Developing, Expanding, and Bridging - with appropriate graphic, auditory and visual support set forth by WIDA. 	<ul style="list-style-type: none"> • Resource Room replacement, whereby students are pulled from their general education class for Math or Language Arts to a separate room for small group instruction with a special education teacher. <p>The students who require this level of support, in some cases, receive modified curriculum and differentiated instruction, study guides, extended time on assessments, assistive technology in the form of an internet-ready device or computer programs such as co-writer/word predictor to assist with written assignments.</p> <p>All modifications are stated specifically in a student’s Individual Education Plan or IEP to ensure that each student consistently receives the appropriate level of support.</p> <p>In addition to the programs within the mainstream and/or resource room setting, districts may utilize Regional Programs and Services to meet the needs of special education students with a variety of disabilities. Each school district must ensure that all students receive a high quality, consistent level of education and services. Additional services include</p>	<p>instructional adjustments.</p> <p>After the plan has been in effect for a reasonable amount of time, the I&RS Committee may recommend continuation of the recommended strategies or consider additional/alternative strategies. The student may be referred to the Child Study Team after all building resources have been exhausted and the student continues to demonstrate significant social, emotional, and/or educational difficulties.</p>
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		<p>occupational therapy, physical therapy, speech therapy, behavior consultation, social skills, and counseling (individual and/or group). These “related services” are provided by specialists certified in their respective fields.</p> <p>For those students who are more significantly impaired, and a program cannot be provided by their school district or Regional Programs, there are specialized Out-of-District Programs, or “Private Schools”. For these few students programs are researched and suggested by the Child Study Team, CST, in conjunction with the parent(s), to ensure that individual student needs are being met. In most cases these students receive transportation to and from school, specialized equipment, if necessary and all related services as per their IEP at no cost to the parent(s).</p>	
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