

Neptune City School District

NEPTUNE CITY SCHOOL DISTRICT

**Health
Curriculum
Grade PK-K**



NEPTUNE CITY SCHOOL DISTRICT
Office of the Chief School Administrator, Principal
210 West Sylvania Avenue
Neptune City, NJ 07753

The Neptune City School District is appreciative and proud to accept and align the curriculum of the Neptune City School District to properly prepare the Neptune City students for successful integration into the Neptune Township High School Educational Program.

April 1, 2025

Document *

Neptune City School District

(HEALTH)

CURRICULUM

GRADE PK-KINDERGARTEN

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Neptune City School District

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SCHOOL DISTRICT MISSION STATEMENT

Neptune City School District

The Neptune City School District, in partnership with the parents and the community, will support and sustain an excellent system of learning, promote pride in diversity, and expect all students to achieve the New Jersey Student Learning Standards at all grade levels to become responsible and productive citizens.

Health PS-K Acknowledgement

Educational Outcome Goals

Neptune City School District

The students in the Neptune City schools will become life-long learners and will:

- Become fluent readers, writers, speakers, listeners, and viewers with comprehension and critical thinking skills.
- Acquire the mathematical skills, understandings, and attitudes that are needed to be successful in their careers and everyday life.
- Understand fundamental scientific principles, develop critical thinking skills, and demonstrate safe practices, skepticism, and open-mindedness when collecting, analyzing, and interpreting information.
- Become technologically literate.
- Demonstrate proficiency in all New Jersey Student Learning Standards (NJSLS).
- Develop the ability to understand their world and to have an appreciation for the heritage of America with a high degree of literacy in civics, history, economics and geography.
- Develop a respect for different cultures and demonstrate trustworthiness, responsibility, fairness, caring, and citizenship.
- Become culturally literate by being aware of the historical, societal, and multicultural aspects and implications of the arts.
- Demonstrate skills in decision-making, goal setting, and effective communication, with a focus on character development.
- Understand and practice the skills of family living, health, wellness and safety for their physical, mental, emotional, and social development.
- Develop consumer, family, and life skills necessary to be a functioning member of society.
- Develop the ability to be creative, inventive decision-makers with skills in communicating ideas, thoughts and feelings.
- Develop career awareness and essential technical and workplace readiness skills, which are significant to many aspects of life and work.

ELEMENTARY HEALTH COURSE DESCRIPTION

Neptune City School District

The Elementary Health education curriculum is aligned to the 2020 New Jersey Student Learning Standards for Comprehensive Health and Physical Education (NJSLS-CHPE). The 2020 NJSLS-CHPE were designed to address the needs of each student to gain knowledge and skills in caring for themselves, interacting effectively, respectfully and safely with others, and analyzing the impact of health choices. We value the importance of students developing the skills to make decisions that keep them safe and healthy.

Recognizing that there have been numerous concerns, and some misrepresentations of the content, meaning, and role of the 2020 New Jersey Student Learning Standards for Comprehensive Health and Physical Education (NJSLS-CHPE) , we understand the importance of providing age-appropriate and developmentally appropriate lessons and activities. One of our district goals is to provide a physically and socially/emotionally safe, secure, equitable and culturally responsive environment for all students and staff. We want to create a safe place where all students can work, learn and play, and work together as one community through this practice.

All curriculum documents are posted on the district website and available for parent/community review. Pursuant to N.J.S.A. 18A:35-35-4.7 any child whose parent or guardian presents to the school a signed statement that any part of instruction in health, family life education, or sex education is in conflict with his or her conscience or sincerely held moral or religious beliefs shall be excused from that portion of the course. Parents and guardians seeking to exercise this option should contact their school principal directly.

INTEGRATED SOCIAL AND EMOTIONAL LEARNING COMPETENCIES

Neptune City School District

The following social and emotional competencies are integrated in this curriculum document

The following social and emotional competencies are integrated in this curriculum document:

Self-Awareness

- x Recognize one's own feelings and thoughts
- x Recognize the impact of one's feelings and thoughts on one's own behavior
- x Recognize one's personal traits, strengths and limitations
- x Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- x Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- x Recognize the skills needed to establish and achieve personal and educational goals
- x Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- x Recognize and identify the thoughts, feelings, and perspectives of others
- x Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- x Demonstrate an understanding of the need for mutual respect when viewpoints differ
- x Demonstrate an awareness of the expectations for social interactions in a variety of setting

Responsible Decision Making

- x Develop, implement and model effective problem solving and critical thinking skill
- x Identify the consequences associated with one's action in order to make constructive choices
- x Evaluate personal, ethical, safety and civic impact of decisions.

Relationship Skills

- x Establish and maintain healthy relationships
- x Utilize positive communication and social skills to interact effectively with others
- x Identify ways to resist inappropriate social pressure
- x Demonstrate the ability to present and resolve interpersonal conflicts in constructive ways
- x Identify who, when, where, or how to seek help for oneself or others when needed

Unit Plan Title: Unit 1: All About Me

Neptune City School District

Suggested Time Frame :10-12 weeks

Overview / Rationale

Healthy living requires one to make choices that contribute to one's physical and mental wellbeing. It requires the ability to develop and demonstrate skills such as good character traits, making wise decisions and identifying and managing emotions and feelings.

Stage 1 – Desired Results

Established Goals:

Preschool Teaching and Learning Standards (2014)

Standard 2.1: Children develop self-help and personal hygiene skills.

New Jersey Student Learning Standards-Comprehensive Health and Physical Education (2020)

2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.

2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities.

2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).

2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors.

2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared.

2.1.2.EH.5: Explain healthy ways of coping with stressful situations.

2.1.2.CHSS.6: Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals).

2.1.2.SSH.1: Discuss how individuals make their own choices about how to express themselves.

Essential Questions:

- How do we develop good character traits?
- Who and what am I responsible for?
- What is a responsibility?
- How do we show our emotions?
- What are examples of trusted adults?
- What am I good at?
- What do I like about myself?
- What do I want to be when I grow up?

Enduring Understandings:

- Good health means taking care of our physical body, and mental and emotional health.
- Keeping our minds healthy and having healthy relationships are a part of good health.
- There are habits that are helpful to our everyday lives.
- There are people with information that can keep us safe and healthy.
- The actions they choose contribute to a healthy mind.

Knowledge:

Students will know...

- Ways that you can have good health.
- Examples of responsibilities.
- How to make wise decision.
- The process for good communication and healthful ways to share feelings.

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- The importance of a good self-concept.
- Signs of stress.
- How stress affects your body.
- How to handle a mistake.
- The trusted adults in their life.
- Careers they are interested in.
- What activities they like to participate in.
- What activities they are good at or want to learn more about.

Skills:

Students will be able to...

- Demonstrate ways to show good character.
- Communicate positive traits they have for self-concept.
- Demonstrate wise decision making in different situations.
- Analyze if a decision is a wise decision, or a poor decision.
- Identify the benefit of making mistakes
- Identify strategies to use after making a mistake
- Identify helpful and unhelpful thoughts in a given context
- Replace unhelpful thoughts with helpful thoughts.
- Say “no” to an unwise decision.
- Recognize and model ways of showing respect through words and actions.
- Identify their responsibilities as a student, family and community member.
- Demonstrate self-control in different settings.
- Develop a plan for managing stress.
- Express when they are feeling sad, angry, frustrated, or scared and situations that may make them feel these emotions.
- Propose how to handle a mistake they have made in a given situation.
- Explain healthy ways of coping with stressful situations.
- Identify individuals who can assist with expressing one’s feelings (e.g., family members, teachers, counselors, medical professionals).
- Identify traits they like about themselves.
- Pursue activities students enjoy and want to learn.

Interdisciplinary Connections

New Jersey Student Learning Standards for English Language Arts (2016)

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development;

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summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. New Jersey Student Learning Standards for Mathematics (2016)

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Use appropriate tools strategically.

New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills (2020)

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.

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 .

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

9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults

Student Resources

Classroom books such as:

Big Bob, Little Bob by James Howe

Amazing Grace by Mary Hoffman

Brothers of the Knight by Debbie Allen

The Seven Chinese Sisters by Kathy Tucker and GraceLin

The Sissy Duckling by Harvey Fierstein.

Student journals or notebooks

Everyday Math games

Classroom games

Second Step handouts

Teacher Resources

Second Step(teacher subscription required)

<https://www.secondstep.org/>

Kindergarten Tools of the Mind Curriculum Project Kindergarten Manual(6th Ed.)

"Self-Regulation" chapter pages 37-73.

Everyday Math games

K-12 Comprehensive Health and Physical Education Mandates

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Mental Health (N.J.S.A. 18A:35-4.39) A school district shall ensure that its health education programs for students in grades kindergarten through 12 recognize the multiple dimensions of health by including mental health and the relation of physical and mental health so as to enhance student understanding, attitudes, and behaviors that promote health, well-being, and human dignity. The instruction in mental health shall be adapted to the age and understanding of the students and shall be incorporated as part of the district's implementation of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education. The instruction shall include, as appropriate, information on substance abuse provided pursuant to the implementation of these standards and to section 1 of P.L.2016, c.46 (C.18A:40A-2.1).

WS_Be_Prepared_for_Questions_and_Put-Downs_on_Gender_(ESP).pdf

<https://drive.google.com/file/d/15v4tNxOtPB4zLGiy4kC0fvKTaNq2tLJQ/view?usp=sharing>

Spanish and Eng Sesame Street: I Love My Hair Song (Mando's Spanish Version)

WS_Be_Prepared_for_Questions_and_Put-Downs_on_Gender.pdf

Stage 2 – Assessment Evidence

Pre-Assessments:

In pairs- have students share something they are good at and discuss.

Have students share common mistakes students make.

What are examples of unhelpful thoughts?

Formative Assessments:

Self-Check: 1. Stop, 2. Name your feelings, 3. Calm dawn: breather, count, use positive self-talk

Journal writings

Everyday Math games- Assessment Check In

Reinforce: Notice when students may be having unhelpful thoughts. Reinforce that it's important to be aware of our thoughts when we're learning.

Reflect: Have students reflect on the helpful and unhelpful thoughts they have when learning and how those affect them differently

Role playing activities- observe students and provide feedback.

Summative Assessments/performance Task(s):

Class norms posters and have students sign or add their name as a contributor.

Mini-books

All About Me Posters

Apply skills: Students give advice to someone having a hard time acquiring a new skill.

Stage 3 – Learning Plan Character and Responsibility

Kindergarten-Second Step

Lesson 2- Why We Pay Attention

Lesson 5- Let's Practice and Learn

Create class norms for the school year with students and identify good character traits and classroom responsibilities. Create a class poster and display.

Whole Group Instruction- Discuss/model good/bad character traits; model expectations for

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participating in small group activities.

Student Activity: Brainstorm/Act out decision-making situations within small groups.

Student Activity: Small group discuss and record in journals examples of six actions that show good character; design medals for people who exemplify these traits

Teaching classroom routines- morning routines, going to the bathroom, asking questions, handing in work, working in pairs or groups, brain breaks, going to another classroom, ordering lunch, taking attendance, returning schoolwork or forms, parent contact.

Self-Regulation and Emotions

Kindergarten-Second Step

Lesson 1- We Watch, We Listen, We Think

Lesson 3- Mistakes are Okay

Lesson 4- Practice Makes Better

Lesson 6- Sometimes We Feel Happy

Lesson 7- Sometimes we Feel Sad

Lesson 8- Sometimes We Feel Mad

Lesson 9-We can Feel Calm

Lesson 10- What Are They Feeling?

Tools of the MindActivities

Make Believe Play

Freeze Game

Graphics Practice

Create opportunities for positive teacher-student relationships and student-student relationships.

Learning Plans

Teacher Conferences on Learning

K-2 Everyday Math Games:

Math games throughout the grade level course promote the following: being patient; taking turns; following directions; using class materials appropriately; cleaning up; helping a peer; learning from mistakes; getting better with practice; regulating emotions; asking for help; correcting a peer; and building confidence..

K-2 Games/Activities:

Make Believe Play (march like a soldier, tip-toe like a mouse, etc.)

Freeze Game

Dance moves

Simon Says

Clean up Song

Jumping rope

Hopscotch

Yoga stretches

Deep breathing exercises

School gardening

Talking walk

Student Activity: Communicate feelings with puppets.

Student Activity-Draw an example of a stressful situation and describe it in writing.

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Whole Group Instruction- Discuss meaning of stress; model different causes of stress

Making Lists/Creating Mini-books: Students can make lists or create mini-books on any of the following topics:

- “Things You Should Say No To”- to reinforce making wise decisions.
- “Things That May Make You Angry and How to Stay Calm”-to teach children that sometimes they will feel certain emotions but there are healthy ways to face and deal with these emotions.
- “Mistakes That I’ve Made”-which will allow children to see that everyone makes mistakes, and people can learn from their mistakes.
- “Ways That I Can Help at Home”-this will encourage the children to participate in household chores.
- “How to Resolve Conflicts”-this will allow students the opportunity to think of ways to problem solve and work out disagreements that may occur.
- Identify home, school and community individuals who can help express one’s emotion. Show students pictures of individuals who they can talk and share emotions with. Students can draw pictures and write sentences.

Unit Plan Title Unit 2: Keeping Myself Safe
Suggested Time Frame 10-12 weeks
Overview / Rationale

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Personal safety involves being aware of your surroundings and understanding how certain situations and/or unhealthy behaviors can lead to injury, illness or death. The ability to identify potential risks and an awareness of the steps that can likely prevent injuries and diseases are key to being safe. In addition, it is essential that individuals understand that there are circumstances that may make them feel uncomfortable or are unsafe/dangerous that are beyond their control. In those circumstances, it is essential that individuals know where and how to seek help.

Stage 1 – Desired Results

Established Goals:

Preschool Teaching and Learning Standards (2014)

Standard 2.3: Children begin to develop an awareness of potential hazards in their environment.

New Jersey Student Learning Standards-Comprehensive Health and Physical Education (2020)

2.3.2.PS1: Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.

2.3.2.PS.2: Discuss healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicle, water, weather safety).

2.3.2. PS.3: Recognize and demonstrate safety strategies to prevent injuries at home, school, in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention).

2.3.2. PS.4: Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol).

2.3.2.PS.5: Define bodily autonomy and personal boundaries.

2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family.

2.3.2.PS.7: Identify behaviors that would be considered child abuse (e.g., emotional, physical, sexual).

2.3.2.PS.8: Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse).

2.1.2.PGD.5: List medically accurate names for body parts, including the genitals.

2.1.2.CHSS.1: Identify community professionals and school personnel who address health emergencies and provide reliable health information to us.

2.1.2.CHSS.2: Determine where to access home, school and community health professionals.

2.1.2.CHSS.3: Demonstrate how to dial and text 911 in case of an emergency.

2.1.2.PGD. 2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).

2.3.2.HCDM.2: Demonstrate personal hygiene and the use of necessary and appropriate health-enhancing behaviors that can keep a person healthy (e.g., precautions to avoid illnesses, handle food hygienically, brush teeth, regular physical activity, adequate sleep, appropriate dress for various weather conditions).

2.3.2.HCDM.3: Explain strategies and develop skills to prevent the spread of communicable diseases and health conditions (e.g., Lyme disease, influenza, cardiovascular diseases).

Essential Questions:

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- What is the difference between healthy and unhealthy risks?
- What strategies keep me and others safe?
- Where do I go to access information about good health and community services?
- How do boundaries keep me safe?
- Who in my community can help keep me safe?
- How do daily habits keep me healthy?

Enduring Understandings:

- You can reduce the risk of injury to oneself and others by being constantly aware of the environment and taking safety precautions
- The environment can impact personal health and safety in different ways.
- Potential hazards exist in personal space, in the school, in the community, and globally.
- Any time children feel uncomfortable or in an unsafe situation, they should reach out to a trusted adult for help.
- People in the community work to keep us safe.
- People need food, water, air, waste removal, and a particular range of temperatures in their environment to stay healthy.

Knowledge:

Students will know...

- Common safety rules (Never-Never Rules for guns, fire, riding on wheels, dogs, sharp tools, seatbelts, crossing streets, water).
- Safe and unsafe situations at home, school and in the community.
- The Ways to Stay Safe (Recognize, Report, Refuse) response.
- The Always Ask First Rule.
- Identify safe and unsafe touches.
- Body parts.
- The Touching rule.
- Warning signs (Stop sign, Red Light, Poison, etc.)
- Bodily autonomy and personal boundaries.
- How to dial and text 911 in the event of an emergency.
- Health-enhancing behaviors and healthy habits for home and schools

Skills:

Students will be able to...

- Recognize safe and unsafe situations.
- Demonstrate applying the Way to Stay Safe in response to scenarios.
- Demonstrate Ways to Stay Safe (Recognize, Report, Refuse).
- Apply assertiveness where they need to refuse to break a Never-Never Rule.
- Demonstrate following the Always Ask First Rule.
- Identify the person they should ask first in response to a scenario.
- Apply assertively saying who they should ask first in response to a scenario.
- Refuse unsafe and unwanted touches assertively in response to scenarios.
- Identify private body parts.
- Apply the Ways to Stay Safe in response to scenarios where someone has broken the Touching Rule.
- Communicate personal boundaries.

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- Show respect for someone else's personal boundaries including friends and family.
- 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).
- Access home, school and community health professionals.
- Dial and text 911 in case of an emergency.
- Maintain personal hygiene and the use of necessary and appropriate health-enhancing behaviors that can keep a person healthy.

Interdisciplinary Connections

New Jersey Student Learning Standards for English Language Arts (2016)

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

New Jersey Student Learning Standards for Mathematics (2016)

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
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4. Use appropriate tools strategically.

New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills (2020)

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives

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 .

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9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults

Student Resources

Second Step Child Protection Unit Family Letters

Second Step Child Protection Unit Home Links

Why Do We Sleep? (6 min)

<https://www.youtube.com/watch?v=XWQARQrH3yA>

Why Do We Need Sleep? (4 min)

<https://www.youtube.com/watch?v=aAmaCeq9v4>

Teacher Resources

Sexual abuse and assault awareness and prevention education (N.J.S.A 18A:35-4.5a.)

Requires each school district shall incorporate age-appropriate sexual abuse and assault awareness and prevention education in grades preschool through 12 as part of the district's implementation of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education. The Commissioner of Education, in consultation with the Department of

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Children and Families, the New Jersey Coalition Against Sexual Assault, Prevent Child Abuse New Jersey, the New Jersey Children's Alliance, and other entities with relevant expertise, shall provide school districts with age-appropriate sample learning activities and resources.

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.

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.

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.

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 ensure that the curriculum reflects the most current information available.

Second Step Child Protection Unit

Grade: Kindergarten

Second Step Child Protection Unit Family Letters

Second Step Child Protection Unit Home Links

Puppets

Safety posters

"Eight Never Nevers" song (2 min.)

<https://www.youtube.com/watch?v=x-dsAqJ3Ln4>

American Public Health

<https://www.apha.org/>

CDC Healthy Schools

<https://www.cdc.gov/healthyschools/physicalactivity/index.htm>

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<https://www.cdc.gov/healthyschools/wsc/index.htm>

Hygiene

<https://classroom.kidshealth.org/classroom/index.jsp?Grade=pk&Section=personal>

Water Safety

https://classroom.kidshealth.org/classroom/prekto2/personal/safety/water_safety.pdf

Bike Safety

https://classroom.kidshealth.org/classroom/prekto2/personal/safety/bike_safety.pdf

Jersey Shore University Medical Center

<https://www.hackensackmeridianhealth.org/en/Locations/jersey-shore-university-medical-center>

Monmouth Resource Net

<https://www.monmouthresourcenet.org/>

Hygiene

<https://classroom.kidshealth.org/classroom/prekto2/personal/hygiene/germs.pdf>

Washing Hands

<https://www.youtube.com/watch?v=XWQARQrH3yA>

Poison Control

<https://www.njpies.org/request-materials/>

Monmouth County Prosecutor's Office

<http://mcponj.org/>

Animal Cruelty

<https://www.humanesociety.org/resources/animal-cruelty-facts-and-stats>

<https://www.crayola.com/lesson-plans/erase-it!-animal-cruelty-lesson-plan/>

Local Fire Department

Stage 2 – Assessment Evidence

Pre-Assessments:

Ask students “Who keeps you safe at home and at school?”

“What are the safety rules at home and school?”

Recognize: Is it safe? What's the Rule? Show pictures/scenarios and ask students to use thumbs up if safe.

Formative Assessments:

Have students practice different skills daily. Notice when students are being assertive, reinforce the behavior with specific feedback.

Student Reflection: Have students reflect on how being assertive helped keep them safe.

Ask students to pat their head if they have used the Ways to Stay Safe once this week.

Teachers notice when students are following the Always Ask First Rule and reinforce the behavior. Have students reflect on when and how many times they used the rule in a day.

Summative Assessments/Performance Task(s):

Unit test

Stage 3 – Learning Plan

Safe Behaviors

School Security Drills: Review safety drill procedures at the beginning of the school year. After each drill or an event, have a class discussion to review drill, reinforce proper behavior and

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following directions and answer student questions. Ensure safety drill procedures are left with substitute teacher/emergency plans.

Fire Safety Program: local fire department visits school and presents fire safety strategies.

Kindergarten

Second Stepchild Protection Unit

Lesson 1: Ways to Stay Safe (wheels, crossing street, fire, dog, tools, seatbelt, water)

Lesson 2: The Always Ask first Rule

Lesson 6: Reviewing Safety Skills

Boundaries

Kindergarten

Second Stepchild Protection Unit

Lesson 3: Safe and Unsafe Touches

Lesson 4: The Touching Rule

Lesson 5: Practicing Staying Safe

Discuss and address animal cruelty. Students can create posters on how to keep animals safe.

Health Resources

Show students a picture of a phone and practice dialing 9-1-1. Discuss example emergency scenarios when to call. Inform parents students have reviewed dialing 9-1-1.

Have students create a drawing/map identifying community health resources- hospital, doctor, dentist, etc.

Have students identify trusted adults in school, family and community.

When walking around the school, identify the following people, places and things: the nurse's office; child study team; guidance counselor; health services; Principal's office; Fire pull station, fire extinguisher, AED, exit doors, and cameras.

Personal Hygiene

Nurse- pre K-2 hand washing lesson. Practice washing hands throughout the day as needed.

Local dentist/hygienist school visit- assembly/lessons on brushing teeth.

Discuss with students how germs can be transmitted and how not to share certain items. Teach students how to blow nose, wipe nose, cough and minimize germ spreading.

Show a video on sleep and review why sleep is important, steps for a good bedtime routine and how many hours to get for rest.

Discuss what to wear for each season and for different activities throughout the year when doing the calendar routine (Everyday Math Routines).

Environmental Science -Summerwood Trip:

Discuss lyme's disease and tick bite prevention. Review how to check for ticks when outside.

Inform parents to check for ticks.

Unit Plan Title Unit 3: Healthy Relationships

Suggested Time Frame 7 weeks

Overview / Rationale

Healthy relationships require good communication and social skills. This includes being aware

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of others' feelings and ideas, being respectful of differences and being able to make good decisions. Students will develop skills and strategies to resolve conflicts and who, when, where and how to seek help for oneself or others as needed.

Stage 1 – Desired Results

Established Goals:

New Jersey Student Learning Standards-Comprehensive Health and Physical Education (2020)

- 2.1.2.SSH.3: Describe different kinds of families locally, nationally and globally and note similarities in the ways in which they keep their children safe.
- 2.1.2.SSH.4: Determine the factors that contribute to healthy relationships within a family.
- 2.1.2.SSH.5: Identify basic social needs of all people.
- 2.1.2.SSH.6: Determine the factors that contribute to healthy relationships.
- 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another.
- 2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer).
- 2.1.2.SSH.9: Define bullying and teasing and explain why they are wrong and harmful.

Essential Questions:

- What is a family?
- What is the role of family in your life?
- What makes a good friend?
- How does my relationship with my friends and family affect my health?

Enduring Understandings:

- Good health means taking care of our physical body, and mental and emotional health.
- Keeping our minds healthy and having healthy relationships are a part of good health.
- Conflict is normal and we need to find ways to resolve conflict to ensure that everyone gets along.
- A healthy relationship is a shared responsibility and requires effective communication.

Knowledge:

Students will know...

- Examples of different types of families, family responsibilities, and possible causes for
- Change within the family.
- What a healthy relationship is and looks like.
- The steps for resolving conflict.
- The process for good communication and healthful ways to share feelings.
- Aspects of being a good friend.
- What to do if a conflict arises.
- What bullying is and why it is harmful.
- Who to report bullying to.

Skills:

Students will be able to...

- Recognize ways that families can be different.
- Identify basic needs (food, water, sleep, shelter, clothing, and love).
- Describe at least three characteristics of a friend.

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- Apply steps for resolving conflict within family and school environments.
- Recognize and model ways of showing respect through words and actions.
- Recognize a conflict and the appropriate methods for resolving them.
- Define bullying.
- Report bullying to an adult.

Interdisciplinary Connections

New Jersey Student Learning Standards for English Language Arts (2016)

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

New Jersey Student Learning Standards for Mathematics (2016)

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Use appropriate tools strategically.

New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills (2020)

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives

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 .

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

9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults.

Student Resources

Everyday Math games

Games

Bullying Prevention Guide Student handouts

Teacher Resources

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.

Stop Bullying

<https://www.stopbullying.gov/>

Bullying Prevention Guide (6 lessons), New Jersey State Bar Association

<https://drive.google.com/drive/folders/0AlfzzC5OewAeUk9PVA>

Stage 2 – Assessment Evidence

Pre-Assessments:

Ask “What makes a family?”

Ask “What is bullying?”

Formative Assessments:

Think - Pair - Share: How to resolve conflict.

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Whiteboard- Who is in my family?

Summative Assessments/Performance Task(s):

VIP Tree: allow your students to create their own very important people tree. Have your students write the names of the important individuals in their lives on the branches and positive characteristics about them on the attached leaves.

Class Families Quilt

Stage 3 – Learning Plan

Introductory Activity:

Whole Group Instruction- Discuss/brainstorm ways that families are alike and different.

Student Activity: Draw pictures/describe your own very important people tree.

Make a Families Quilt: Teacher's Edition p. 23-students can all draw a picture of something that reminds them of their family, or something that makes their family special on a square. The class will put their squares together to create a quilt which will emphasize that there are many differences as well as similarities between human beings, and everyone should be grateful for who they are.

Introductory Activity: Whole Group Instruction-Identify conflict; recall/discuss importance of four bullying rules; list steps for resolving conflicts

Week of Respect (October) school activities

Bullying Prevention Guide

Lesson 1 Building Relationships

Lesson 2 Bullying vs. Normal Conflict

Lesson 3 Recognizing the Roles People Play

Lesson 4 Upstander Strategies

Lesson 5 Responsible Reporting

Lesson 6 Assessment and Action

Discuss traits of a good friend. Have students share what they think makes a good friend. List them in class.

Have students discuss scenarios and share how a friend should handle issues or conflict.

Students can write about something that they would like to do with someone special in their family. This will allow the children to realize the importance of their families, and how important is it to spend time together, cooperate, and get along.

Unit Plan Title Unit 4: Nutrition

Suggested Time Frame 5 weeks

Overview / Rationale

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

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wellness. As we grow, our bodies change. Taking care of our body is essential to our physical well-being. We can do this through a nutritious diet and maintaining a healthy weight to reduce health risks.

Stage 1 – Desired Results

Established Goals:

New Jersey Student Learning Standards-Comprehensive Health and Physical Education (2020)

2.2.2.N.1: Explore different types of foods and food groups.

2.2.2.N.2: Explain why some foods are healthier to eat than others.

2.2.2.N.3: Differentiate between healthy and unhealthy eating habits.

2.3.2.HCDM.1: Explain the consequences on a person's health if he or she does not have adequate food and a clean environment.

Preschool Teaching and Learning Standards (2014)

Standard 2.2: Children begin to develop the knowledge and skills necessary to make nutritious food choices.

Essential Questions:

- What makes food healthy?
- What causes our growth and development?
- What is considered an appropriate portion size?
- What makes a meal nutritional?

Enduring Understandings:

- It is important to stay healthy as you grow.
- There are different stages of growth and development.
- Each system in our bodies contain organs and parts that enable our bodies to function.
- Healthy foods in the Good Guide Pyramid are important to our long and short-term health.

Knowledge:

Students will know...

- the components of My Plate
- good habits are important to a healthy lifestyle
- the important parts and organs in our body that make our body systems function
- what information is found on food labels
- healthy foods contain nutrients that are necessary for a healthy body

Skills:

Students will be able to...

- analyze habits that contribute to healthy lifestyles.
- analyze which foods are healthy for our bodies.
- identify the different essential food groups.
- recognize nutrients that are important for a healthy body.
- discuss the importance of serving sizes.
- identify and explain the function of food labels.
- demonstrate how to read labels and identify ingredients.

Interdisciplinary Connections

New Jersey Student Learning Standards for English Language Arts (2016)

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NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

New Jersey Student Learning Standards for Mathematics (2016)

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Use appropriate tools strategically.

New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills (2020)

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives

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 .

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

9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults.

Student Resources

My Plate

<https://www.myplate.gov/eat-healthy/what-is-myplate>

My Plate Coloring Sheet

<https://drive.google.com/file/d/159DXZGhmHCrgHDfG1CnlzvPy1Y2wJlIX/view?usp=sharing>

Teacher Resources

Websites:

Start Simple With My Plate

<https://drive.google.com/file/d/1ZCbdq-4YKbOHGuCgtkmDmyskAwkWB12Y/view?usp=sharing>

United States Department of Health and Human Services

www.health.gov/dietaryguidelines/

My Health Finder

<https://health.gov/myhealthfinder>

<https://health.gov/myhealthfinder/healthy-living/nutrition>

Stage 2 – Assessment Evidence

Pre-Assessments:

Ask “Where does food come from?”

Formative Assessments:

Student Activity: Create individual food pyramids from photos in magazines.

Summative Assessments/Performance Task(s):

Students can plan an imaginary class trip (unless you have one coming up in the near future, then it can be a plan for an actual experience). As a class you can decide on a destination, and write a plan for their trip which should include: what to eat for lunch and what rules they will need to follow.

Gardening: Students can plant seeds and grow a vegetable to observe and taste.

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Stage 3 – Learning Plan

Introductory Activity: Whole Group Instruction: Model the My Plate; discuss favorite food and healthy foods

Introductory Activity: Whole Group Instruction: Identify and explain functions of food labels.

Student Activity: Display several food containers for students to locate/identify labels and nutrition facts.

Student Activity: Identify healthy snack from ads in magazines; enjoy a healthy snack,

Introductory Activity: Whole Group Instruction: Discuss the importance of healthy snacks; model appropriate serving sizes.

Children can create goals for themselves that they may have pertaining to new things that they would like to try/experience in their lives- try new food, make healthy food choices, drink more water, etc.

Make a Placemat:

Colorful pictures of healthy food can stimulate even the pickiest appetite. Have each student cut out pictures of their 10 favorite healthy foods from magazines or newspapers or print them from the internet. Start a discussion: Why did they choose those specific foods? Are they really healthy? How do you know? What food groups do they belong to? Then, have students paste their foods onto a single sheet of construction paper. Have your students present their creation to the class.

Build a Food Plate:

Create a large food plate for your class—displayed at the front of the classroom—using different-colored papers for each of the five main categories, which should be labeled as follows: Fruits, Vegetables, Protein, Dairy, and Grains. Have students cut out pictures of at least one food for each category from magazines or newspapers or print them from the internet. (You can also have students draw their own pictures.) Then divide the class into two groups. Have one group use tape or tacks to place their pictures on the bulletin board in the wrong categories. Then, have the second group move the food pictures into the correct categories. Check the second group for accuracy.

MyPlate website and build their own healthy meal, coloring in their favorite 5–6 healthy food items on a coloring sheet.

Unit Plan Title Unit 5: Alcohol, Tobacco and Other Drugs

Suggested Time Frame 6 weeks

Overview / Rationale

Drug usage prevents one from living a healthy lifestyle. Medicines must be used correctly in order to be safe and have the maximum benefit. Tobacco has harmful effects on the human body.

Treatment of drug abuse can help people live longer by implementing a plan to reach realistic

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wellness goals.

Stage 1 – Desired Results

Established Goals:

2.3.2.ATD.1: Explain what medicines are, how they are used, and the importance of utilizing medications properly.

2.3.2.ATD.2: Identify ways in which drugs, including some medicines, can be harmful.

2.3.2.ATD.3: Explain the effects of tobacco use on personal hygiene, health, and safety.

2.3.2.DSDT.1: Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.

2.3.2.DSDT.2: Explain that individuals who abuse alcohol, tobacco, and other drugs can get help.

Essential Questions:

- How can medicine help our bodies to be healthy?
- How can drugs affect our everyday lives?
- What are the differences between good and bad drugs?
- How can stress affect our health and how can it be controlled?

Enduring Understandings:

- Medicine is sometimes necessary for our wellness.
- Drugs can be both helpful and harmful to our bodies.
- It's necessary to know how to make good decisions about taking drugs.
- There are habits that are helpful to our everyday lives.

Knowledge:

Students will know...

- that medicine can help our bodies when we follow the safety rules
- there are warning labels on medicine bottles and special instructions
- there are people who can help someone with an alcohol problem
- secondhand smoke can be harmful to our bodies
- there are ways to say no to drugs
- terms can make us sick, but there are ways to prevent them from spreading
- some diseases can be cured

Skills:

Students will be able to...

- Identify what medicine is and how it's used.
- Recognize warning labels on medicine.
- Identify reasons to be drug free.
- Cite different ways to say no to drugs.
- Cite the different people who can help someone who has problems with drugs/alcohol.
- Identify the harmful effects of drugs and reasons to be drug free.
- Communicate how to say no to drugs.
- Apply ways to fight the spread of germs.
- Identify common infectious diseases.

Interdisciplinary Connections

New Jersey Student Learning Standards for English Language Arts (2016)

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development;

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summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

New Jersey Student Learning Standards for Mathematics (2016)

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Use appropriate tools strategically.

New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills (2020)

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives

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 .

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

9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults.

Student Resources

Kids Health in the Classroom student handouts

Smoking Quiz

Student Journal

Teacher Resources

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 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.

Kids Health in the Classroom

<https://classroom.kidshealth.org/classroom/index.jsp?Grade=pk&Section=problems>

Alcohol

Teacher's Guide P-2

<https://drive.google.com/file/d/1DpxtlQJRG6-Uy9hsRmg8AgIVZH8JnuZU/view?usp=sharing>

Alcohol P-2 Handout 1

<https://drive.google.com/file/d/1AoAtrPvYakARn1qpWfdSz8DSL08nys0n/view?usp=sharing>

Alcohol P-2 Handout 2

https://drive.google.com/file/d/17WbaJKC3or0tiSu_SYp8PQuBLxqZbJLe/view?usp=sharing

Alcohol P-2 Handout 3

https://drive.google.com/file/d/1J7HH26ORd4_OFX6ACChBYtiOnJjgf5X7/view?usp=sharing

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Drugs

Teacher's Guide P-2

<https://drive.google.com/file/d/1j2Rqefd0EI3ZwJ2kFzB2Ya6acE5xM2Xm/view?usp=sharing>

Drugs Handout P-2 Trusted Adults

https://drive.google.com/file/d/1TdD_eWgjH1d9ib9fnH7nx0EAvGBLN9Ee/view?usp=sharing

Drugs Handout P-2 What Should You Do?

<https://drive.google.com/file/d/1GqxpXmukXQm8XeeAXE3XU5dilk3B0lh/view?usp=sharing>

Smoking

K-2 Smoking Teacher's Guide

https://drive.google.com/file/d/1JEv6RaMJX8xfDFy_XUKdQURSP-uQt06g/view?usp=sharing

K-2 Smoking Handout 1

<https://drive.google.com/file/d/1JUBnv03eo5yeFrnIF-Y4NzckQINsBdCJ/view?usp=sharing>

K-2 Smoking Quiz

<https://drive.google.com/file/d/1yUiN68letHDIT0qf7AoXXGZyr2J7m7JE/view?usp=sharing>

K-2 Smoking Quiz Answer Key

<https://drive.google.com/file/d/17LRumKxULFURI1zSvueZEVkV3GLUNzin/view?usp=sharing>

Stage 2 – Assessment Evidence

Pre-Assessments:

Ask students what they know about medicine and drugs.

Formative Assessments:

Picture cards: show the students different pictures of healthy and unhealthy habits and have the children give thumbs up or down for whether they think they are healthy choices or not.

Summative Assessments/Performance Task(s):

Children can write or draw directions for ways to say no to drugs and alcohol

Students can make “No Smoking” posters/signs and hang them around the school.

Student Activity: identify photos in magazines of people involved in healthy activities and create a poster.

Stage 3 – Learning Plan

Talk about how seeing young people smoke on TV or in advertisements (magazine, newspaper, online websites) could influence their opinions about smoking. Follow Up Activity: Make ads teaching people why it's not good to smoke.

Picture cards: show the students different pictures of healthy and unhealthy habits and have the children give thumbs up or down for whether they think they are healthy choices or not.

Children can write or draw directions for ways to say no to drugs and alcohol

Students can make “No Smoking” posters/signs and hang them around the school.

Making lists/graphic organizers: Students can create lists based upon the following topics/ideas:

Ways to Prevent Cancer, Substances that Should Not be Taken Without Permission from an Adult, Healthy Habits Versus Unhealthy Habits chart, etc.

Introductory Activity: Whole Group Instruction: discuss what you know about medicine.

Introduce concepts, create word wall of key terms and vocabulary

Write in journals safety rules for taking medicine.

Introductory Activity: Whole Group Instruction: identify alcohol as a drug and discuss how it can hurt our minds and bodies; how we can get help for people who have an addiction

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Student Activity: identify photos in advertisements of people involved in healthy activities and create a poster.

Introductory Activity: Whole Group Instruction: Introduce symptoms of some common infectious diseases; and discuss the importance of washing hands with help of a nurse.

Student Activity: wash hands using “black light” to identify germs that remain.

Introductory Activity: Whole Group Instruction-Discuss what things can trigger asthma and allergies.

Demonstrate difficulty of breathing with asthma using a straw.

Introductory Activity: Whole Group Instruction- Identify cancer as a non-communicable disease; discuss ways to prevent cancer.

Show students pictures of common medicines and candy and explain how medicine can look like candy.

SummerWood Environmental Science Program

The following New Jersey Student Learning Standards for Comprehensive Health & Physical Education are also addressed in the grade level Science and Environmental Science (SummerWood) curricula:

Environmental Science Grade K-2 in Environmental Science

2..1.2.CHSS.4: Describe how climate change affects the health of individuals, plants and animals.

Neptune City School District School Safety and Emergency Planning

The following New Jersey Student Learning Standards for Comprehensive Health & Physical Education are also integrated into our School Safety and Emergency Planning.

New Jersey Student Learning Standards-Comprehensive Health and Physical Education (2020)

STANDARD 2.1 PERSONAL AND MENTAL HEALTH; STANDARD 2.3 SAFETY

N.J.S.A. 18A:41-1 School Security Drills

Fire, school security drills 18A:41-1

Every principal of a school of two or more rooms, or of a school of one room, when located

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above the first story of a building, shall have at least one fire drill and one school security drill each month within the school hours, including any summer months during which the school is open for instructional programs, and shall require all teachers of all schools, whether occupying buildings of one or more stories, to keep all doors and exits of their respective rooms and buildings unlocked during the school hours, except during an emergency lockdown or an emergency lockdown drill. Where school buildings have been provided with fire escapes, they shall be used by a part or all of the pupils performing every fire drill. Schools are required to conduct a school security drill within the first 15 days of the beginning of the school year. Schools are required to hold a minimum of two of each of the following security drills annually:

- ❖ Active shooter;
- ❖ Evacuation (non- fire);
- ❖ Bomb threat;
- ❖ Lockdown.

Examples of other types of security drills:

- ❖ Shelter-in-place;
- ❖ Reverse evacuation;
- ❖ Evacuation to relocation site;
- ❖ Testing of school's notification system and procedures;
- ❖ Testing of school's communication system and procedures;

Teachers should utilize the monthly drills as an opportunity to prepare students for an emergency situation, as well as reinforce the grade appropriate NJ Student Learning Standards as outlined below:

Standard 2.1 Personal and Mental Health: Community Health Services and Support By the end of grade 2

People in the community work to keep us safe.

2.1.2.CHSS.1: Identify community professionals and school personnel who address health emergencies and provide reliable health information to us.

2.1.2.CHSS.2: Determine where to access home, school and community health professionals.

2.1.2.CHSS.3: Demonstrate how to dial and text 911 in case of an emergency.

Individuals face a variety of situations that may result in different types of feelings and learning how to talk about their feelings is important.

2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared.

2.1.2.CHSS.6: Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals).

ACCOMMODATIONS AND MODIFICATIONS

Below please find a list of suggestions for accommodations and modifications to meet the diverse needs of our students. Teachers should consider this a resource and understand that they are not limited to the recommendations included below.

An accommodation changes HOW a student learns; the change needed does not alter the grade-level standard. A modification changes WHAT a student learns; the change alters the grade-level expectation.

Special Education and 504 Plans

All modifications and accommodations must be specific to each individual child's IEP

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(Individualized Educational Plan) or 504 Plan.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Repetition and time for additional practice
- Model skills/techniques to be mastered
- Extended time to complete task/assignment/work
- Provide a copy of class notes
- Strategic seating (with a purpose - e.g. less distraction)
- Flexible seating
- Repetition and additional practice
- Use of manipulatives
- Use of assistive technology (as appropriate)
- Assign a peer buddy
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Provide oral reminders and check student work during independent practice
- Chunk the assignment - broken up into smaller units, work submitted in phases
- Encourage students to proofread assignments and tests
- Provide regular home/school communication
- Teacher checks student planner
- Provide students with clear expectations in writing and grading criteria for assignments (rubrics)

Testing Accommodations:

Students should receive all testing accommodations for Benchmark assessments that they receive for State testing.

- Setting: Alternate setting for assessments, small groups, screens to block distractions
- Presentation: large print, test readers, use of audio, fewer questions on each page
- Response: answer verbally, use large block answer sheet, speech-to-text dictation, accept short answers
- Allow for retakes
- Provide study guides
- Use of reference aids such as glossary, multiplication tables, calculator
- Choice of test format (multiple-choice, essay, true-false)
- Alternate ways to evaluate (projects or oral presentations instead of written tests)
- Open-book or open-note tests

English Language Learners:

All modifications and accommodations should be specific to each individual child's LEP level

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as determined by the WIDA screening or ACCESS, utilizing the WIDA Can Do Descriptors.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Scaffold language based on their Can Do Descriptors
- Alter materials and requirements according to Can Do Descriptors
- Adjust number of paragraphs or length of writing according to their Can Do Descriptor
- TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi-sensory forms such as with body language, intonation
- Pair visual prompts with verbal presentations
- Repetition and additional practice
- Model skills and techniques to be mastered
- Native Language translation (peer, assistive technology, bilingual dictionary)
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Use of self-assessment rubrics
- Increase one-on-one conferencing; frequent check ins
- Use study guide to organize materials
- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring
- Extended time
- Select text complexity and tiered vocabulary according to Can Do Descriptors
- Projects completed individually or with partners
- Use online dictionary that includes images for words:

<http://visual.merriamwebster.com/>

- Use online translator to assist students with pronunciation:

http://www.reverso.net/text_translation.aspx?lang=EN

Students at Risk of Failure:

- Use of self-assessment rubrics for check-in
- Pair visual prompts with verbal presentations
- Ask students to restate information and/or directions
- Opportunity for repetition and additional practice
- Model skills/techniques to be mastered
- Extended time
- Provide copy of class notes
- Strategic seating with a purpose
- Provide students opportunity to make corrections and/or explain their answers
- Support organizational skills
- Check daily planner
- Encourage student to proofread work
- Assign a peer buddy

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- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

High Achieving:

Extension Activities

- ● Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more complex material
- Allow opportunities for peer collaboration and team-teaching
- Set individual goals
- Conduct research and provide presentation of appropriate topics
- Provide students opportunity to design surveys to generate and analyze data to be used in discussion
- Allow students to move through the assignment at their own pace (as appropriate)

Strategies to Differentiate to Meet the Needs of a Diverse Learning Population

- ● Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions
- Provide "Realia" (real life objects to relate to the five senses) and ask questions relating to the senses
- Role Play-students create or participate in role playing situations or Reader's Theater
- Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies)
- Brainstorm Carousel-Large Post Its around the room, the group moves in a carousel to music. Group discusses topics and responses on paper. Groups rotate twice to see comments of others. (Refer to Kagan Differentiated Strategies)
- Gallery Walk-Objects, books, or student work is displayed. Students examine artifacts and rotate.
- Chunking-chunk reading, tests, questions, homework, etc to focus on particular elements.
- Think Pair Share Write
- Think Talk Write
- Think Pair Share
- Note-taking -can be done through words, pictures, phrases, and sentences depending on level
- KWL (Know, Want to Know, Learned)/KWHL(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts
- Corners Cooperative Learning Strategy:
<http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners>.
- Circle Map strategy- place the main topic in a small circle and add student ideas in a

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bigger circle around the topic. Students may use their native language with peers to brainstorm.

- Flexible grouping -as a whole class, a small group, or with a partner, temporary groups are created:

<http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy>.

- Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: <http://www.adlit.org/strategies/22371/>.

Preschool - Grade 2 Health Pacing

Week	Unit	Week	Unit
1	All About Me	21	Keeping Myself Safe
2	All About Me	22	Keeping Myself Safe
3	All About Me	23	Healthy Relationships
4	All About Me	24	Healthy Relationships
5	All About Me	25	Healthy Relationships
6	All About Me	26	Healthy Relationships
7	All About Me	27	Healthy Relationships
8	All About Me	28	Healthy Relationships
9	All About Me	29	Healthy Relationships
10	All About Me	30	Nutrition
11	All About Me	31	Nutrition

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12	All About Me	32	Nutrition
13	Keeping Myself Safe	33	Nutrition
14	Keeping Myself Safe	34	Nutrition
15	Keeping Myself Safe	35	Alcohol, Tobacco and Other Drugs
16	Keeping Myself Safe	36	Alcohol, Tobacco and Other Drugs
17	Keeping Myself Safe	37	Alcohol, Tobacco and Other Drugs
18	Keeping Myself Safe	38	Alcohol, Tobacco and Other Drugs
19	Keeping Myself Safe	39	Alcohol, Tobacco and Other Drugs
20	Keeping Myself Safe	40	Alcohol, Tobacco and Other Drugs