



# Washington Township School District



*The mission of the Washington Township Public Schools is to provide a safe, positive, and progressive educational environment that provides opportunity for all students to attain the knowledge and skills specified in the NJ Learning Standards at all grade levels, so as to ensure their full participation in an ever-changing world as responsible, self-directed and civic-minded citizens.*

<b>Course Title:</b>	<b>Health and Wellness</b>				
<b>Grade Level(s):</b>	Second Grade				
<b>Duration:</b>	<i>Full Year:</i>	<b>X</b>	<i>Semester:</i>		<i>Marking Period:</i>
<b>Course Description:</b>	This course is a comprehensive, sequential health education program that emphasizes the natural interdisciplinary connection among wellness, health, and social emotional learning. The primary focus of the standards is on the development of knowledge and skills that influence life-long healthy behaviors within the context of self, family, school and the local and global communities. Social-emotional learning involves the process through which children and adults acquire and apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.				
<b>Grading Procedures:</b>	3= Consistently, 2= Occasionally, 1= Rarely				
<b>Primary Resources:</b>	<ul style="list-style-type: none"><li>• Mindfulschools.org shared resources</li><li>• Literature and videos for discussion</li><li>• KidsHealth.org</li><li>• PebbleGo</li><li>• SeeSaw</li><li>• Youtube Videos</li></ul>				

## Washington Township Principles for Effective Teaching and Learning

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiences
- Infusing 21st century skills for College and Career Readiness in a global society

<b>Designed by:</b>	Suzie Brennan, Melissa McNally, Madison Agostini, Kathi Passante
<b>Under the Direction of:</b>	& Christine Gehringer

**Written:** Aug. 2024

**Revised:** \_\_\_\_\_

**BOE Approval:** \_\_\_\_\_

# Social and Emotional Learning

## New Jersey SEL Competencies and Sub-Competencies

Social and emotional learning (SEL) involves the process through which children and adults acquire and apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. The purpose of the SEL competencies is to provide schools with guidelines for integrating SEL across grades and subject areas.



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



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



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



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



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



<http://www.nj.gov/education/students/safety/sandp/sel>

August 2017

Through the district-wide K-12 character education ideology, **WT CORE 4**, students and staff demonstrate the four traits of respect, responsibility, caring, and citizenship toward themselves and others in both school and community.

Through purposeful and strategic lesson development and classroom routines, students build their executive functions: working memory, cognitive flexibility, inhibition control. These skills underlie the capacity to plan ahead and meet goals, display self-control, follow multiple-step directions even when interrupted, and stay focused despite distractions, among others.

Students in K-5 engage in **Mindfulness** activities for 5 minutes daily. This practice strengthens the SEL competency of Self-Management.

Through a student-led school climate improvement program, ***No Place for Hate***, students participate in school-wide discussion-based and active learning activities. Students and staff examine identities, reflect on biased behavior and learn new ways to challenge bias and bullying in themselves and society. Collaborative projects strengthen the SEL competencies, anti-bullying, and equity efforts, while creating harmony through a social justice lens and common language from PreK-12.

## **Unit: Alcohol, Tobacco, and Other Drugs**

### **Unit Description:**

In this unit the students will be able to describe why using decision-making skills is advantageous to prevent the use of alcohol, tobacco, and other drugs. Students will describe why medicines should be administered by a trusted adult. They will demonstrate an understanding of how alcohol, tobacco, and other drugs can be abused and determine what substances should never be inhaled and explain why. Students will understand that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs and determine where/how community health professionals can be accessed.

Through the WT CORE 4: respect, responsibility, caring, and citizenship students build strong relationships by recognizing the character strengths in themselves and others.

Students are provided frequent opportunities for acquiring and strengthening executive function skills.

Daily Mindfulness (Understand and practice strategies for managing one's own emotions, thoughts, and behaviors)

### **Unit Duration: 3 lessons**

## **Desired Results**

### **Standards with indicators:**

#### **Health:**

- 2.3.2.ATD.1: Explain what medicines are, how they are used, and the importance of utilizing medications properly.
- 2.3.2.ATD.2: Identify ways in which drugs, including some medicines, can be harmful.
- 2.3.2.ATD.3: Explain effects of tobacco use on personal hygiene, health, and safety.
- 2.3.2.DSDT.1: Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.
- 2.3.2.DSDT.2: Explain that individuals who abuse alcohol, tobacco, and other drugs can get help.

### **SEL : Competencies**

#### **Responsible Decision-Making**

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

### **Indicators:**

- Explain what medicines are, how they are used, and the importance of utilizing medications properly.
- Identify ways in which drugs, including some medicines, can be harmful.
- Explain effects of tobacco use on personal hygiene, health, and safety.
- Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.
- Explain that individuals who abuse alcohol, tobacco, and other drugs can get help.

### **Understandings:**

*Students will understand that...*

- The use of alcohol, tobacco, and other drugs in unsafe ways is harmful to one's health.
- Substance abuse is caused by a variety of factors.
- There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.

### **Essential Questions:**

- What are medicines, how they are used, and what is the importance of utilizing medications properly?
- How can drugs, including some medicines, be harmful?
- What are the effects of tobacco use on personal hygiene, health, and safety?
- What are signs that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs?
- How can individuals who abuse alcohol, tobacco, and other drugs can get help?

## Assessment Evidence

### Performance Tasks:

- Daily Mindfulness Exercises
- Completion of Executive Functioning Activities
- Group Activities
- Projects
- Presentations
- Class discussion

### Other Evidence:

- Teacher observations
- Team building games/activities
- Participation in outdoor/classroom cooperative games and physical activities
- Participation in movement activities (brain breaks, GoNoodle, Mindyeti, etc.

## Learning Plan

### Learning Activities:

Daily Mindfulness - Teachers will lead mindfulness activities daily during a conducive time in their schedule (ex. At arrival, after lunch, before assessment, etc.). Teachers can use a variety of activities for mindfulness including but not limited to; [mindfulschools.org](http://mindfulschools.org), [gonoodle.com](http://gonoodle.com) (Flow and Empower Tools channels), [mindyeti.com](http://mindyeti.com), and activities provided during district Mindfulness PD sessions. Required daily mindfulness activities should be approximately 5-10 minutes in duration.

Teachers will integrate CASEL Competencies and the WT CORE 4 traits into lessons that build executive functioning skills.

### Health Teacher Lessons:

**Learning Target:** Students will define what medicine is, how to take it, and ways to use medicine safely. (2.3.2.ATD.1; 2.3.2.ATD.2)

**Activity:** Using PebbleGo (Health; Illnesses; Feeling Sick; Medicine), students can understand what medicine is and how to use medicine safely. To deepen understanding, students will summarize what they have learned about medicine safety by working in a small group or pairs to create a simple "Medicine Safety Guide" booklet. They can include drawings, safety rules, and explanations of what medicines are used for. Allow time for students to share their guides with the class or display them in the classroom.

**Learning Target:** Students will explain what cigarettes are made of, and what happens when someone smokes. (2.3.2.ATD.3; 2.3.2.DSDT.1; 2.3.2.DSDT.2)

**Activity:** View the video <https://www.youtube.com/watch?v=jrZiTydwmsA> to introduce the concepts of what cigarettes are made of and what happens when someone smokes. The following resource: <https://www.nfschools.net/cms/lib/NY19000301/Centricity/Domain/2437/Teen%20Health%20Tocacco%20Book.pdf> contains information and facts for the teacher to use when constructing the lesson. To deepen understanding, students will work in small groups or pairs to create a poster about cigarettes or what happens when someone smokes. Have each group create a poster that includes: A title (e.g., "The Dangers of Smoking" or "Say No to Smoking!"); Key facts about the health risks of smoking; Illustrations (drawings, diagrams, or cutouts from magazines) that represent the information; A positive message about making healthy choices and avoiding smoking.

**Learning Target:** Students will explain what illegal drugs are, how they affect the body and ways to avoid them. (2.3.2.ATD.2)

**Activity:** KidsHealth.org: (Teacher's Guide K-2: Health Problems, Drugs). Use related KidsHealth Links under Articles for Kids (What You Need to Know About Drugs) to introduce students to illegal drugs and why they are dangerous. To deepen understanding, use the Drugs activity - "What Should You Do". Complete parts A, B, and C.

**Red Ribbon week activities will address the following standards:**

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

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

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

**Resources:**

- Completion of Executive Functioning Activities
  - [4theKids](#)
  - <https://sites.google.com/idecorp.com/wtps-virtual-support-center/primary-resources>
- Reflection Journal
- Kidshealth.org
- PebbleGo
- Youtube Videos
- nfschools.net
- Daily Mindfulness Exercises

**Unit Modifications for Special Population Students**

<b>Advanced Learners</b>	<ul style="list-style-type: none"><li>• Provide appropriate challenges for wide ranging skills and development areas.</li><li>• Participate in inquiry and project-based learning units of study</li><li>• Assigning roles within partnerships</li><li>• Differentiated supports: content, process, product, environment</li><li>• Introduce advanced vocabulary (tobacco smoke, nicotine, caffeine, alcohol)</li></ul>
<b>Struggling Learners</b>	<ul style="list-style-type: none"><li>• Provide instructional adaptations and interventions in the general education classroom.</li><li>• Allow for students to view videos more than once.</li></ul>
<b>English Language Learners</b>	<ul style="list-style-type: none"><li>• Pair visual prompts with verbal presentations</li><li>• Frontload and immerse students in literacy and language experiences related to content.</li><li>• Read aloud any text that is content related.</li><li>• Introduce vocabulary (drugs, medicine, habit, refuse)</li></ul>
<b>Special Needs Learners</b>	<ul style="list-style-type: none"><li>• Review student's individualized educational plan and/or 504 plan.</li><li>• Repeat and rephrase instructions as needed.</li><li>• Read aloud any text that is content related.</li><li>• Differentiation through content, process, product, environment</li></ul>
<b>Learners with a 504</b>	Refer to page four in the <a href="#">Parent and Educator Resource Guide to Section 504</a> to assist in the development of appropriate plans.

**Interdisciplinary Connections****Indicators:**

**LA.W.IW.2.2** - Write informative/explanatory texts to examine a topic and convey ideas and information

- Students will write step-by-step directions on how to say no to drugs.

**LA.SL.UM.2.5** - Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

- Act out how you can say no to drugs.
- Create a "say no to drugs poster."

**Integration of 21<sup>st</sup> Century Skills**



**Indicators:**

Standard 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Strand F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Grade Level Bands - K-2 Content Statements students will:

Use geographic mapping tools to plan and solve problems.

Plan and manage activities to develop a solution or complete a project.

Collect and analyze data to identify solutions and/or make informed decisions.

Use multiple processes and diverse perspectives to explore alternative solutions

**Unit: Wellness/Nutrition****Unit Description:**

In this unit the students will be able to identify that people need food, water, air, waste removal, and a particular range of temperatures in their environment to stay healthy and also how the environment can impact their personal health and safety. Communication is the basis for strengthening relationships and resolving conflict between people. Students will know the importance of nutritious food choices and how they promote wellness and are the basis for healthy eating habits.

Through the WT CORE 4: respect, responsibility, caring, and citizenship students build strong relationships by recognizing the character strengths in themselves and others.

Students are provided frequent opportunities for acquiring and strengthening executive function skills.

Daily Mindfulness (Understand and practice strategies for managing one's own emotions, thoughts, and behaviors)

**Unit Duration: 6 lessons****Desired Results****Standards with indicators:****Health:**

- 2.1.2.SSH.1 Discuss how individuals make their own choices about how to express themselves.
- 2.1.2.SSH.2 Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.
- 2.1.2.SSH.7 Explain healthy ways for friends to express feelings for and to one another.
- 2.1.2.PGD.1 Explore how activity helps all human bodies stay healthy.
- 2.3.2.PS.1 Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.
- 2.3.2.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).
- 2.2.2.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.

**SEL : Competencies****Self-Awareness**

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ

- Demonstrate an awareness of the expectations for social interactions in a variety of settings

### Self-Management

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

### Indicators:

- Discuss how individuals make their own choices about how to express themselves.
- Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.
- Explain healthy ways for friends to express feelings for and to one another.
- Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.
- Demonstrate personal hygiene and the use of necessary and appropriate health-enhancing behaviors that can keep a person healthy.
- Explain strategies and develop skills to prevent the spread of communicable diseases and health conditions.
- Explain how body parts work together to support wellness
- Explore different types of foods and food groups.
- Explain why some foods are healthier to eat than others.
- Differentiate between healthy and unhealthy eating habits.

### Understandings:

*Students will understand that...*

- Every individual has unique skills and qualities, which can include the activities they enjoy such as how they may dress, their mannerisms, things they like to do.
- Communication is the basis for strengthening relationships and resolving conflict between people.
- Personal hygiene and self-help skills promote healthy habits.
- The environment can impact personal health and safety in different ways.
- People need food, water, air, waste removal, and a particular range of temperatures in their environment to stay healthy.
- Nutritious food choices promote wellness and are the basis for healthy eating habits.

### Essential Questions:

- Where are some ways people express their gender and how gender-role stereotypes?
- What are some healthy ways for friends to express feelings for and to one another?
- What are some personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe?
- How can we prevent the spread of communicable diseases and health conditions?
- What are the different food groups?
- Why are some foods healthier to eat than others?
- What are healthy and unhealthy eating habits?

## Assessment Evidence

### Performance Tasks:

- Completion of Executive Functioning Activities
- SeeSaw Activities
- Daily Mindfulness Exercises
- Group Activities
- Projects
- Group Presentations
- Class Discussions

### Other Evidence:

- Teacher observations
- Team building games/activities
- Participation in outdoor/classroom cooperative games and physical activities
- Participation in movement activities (brain breaks, GoNoodle, Mindyeti, etc.)

## Learning Plan



**Learning Activities:**

Daily Mindfulness - Teachers will lead mindfulness activities daily during a conducive time in their schedule (ex. At arrival, after lunch, before assessment, etc.). Teachers can use a variety of activities for mindfulness including but not limited to; [mindfulschools.org](http://mindfulschools.org), [gonoodle.com](http://gonoodle.com) (Flow and Empower Tools channels), [mindyeti.com](http://mindyeti.com), and activities provided during district Mindfulness PD sessions. Required daily mindfulness activities should be approximately 5-10 minutes in duration.

Teachers will integrate CASEL Competencies and the WT CORE 4 traits into lessons that build executive functioning skills.

**Lessons:**

Standard 2.1.2.SSH.1- Lesson will be taught by Guidance Counselor. Lesson summary: Gain an understanding of diversity based on differences (e.g., race, ability, gender, etc.), increase understanding of presence and impact of social justice actions, know benefits of upstander and bystander behaviors when faced with prejudicial situations.

**Learning Target:** Students will interact with food group nutrient information. (2.2.2.N.1, 2.2.2.N.2, 2.2.2.N.3)

**Activity:** Using Pebble Go (Health; Nutrition - Eating Healthy), students can explore specific nutrients in various foods. To deepen understanding, use the “Activities” at the bottom of each topic or visit [NourishInteractive.com](http://NourishInteractive.com) and [Myplate.com](http://Myplate.com) for supplemental materials.

**Learning Target:** Students will explain how some foods are healthier than others and how exercise can help burn off calories we obtain from foods. (2.2.2.N.1, 2.2.2.N.2, 2.2.2.N.3, 2.1.2.PGD.1)

**Activity:** Using the KidsHealth link: [Learning About Calories \(for Kids\) | Nemours KidsHealth](http://www.kidshealth.org/learning/about-calories-for-kids), to introduce the concept of calories as units of energy obtained through the nutrients we eat in our food that are burned off when we exercise or move. To enrich learning, create a chart with two columns (good calorie sources vs. not so good calorie sources) and have students identify foods that can go in each column.

**Learning Target:** Students identify how caring for their teeth can keep them healthy and explain the steps to brushing their teeth. (2.3.2.HCDM.2)

**Activity:** Use KidsHealth.org (Teacher’s Guide K-2: Human Body, “Mouth and Teeth” under teacher’s guide) to introduce content. Use related KidsHealth Links under Articles for Kids (Your Teeth, Taking Care of Your Teeth, What’s a Cavity) to support learning. The clip on how to brush your teeth <https://www.pbs.org/video/fit-kids-how-brush-your-teeth/> will provide support to help students learn how to brush their teeth. To deepen understanding, the students will complete the activity using KidsHealth.org (Teacher’s Guide K-2: Human Body, “Mouth and Teeth” under teacher’s guide “Healthy Tooth Foods”) to help students learn healthy food choices for their teeth.

**Learning Target:** Students will identify colds and flu symptoms and list ways they can prevent the spread of germs. (2.3.2.HCDM.2)

**Activity:** Using PebbleGo (Health; Illness; Common Cold) and (Health; Illness; Influenza), students will identify cold and flu symptoms and understand ways to prevent the spread of germs. To deepen understanding, use the “Activities” at the bottom of each topic.

**Learning Target:** Students will understand that every individual has unique skills and qualities, which can include the activities they enjoy such as how they may dress, their mannerisms, things they like to do. Communication is the basis for strengthening relationships and resolving conflict between people. (2.1.2.SSH.1; 2.1.2.SSH.2; 2.1.2.SSH.7)

**Activity:** Using PebbleGo (Health; Relationships and Friendships; Acceptance) and (Health; Relationships and Friendships; Empathy), students can explore the importance of acceptance and empathy in relationships and friendships. To deepen understanding, use the “Activities” at the bottom of each topic. \*\*During the discussion make sure to include the idea that everyone can play anything they choose (e.g., Girls can play with cars/trucks, boys can play with dolls/kitchen).

**Learning Target:** Students will identify what waste/garbage is and explain how to reduce, reuse, and recycle waste to keep the environment clean and safe. (2.3.2.PS.1)

**Activity:** Using PebbleGo (Social Studies, People and the Environment, Helping the Environment, Reusing and Recycling) to introduce the concept that personal habits and behaviors can contribute to keeping the environment clean and safe. \*\*During the discussion make sure to point out how keeping the environment clean/healthy is just as important as keeping ourselves clean and healthy. To deepen understanding, use the “Activities” at the bottom of the topic.

**Resources:**

- Completion of Executive Functioning Activities
  - [4theKids](#)
  - <https://sites.google.com/idecorp.com/wtps-virtual-support-center/primary-resources>
- Reflection Journal
- Daily Mindfulness Exercises
- PebbleGo
- pbskids.org
- KidsHealth.org

### Unit Modifications for Special Population Students

<b>Advanced Learners</b>	<ul style="list-style-type: none"> <li>• Provide appropriate challenges for wide ranging skills and development areas.</li> <li>• Participate in inquiry and project-based learning units to identify two different body systems and compare/contrast their impacts on health conditions.</li> <li>• Create a healthy food plate for breakfast, lunch and dinner.</li> <li>• Introduce advanced vocabulary (hygiene, stress, reproduce, x-ray machine, ingredients, wastes, serving, proteins and grains, skeletal system, digestive system, circulatory system, respiratory system, muscular system, nervous system)</li> </ul>
<b>Struggling Learners</b>	<ul style="list-style-type: none"> <li>• Provide instructional adaptations and interventions in the general education classroom.</li> <li>• Frontload difficult vocabulary (disease, infection contagious)</li> <li>• Read aloud any text that is content related.</li> </ul>
<b>English Language Learners</b>	<ul style="list-style-type: none"> <li>• Pair visual prompts with verbal presentations</li> <li>• Frontload and immerse students in literacy and language experiences related to content.</li> <li>• Introduce vocabulary (band-aid, cough, contagious, disease, emergency, exhausted, first-aid, heal, infection, medical, nutrition, sunburn)</li> </ul>
<b>Special Needs Learners</b>	<ul style="list-style-type: none"> <li>• Review student’s individualized educational plan and/or 504 plan.</li> <li>• Repeat and rephrase instructions as needed.</li> <li>• Frontload all difficult vocabulary (contagious, disease, circulatory system, digestive system, respiratory system)</li> <li>• Read aloud any text that is content related.</li> <li>• Differentiation through content, process, product, environment</li> </ul>
<b>Learners with a 504</b>	Refer to page four in the <a href="#">Parent and Educator Resource Guide to Section 504</a> to assist in the development of appropriate plans.

### Interdisciplinary Connections

**Indicators:****ACSA (American School Counselor Association) Mindsets and Behaviors**

**B-SS 2.** Create positive and supportive relationships with other students

**B-SS 8.** Demonstrate advocacy skills and ability to assert self, when necessary

**B-SS 9.** Demonstrate social maturity and behaviors appropriate to the situation and environment.

**LA.SL.UM.2.5** - Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

- Act out conflict and come up with a resolution.

**LA.RL.CR.2.1** - Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.

**VPA.1.3.2.D.1** - Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.

- 3D Food Plate
- Food Pyramid

**6.1.2.CivicsCM.3:** Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

### Integration of 21<sup>st</sup> Century Skills

**Indicators:**

Standard 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Strand F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Grade Level Bands - K-2 Content Statements students will:

Use geographic mapping tools to plan and solve problems.

Plan and manage activities to develop a solution or complete a project.

Collect and analyze data to identify solutions and/or make informed decisions.

Use multiple processes and diverse perspectives to explore alternative solutions.

<b>Unit: Family Life</b>	
<b>Unit Description:</b> <p>In this unit the students will be able to understand that all living things may have the capacity to reproduce. Students will recognize that families shape the way we think about our bodies, our health and our behaviors.</p> <p>Through the WT CORE 4: respect, responsibility, caring, and citizenship students build strong relationships by recognizing the character strengths in themselves and others.</p> <p>Students are provided frequent opportunities for acquiring and strengthening executive function skills.</p> <p>Daily Mindfulness (Understand and practice strategies for managing one' own emotions, thoughts, and behaviors)</p>	
<b>Unit Duration: 1 lesson</b>	
<b>Desired Results</b>	
<b>Standards with indicators:</b> <b>Health:</b> <ul style="list-style-type: none"> <li>• 2.1.2.PP.1 Define reproduction.</li> <li>• 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.</li> <li>• 2.1.2.SSH.4 Determine the factors that contribute to healthy relationships within a family.</li> </ul> <b>SEL: Competencies</b> <b>Relationship Skills</b> <ul style="list-style-type: none"> <li>• Establish and maintain healthy relationships</li> <li>• Utilize positive communication and social skills to interact effectively with others</li> <li>• Identify ways to resist inappropriate social pressure</li> <li>• Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways</li> <li>• Identify who, when, where, or how to seek help for oneself or others when needed</li> </ul>	
<b>Indicators:</b> <ul style="list-style-type: none"> <li>• Define reproduction.</li> <li>• Describe different kinds of families locally, nationally and globally and note similarities in the ways in which they keep their children safe.</li> <li>• Determine the factors that contribute to healthy relationships within a family.</li> </ul>	
<b>Understandings:</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li>• All living things may have the capacity to reproduce.</li> <li>• Families shape the way we think about our bodies, our health, and our behaviors.</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• How do you define reproduction?</li> <li>• How can parents and what factors contribute to healthy family relationships?</li> </ul>
<b>Assessment Evidence</b>	
<b>Performance Tasks:</b> <ul style="list-style-type: none"> <li>• Daily Mindfulness Exercises</li> <li>• Completion of Executive Functioning Activities</li> <li>• Group Activities</li> <li>• Projects</li> <li>• Group Presentations</li> <li>• Class Discussions</li> </ul>	<b>Other Evidence:</b> <ul style="list-style-type: none"> <li>• Teacher observations</li> <li>• Team building games/activities</li> <li>• Participation in outdoor/classroom cooperative games and physical activities</li> <li>• Participation in movement activities (brain breaks, GoNoodle, Mindyeti, etc.</li> </ul>

## Learning Plan

### Learning Activities:

Daily Mindfulness - Teachers will lead mindfulness activities daily during a conducive time in their schedule (ex. At arrival, after lunch, before assessment, etc.). Teachers can use a variety of activities for mindfulness including but not limited to; [mindfulschools.org](http://mindfulschools.org), [gonoodle.com](http://gonoodle.com) (Flow and Empower Tools channels), [mindyeti.com](http://mindyeti.com), and activities provided during district Mindfulness PD sessions. Required daily mindfulness activities should be approximately 5-10 minutes in duration.


Teachers will integrate CASEL Competencies and the WT CORE 4 traits into lessons that build executive functioning skills.

### Lessons:

**National Geographic Science curriculum will address the following learning standard:**

Standard 2.1.2.PP.1 addressed in life science unit "Interdependent Relationships in Ecosystems"

**Learning Target:** Students will describe different kinds of families and factors that contribute to healthy relationships within a family. (2.1.2.SSH.3; 2.1.2.SSH.4)

**Activity:** @  My Family, Your Family by Lisa Bullard (Read Aloud) To introduce students to different kinds of families, show read aloud of "My Family, Your Family" by Lisa Bullard. To deepen learning, have students draw their family and tell about what makes their family special.

### Resources:

- National Geographic Science program
- Reflection Journal
- Daily Mindfulness Exercises
- Completion of Executive Functioning Activities
  - [4theKids](http://4theKids)
  - <https://sites.google.com/idecorp.com/wtps-virtual-support-center/primary-resources>

## Unit Modifications for Special Population Students

<b>Advanced Learners</b>	<ul style="list-style-type: none"> <li>• Provide appropriate challenges for wide ranging skills and development areas.</li> <li>• Participate in inquiry and project-based learning units of study</li> <li>• Assigning roles within partnerships</li> <li>• Introduce advanced vocabulary (diversity, unique, conflict, responsible, love)</li> </ul>
<b>Struggling Learners</b>	<ul style="list-style-type: none"> <li>• Provide instructional adaptations and interventions in the general education classroom.</li> <li>• Read aloud any text that is content related.</li> </ul>
<b>English Language Learners</b>	<ul style="list-style-type: none"> <li>• Pair visual prompts with verbal presentations</li> <li>• Frontload and immerse students in literacy and language experiences related to content.</li> <li>• Read aloud any text that is content related.</li> <li>• Introduce vocabulary (family, different, responsibility, decision)</li> </ul>
<b>Special Needs Learners</b>	<ul style="list-style-type: none"> <li>• Review student's individualized educational plan and/or 504 plan.</li> <li>• Repeat and rephrase instructions as needed.</li> <li>• Read aloud any text that is content related.</li> </ul>

	<ul style="list-style-type: none"> <li>● Frontload all difficult vocabulary (responsibilities, characteristics, decisions, unique)</li> <li>● Differentiation through content, process, product, environment</li> </ul>
<b>Learners with a 504</b>	Refer to page four in the <a href="#">Parent and Educator Resource Guide to Section 504</a> to assist in the development of appropriate plans.

### Health Standards Taught in other Curricula

**Indicators:**

**2.1.2.PP.1** – Define Reproduction

**2.1.2.PP.2** – Explain the ways in which parents may care for their offspring (e.g., animals, people, fish)

\*Taught in science

### Interdisciplinary Connections

**Indicators:**

**LA.SL.UM.2.5** - Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

- Role play different family conflicts and situations

**LA.RL.CR.2.1** - Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.

**VPA.1.3.2.D.1** - Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.

- Make a family tree

**6.1.2.Geo.HE.2:** Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).

### Integration of 21<sup>st</sup> Century Skills

**Indicators:**

Standard 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Strand F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Grade Level Bands - K-2 Content Statements students will:

- Use geographic mapping tools to plan and solve problems.
- Plan and manage activities to develop a solution or complete a project.
- Collect and analyze data to identify solutions and/or make informed decisions.
- Use multiple processes and diverse perspectives to explore alternative solutions



## **Unit : Community Health Skills**

### **Unit Description:**

In this unit the students will be able to identify the many factors that influence how we think about ourselves and others. Students will recognize there are different ways that individuals handle stress, and some are healthier than others. Students will understand that people have relationships with others in the local community and beyond and that conflicts between people occur, and there are effective ways to resolve them. Students will recognize that potential hazards exist in personal space, in the school, in the community, and globally.

Through the WT CORE 4: respect, responsibility, caring, and citizenship students build strong relationships by recognizing the character strengths in themselves and others.

Students are provided frequent opportunities for acquiring and strengthening executive function skills.

Daily Mindfulness (Understand and practice strategies for managing one's own emotions, thoughts, and behaviors)

### **Unit Duration: 4 lessons**

## **Desired Results**

### **Standards with indicators:**

#### **Health:**

- 2.1.2.EH.3 Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).
- 2.1.2.EH.4 Demonstrate strategies for managing one's own emotions, thoughts, and behaviors.
- 2.1.2.EH.5 Explain healthy ways of coping with stressful situations.
- 2.1.2.SSH.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.9 Define bullying and teasing and explain why they are wrong and harmful.
- 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.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.CHSS.1 Identify community professionals and school personnel who address health emergencies and provide reliable health information to us.
- 2.1.2.CHSS.2 Determine where to access home, school, and community health professionals.
- 2.1.2.CHSS.3 Demonstrate how to dial and text 911, in case of an emergency.
- 2.1.2.CHSS.6 Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals).

### **SEL: Competencies**

#### **Social Awareness**

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

#### **Indicators:**

- Demonstrate self-control in a variety of settings
- Demonstrate strategies for managing one's own emotions, thoughts, and behaviors.
- Explain healthy ways of coping with stressful situations.
- Identify basic social needs of all people.

- Determine the factors that contribute to healthy relationships.
- Define bullying and teasing and explain why they are wrong and harmful.
- Discuss healthy and safe choices both indoors and outdoors.
- Recognize and demonstrate safety strategies to prevent injuries at home, school, in the community.
- Develop an awareness of warning symbols and their meaning.
- Identify community professionals and school personnel who address health emergencies and provide reliable health information to us.
- Determine where to access home, school, and community health professionals.
- Demonstrate how to dial and text 911, in case of an emergency.
- Identify individuals who can assist with expressing one's feelings

### Understandings:

*Students will understand that...*

- People in the community work to keep us safe.
- Potential hazards exist in personal space, in the school, in the community, and globally.
- Many factors influence how we think about ourselves and others.
- There are different ways that individuals handle stress, and some are healthier than others.
- People have relationships with others in the local community and beyond.
- Conflicts between people occur, and there are effective ways to resolve them.
- Individuals face a variety of situations that may result in different types of feelings and learning how to talk about their feelings is important.
- Anytime they feel uncomfortable or in an unsafe situation, they should reach out to a trusted adult for help.

### Essential Questions:

- How can you demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs)?
- What are strategies for managing one's own emotions, thoughts and behaviors?
- Explain healthy ways of coping with stressful situations.
- What are the basic social needs of all people?
- What are some factors that contribute to healthy relationships?
- What is bullying and teasing, and explain why they are wrong and harmful?
- What are some healthy and safe choices both indoors and outdoors?
- What are safety strategies to prevent injuries at home, school, in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention)?
- What are warning symbols and their meaning (e.g., red light, stop sign, poison symbol)?
- Who are 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)?

## Assessment Evidence

### Performance Tasks:

- Completion of Executive Functioning Activities
- SeeSaw Activities
- Daily Mindfulness Exercises
- Group Activities
- Projects
- Group Presentations
- Class discussions

### Other Evidence:

- Teacher observations
- Team building games/activities
- Participation in outdoor/classroom cooperative games and physical activities
- Participation in movement activities (brain breaks, GoNoodle, Mindyeti, etc.)

### Benchmark:

SeeSaw Assessment: "Health Benchmark Grade 2" District second grade Health library

[https://app.seesaw.me/pages/shared\\_activity?prompt\\_id=prompt.6ea887f8-993a-44f5-8fdb-dbd6c067284&share\\_token=Buki5iTZRQu5PDHNZpXncA](https://app.seesaw.me/pages/shared_activity?prompt_id=prompt.6ea887f8-993a-44f5-8fdb-dbd6c067284&share_token=Buki5iTZRQu5PDHNZpXncA)

## Learning Plan

### Learning Activities:

Daily Mindfulness - Teachers will lead mindfulness activities daily during a conducive time in their schedule (ex. At arrival, after lunch, before assessment, etc.). Teachers can use a variety of activities for mindfulness including but not limited to; [mindfulschools.org](http://mindfulschools.org), [gonoodle.com](http://gonoodle.com) (Flow and Empower Tools channels), [mindyeti.com](http://mindyeti.com), and activities provided during district Mindfulness PD sessions. Required daily mindfulness activities should be approximately 5-10 minutes in duration.

Teachers will integrate CASEL Competencies and the WT CORE 4 traits into lessons that build executive functioning skills.

### Lessons:

#### WTFD Safety Awareness Assembly will address the following standards:

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.

2.3.2.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 injury at home, school, in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention).

Standard 2.1.2.EH.5- Lesson will be taught by Guidance Counselor. Lesson summary: Learn skills to recognize and manage student's own strong emotions in order to avoid negative consequences.

Standards 2.1.2.SSH.5 and 2.1.2.SSH.6- Lesson will be taught by Guidance Counselor. Lesson summary: Develop student ability to have empathy and express compassion for others. Define empathy and how each student has the power to understand others' feelings, opinions and point of view.

Standards 2.1.2.SSH.9, 2.3.2.PS.8 and 2.1.2.CHSS.6- Lesson will be taught by Guidance Counselor. Lesson summary: Share the New Jersey's definition of bullying. Explain differences between conflict/code of conduct violations and bullying. Reinforce self-reflection and self-control to avoid bullying others. Review responses to bullying (to person directly, as an upstander or bystander). Practice reporting bullying and identify a trusted adult with whom to report to when in an uncomfortable or dangerous situation.

### Health Teacher:

**Learning Target:** Students will demonstrate self-control and strategies for managing emotions, thoughts and behaviors. (2.1.2.EH.4)

**Activity:** Identify and understand the importance of demonstrating self-control and learning strategies for managing emotions using Pebble Go (Health; Self Awareness; Self-Control). To deepen understanding, use the KidsHealth.org (Select - I'm Healthy; Scroll down to "Lesson 3: Four Calm Breaths" - Handout 1 "Finger Count Breathing" and "Lesson 4: When You're Nervous" - Handout 1 "Power Thoughts" or Handout 2 "Stand Strong").

**Learning Target:** Students will identify what bullying is and types of bullying. (2.1.2.SSH.9)

**Activity:** Week 1 of 2 identify and understand what bullying is and types of bullying using Pebble Go (Health; Relationships and Friendships - "What is Bullying" and "Types of Bullying"). To deepen understanding, use the "What is Bullying" or "Types of Bullying" activities at the bottom of the "What is Bullying" or "Types of Bullying" page.

**Learning Target:** Students will identify how to help themselves or others who are being bullied. (2.1.2.SSH.9)

**Activity:** Week 2 of 2 identify and understand how to stand up for themselves and stand up for a friend using Pebble Go (Health; Relationships and Friendships - "Standing Up for a Friend" and Health; Self-Awareness - "Standing Up for Yourself"). To deepen understanding, use the "Standing Up for Yourself" activities at the bottom of the "Standing Up for Yourself" page.

**Learning Target:** Students will recognize and demonstrate safety strategies to prevent accidents and recognize warning symbols and their meanings. (2.3.2.PS.3; 2.3.2.PS.4)

**Activity:** View the video "Signs and Symbols for Kids" <https://youtu.be/zuZZ82GDweU>. Discuss the different warning symbols and their meanings. To deepen understanding, students will create a booklet or poster that highlights different warning symbols and their meanings. Divide students into small groups. Assign each group a few warning symbols to research. Have students create a booklet or poster that includes the name of the symbol, its meaning, and an illustration.

**Resources:**

- Reflection Journal
- Daily Mindfulness Exercises
- YouTube videos
- Completion of Executive Functioning Activities
  - [4theKids](http://4theKids.com)
  - <https://sites.google.com/idecorp.com/wtps-virtual-support-center/primary-resources>

### Unit Modifications for Special Population Students

<b>Advanced Learners</b>	<ul style="list-style-type: none"> <li>• Participate in inquiry and project-based learning units of study</li> <li>• Assigning roles within partnerships</li> <li>• Introduce advanced vocabulary (express, explain, determine, differentiate, identify, compare, acquaintance)</li> </ul>
<b>Struggling Learners</b>	<ul style="list-style-type: none"> <li>• Provide instructional adaptations and interventions in the general education classroom.</li> <li>• Introduce vocabulary (stress, disabilities)</li> <li>• Modify classroom environment to support student needs.</li> <li>• Read aloud any text that is content related.</li> </ul>
<b>English Language Learners</b>	<ul style="list-style-type: none"> <li>• Pair visual prompts with verbal presentations</li> <li>• Frontload and immerse students in literacy and language experiences related to content.</li> <li>• Introduce vocabulary (first aid, helmet, injury, safety gear, seat belt, emergency, 911)</li> <li>• Read aloud any text that is content related.</li> </ul>
<b>Special Needs Learners</b>	<ul style="list-style-type: none"> <li>• Review student's individualized educational plan and/or 504 plan.</li> <li>• Repeat and rephrase instructions as needed.</li> <li>• Read aloud any text that is content related.</li> <li>• Differentiation through content, process, product, environment</li> </ul>
<b>Learners with a 504</b>	Refer to page four in the <a href="#">Parent and Educator Resource Guide to Section 504</a> to assist in the development of appropriate plans.

### Interdisciplinary Connections

**Indicators:****ASCA (American School Counselor Association) Mindsets and Behaviors:**

**M 1.** Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being

**B-SMS 7.** Demonstrate effective coping skills when faced with a problem

**B-SS 4.** Demonstrate empathy

**B-SS 8.** Demonstrate advocacy skills and ability to assert self, when necessary.

**B-SS 9.** Demonstrate social maturity and behaviors appropriate to the situation and environment.

**LA.SL.UM.2.5** - Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

- Role play emergency situations
- Practice Fire Drills
- Role play how people with different character traits would respond to a situation

**VPA.1.3.2.D.1** - Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.

- Create a drawing of your house, Label all exits. Create a safety plan to get out.

**6.1.2.CivicsCM.2:** Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).

**6.1.2.HistoryCA.1:** Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).

## Integration of 21<sup>st</sup> Century Skills

**Indicators:**

Standard 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Strand F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Grade Level Bands - K-2 Content Statements students will:

- Use geographic mapping tools to plan and solve problems.
- Plan and manage activities to develop a solution or complete a project.
- Collect and analyze data to identify solutions and/or make informed decisions.
- Use multiple processes and diverse perspectives to explore alternative solutions

## **Appendix A Supplemental Lessons**

Supplemental Lessons: Supplemental materials are listed below for use during additional lesson times if needed. Activities are listed in the choice board link and sample resources are listed below.

### [2nd Grade Choice Board](#)

#### **Second Grade: Respect**

- "The Judgmental Flower" by Julia Cook
- "The Recess Queen" by Alexis O'Neill
- "Do Unto Otters: A Book About Manners" by Laurie Keller
- "The Sandwich Swap" by Queen Rania of Jordan Al Abdullah
- "The Name Jar" by Yangsook Choi
- "Spaghetti in a Hot Dog Bun" by Maria Dismondy
- "The Hundred Dresses" by Eleanor Estes
- "Each Kindness" by Jacqueline Woodson
- "Thank You, Mr. Falker" by Patricia Polacco
- "The Golden Rule" by Ilene Cooper
- "Stand Tall, Molly Lou Melon" by Patty Lovell
- "Respect and Take Care of Things" by Cheri J. Meiners
- "The Invisible Boy" by Trudy Ludwig
- "Chrysanthemum" by Kevin Henkes
- "Everybody Cooks Rice" by Norah Dooley