



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.

Course Title:	Health and Wellness
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Grade Level(s):	Kindergarten
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Duration:	<i>Full Year:</i>	X	<i>Semester:</i>		<i>Marking Period:</i>	
Course Description:	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.					
Grading Procedures:	3= Consistently, 2= Occasionally, 1= Rarely					
Primary Resources:	<ul style="list-style-type: none">• Mindfulschools.org shared resources• NJCAP: New Jersey Child Assault Prevention• Literature and videos for discussion• KidsHealth.org• PebbleGo.com• Seesaw.com• YouTube videos• Getepic.com					

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

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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.



<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.

Through the **New Jersey Child Assault Prevention (NJ CAP)** prevention program, students participate in workshops facilitated by CAP instructors. This program reduces children's vulnerability to abuse, neglect and bullying. Children's rights and personal safety issues are taught through the use of pictures, dolls, songs and student participation in role-playing and guided group discussions. Students are trained to recognize potentially dangerous situations and to make effective use of the options available to them when dealing with such a situation. CAP emphasizes self assertion, peer support and communication with a trusted adult as prevention strategies. CAP approaches the question of assault within the framework of basic human rights that all people have and focuses on the rights to be Safe, Strong, and Free.

Unit: Family Life**Unit Description:**

In this unit students will be able to describe the various types of families that exist locally, nationally and globally. Students will be able to identify different factors that contribute to healthy relationships within a family. Lastly, students will be able to determine ways parents care for offspring.

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: 2 Lessons**Desired Results****Standard(s):****Health:**

2.1.2.SSH.3 Describe different kinds of families locally, nationally, and globally and note similarities in the ways in which they keep their children safe.

2.1.2.SSH.4 Determine the factors that contribute to healthy relationships within a family.

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

SEL: Competencies:

- Self-Management
 - Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
- Social Awareness
 - 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
- 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
- Relationship Skills
 - Establish and maintain healthy relationships
 - Utilize positive communication and social skills to interact effectively with others
 - Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways

Indicators:

- The family unit encompasses the diversity of family forms in contemporary society.
- Effective decision-making skills foster healthier lifestyle choices.
- There are many ways parents care for their offspring

Understandings:

Students will understand that...

- Families shape the way we think about our bodies, our health, and our behaviors.
- Potential hazards exist in personal health and safety in different ways.
- All living things may have the capacity to reproduce.

Essential Questions:

- What is a family?
- How do decision-making skills make healthier lifestyle choices?
- How are families the same and different?
- Why are families important?

Assessment Evidence

Performance Tasks:

- Daily Mindfulness Exercises
- Completion of Executive Functioning Activities
- Classroom discussions
- Drawings and activities

Other Evidence:

- Teacher observations
- Team building games/activities
- Participation in outdoor/classroom cooperative games and physical activities
- Participation in movement activities (brain breaks, GoNoodle, Mind Yeti, 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, gonoodle.com (Flow and Empower Tools channels), 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 identify different types of families. (2.1.2.SSH.3)

Activity: Use the video @ [LAE4416: The Family Book by Todd Parr](#) , *My Family* by Todd Parr to introduce the concept of different types of families. Have students draw a family portrait and share their drawings.

Learning Target: Students will be able to identify factors that contribute to healthy relationships within a family. (2.1.2.SSH.4)

Activity: Use the video [I Love Us! A Book About Family - Read Aloud Children's Book](#) to identify what contributes to healthy relationships in a family. Using the dramatic play center, encourage students to demonstrate factors that contribute to healthy relationships within families (i.e., problem solving, sharing, communication, asking and answering questions). Using the art center, students will draw a picture of something they enjoy doing with their family. (To prevent a large group of students in one center, separate students into small groups with other center activities)

Teacher Created Materials Science curriculum will address the following learning standard:

2.1.2.PP.2: in life science unit Interdependent Relationships in Ecosystems: Animals, Plants, and Their Environment.

Resources:

- YouTube videos
- Completion of Executive Functioning Activities
- [4theKids](#)

- <https://sites.google.com/idecorp.com/wtps-virtual-support-center/primary-resources>
- Daily Mindfulness Exercises
- Teacher Created Materials Science program

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:

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

- This standard is met through students drawing and writing about family decisions and family roles.

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

- This standard is met through class discussions and small groups about various topics in health.

SLAS.K.6 – Speak audibly and express thoughts, feelings, and ideas clearly.

- This standard is met through class discussions in all activities.

Integration of 21st 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.

Content Statements students will:

- Identify and define authentic problems and significant questions for investigations.
- 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.

Indicator 8.1.2.F.1 Using geographic mapping tools to plan and solve problems.

Unit Modifications for Special Population Students

Advanced Learners

- Provide appropriate challenges for wide ranging skills and development areas.
- Participate in inquiry and project-based learning units of study
- Assigning roles within partnerships
- Differentiated supports: content, process, product, environment
- Introduce advanced vocabulary (tobacco, prescription, cigarettes, smoking)

	<ul style="list-style-type: none"> ● Learning Activity 1 – Students will write an explanation of their drawing
Struggling Learners	<ul style="list-style-type: none"> ● Provide instructional adaptations and interventions in the general education classroom. ● Modify classroom environment to support student needs. ● Differentiated instruction ● Frontload vocabulary for unit: drugs, medicine, chemicals, tobacco, prescription medicine, over the counter medicines (OTC) ● Repeat and rephrase instructions ● Read all materials orally
English Language Learners	<ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Frontload and immerse students in literacy and language experiences related to content. ● Introduce vocabulary with picture cues: drugs, medicine, chemicals, tobacco, prescription, over the counter medicines (OTC) ● Provide students with visual models, sentence stems, concrete objects, and hands-on materials ● Provide students with visuals of items they use to make a decision such as toothbrush, clothing, comb, food, etc. ● Read all materials orally
Special Needs Learners	<ul style="list-style-type: none"> ● Review student individual educational plan and/or 504 plan. ● Establish procedures for accommodations and modifications for assessments as per IEP/504. ● Establish procedures for modification of classwork and homework as per IEP/504. ● Modify classroom environment to support academic and physical needs of the students as per IEP/504. ● Provide appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team. ● Differentiation through content, process, product, environment ● Front load vocabulary for unit: drugs, medicine, chemicals, tobacco ● Repeat and rephrase instructions ● Read all materials orally
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Unit: Alcohol, Tobacco, and other Drugs

Unit Description:

In this unit, students will be able to explain what medicines are and who the trusted adults are who may administer them. In addition, students will be able to identify the harmful effects that tobacco could have on personal hygiene, health and safety.

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: 1 Lesson

Desired Results

Standard(s):

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

SEL: Competencies:

- Self-Awareness
 - 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
- Social Awareness
 - Recognize and identify the thoughts, feelings and perspectives of others
- 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
- Relationship Skills
 - Establish and maintain health relationships
 - Identify ways to resist inappropriate social pressure
 - Identify who, when, where, or how to seek help for oneself or others when needed

Indicators:

- Explain what medicines are, how they are used, and the importance of utilizing medications properly.
- Explain effects of tobacco use on personal hygiene, health, and safety.

Understandings:

Students will understand that...

- The use of alcohol, tobacco, and other drugs in unsafe ways is harmful to one's health.
- Knowing how to locate health professionals in the home, at school, and in the community and how they can assist in addressing health emergencies and obtaining reliable information.
- Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.

Essential Questions:

- In what ways can drugs cause harm?
- What is tobacco and what are the negative effects on the body?
- What is the difference between medicines and other drugs?
- Who is considered a trusted adult that can administer medicine?
- Who can you ask or talk to when you have health questions or a health emergency?

Assessment Evidence

Performance Tasks:

- Daily Mindfulness Exercises
- Completion of Executive Functioning Activities
- Seesaw Digital Activity
- Classroom 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, Mind Yeti, 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, gonoodle.com (Flow and Empower Tools channels), 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 Targets: Students will explain what medicines are as well as what adults may administer them. (2.3.2.ADT.1)

Activity: Teachers will share the *Using and Keeping Medicine Safe* video with students (linked in attached Seesaw activity). After viewing the video, discuss the uses of medicine, medicine safety and adults to trust administering medication. Assign the medicine safety “Seesaw” activity and have students complete pages 1 and 2. Page 1 – Identify people to trust administering medicine. Page 2 – Identify what belongs and what doesn’t belong in a medicine cabinet.

https://app.seesaw.me/pages/shared_activity?prompt_id=prompt.87650788-aff0-4e89-b06b-3465b1cb0d6d&share_token=9HFOK5lmR0e4v9Xoqi3cgw

Red Ribbon week activities will address the following standards:

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

2.3.2.ADT.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/wtvs-virtual-support-center/primary-resources>
- Daily Mindfulness Exercises
- Seesaw

Unit Modifications for Special Population Students

Advanced Learners	<ul style="list-style-type: none"> • Provide appropriate challenges for wide ranging skills and development areas. • Participate in inquiry and project-based learning units of study • Assigning roles within partnerships • Differentiated supports: content, process, product, environment • Introduce advanced vocabulary (tobacco, prescription, cigarettes, smoking) • Learning Activity 1 – Students will write an explanation of their drawing
Struggling Learners	<ul style="list-style-type: none"> • Provide instructional adaptations and interventions in the general education classroom. • Modify classroom environment to support student needs. • Differentiated instruction • Frontload vocabulary for unit: drugs, medicine, chemicals, tobacco, prescription medicine, over the counter medicines (OTC) • Repeat and rephrase instructions • Read all Nearpod material orally
English Language Learners	<ul style="list-style-type: none"> • Pair visual prompts with verbal presentations • Frontload and immerse students in literacy and language experiences related to content. • Introduce vocabulary with picture cues: drugs, medicine, chemicals, tobacco, prescription, over the counter medicines (OTC) • Provide students with visual models, sentence stems, concrete objects, and hands-on materials • Provide students with visuals of items they use to make a decision such as toothbrush, clothing, comb, food, etc.
Special Needs Learners	<ul style="list-style-type: none"> • Review student individual educational plan and/or 504 plan. • Establish procedures for accommodations and modifications for assessments as per IEP/504. • Establish procedures for modification of classwork and homework as per IEP/504. • Modify classroom environment to support academic and physical needs of the students as per IEP/504. • Provide appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team. • Differentiation through content, process, product, environment • Frontload vocabulary for unit: drugs, medicine, chemicals, tobacco • Repeat and rephrase instructions • Read all Nearpod material orally
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections

Indicators:

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

- This standard is met through drawings and writings about different medicines.

SL.AS.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

- This standard is met through class discussions about medicine.

Integration of 21st 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.

Content Statements students will:

- Identify and define authentic problems and significant questions for investigations.
- 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.

Indicator 8.1.2.F.1 Using geographic mapping tools to plan and solve problems.

Unit: Community Health Skills

Unit Description:

In this unit students will determine how parents, culture and media influence their healthy decision making. Students will also explain the meaning of character and responsibility and empathy. Students will identify trusted community workers that help keep them safe. In addition, students will determine where and how to access home, school, and community health professionals (including dialing 911 in case of emergency). Finally, students will be able to understand that conflict occurs between people and age-appropriate ways to resolve them.

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: 5 Lessons

Desired Results

Standard(s):

Health:

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

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.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.4 Describe how climate change affects the health of individuals, plants, and animals.

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).

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).

2.3.3.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).

SEL: Competencies:

- Social Awareness
 - Recognize and identify the thoughts, feelings and perspectives of others
 - Demonstrate an awareness of the expectations for social interactions in a variety of settings
- 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
- Relationship Skills
 - Establish and maintain healthy relationships

- Utilize positive communication and social skills to interact effectively with others
- 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

Indicators:

- Developing an awareness of potential hazards in the environment impacts personal health and safety.
- Many factors at home, school, and in the community impact social and emotional health.
- Effective decision-making skills foster healthier lifestyle choices.
- Character traits are often evident in behaviors exhibited by individuals when interacting with others.
- Developing an awareness of potential hazards in the environment impacts personal health and safety.
- Knowing how to locate health professionals in the home, at school, and in the community assists in addressing health emergencies and obtaining reliable information.

Understandings:

Students will understand that...

- Many factors influence how we think about ourselves and others.
- Every individual has attributes that make up the meaning of character.
- 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.
- Empathy is an important component to building character.
- Conflicts between people occur, and there are effective ways to resolve them.
- People in the community work to keep us safe.
- Any time children feel uncomfortable or in an unsafe situation, they should reach out to a trusted adult for help.
- People have relationships with others in the local community and beyond.
- Communication is the basis for strengthening relationships and resolving conflict between people.
- Individuals face a variety of situations that may result in different types of feelings and learning how to talk about their feelings is important.
- Any time children feel uncomfortable or in an unsafe situation, they should reach out to a trusted adult for help.

Essential Questions:

- What things influence healthy decision making?
- What is character?
- Why is character building important in our lives?
- Why is having empathy so important and how can we build empathy?
- How is effective communication important to relationships?
- How do we resolve conflict?
- Which community workers help keep us safe?
- Who is a trusted adult?
- What do we do in case of an emergency?

Assessment Evidence

Performance Tasks:

- Daily Mindfulness Exercises
- Completion of Executive Functioning Activities
- Classroom discussions
- Drawings and activities

Other Evidence:

- Teacher observations
- Team building games/activities
- Participation in outdoor/classroom cooperative games and physical activities
- Participation in movement activities (brain breaks, GoNoodle, Mind Yeti, 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, gonoodle.com (Flow and Empower Tools channels), 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:

Standards 2.1.2.EH.1, 2.1.2.CHSS.6, 2.1.2.SSH 5, & 2.1.2.SSH 6 are addressed by the school counselor in the September Guidance Lessons.

Students will understand how to apply self-control skills and apply them when responding to personal space. Students will understand the school counselor is a source of support especially for social emotional needs.

Standards 2.1.2.EH.3, 2.1.2.SSH.1, 2.1.2.CHSS.5, & 2.1.2.CHSS.6 are addressed by the school counselor in the January Guidance Lessons.

Students will learn skills to recognize their own strong emotions and identify strategies to help regulate reactions to strong emotions.

Standards 2.1.2.SSH.7 & 2.1.2.SSH.8 are addressed by the school counselor in the April/May Guidance Lessons.

Students will learn steps to initiate conversation and play with peers. Students will learn positive behavior and how to maintain friendships.

Health Teacher Lesson:

Learning Target: Students will explain the meaning of character. (2.1.2.EH.1)

Activity : Teacher will review the attributes that make up the meaning of character. Terms like responsibility, caring, honesty, and truthfulness should be used. Read the book *The Many Hats of Louis the Rat* by: Sakshi Mangal (This book can be found in EPIC). To deepen understanding, students will be instructed to draw a picture of someone who they believe embodies these terms and is a person of good character. Students will be asked to explain how this person fits the description or meaning of good character.

Learning Target: Understand that conflict occurs between people and age-appropriate ways to resolve them. (2.1.2.SSH.8)

Activities: Teacher will review what conflict is and brainstorm ways to resolve conflict. Read the book *The Line in the Sand* by: Theo Lam (This book can be found in EPIC). As you are reading the book, discuss the conflicts in the book and ways the characters can resolve them.

Learning Target: Understand that conflict occurs between people and age-appropriate ways to resolve them. (2.1.2.SSH.8)

Activity: Use the resource "Daniel Tiger: Life's Little Lesson", found here, <https://pbskids.org/learn/lifes-little-lessons/friendship/> to focus on friendship skills and interactions. Show and discuss the video on how Daniel Tiger and Miss Elaina resolve conflict and continue to be friends. To deepen understanding, use the activity resource found here https://pbskids.org/learn/lifes-little-lessons/pdf/DTN_Classroom_Activity_Friendship.pdf (which is also located at the bottom of the "Daniel Tiger: Life's Little Lesson" video) for the classroom activity, "Friends Work Out Problems".

Learning Target: Students are encouraged to consider how others might feel and how to respond in supportive and empathetic ways. (2.2.2.SSH.1)

Activity: Use the read aloud @ [My Friend Is Sad by Mo Willems | An Elephant & Piggie Read Aloud](#) *My Friend is Sad* by Mo Willems to introduce the concept of supporting others and being empathetic. Discussion: After the reading, ask questions like: How did Piggie feel at the beginning of the story? What did Gerald do to help Piggie feel better? Can you think of a time when you felt sad? How did someone help you? To deepen understanding, have each student create a "Feelings Face" using construction paper. They can draw a face that represents a feeling (happy, sad, angry, etc.) and color it. Encourage them to think about different emotions they experience.

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

Activity: Watch the video <https://youtu.be/MIXy6a5TZXg> *A Little Spot of Responsibility: A Story About Making Good Choices* by: Diane Alber. Discuss responsibility. To deepen understanding, have students draw a picture on paper of one of their responsibilities in school or at home. Have students share their pictures.

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.

NJCAP: New Jersey Child Assault Prevention program will address the following standards:

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)

2.3.3.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).

Teacher Created Materials Science curriculum will address the following learning standard:

2.1.2.CHSS.4: in life science unit Interdependent Relationships in Ecosystems: Animals, Plants, and Their Environment.

Resources:

- Completion of Executive Functioning Activities
 - [4theKids](#)
 - <https://sites.google.com/idecorp.com/wtps-virtual-support-center/primary-resources>
- Daily Mindfulness Exercises
- Teacher Created Materials Science Program
- PBSKids.org
- YouTube videos
- Getepic.com

Unit Modifications for Special Population Students

Advanced Learners	<ul style="list-style-type: none"> • Provide appropriate challenges for wide ranging skills and development areas. • Participate in inquiry and project-based learning units of study • Assigning roles within partnerships • Differentiated supports: content, process, product, environment • Learning Activity 1 – students will write and illustrate how they may contact trusted community members
Struggling Learners	<ul style="list-style-type: none"> • Provide instructional adaptations and interventions in the general education classroom. • Modify classroom environment to support student needs. • Differentiated instruction • Repeat and rephrase instructions • Read all materials orally

	<ul style="list-style-type: none"> • Learning Activity 1 - Front load vocabulary - character, responsibility, truthfulness • Learning Activity 2 – Front load vocabulary – conflict • Learning Activity 4 – Front load vocabulary – supportive, empathy
English Language Learners	<ul style="list-style-type: none"> • Pair visual prompts with verbal presentations • Frontload and immerse students in literacy and language experiences related to content. • Introduce vocabulary using picture cues • Provide students with visual models, sentence stems, concrete objects, and hands-on materials. • Learning Activity 1 – introduce vocabulary - character, responsibility, truthfulness • Learning Activity 2 – introduce vocabulary - conflict • Learning Activity 4 - introduce vocabulary - supportive, empathy • Read all materials orally
Special Needs Learners	<ul style="list-style-type: none"> • Review student individual educational plan and/or 504 plan. • Establish procedures for accommodations and modifications for assessments as per IEP/504. • Establish procedures for modification of classwork and homework as per IEP/504. • Modify classroom environment to support academic and physical needs of the students as per IEP/504. • Provide appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team. • Differentiation through content, process, product, environment • Read all material orally if needed • Repeat and rephrase instructions • Learning Activity 1 - Frontload vocabulary - character, responsibility, truthfulness • Learning Activity 2 – Frontload vocabulary – conflict • Learning Activity 4 - Frontload vocabulary - supportive, empathy
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections

Indicators:

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

- This standard is met through various drawings about good character and trusted community workers.

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

- This standard is met through class discussions where students will practice listening to others, taking turns, and speaking about character and conflict resolution.

SL.AS.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

- This standard is met through various discussions about character, responsibility, empathy, and conflict resolution.

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

- This standard is met through students demonstrating healthy ways to resolve conflict.

ASCA Mindset and Behaviors

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

B-SS 1. Use effective oral and written communication skills and listening skills
 B-SS 3. Create relationships with adults that support success
 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 9. Demonstrate social maturity and behaviors appropriate to the situation and environment.
 B-LS 1. Demonstrate critical-thinking skills to make informed decisions
 B-SS 1. Use effective oral and written communication skills and listening skills
 B-SS 5. Demonstrate ethical decision-making and social responsibility

Health Standards Taught in other Curricula

Indicators:

2.1.2.CHSS.4 – Describe how climate change affects the health of individuals, plants, and animals.

Taught in science

Integration of 21st 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.

Content Statements students will:

- Identify and define authentic problems and significant questions for investigations.
- 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.

Indicator 8.1.2.F.1 Using geographic mapping tools to plan and solve problems.

Unit: Personal Growth & Wellness/Nutrition**Unit Description:**

In this unit students will be able to develop and demonstrate an awareness of healthy habits (use clean tissues, wash hands, handle food hygienically) that support personal wellness and prevent the spread of communicable diseases. Students will also be able to explain what it means to be well and identify practices that support wellness. In addition, students will be able to list medically accurate names for body parts.

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: 7 Lessons

Desired Results**Standard(s):****Health:**

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

2.1.2.PGD.3 Explain what being "well" means and identify self-care practices that support wellness.

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

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).

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

SEL: Competencies

- Self-Awareness
 - Recognize one's personal traits, strengths and limitations
 - Recognize the importance of self-confidence in handling daily tasks and challenges
- Self-Management
 - Understand and practice strategies for manage one's own emotions, thoughts and behaviors
 - Recognize the skills needed to establish and achieve personal and educational goals
- Social Awareness
 - Recognize and identify the thoughts, feelings and perspectives of others
- 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
- Relationship Skills
 - Establish and maintain healthy relationships
 - Utilize positive communication and social skills to interact effectively with others

Indicators:

- Developing self-help skills and personal hygiene skills promotes healthy habits
- Developing the knowledge and skills necessary to make nutritious food choices promotes healthy habits
- List medically accurate names for body parts, including the genitals.
- 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

<ul style="list-style-type: none"> Explain strategies and develop skills to prevent the spread of communicable diseases and health conditions 	
Understandings: <i>Students will understand that...</i> <ul style="list-style-type: none"> 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. 	Essential Questions: <ul style="list-style-type: none"> What does “being well” mean? What can we do to stay well? What are some healthy food choices to keep our bodies well? How can you prevent the spread of germs? Why do we need a clean environment to stay healthy?

Assessment Evidence	
Performance Tasks: <ul style="list-style-type: none"> Seesaw Digital Activities Daily Mindfulness Exercises Completion of Executive Functioning Activities Drawing Activity Classroom discussions 	Other Evidence: <ul style="list-style-type: none"> Teacher observations Team building games/activities Participation in outdoor/classroom cooperative games and physical activities Participation in movement activities (brain breaks, GoNoodle, Mind Yeti, etc.)

Learning Plan
Learning Activities: <i>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, gonoodle.com (Flow and Empower Tools channels), mindyeti.com, and activities provided during district Mindfulness PD sessions. Required daily mindfulness activities should be approximately 5-10 minutes in duration.</i> <p>Teachers will integrate CASEL Competencies and the WT CORE 4 traits into lessons that build executive functioning skills.</p> <p>Health Teacher Lessons:</p> <p>Learning Target: Students will be able to identify 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.2)</p> <p>Learning Activity: Read and discuss the book, <i>Take a Bath!: My Tips For Keeping Clean</i> by: Gina Bellisario (found on Epic).focusing on ways students can keep themselves healthy. To deepen understanding, create a “Health Habit Anchor Chart they can use to keep themselves healthy.</p> <p>Learning Target: Students will be able to identify ways to maintain healthy habits (e.g., wash hands, cough in arm, brush teeth) (2.1.2.PGD.2)</p> <p>Learning Activity: Access the “Healthy Habits” activity in the District Library in Seesaw. Students will watch a clip from <u>Bluey</u> about healthy habits. Have students turn and talk to a partner about healthy habits in the video that they use on a daily basis. Students can either use the Seesaw activity or paper to draw one way they look after themselves, and tell about the healthy habits they drew.</p> <p>https://app.seesaw.me/pages/shared_activity?prompt_id=prompt.389de629-850e-4a66-bb5b-269407350532&share_token=etAhQ9ywSOGaoVCJn1ZwHA</p>

Learning Target: Demonstrate an awareness of healthy habits. (2.1.2.PGD.2)

Activity: Read the book, *Germes Are Not For Sharing* by: Elizabeth Verdick (found on Epic). Talk about the different ways that germs can be spread. Ask children when they need to wash their hands:

Before eating or touching food in anyway (i.e. if you're helping with cooking or baking)

After using the bathroom

After blowing your nose or coughing or putting your hands in your mouth

After touching any pets or animals

After playing outside

After visiting a sick relative or friend

Have students do the following group activity: Students will sit in a large circle. Pretend to sneeze in your hand and spray some cooking spray on your hand. Sprinkle some glitter on your hand. Ask children to pretend that the specks of glitter are germs. Then shake a child's hand and have the child look at their hand. Say "Look, she got my germs." Then have that child shake someone else's hand, and so on (not all glitter should be gone yet). Next, have the child dry his/her hands with a paper towel and show the other children, again. Explain that correct handwashing is important to get rid of germs that can make us sick. Discuss that washing and bathing prevents us from getting sick. Ask children when they need to wash their hands:

Before eating or touching food in any way (i.e. if you're helping with cooking or baking)

After using the bathroom

After blowing your nose or coughing or putting your hands in your mouth

After touching any pets or animals

After playing outside

After visiting a sick relative or friend

Sing Songs About Good Hand Washing:

Music and Movement

Germes Will Make You Sick

(tune: Hokey – Pokey)

By Becky Valenick

Germes are really mean

But they can't be seen

They will make you sick,

Then you will feel "ick".

Use some soap and water,

Scrub your hands to get them clean –

Clean is what it's all about.

Sing the song *Wash, Wash, Wash Your Hands* while you wash the hands

Tune: "Row Your Boat"

Wash, wash, wash your hands

Play our handy game.

Rub and scrub, and scrub and rub.

Germes go down the drain.

Wash, wash, wash your hands

Play our handy game

Rub and scrub, and scrub and rub.

Dirt goes down the drain.

Learning Target: Students will be able to explain being "well" and identify self-care practices to support wellness. (2.1.2.PGD.3)

Activity: Watch read aloud 📺 "Grow Strong! A Book About Healthy Habits" by Cheri J. Meiners, illustrated ... Discuss that being healthy means you are well, and self-care practices can keep you well. Students will be put into groups. They will be asked to draw pictures of several healthy habits. Students will be guided to draw or describe combing their hair, brushing their teeth, and using tissues. Students will then be asked about the

importance of healthy habits. Example Question: fill in the blank – *When you (fill in the healthy habit) it is important to (not share your brush, wash your hands long enough to sing happy birthday, brush your teeth two to three times a day for two minutes or longer etc.)*


Learning Target: Students will be able to identify personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe. (2.3.2.PS.1)

Activity: Using Pebble Go (Social Studies, People and the Environment, Helping the Environment, Caring for Nature) 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 images of a clean and safe environment vs. an unclean and unsafe environment to discuss what personal habits and behaviors contribute to each scenario.

Learning Target: Students will be able to identify 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). (2.1..2.PGD.3)

Activity: Read and discuss the book, *I'm a Super Secret Germ Fighter* by Wednesday Jones. This book can be found in EPIC. To deepen understanding, students can draw themselves as a super secret germ fighter illustrating one way they can fight germs.

Learning Target: Students will be able to discuss and use strategies to prevent the spread of communicable diseases and health conditions (e.g., Lyme disease, influenza, cardiovascular diseases). (2.3.2.HCDM.3)

Activity: Students will practice ways to prevent the spread of disease by watching [How to Wash Your Hands Song | I'm a Hand Washer | Jack Hartmann Handwashing](#). Have students act out handwashing. Then, students will learn about how hand sanitizer works to prevent the spread of diseases by watching How Hand Sanitizer works by MysteryScience  [How does hand sanitizer kill germs?](#) Students will act out using hand sanitizer. To show what they learned, students will make a poster for their classroom to remind the class of one way they can prevent spreading germs.

NJCAP: New Jersey Child Assault Prevention program will address the following standards:

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

Resources:

- Daily Mindfulness Exercises
 - [4theKids](#)
 - <https://sites.google.com/idecorp.com/wtps-virtual-support-center/primary-resources>
 - www.twigglemagazine.com/September-activities/Germs-handwashing-preschool-lesson.html
 - PebbleGo.com
 - Seesaw.com
 - YouTube Videos
 - Getepic.com

Unit Modifications for Special Population Students

Advanced Learners

- Provide appropriate challenges for wide ranging skills and development areas.
- Participate in inquiry and project-based learning units of study
- Assigning roles within partnerships
- Differentiated supports: content, process, product, environment
- Learning Activity 1 – Provide students the opportunity to write a story about healthy habits.
- Learning Activity 2 – Have students write and illustrate how germs are spread from one person to another.

Struggling Learners	<ul style="list-style-type: none"> • Provide instructional adaptations and interventions in the general education classroom. • Modify classroom environment to support student needs. • Differentiated instruction • Repeat and rephrase instructions as needed • Frontload vocabulary: germs, cough, sneeze, sick, healthy • Read all materials orally
English Language Learners	<ul style="list-style-type: none"> • Pair visual prompts with verbal presentations • Frontload and immerse students in literacy and language experiences related to content. • Introduce vocabulary (germs, cough, sneeze, sick, healthy) • Provide students with visual models, sentence stems, concrete objects, and hands-on materials. • Learning Activity 1 – provide pictures of instruments for healthy habits such as comb, toothbrush, tissues • Learning Activity 2 – Create a chart with picture cues of vocabulary words: germs, cough, sneeze, sick, healthy • Read all materials orally
Special Needs Learners	<ul style="list-style-type: none"> • Review student individual educational plan and/or 504 plan. • Establish procedures for accommodations and modifications for assessments as per IEP/504. • Establish procedures for modification of classwork and homework as per IEP/504. • Modify classroom environment to support academic and physical needs of the students as per IEP/504. • Provide appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team. • Differentiation through content, process, product, environment • Repeat and rephrase instructions as needed • Frontload vocabulary: germs, cough, sneeze, sick, healthy • Read all material orally if needed
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections

Indicators:

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

- This standard is met through students drawing and writings about healthy habits.

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

- This standard is met through class discussions where students will practice listening to others, taking turns, and speaking about healthy habits that keep oneself and others healthy.

SL.AS.K.6.- Speak audibly and express thoughts, feelings, and ideas clearly.

- This standard is met through various discussions about healthy habits and behaviors that keep a person healthy and how to prevent the spread of disease.

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

- This standard connects to the activity reading the books *Take a Bath!: My Tips For Keeping Clean* by: Gina Bellisario and *I'm a Super Secret Germ Fighter* by Wednesday Jones.

Integration of 21st 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.

Content Statements students will:

- Identify and define authentic problems and significant questions for investigations.
- 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.

[Kindergarten Choice Board](#)

Kindergarten: Be a friend

"How to Be a Friend: A Guide to Making Friends and Keeping Them" by Laurie Krasny Brown and Marc Brown
 "Will You Be My Friend?" by Sam McBratney
 "Stick and Stone" by Beth Ferry
 "The Invisible Boy" by Trudy Ludwig
 "My Friend Is Sad" by Mo Willems
 "Strictly No Elephants" by Lisa Mantchev
 "The Rainbow Fish" by Marcus Pfister
 "Enemy Pie" by Derek Munson
 "How Do Dinosaurs Play with Their Friends?" by Jane Yolen and Mark Teague
 "A Sick Day for Amos McGee" by Philip C. Stead
 "Should I Share My Ice Cream?" by Mo Willems
 "The Littlest Airplane" by Brooke Hartman
 "The Rabbit Listened" by Cori Doerrfeld
 "Chrysanthemum" by Kevin Henkes
 "The Kindness Quilt" by Nancy Elizabeth Wallace