



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 | | | | |
| Grade Level(s): | Third Grade | | | | |
| 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: | C= Consistently, U= Usually, O= Occasionally, R= Rarely | | | | |
| Primary Resources: | <ul style="list-style-type: none">• Positivity Project• Nearpod – Social Emotional Learning• BrainPOP Videos, Activities, and discussion questions• NJCAP: New Jersey Child Assault Prevention• Mindfulschools.org shared resources• Literature and videos for discussion | | | | |

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

| | |
|--------------------------------|---------------------------------------|
| Designed by: | Marissa Yaker |
| Under the Direction of: | Gretchen Gerber & Christine Gehringer |

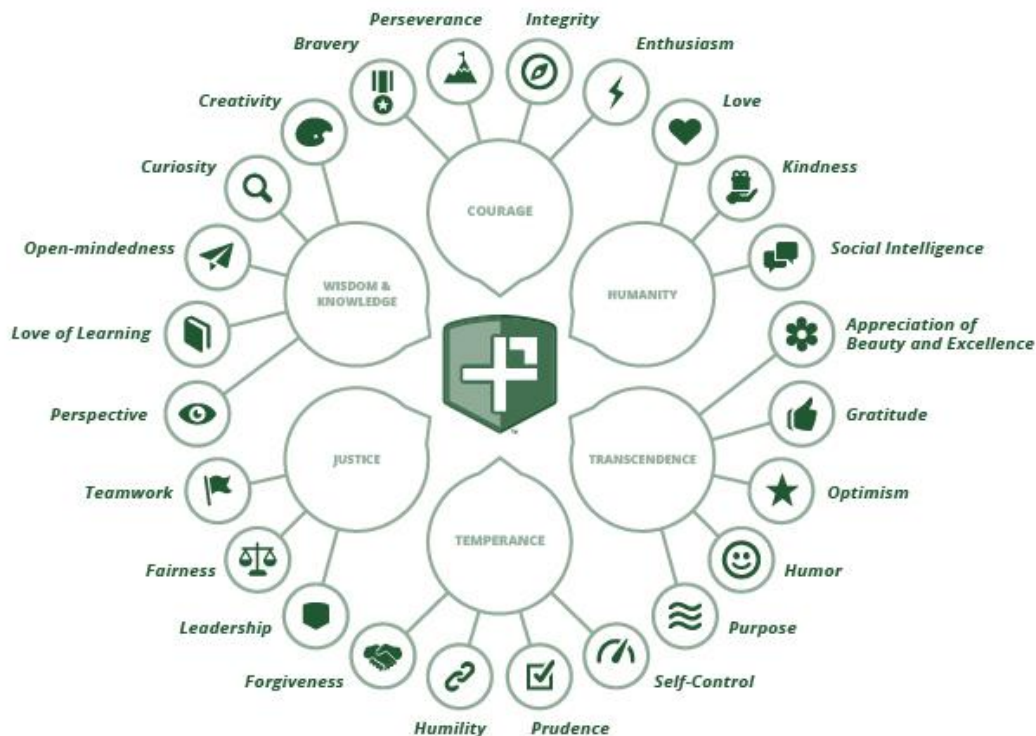
Written: _____

Revised: _____ 2022

BOE Approval: _____

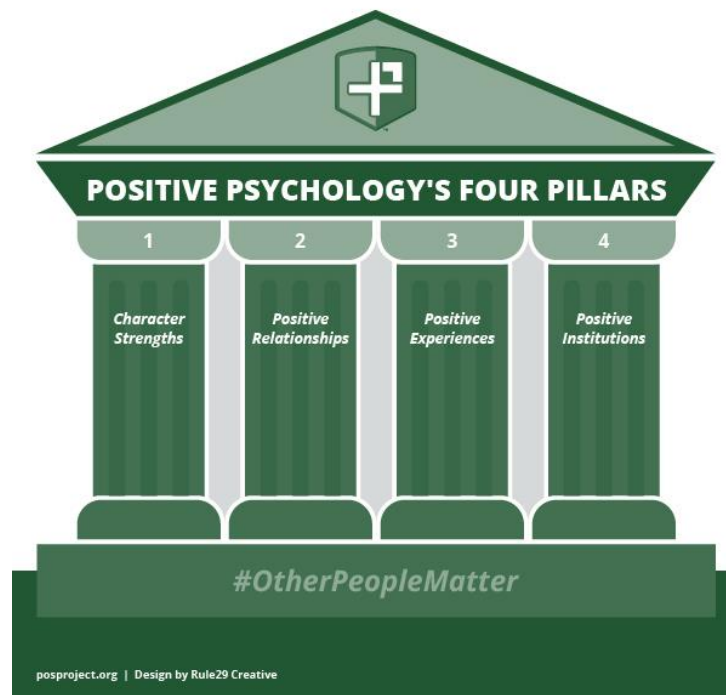
The **Positivity Project** focuses on 24-character strengths, taught in grades K-5. Each 15-minute differentiated lesson focuses on a particular strength using Google slides to guide lesson activities. Lessons are aligned with the New Jersey SEL Competencies. Consistently teaching, reflecting and discussing the character strengths enhances students' self-awareness and self-confidence, understanding and appreciation of others and interpersonal relationships.

CHARACTER STRENGTHS AND VIRTUES

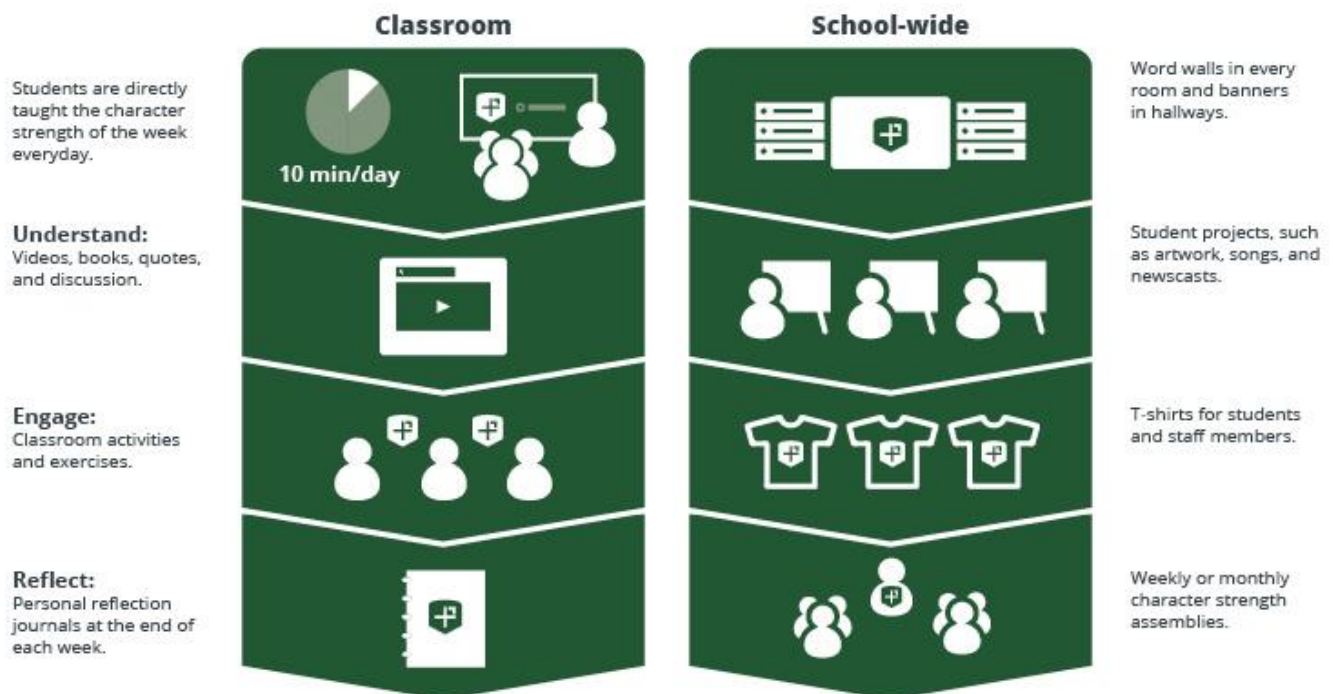


(Peterson and Seligman, 2004)





CONSISTENCY OF VOCABULARY AND CONCEPTS



Theorists as far back as Aristotle argued that virtue is the product of habitual action. One-shot positive psychology interventions can probably jump-start the process, but only sustained practice will make changes permanent.

— Dr. Chris Peterson

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

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 focus on the rights to be Safe, Strong, and Free.

Unit 1: Personal Growth/Wellness

Unit Description:

In this unit students will discuss the importance of a healthy lifestyle that includes diet, exercise, environment, as well as the actions one can take to prevent diseases and stay healthy. Students learn physical and mental strategies for maintaining a healthy lifestyle. Students gain a greater awareness of resources available to support their personal growth and wellness.

Weekly Positivity Project lessons will empower students to build strong relationships by recognizing the character strengths in themselves and others.

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

Unit Duration: Fall Semester

Desired Results

Standard(s):

Health:

- 2.1.5.PGD.1 Identify effective personal health strategies and behaviors that reduce the illness, prevent injuries, and maintain or enhance one's wellness (i.e., adequate sleep, balanced nutrition, ergonomics, regular physical activity)
- 2.2.5.N.1 Explain how healthy eating provides energy, helps maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.
- 2.2.5.N.2 Create a healthy meal based on nutritional content, value, calories, and cost.
- 2.3.5.HCDM.1 Identify conditions that may keep the human body from working properly, and the ways in which the body responds.
- 2.3.5.HCDM.2 Describe how to prevent the spread of communicable and infection diseases and conditions (e.g., Lyme Disease, Influenza)
- 2.3.5.HCDM.3 Examine how mental health can impact one's wellness (e.g., depression, anxiety, stress, phobias).
- 2.1.5.EH.1 Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.
- 2.1.5.EH.3 Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).
- 2.1.5.CHSS.1 Identify health services and resources available and determine how each assist in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals).

SEL: Competencies

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.

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.

Indicators: *Students will be able to...*

- Identify effective personal health strategies and behaviors that reduce the illness, prevent injuries, and maintain or enhance one's wellness.
- Explain how healthy eating provides energy, helps maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.
- Create a healthy meal based on nutritional content, value, calories, and cost.

- Identify conditions that may keep the human body from working properly, and the ways in which the body responds.
- Describe how to prevent the spread of communicable and infection diseases and conditions.
- Examine how mental health can impact one's wellness.
- Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.
- Identify health services and resources available and determine how each assist in addressing needs and emergencies in a school and in the community.
- Identify different feelings and emotions that people may experience and how they might express these emotions

Understandings:

Students will understand that...

- Health is influenced by the interaction of body systems.
- Understanding the principals of a balanced nutritional plan (e.g., moderation, variety of fruits and vegetables, limiting processed foods) assists in making nutrition-related decisions that will contribute to wellness.
- There are actions that individuals can take to help prevent diseases and stay healthy.
- Self-management skills impact an individual's ability to recognize, cope, and express emotions about difficult events.
- Community professionals and school personnel are available to assist and address health emergencies as well as provide reliable information.
- Resiliency and coping practices influence an individual's ability to respond positively to everyday challenges and difficult situations.

Essential Questions:

- What time do you go to sleep at night and what time do you wake up?
- What are the differences between healthy and unhealthy eating practices?
- Ask students to think about why it is important to take care of their minds as well as their bodies?

Assessment Evidence

Performance Tasks:

- Nearpod Digital Activities
- Positivity Project Activities
- BrainPOP Activities
- Daily Mindfulness Exercises

Other Evidence:

- Teacher Observations.
- Mindfulness activities participation.
- Participation in movement activities (brain breaks, gonoodle, mindyeti, etc.)
- Participation in outdoor classroom games and physical activities.

Benchmarks:

Schoolology assessment aligned to standards

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, Nearpod library, and activities provided during district Mindfulness PD sessions. Required daily mindfulness activities should be approximately 5-10 minutes in duration.

Teachers will use a combination of the Positivity Project Slides (slides for the week can be combined to two a day), Brain Pop Jr. videos and Nearpod activities along with outdoor class activities to complete the health curriculum each week.

Lessons:

Learning Target: Students will be able to understand that adequate sleep is required for a healthy body.

Activity: Students will write down what time they went to bed and how they felt in the morning. Students track their hours of sleep for a week to see how they felt the next morning.

Reflection:

- How did this impact their day?
- Did the amount of sleep impact their work?

Additional Resource: [Why do we need sleep?](#) BrainPOP video

Learning Target: Students will be able to plan a healthy meal and make healthy choices with food.

Activity: Using MyPlate (<http://www.choosemyplate.gov/>) as a guide, students will be asked to create a day of meals. One set of meals will be healthy and the other set unhealthy. Students will be asked to either draw or cut out and paste the meals. The students should include breakfast, lunch, dinner, and a snack. After both meal plans have been created students will compare and contrast the healthy meals versus the unhealthy meals.

Reflection:

- What makes the healthy meals you created better for your body versus the unhealthy meals?
- Why is it important to try to eat healthy versus eating unhealthy foods?

This activity is embedded in *"Healthy Eating"*, Nearpod lesson located in the Nearpod District Library, Third Grade, Health unit 1 folder.

Learning Target: Students will be able to understand why it is important to take care of our minds as well as our bodies.

Activity: Students will look at a variety of pictures of children participating in physical activities. Students will identify the characteristics of the children in the pictures. Do they look happy, are they interacting with others etc.

Reflection:

Students will then be asked to fill in the following sentences.

When I do my favorite physical activity, I feel ...

When I don't do any physical activity, I feel ...

Doing schoolwork after playing outside or exercising helps me ...

This activity is embedded in *"Physical Activity"*, Nearpod lesson located in the Nearpod District Library, Third Grade, Health unit 1 folder.

Standards 2.1.5.CHSS.1, 2.2.5.EH.1, 2.2.5.EH.3 and 2.3.5.HCDM.3 are addressed by the school counselor in the September and January Guidance Lessons. Students will learn that the school counselor is a source of support for social emotional needs. Students will develop skills to recognize their own strong emotions and identify strategies to help regulate reactions to strong emotions.

District Library Near Pod Lessons to be used during this unit:

- Healthy Eating
- Physical Activity

Resources:

- Nearpod Digital Activities
- Positivity Project Slideshows/Activities
- Daily Mindfulness Exercises
- BrainPOP Video and Activities

Unit Modifications for Special Population Students

| | |
|----------------------------------|---|
| Advanced Learners | <ul style="list-style-type: none"> • Provide appropriate challenge 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 smoke, nicotine, caffeine, alcohol) |
| 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. |
| 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 (drugs, medicine, habit, refuse) • Provide students with visual models, sentence stems, concrete objects, and hands-on materials. |
| 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, and/or environment. |
| 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:

ASCA (American School Counselor Association) Mindsets and Beliefs

B-SS 4. Demonstrate empathy

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

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

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

3-LS1-1 (various tasks) Develop models to describe that organisms have unique and diverse life cycles, but all have in common birth, growth, reproduction and death.

*Students learn that one factor that impacts their health is the traits they inherit from their parents.

Integration of 21st Century Skills

Indicators:

8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.

8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures

8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and

*Students will use graphic organizers and create open responses using Near Pod.

Unit 2: Family Life

Unit Description:

In this unit students will explore how parents and guardians impact the development of their children physically, socially, and emotionally. Students gain an awareness that healthy relationships are built upon expressing and sharing your thoughts and feelings, as well as mutual respect. Students learn about perspective and empathy and its impact on relationships.

Weekly Positivity Project lessons will empower students to build strong relationships by recognizing the character strengths in themselves and others.

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

Unit Duration: Spring Semester

Desired Results

Standard(s):

Health:

- 2.1.5.SSH.3 Demonstrate ways to promote dignity and respect for all people (e.g., sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration).
- 2.1.5.SSH.4 Describe how families can share common values, offer emotional support, and set boundaries and limits.
- 2.1.5.SSH.6 Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.
- 2.1.5.SSH.7 Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.
- 2.1.5.EH.3 Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).
- 2.1.5.EH.4 Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance.

SEL: Competencies

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.

Relationship Skills

- 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.

Indicators:

- Demonstrate ways to promote dignity and respect for all people
- Describe how families can share common values, offer emotional support, and set boundaries and limits.
- Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.
- Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.
- Identify different feelings and emotions that people may experience and how they might express these emotions.
- Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance.

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| <p>Understandings: <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • All individuals should feel welcome and included regardless of their gender, gender expression, or sexual orientation. • Family members impact the development of their children physically, socially, and emotionally. • Resiliency and coping practices influence an individual's ability to respond positively to everyday challenges and difficult situations. • People in healthy relationships share thoughts and feelings, as well as mutual respect. | <p>Essential Questions:</p> <ul style="list-style-type: none"> • What are values? • What is communication and in what ways can you communicate with one another? |
| <p style="text-align: center;">Assessment Evidence</p> | |
| <p>Performance Tasks:</p> <ul style="list-style-type: none"> • Nearpod Digital Activities • Positivity Project Activities • BrainPOP Activities | <p>Other Evidence:</p> <ul style="list-style-type: none"> • Teacher Observations. • Mindfulness activities participation. • Participation in movement activities (brain breaks, gonoodle, mindyeti, etc.) • Participation in outdoor classroom games and physical activities. |

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|---|--|
| <p style="text-align: center;">Learning Plan</p> | |
| <p>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, Nearpod library, and activities provided during district Mindfulness PD sessions. Required daily mindfulness activities should be approximately 5-10 minutes in duration.</i></p> <p>Teachers will use a combination of the Positivity Project Slides (slides for the week can be combined to two a day), Brain Pop Jr. videos and Nearpod activities along with outdoor class activities to complete the health curriculum each week.</p> <p>Lessons: Learning Target: Students will be able to understand what “values” are and how important they are to their family. Activity: Students will listen to <i>A Chair for My Mother</i>. They will need to provide evidence from the text which demonstrates that the family of characters; share common values, love one another, and provide emotional support for one another. This activity is embedded in <i>“Family Relationships”</i>, Nearpod lesson located in the Nearpod District Library, Third Grade, Health unit 2 folder.</p> <p>Learning Target: Students will be able to understand how important communication is physically, socially and emotionally. Activity: Discuss the importance of communication:</p> <ul style="list-style-type: none"> • “I” statements • Refusal skills. • Role Play <p>Reflection:</p> | |

- Watch the video in BrainPOP over “Conflict Resolution” and have students work together to come up with ways to resolve the conflicts.

Additional Resource: [Conflict Resolution](#) BrainPOP video

Standards 2.2.5.SSH.3, 2.2.5.SSH.6, 2.2.5.SSH.7, 2.1.5.EH.3 and 2.1.5.EH 4 are addressed by the school counselor in the October, November/December and February/March Guidance Lessons. Students recognize and identify the thoughts, feelings and perspectives of others. They demonstrate an understanding of the need for mutual respect when viewpoints differ. Students learn about what constitutes bullying and the differences between bullying, code of conduct violations and conflict. Through role playing, students learn strategies for strengthen coping skills in responding to bullying happening to themselves or others. Students learn to understand diversity based on differences, increase understanding of presence and impact of social justice actions, and recognize importance of advocating for self or others.

District Library Near Pod Lessons to be used during this unit:

- Family Relationships

Resources:

- Nearpod Digital Activities
- Positivity Project Slideshows/Activities
- Daily Mindfulness Exercises
- BrainPOP Video and Activities

Unit Modifications for Special Population Students

| | |
|----------------------------------|---|
| Advanced Learners | <ul style="list-style-type: none"> • Provide appropriate challenge 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 smoke, nicotine, caffeine, alcohol) |
| 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. |
| 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 (drugs, medicine, habit, refuse) • Provide students with visual models, sentence stems, concrete objects, and hands-on materials. |
| 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, and/or environment. |
| 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:

ASCA (American School Counselor Association) Mindsets and Beliefs

B-SS 4. Demonstrate empathy

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

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

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

B-SS 5. Demonstrate ethical decision-making and social responsibility

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

B-SMS 9. Demonstrate personal safety skills

LA.RL.3.1 - [*Progress Indicator*] - Ask and answer questions and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

LA.RL.3.3 - [*Progress Indicator*] - Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.

LA.SL.3.1 - [*Progress Indicator*] - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

*Students will use the text *A Chair for my Mother*, to answer questions while providing evidence from the text.

Integration of 21st Century Skills

Indicators:

8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.

8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures

8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and

*Students will use graphic organizers and create open responses using Near Pod.

Unit 3: Community Health Skills

Unit Description:

In this unit students learn how safety includes being aware of their environment and understanding how certain situations could lead to injury or illness. Students learn about emotional management, recognizing own strong emotions and identifying strategies to help regulate reactions to strong emotions. Through role playing and discussing different real-life scenarios students learn about setting healthy boundaries and what to do when in an uncomfortable situation.

Weekly Positivity Project lessons will empower students to build strong relationships by recognizing the character strengths in themselves and others.

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

Unit Duration: Spring Semester

Desired Results

Standard(s):

Health:

- 2.3.5.PS.1 Develop strategies to reduce the risk of injuries at home, school, and in the community.
- 2.3.5.PS.2 Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T)
- 2.3.5.PS.3 Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation.
- 2.3.5.PS.5: Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries.
- 2.3.5.PS.6: Identifying strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including bullying, teasing, teen dating violence, sexual harassment, sexual assault, and sexual abuse.
- 2.1.5.CHSS.1 Identify health services and resources available and determine how each assist in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals).
- 2.1.5.EH.1 Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.
- 2.1.5.EH.3 Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

SEL: Competencies

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.

Social Awareness

- Recognize and identify the thoughts, feelings, and perspectives of others.
- Demonstrate 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:

- Develop strategies to reduce the risk of injuries at home, school, and in the community.
- Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T)
- Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation.

- Identify health services and resources available and determine how each assist in addressing needs and emergencies in a school and in the community
- Community professionals and school personnel are available to assist and address health emergencies as well as provide reliable information.
- Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.
- Identify different feelings and emotions that people may experience and how they might express these emotions.
- Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries.
- Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous

Understandings:

Students will understand that...

- Safety includes being aware of the environment and understanding how certain situations could lead to injury or illness.
- Community professionals and school personnel are available to assist and address health emergencies as well as provide reliable information.
- Self-management skills impact an individual's ability to recognize, cope, and express emotions about difficult events.
- Resiliency and coping practices influence an individual's ability to respond positively to everyday challenges and difficult situations.
- Children who practice setting healthy boundaries know how to say no and what to do when they feel uncomfortable or find themselves in safe situations.

Essential Questions:

- How do I stay safe in various situations?
- What are some simple first-aid procedures you can do to help yourself?
- How can you stay safe while riding in a car or bus?

Assessment Evidence

Performance Tasks:

- Nearpod Digital Activities
- Positivity Project Activities

Other Evidence:

- Teacher Observations.
- Mindfulness activities participation.
- Participation in movement activities (brain breaks, gonoodle, mindyeti, etc.)
- Participation in outdoor classroom games and physical activities.

Benchmark:

Schoolology assessment aligned to standards (Units 2 & 3)

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, Nearpod library, and activities provided during district Mindfulness PD sessions. Required daily mindfulness activities should be approximately 5-10 minutes in duration.

Teachers will use a combination of the Positivity Project Slides (slides for the week can be combined to two a day), BrainPOP videos and Nearpod activities along with outdoor class activities to complete the health curriculum each week.

Lessons:

Learning Target: Students will be able to understand how to stay safe in certain situations.

Activity: Students will examine health scenarios and determine if they are health emergencies which require help or not. They will then create a plan for how to deal with an emergency situation.

This activity is embedded in "SLO 1 Health Emergencies" in the district Near Pod libraries

WTFD Safety Awareness Assembly will address the following standards:

2.1.5.CHSS.1: Identify health services and resources available and determine how each assist in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals).

2.3.5.PS.1: Develop strategies to reduce the risk of injuries at home, school, and in the community.

2.3.5.PS.2: Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.).

Learning Target: Students will learn about how important safety is in a car and a bus.

Activity: In small groups students will make a t-chart with how to stay safe while riding in a bus or a car and then make another t-chart of unsafe behaviors while riding in a car or bus. Students will share their charts with the class.

Standards 2.1.5.CHSS.1, 2.1.5.EH.1 and 2.1.5.EH.3 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 and understand the school counselor is a source of support for social emotional needs and to gain an understanding of identified skills for learning

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

2.3.5.PS.5: Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries.

2.3.5.PS.6: Identifying strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including bullying, teasing, teen dating violence, sexual harassment, sexual assault, and sexual abuse.

Resources:

- Nearpod Digital Activities
- Positivity Project Slideshows/Activities
- Daily Mindfulness Exercises

Additional NearPod Lessons found in the Social & Emotional Learning Library

Unit Modifications for Special Population Students

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|----------------------------------|--|
| Advanced Learners | <ul style="list-style-type: none">• Provide appropriate challenge 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 smoke, nicotine, caffeine, alcohol) |
| 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. |
| 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 (drugs, medicine, habit, refuse) |

| | |
|-------------------------------|---|
| | <ul style="list-style-type: none"> • Provide students with visual models, sentence stems, concrete objects, and hands-on materials. |
| 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, and/or environment. |
| 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. |

Health Standards Taught in other Curriculum

Indicators:

2.3.5.PS.4 – Develop strategies to safely communicate through digital media with respect

Taught in digital literacy

Interdisciplinary Connections

Indicators:

ASCA (American School Counselor Association) Mindsets and Behaviors

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

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

B-SMS 9. Demonstrate personal safety skills

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

Integration of 21st Century Skills

Indicators:

8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.

8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures

8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and

*Students will use graphic organizers and create open responses using Near Pod.